



# 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 Professional 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.

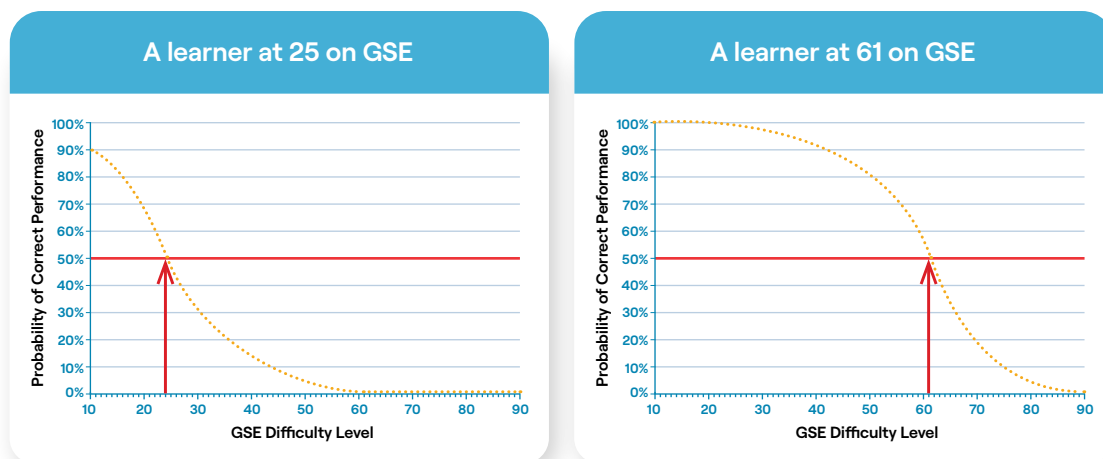
The Global Scale of English serves as a standard against which English language courses and assessments worldwide can be benchmarked, offering a truly global and shared understanding of proficiency levels.

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

## 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.

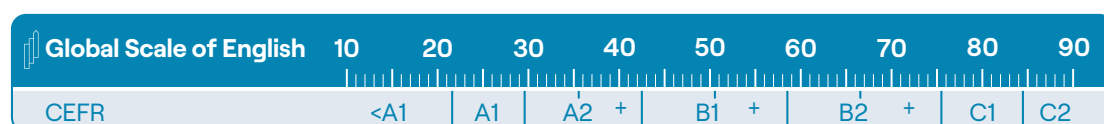
For that reason, to say that a learner is 'at' a certain level on the Global Scale of English does not mean they have necessarily mastered every GSE Learning Objective for every skill up to that point. Neither does it mean that they have mastered none at a higher GSE value. If a student is assessed as 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

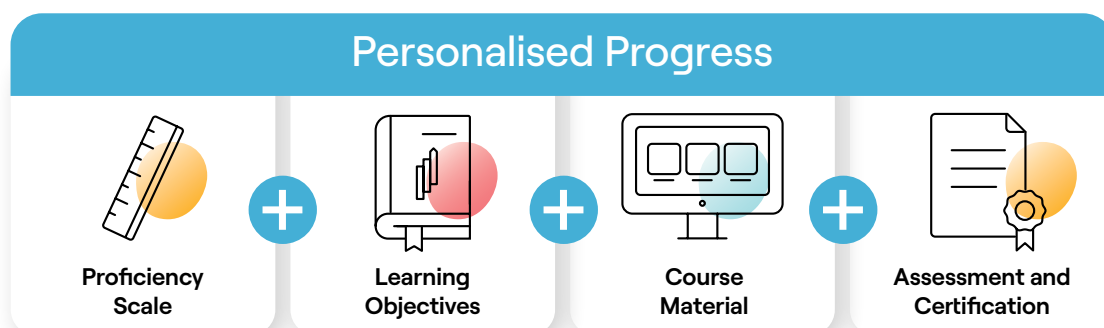
The work to develop the GSE Learning Objectives builds upon the research carried out by Brian North and the Council of Europe in creating the Common European Framework of Reference for Languages (CEFR)<sup>1</sup>.

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)

## Supporting Professional English language proficiency

The GSE Learning Objectives for Professional English form one of five sets of learning objectives developed for specific groups of learners. (Visit [pearsonenglish.com/gse](https://pearsonenglish.com/gse) for more information.) This set is aimed at learners who are using English for work or professional purposes or are being trained or educated for a profession where English is widely used as a medium of communication. It is constructed in accordance with the principles laid out in the CEFR (2001). It is applicable to all learners in all fields of professional activity, whatever their level of English and whatever their specialisms.

### 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 Professional English include the learning objectives developed for adult learners of general English. Learning Objectives developed specifically for Professional English are identified by the symbol **PRO**.

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57 **PRO** Can extract the key details from discussions in meetings conducted in clear, standard speech. (P)

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### What do we mean by Professional 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 CEFR goes on to state “The occupational domain embraces everything concerned with a person’s activities and relations in the exercise of his or her occupation” (ibid., p.15). The GSE Learning Objectives for Professional English cover the kinds of English skills and tasks necessary in an occupational setting – in other words, where the use of English is necessary to meet professional or business needs. Typically, though not exclusively, this refers to organisations, businesses and other entities where native speakers of different languages use English as a common medium of communication.



The Global Scale of English represents a quantum leap forward in recruiters being able to rapidly and accurately fit candidates to increasingly complex and diversified roles giving users a major advantage in a highly competitive labor market.”

*Global Talent Executive, BPO Industry*



## The importance of English in the workplace

Global companies increasingly view English language skill as a core competency for their employees. However, most recruiters, functional managers, and HR team members do not have the expertise or tools needed to objectively evaluate their employees' English skills. Businesses can benefit from a better understanding of the specific English skills required to perform a particular job and the current skill level of those who seek to do that job. The GSE Learning Objectives provide a consistent and precise method for understanding and assessing English language skills. Using the GSE Learning Objectives in our products helps businesses assess the English language competencies of their employees.

## Global Scale of English Job Profiles

GSE Job Profiles has been created to provide information for teachers of English for Specific Purposes (ESP) on the English language skills needed for specific jobs.

GSE Job Profiles was created using job descriptions from the O\*NET database compiled by the United States Bureau of Labor Statistics (see [www.onetonline.org](http://www.onetonline.org)). Each task in a job description was mapped to Global Scale of English Learning Objectives for Professional Learners to identify the linguistic skills that someone would need to master in order to carry out that task in English.

The GSE Job Profiles database can be found on [pearsonenglish.com/gse](http://pearsonenglish.com/gse) as part of the GSE Teacher Toolkit.

## 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 Professional English constitute a detailed and graded model of student target performance across a range of skills and domains relevant to the study of Business English.

Pearson content and assessment writers are using the GSE Learning Objectives as the foundation for the development of all new teaching, learning, and assessment materials.

In the new business English course **Business Partner**, GSE Learning Objectives are given at the start of each unit and lesson to indicate the main focus. This is an example of a unit opener from B1+, Level 6.

**Entrepreneurs** 6

**Unit overview**

<b>6.1 Fairphone</b> Lesson outcome: Learners can use vocabulary related to starting and financing a business.	<b>Value:</b> The world's first ethical smartphone <b>Vocabulary:</b> Running a business <b>Project:</b> Brainstorm and present new business ideas
<b>6.2 Young entrepreneurs</b> Lesson outcome: Learners can use reported speech to report what other people have said and read.	<b>Reading:</b> Learning how to start a business <b>Grammar:</b> Reported speech <b>Speaking and writing:</b> Tell us a journalist about your start-up
<b>6.3 Communication skills: Influencing</b> Lesson outcome: Learners are aware of different ways to influence other people and can use a range of phrases for dealing with objections.	<b>Value:</b> Influencing ethics: push and pull <b>Functional language:</b> Dealing with objections <b>Task:</b> Influencing others to overcome objections
<b>6.4 Business skills: Presenting facts and figures</b> Lesson outcome: Learners can use a range of phrases to present facts and figures using visual information.	<b>Listening:</b> A presentation based on visual data <b>Functional language:</b> Presenting visual information <b>Task:</b> A presentation to an investor
<b>6.5 Writing: Summarising</b> Lesson outcome: Learners can write a simple summary of factual work-related information.	<b>Model text:</b> Summary of a business talk <b>Functional language:</b> Summarising <b>Grammar:</b> Order of information in summaries <b>Task:</b> Listen to a talk and write a summary

**Business vocabulary:** p.98 **Review:** p.108 **Presentation:** 6.1 Content and visual content p.116 6.3 Introduction and discourse marking in presentations p.116 **Grammar reference:** p.123

In Lesson 6.5, we see that the Writing outcome is Learners can write a simple summary of factual work-related information. (GSE 52, B1+). Learners are taken through guided practice in writing summaries, leading to a more open-ended task of writing their own summary of a talk. At the end of the lesson, learners are then asked to reflect on how well they feel they have achieved the lesson outcome.

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](http://pearsonenglish.com/assessment).

## 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://www.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 the letters of the alphabet. (P)  |
|    | Can recognise cardinal numbers up to 10. (P)  |
| 12 | Can read and understand simple prices. (P)  |
| 14 | Can identify very common food and drink on a menu. (P)  |
|    | Can recognise basic plural forms of nouns (e.g. 'cars', 'books'). (P)                           |
| 15 | Can recognise familiar names, words and very basic phrases on simple notices. (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) |
| 24 | <b>PRO</b> Can understand a simple travel itinerary, including places, dates, and times. (P)                  |
| 25 | <b>PRO</b> Can understand a simple timesheet. (P)   |
|    | 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 short written notices, signs and instructions with visual support. (P)                         |
|    | Can understand simple descriptions of places. (P)   |
|    | Can understand basic phrases in short, simple texts. (P)  |
| 28 | Can follow basic instructions for making something simple. (P)  |
|    | Can extract personal details in a limited way. (P)  |
|    | Can understand short, simple messages about when and where to meet. (P)                                       |
| 29 | Can understand familiar phrases in a simple text. (P)   |
|    | Can understand simple phrases related to familiar, everyday activities. (P)                                   |
|    | Can follow simple instructions to carry out a straightforward task. (P)                                       |
|    | Can understand basic factual statements relating to pictures or simple texts. (P)                             |
- 

### GSE 30–35/A2: Reading

- 
- |    |   |
|----|---|
| 30 | <b>PRO</b> Can understand a simple work schedule. (P)                   |
|    | Can understand simple safety instructions, with visual support. (P)     |
|    | Can understand simple descriptions of people's physical appearance. (P) |
|    | Can understand short, simple texts about everyday activities. (P)       |
-

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

### GSE 36–42/A2(+): Reading

- 
- 36 Can follow a basic sequence of events in a simple text on a familiar topic. (P)
- 
- PRO** Can understand a simple payslip, listing earnings and basic deductions. (P)
- 
- 37 Can understand short, simple personal emails and letters. (C<sub>A</sub>)
- 
- PRO** Can understand simple meeting titles in a work-related calendar. (P)
- 
- Can understand short, simple narrative texts. (CSE<sub>A</sub>)
- 
- Can understand rules and regulations (e.g. 'safety') if expressed in simple language. (C)
- 
- Can identify specific information in simple letters, brochures and short articles. (C<sub>A</sub>)
- 
- Can understand reports of travel delays and cancellations. (P)
- 
- 38 **PRO** Can understand short, simple user tips in a software interface. (P)
- 
- Can make basic inferences from simple information in a short text. (P)
- 
- Can understand basic opinions expressed in simple language in short texts. (P)
- 
- 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)
- 
- 39 Can understand short, simple narratives and biographies. (C<sub>J</sub><sub>A</sub>)
- 
- Can understand the instructions to buy tickets online. (P)
- 
- Can identify specific information in a simple factual text. (P)
- 
- Can understand simple factual titles and headlines relating to common events. (P)
- 
- Can understand a simple text about a past event. (P)
-



- 40 Can scan a simple text, identifying the main topic(s). Can understand simple details in informational texts (blogs, websites, catalogues, etc.). (P)
- PRO** Can understand basic factual information in work-related emails. (P)
- PRO** Can understand a job application form requiring basic professional information. (P)
- PRO** Can understand a short, simple cover letter from a job applicant. (P)
- PRO** Can understand a short, simple resume/CV from a job applicant. (P)
- 41 Can follow the sequence of actions or events in a text on a familiar everyday topic. (P)
- PRO** Can understand information in a simple work-related diagram or chart. (P)
- PRO** Can understand a short, simple professional profile. (P)
- 42 Can understand a simple form asking for medical information (P)
- Can understand the main information from simple diagrams (e.g. 'graphs', 'bar charts'). (P)

### GSE 43–50/B1: Reading

- 43 Can make basic inferences or predictions about text content from headings, titles or headlines. (P)
- PRO** Can understand simple informal written advice on a work-related situation. (P)
- Can understand simple technical information (e.g. 'instructions for everyday equipment'). (C<sub>A</sub>)
- 44 Can identify similarities and differences between two short texts. (P)
- Can scan short texts to locate specific information. (P)
- PRO** Can understand standard emails on work-related topics. (P)
- PRO** Can understand responses to multiple choice questions about familiar products or services. (P)
- Can search the internet for specific everyday or work-related information. (P)
- Can understand written instructions for taking medication. (P)
- 45 Can find and understand information in advertisements for sporting or cultural events. (P)
- Can understand information in advertisements for jobs and services. (P)
- PRO** Can recognise the departments and their functions presented in a company's organisational chart. (P)
- PRO** Can scan a resume/CV for key information. (P)
- Can skim a short text to identify its main purpose. (P)
- Can identify key subject vocabulary in written descriptions. (W<sub>A</sub>)
- 46 Can generally understand straightforward factual texts on familiar topics. (C<sub>A</sub>)
- Can derive the probable meaning of simple unknown words from short, familiar contexts. (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 understand clearly written, straightforward instructions on how to use a piece of equipment. (C<sub>A</sub>)
- 47 **PRO** Can understand the main information in the agenda for a work-related meeting. (P)
- 48 **PRO** Can understand duties and responsibilities listed in job descriptions. (P)
- PRO** Can scan several short, simple texts on the same topic to find specific information. (P)
- PRO** Can understand the main ideas described in a company's mission statement. (P)
- Can extract relevant details in everyday letters, brochures and short official documents. (C<sub>A</sub>)

- 
- 49 Can identify the main topic and related ideas in a structured text. (P)
- PRO** Can extract the key details from simple informational materials (e.g. 'company policies'). (P)
- PRO** Can understand standard documents related to the daily activities of a company or institution. (P)
- 
- 50 Can understand the relationship between a main point and an example in a structured text. (P)
- PRO** Can distinguish between facts and opinions in simple written proposals. (P)
- 

### GSE 51–58/B1(+): Reading

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- 51 Can generally understand details of events, feelings and wishes in letters, emails and online postings. (C<sub>A</sub>)
- Can make simple inferences based on information given in a short article. (P)
- PRO** Can understand a simple standard disclaimer about confidential information included in a business email/letter. (P)
- PRO** Can understand detailed information in work-related calendar appointments. (P)
- Can distinguish between fact and opinion in relation to common topics. (P)
- Can recognise the direct repetition of ideas as a simple cohesive device. (P)
- 
- 52 **PRO** Can understand updates in emails about actions taken to solve problems. (P)
- Can follow chronological sequence in a formal structured text. (P)
- 
- 53 **PRO** Can extract key details from a company blog or article. (P)
- PRO** Can recognise significant points in straightforward reports and business letters. (P)
- PRO** Can understand the session details listed in a conference programme. (P)
- PRO** Can understand the main information in technical work-related documents. (P)
- PRO** Can understand written explanations of skills needed for career progression. (P)
- 
- 54 **PRO** Can compare a resume/CV against a job posting to determine if key requirements have been met. (P)
- Can recognise examples and their relation to the idea they support. (P)
- 
- 55 Can infer meaning based on information in a text. (P)
- Can understand written advice and instructions for resolving a problem with a product or piece of equipment. (P)
- PRO** Can understand decisions made during a meeting, when reported in clear, structured meeting notes. (P)
- PRO** Can identify key details in work-related documents. (P)
- 
- 56 **PRO** Can understand factual details in work-related emails. (P)
- Can recognise significant points and arguments in straightforward newspaper articles on familiar topics. (C<sub>A</sub>)
- PRO** Can understand the details of a product or service well enough to make a purchasing decision. (P)
- PRO** Can infer the meaning of abbreviations in emails from the context. (P)
- PRO** Can understand written feedback about what they are doing well and what they need to improve on in their job performance. (P)
-

57 Can recognise the general line of a written argument though not necessarily all the details. (C<sub>A</sub>)

**PRO** Can identify the writers' communicative purpose in a text. (P)

**PRO** Can distinguish between facts and opinions in short unstructured meeting notes. (P)

Can understand cause and effect relationships in a structured text. (P)

Can identify key information in an extended text or article. (P)

58 **PRO** Can extract key details from official documents and reports. (P)

Can understand problem and solution relationships in a structured text. (P)

Can understand most correspondence relating to their field of interest. (C<sub>A</sub>)

**PRO** Can understand details of written product information (e.g. 'specifications'). (P)

Can recognise the writer's point of view in a structured text. (P)

Can compare information given in different texts and media on the same topic. (W<sub>A</sub>)

## GSE 59–66/B2: Reading

59 **PRO** Can infer the meaning of words from context in work-related documents on familiar topics. (P)

Can understand instructions for making financial transactions online. (P)

Can use a monolingual dictionary to check the meaning of words without needing to refer to a bilingual dictionary. (P)

Can identify the main conclusions in a text that presents and contrasts arguments in a clearly signalled way. (C<sub>A</sub>)

60 Can identify language used to persuade the reader. (W<sub>A</sub>)

**PRO** Can distinguish between facts and opinions in structured meeting notes. (P)

Can make inferences or predictions about the content of newspaper and magazine articles from headings, titles or headlines. (P)

61 Can distinguish supporting details from the main points in a text. (P)

**PRO** Can understand the rules and expected behaviours described in a company's code of conduct document. (P)

Can follow the exchanges on the discussion board of a website. (P)

62 Can understand the plot of extended narratives written in standard, non-literary language. (CJ<sub>A</sub>)

Can interpret the main message from complex diagrams and visual information. (P)

Can understand the author's purpose and intended audience. (P)

Can recognise the use of cohesive devices to link ideas within and between paragraphs in a written text. (W<sub>A</sub>)

**PRO** Can understand in detail the agenda for a work-related meeting. (P)

Can recognise the author's use of irony in a simple text, if guided by questions. (P)

63 **PRO** Can distinguish between ambiguity and certainty in emails/letters. (P)

Can make inferences about the attitudes and feelings of characters based on evidence in the text. (P)

Can scan a long text or a set of related texts in order to find specific information. (C<sub>A</sub>)

**PRO** Can extract key details from an article on a business-related topic. (P)

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



- 
- 64 **PRO** Can infer the meaning of words from context in work-related documents or publications on unfamiliar topics. (P)
- 
- 65 **PRO** Can understand specialised terms used in reports in their field. (C<sub>A</sub>)
- Can recognise the tone and intended audience of a structured text. (P)
- 
- 66 Can summarise, comment on and discuss a wide range of factual and imaginative texts. (C<sub>A</sub>)
- 

## GSE 67–75/B2(+): Reading

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- 67 Can recognise the repetition of ideas expressed by substitution, paraphrasing, etc. (P)
- PRO** Can distinguish between facts and opinions in extended, unstructured meeting notes. (P)
- Can understand differences and similarities between points of view in extended texts. (C<sub>J</sub><sub>A</sub>)
- Can identify different styles, genres, and registers in written discourse. (W<sub>A</sub>)
- 
- 68 Can recognise contrasting arguments in structured, discursive text. (P)
- PRO** Can understand decisions made during a work-related meeting, reported in unstructured written notes. (P)
- PRO** Can extract specific details from an employee's evaluation form to identify areas for development. (P)
- Can understand the details of long complex instructions in their field, rereading as necessary. (C<sub>A</sub>)
- Can infer what will come next in an unstructured text by using contextual, grammatical and lexical cues. (P)
- PRO** Can infer meaning from contextual clues in an official document or report. (P)
- Can understand complex technical information such as operating instructions, specifications for familiar products and services. (C)
- Can understand the positive and negative connotations of words that have similar meanings. (P)
- 
- 69 **PRO** Can extract key details from a complex business report in their field. (C<sub>A</sub>)
- Can understand advice given in a linguistically complex text. (P)
- Can identify key information in a linguistically complex text. (P)
- Can use a variety of reference materials to check factual information quickly and efficiently. (P)
- Can synthesise information from different sources in order to give a written or oral summary. (P)
- Can quickly scan long, complex texts for key information. (P)
- 
- 70 Can understand inferred meaning in formal structured text. (P)
- Can understand complex, detailed correspondence, with occasional support from a dictionary. (C<sub>A</sub>)
- Can guess the meaning of an unfamiliar word from context in a linguistically complex text. (P)
- PRO** Can extract key details from a scientific article. (P)
- 
- 71 Can understand complex questions in questionnaires designed to elicit opinions. (P)
- PRO** Can understand a complex form for company-offered services (e.g. 'medical insurance'). (P)
- PRO** Can identify relevant articles and reports on a range of professional topics. (C<sub>A</sub>)
- PRO** Can understand a list of linguistically complex written questions to ask during a job interview. (P)
- Can distinguish between fact and opinion in complex formal contexts. (P)
- 
- 72 **PRO** Can understand linguistically complex texts in their field. (C<sub>A</sub>)
-

- 
- 73 Can identify specific information in a linguistically complex factual text. (P)  
Can recognise the author's use of irony in a text. (P)
- 
- 74 **PRO** Can extract key details from quantitative data in complex business documents. (P)  
Can understand the intended double meaning of a word in a written text. (P)  
Can get the gist of specialised articles and technical texts outside their field. (CJA)
- 
- 75 Can compare and critically evaluate a summary against the original text. (P)
- 

### GSE 76–84/C1: Reading

- 
- 76 Can understand correspondence containing idiomatic or non-standard language. (CA)
- 
- 77 **PRO** Can distinguish between facts and opinions in linguistically complex written proposals. (P)
- 
- 78 Can understand the use of puns, allusions, jokes etc. in adverts or newspaper headlines. (P)  
Can extract information, ideas and opinions from highly specialised sources within their field. (CA)  
Can identify examples that support a particular interpretation of a linguistically complex text. (P)
- 
- 79 Can understand complex arguments in newspaper articles. (P)  
Can identify inferred meaning in a linguistically complex text. (P)  
**PRO** Can understand complex technical work-related documents in detail. (P)
- 
- 80 Can understand the details of long complex texts in their field without needing to reread. (CA)
- 
- 81 **PRO** Can understand complex arguments in technical journals. (N2007A)
- 

### GSE 85–90/C2: Reading

- 
- 85 **PRO** Can understand complex arguments in technical or academic journals. (CA)
- 
- 87 Can understand highly colloquial language in unstructured texts that use complex structures. (P)  
Can understand long and linguistically complex factual and literary texts, appreciating distinctions of style. (CJA)  
Can critically evaluate a writer's choice of words to express nuances of meaning in an argumentative text. (WA)
- 
- 88 Can critically evaluate the effectiveness of different arguments in a linguistically complex text. (P)  
Can critically evaluate the structure, content and style of a text using linguistically complex language. (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 recognise a few familiar everyday words, if delivered slowly and clearly. (C <sub>1A</sub> )
	Can understand the letters of the alphabet. (P)
	Can recognise simple informal greetings. (P)
	Can understand cardinal numbers from 1 to 20. (P)
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 understand cardinal numbers from 21 to 100. (P)
	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)
20	Can understand simple language related to prices and quantities. (P)
	Can understand ordinal numbers from 1 to 100. (P)
21	Can understand basic personal details if given carefully and slowly. (P)
	Can understand basic questions about personal details if addressed slowly and clearly. (P)

## GSE 22–29/A1: Listening

22	Can understand the main information when people introduce themselves (e.g. 'name', 'age', 'where they are from'). (P)
23	Can extract the names of people or places from short, simple dialogues, if delivered slowly and clearly. (P)
	Can understand short, simple instructions addressed carefully and slowly. (C <sub>A</sub> )
	Can identify a caller's name and phone number from a short, simple telephone conversation. (P)
	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)
24	Can understand basic questions about people's likes and dislikes. (P)
	Can understand basic questions about objects in pictures or in their immediate surroundings. (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 understand cardinal numbers from 101 to 1000. (P)
	Can follow speech which is very slow and carefully articulated, with long pauses. (C <sub>A</sub> )
	Can understand basic information about someone's likes and dislikes. (P)
	Can recognise basic factual information about times and dates. (P)



- 26 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 understand basic factual statements. (P)
- Can identify a caller's name and phone number from a short, simple telephone conversation. (P)
- Can identify how much something costs in short, simple dialogues about the price, if delivered slowly and clearly. (P)
- Can understand simple spoken commands in a game or sport. (P)
- Can recognise words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures. (P)
- PRO** Can recognise basic information when people introduce themselves in work-related situations (name, job, etc). (P)
- 27 Can understand basic information about free time activities. (P)
- Can understand basic information about prices, times, and dates in familiar contexts, if spoken slowly and clearly. (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 understand basic information about someone when introduced to them using simple language. (P)
- Can understand simple directions, if spoken slowly and clearly. (P)
- Can identify common objects from spoken descriptions, 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 recognise phrases and content words related to basic personal and family information. (C<sub>A</sub>)
- 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 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 the main information in short, simple dialogues about familiar activities, if spoken slowly and clearly. (P)
- Can understand simple, everyday conversations if conducted slowly and clearly. (C<sub>A</sub>)
- Can identify key information (e.g. 'places', 'times') from short audio recordings, if spoken slowly and clearly. (P)
- Can follow short, simple social exchanges. (P)
- 34 **PRO** Can understand simple requests or instructions to carry out concrete work-related tasks. (P)
- Can understand the main information in simple conversations about hobbies and interests. (P)
- PRO** Can recognise some basic fixed expressions to describe products or services, given help with vocabulary. (P)
- Can recognise simple, fixed expressions used in small talk. (P)
- 35 **PRO** Can understand simple information about work activities. (P)
- Can understand who a phone call is intended for. (P)
- Can extract key factual information such as prices, times and dates from a recorded phone message. (P)
- 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 agree in a conversation conducted slowly and clearly. (P)
- Can follow a simple conversation or narrative about familiar, everyday activities. (P)
- Can recognise when speakers disagree in a conversation conducted slowly and clearly. (P)
- 37 Can follow the sequence of events in a short, simple dialogue or narrative. (P)
- Can understand enough to respond to direct requests expressed slowly and clearly. (C<sub>A</sub>)
- PRO** Can understand a work-related message given in person if delivered slowly and clearly. (P)
- 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 get the gist of short, simple stories if told slowly and clearly. (P)
- PRO** Can understand the main information in a simple work-related phone message. (P)
- 38 Can identify specific events from short spoken descriptions. (W<sub>A</sub>)
- Can understand specific information in a short, simple phone call. (P)
- 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>)

- 
- 39 Can identify key details in a simple recorded dialogue or narrative. (P)
- PRO** Can understand simple informal advice on a work-related situation. (P)
- Can generally identify the topic of discussion around them when conducted slowly and clearly. (C)
- PRO** Can understand simple work-related questions asked on phone calls. (P)
- Can understand basic information in a short presentation. (P)
- Can understand the key details of hotel, restaurant, and transport reservations. (P)
- 
- 40 Can understand enough to manage simple routine exchanges without undue effort. (C)
- PRO** Can follow instructions on recorded phone menus. (P)
- PRO** Can understand the main ideas in a simple work-related news story, given visual support. (P)
- 
- 41 Can derive the probable meaning of simple, unknown words from short, familiar contexts. (P)
- 
- 42 Can understand the main points of a short, informal interview on a familiar topic. (P)
- Can understand basic medical advice. (P)
- PRO** Can identify the main points in short talks on work-related topics, if delivered slowly and clearly. (P)
- PRO** Can understand simple, factual information in a work-related video. (P)
- PRO** Can understand basic information in a work-related phone call. (P)
- 

### GSE 43–50/B1: Listening

- 
- 43 Can understand instructions delivered at normal speed and accompanied by visual support. (P)
- Can listen to a short narrative and predict what will happen next. (N2000)
- Can identify a simple chronological sequence in a recorded narrative or dialogue. (P)
- 
- 44 **PRO** Can extract key details from conversations between colleagues about familiar topics. (P)
- Can recognise when a speaker is checking that the listener has understood something in a conversation conducted slowly and clearly. (P)
- Can follow everyday conversation, with some repetition of particular words and phrases. (P)
- 
- 45 Can follow the main points of short talks on familiar topics if delivered in clear standard speech. (C<sub>A</sub>)
- 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>)
- 
- 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 **PRO** Can extract the key details from a presentation if delivered slowly and clearly. (P)
- 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>)
- PRO** Can understand what people like or dislike about their workplace in some detail. (P)
- PRO** Can identify the main points in a work-related meeting on a familiar topic. (P)
-

- 48 **PRO** Can understand the main points of feedback about what they are doing well and what they need to improve on. (P)
- PRO** Can understand the main points of feedback from clients and colleagues if delivered slowly and clearly. (P)
- Can get the gist of explanations of unfamiliar cultural practices and customs, if delivered slowly and clearly. (C<sub>A</sub>)
- Can understand the main points of a simple podcast. (P)
- 49 **PRO** Can understand advice on a work-related situation. (P)
- Can understand simple technical instructions for everyday equipment. (C<sub>A</sub>)
- Can follow the linear structure of a short formal talk. (P)
- Can generally follow changes of topic in discussions related to their field if conducted slowly and clearly. (C<sub>A</sub>)
- Can follow most of an everyday conversation if speakers avoid very idiomatic usage. (C<sub>A</sub>)
- Can identify the main point of TV news items reporting events, accidents, etc. where the visual supports the commentary. (C)
- 50 Can recognise a speaker's feelings or attitudes. (P)
- PRO** Can identify the main action points in a work-related meeting conducted in clear, standard speech. (P)

### GSE 51–58/B1(+): Listening

- 51 Can distinguish between main ideas and supporting details in familiar, standard texts. (P)
- 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>)
- PRO** Can understand the main points of a work-related recorded presentation. (P)
- Can infer speakers' opinions in conversations on familiar everyday topics. (P)
- Can follow the main points in TV programmes on familiar topics if delivered in clear standard speech. (C<sub>A</sub>)
- PRO** Can understand conversations about rules or regulations related to the workplace. (P)
- Can follow recorded instructions and information given on a phone-delivered service. (P)
- 52 Can follow many films in which visuals and action carry much of the storyline. (C<sub>A</sub>)
- PRO** Can understand the main points in a radio or TV programme on a work-related topic. (P)
- Can recognise that a joke has been made, even if the meaning is not fully understood. (P)
- 53 Can understand the key points about a radio programme on a familiar topic. (P)
- Can follow detailed directions. (C)
- PRO** Can understand the key points given in diagrams and visual information used as part of a work-related presentation. (P)
- Can recognise repetition of the same topic in extended presentations or lectures. (W<sub>A</sub>)
- 54 Can understand a range of formal and informal excuses. (P)
- PRO** Can understand information about a job role presented during a job interview. (P)
- 55 Can understand advice and instructions for resolving a problem with a product or piece of equipment. (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>)



- 57 **PRO** Can extract the key details from discussions in meetings conducted in clear, standard speech. (P)  
 Can follow classes and training courses on a range of subjects, provided the content is simple. (CSE<sub>A</sub>)  
 Can extract the meaning of unknown words from context if the topic discussed is familiar. (C<sub>A</sub>)  
 Can follow most of a clearly structured presentation within their own field. (C<sub>A</sub>)  
 Can generally follow rapid or extended speech, but may require repetition or clarification. (C<sub>A</sub>)  
**PRO** Can recognise appropriate pauses during discussions in meetings in order to politely take their turn. (P)  
 Can deduce the general meaning of a passage from context in a longer, structured text. (P)  
**PRO** Can understand a range of questions in a job interview. (P)  
 Can recognise when a speaker uses basic rhetorical questions in conversation. (P)
- 58 **PRO** Can understand the details of someone's personal and professional experience from an interview or presentation. (P)  
 Can understand problem and solution relationships in informal conversation. (P)  
 Can recognise misunderstandings without explicit prompting. (P)  
 Can understand a large part of many TV programmes on familiar topics. (C<sub>A</sub>)

### GSE 59–66/B2: Listening

- 59 Can relate information in a presentation to the same information given in graphs, charts and tables. (W<sub>A</sub>)  
 Can identify the main reasons for and against an argument or idea in a discussion delivered in clear standard speech. (P)
- 60 Can recognise that a speaker is expressing concerns in a formal discussion. (P)  
 Can understand most of a radio programme about a familiar topic. (C<sub>A</sub>)  
 Can distinguish between relevant and irrelevant content in extended informal speech. (P)
- 61 Can follow the stages of a complex process described using non-technical language. (P)  
 Can recognise when examples are being given in a structured presentation on an unfamiliar topic. (P)  
 Can understand scripted speech delivered quickly, if the accent is familiar. (C<sub>A</sub>)  
**PRO** Can understand in detail work-related phone messages. (P)  
 Can follow changes of topic in factual TV news items and form an idea of the main content. (C)
- 62 Can understand detailed instructions well enough to be able to follow them without making mistakes. (C)  
 Can follow a natural group discussion, but may find it difficult to participate effectively. (C<sub>A</sub>)
- 63 Can recognise the speaker's point of view in a structured presentation. (P)  
**PRO** Can understand most details of TV programmes and interviews on work-related topics. (P)
- 64 Can understand the advantages and disadvantages of different options during a discussion. (P)  
 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 recognise the use of hyperbole (e.g. 'It's going to take me years to finish this'). (P)  
 Can understand main points and check comprehension by using contextual clues. (C<sub>A</sub>)

- 65 **PRO** Can extract specific details from a TV programme on a work-related topic. (P)
- Can understand the speaker's point of view on most topics delivered at natural speed and in standard language. (C<sub>A</sub>)
- Can understand most of a radio programme aimed at a general audience. (P)
- Can follow chronological sequences in extended informal speech at natural speed. (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)
- 66 **PRO** Can understand specialised vocabulary used in presentations or discussions within their field. (P)
- Can distinguish between fact and opinion in informal discussion at natural speed. (P)
- PRO** Can distinguish between ambiguity and certainty in speech. (P)
- Can recognise the tone and intended audience of a formal presentation. (P)
- Can understand the main ideas of complex technical discussions in their field. (C<sub>A</sub>)

### GSE 67–75/B2(+): Listening

- 67 **PRO** Can recognise indirect disagreement expressed through modifiers used during negotiation. (P)
- PRO** Can understand a course of action suggested during a negotiation. (P)
- 68 **PRO** Can understand the details of a complex telephone order for goods or services. (P)
- 69 Can extract specific details from poor quality public announcements, e.g., in a 'station', 'sports stadium', etc. (N2000<sub>A</sub>)
- Can understand summaries of data or research used to support an extended argument. (P)
- 70 Can follow a wide range of factual and creative texts and summarise themes and opinions. (C<sub>A</sub>)
- 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 understand the main points of complex and abstract presentations in their field. (C<sub>A</sub>)
- Can differentiate between rhetorical and genuine questions in informal discussion. (P)
- Can recognise the use of rhetorical questions to reveal unstated assumptions. (P)
- Can identify key information in linguistically complex conversations at natural speed. (P)
- Can recognise repetition of ideas through substitution, paraphrasing, etc. in complex arguments. (P)
- 72 Can understand the main points of complex academic/professional presentations. (C<sub>A</sub>)
- Can understand most TV news and current affairs programmes. (C)
- Can understand detailed medical advice. (P)
- Can understand the use of irony to emphasise a speaker's meaning. (P)
- 73 Can follow extended speech expressing unstructured ideas and thoughts. (P)
- PRO** Can follow a work-related discussion between fluent speakers. (P)

- 
- 74 Can follow an animated conversation between two fluent speakers. (C<sub>A</sub>)
- 
- Can follow extended speech on abstract and complex topics outside their field, if able to ask for confirmation of details. (C<sub>A</sub>)
- 
- Can recognise the language and strategies used when a speaker is avoiding answering a question. (P)
- 

### GSE 76–84/C1: Listening

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- 76 Can follow a fast-paced conversation between fluent speakers well enough to be able to contribute. (C<sub>A</sub>)
- 
- 77 Can recognise coherence devices and follow complex arguments on unfamiliar topics. (P)
- 
- 78 Can understand most of a linguistically complex podcast. (P)
- 
- Can understand the intended double meaning of a word used in a joke. (P)
- 
- 79 Can follow presentations on abstract and complex topics outside their field of interest. (P)
- 
- Can understand stories being told by a fluent speaker using colloquial language. (P)
- 
- 80 Can follow films employing a considerable degree of slang and idiomatic usage. (C)
- 
- 81 Can recognise a speaker's feelings or attitude in linguistically complex speech. (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)
- 
- 83 Can understand the details of extended and linguistically complex talks on a range of political, environmental, and social issues. (P)
- 
- Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. (N2000)
- 

### GSE 85–90/C2: Listening

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- 86 Can understand the details of extended and linguistically complex professional and technical presentations. (N2000<sub>A</sub>)
- 
- 88 Can understand in detail discussions on abstract and complex topics among speakers with a variety of accents and dialects. (C<sub>A</sub>)
-

## Speaking

### GSE 10–21/Below A1: Speaking

10	Can ask someone for their name. (P)
11	Can make simple purchases by pointing or other gestures. (N2000 <sub>A</sub> ) 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) 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. (CJ <sub>A</sub> )
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. (N2000 <sub>A</sub> ) Can establish basic social contacts with simple, polite greetings and farewells. (C <sub>A</sub> ) 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. (C <sub>A</sub> )
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. (C <sub>A</sub> )

## 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. (N2000a)
- 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 **PRO** Can give basic information to introduce themselves in work-related situations (name, job, etc). (P)
- 
- 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>)
- 
- PRO** Can conduct very simple business transactions using basic language. (P)
-

- 
- 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. (CA)
- 
- Can use simple phrases to order a meal. (CA)
- 
- Can talk about furniture and rooms using simple language. (P)
- 
- Can ask for and provide things using simple phrases. (CA)
- 
- 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'). (CA)
- 
- Can use brief, everyday expressions to ask for and give personal details. (CA)
- 
- Can ask for simple directions from X to Y on foot or by public transport. (P)
- 
- Can start or end a short conversation using basic fixed expressions. (CA)
- 
- 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. (CSEa)
- 
- 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)
- PRO** Can say what's in a town or business park using basic words or phrases. (P)
- PRO** Can talk about basic work routines, given help with vocabulary. (P)
- Can make simple transactions in shops, post offices and banks. (CA)
- Can ask simple questions about quantities and amounts. (P)
- Can answer simple questions about quantities and amounts, given help with vocabulary. (P)
- 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 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. (CA)
- Can ask for basic advice using simple language. (P)
- Can describe people's everyday lives using a short series of simple phrases and sentences. (CA)
- 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.
- 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)
- 
- PRO** Can read aloud a short, simple script to be used when making initial contact with a business or client. (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)
- 
- PRO** Can talk about their working day using simple language. (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>)
- 
- PRO** Can use some basic fixed expressions to describe products or services, given help with vocabulary. (P)
- 
- 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>)
- 
- PRO** Can describe a work routine using simple language. (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 make suggestions about doing common everyday activities, using simple fixed expressions. (P)
- 
- Can get information from a tourist office of a straightforward, non-specialised nature. (C<sub>A</sub>)
-



- 40
- PRO** Can answer simple work-related questions on the phone using fixed expressions. (P)
  - PRO** Can answer basic work-related requests using fixed expressions (P)
  - PRO** Can give basic information about their company and job using fixed expressions. (P)
  - Can say how they or someone else feels, giving brief reasons. (P)
  - Can ask for and give or refuse permission. (N2000)
  - PRO** Can explain how long a phone call must be put on hold for. (P)
  - 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)
  - PRO** Can ask what an employee likes or dislikes about their job. (P)
- 41
- Can cancel a hotel, restaurant, or transportation reservation on the phone. (P)
  - Can make and respond to suggestions. (C)
  - PRO** Can explain what they like or dislike about their job or workplace. (P)
  - Can show interest in conversation using fixed expressions. (P)
  - Can talk about personal possessions, including household pets. (N2000<sub>A</sub>)
  - Can give the reasons for a choice, using simple language. (P)
  - PRO** Can give someone the details needed to make hotel, restaurant, or transport reservations. (P)
  - Can participate in short conversations in routine contexts on topics of interest. (C)
  - Can check or clarify information using some simple fixed expressions. (P)
  - PRO** Can talk about orders or deliveries using a few fixed expressions and given help with vocabulary. (P)
  - PRO** Can ask what an employee likes or dislikes about their job or workplace. (P)
  - PRO** Can repeat back details about an appointment, including day, time, and location, to check for understanding. (P)
  - Can discuss what to do next using simple phrases. (C<sub>A</sub>)

- 
- 42 Can give a short, basic description of events and activities. (C)
- 
- Can ask about someone's work experience or education using simple language. (P)
- 
- Can use some basic interjections to express understanding, surprise, disappointment, and excitement. (P)
- 
- Can make an appointment on the phone. (P)
- 
- PRO** Can schedule a meeting using some simple fixed expressions. (P)
- 
- PRO** Can leave simple, clear and appropriately expressed work-related phone messages. (P)
- 
- Can express regret using simple language. (P)
- 
- Can make simple future arrangements and plans with reference to a diary or schedule. (P)
- 
- PRO** Can talk about orders or deliveries using a few fixed expressions and given help with vocabulary. (P)
- 
- PRO** Can describe how often a work-related problem has occurred using simple language. (P)
- 
- Can make simple predictions about the future. (P)
- 
- PRO** Can give the order of a work-related process using simple language (eg. first, second, then). (P)
- 

### GSE 43–50/B1: Speaking

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- 43 Can paraphrase a simple factual statement related to a familiar topic. (P)
- 
- PRO** Can make basic comparisons between people, companies or products. (P)
- 
- Can describe future plans and intentions using fixed expressions. (P)
- 
- Can make a complaint using simple language. (P)
- 
- PRO** Can end a presentation by thanking the group for their time and attention. (P)
- 
- PRO** Can use simple, fixed expressions to accept offers in a simple business transaction. (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>)
- 
- PRO** Can describe a simple work-related process. (P)
- 
- 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)
- PRO** Can use simple, fixed expressions to make offers in a simple business transaction. (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)
- PRO** Can use simple language to convey the basic facts about a negotiating position. (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 use simple expressions to explain a basic technical problem. (P)
- Can give an opinion when asked directly, provided they can ask for repetition. (C<sub>A</sub>)
- PRO** Can return a phone call, explaining who is calling and the reason for the call. (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)
- 46 Can express preferences about food and drink in detail. (P)
- PRO** Can briefly explain why a call must be put on hold. (P)
- Can give or seek personal views and opinions in discussing topics of interest. (C)
- PRO** Can ask closed questions to check facts and details. (P)
- Can invite others to give their views on what to do next. (C)
- Can arrange a delivery time on the phone. (P)
- PRO** Can make simple work-related arrangements 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>)
- PRO** Can negotiate a change in price in a simple business transaction using basic language. (P)
- Can express attitudes using simple language. (P)
- PRO** Can talk about sales data in a limited way using basic fixed expressions. (P)
- PRO** Can answer questions in a work-related survey. (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>)
- PRO** Can open a meeting using some basic fixed expressions. (P)
- Can enter unprepared into conversation on familiar topics (e.g. 'family', 'hobbies', 'work'). (C<sub>A</sub>)
- PRO** Can suggest possible solutions to a problem using simple language. (P)
- 48 Can describe dreams, hopes and ambitions. (C)
- Can introduce a conversation topic with the present perfect and provide details in the past. (P)
- Can make an invitation using formal language. (P)
- PRO** Can change simple work-related arrangements on the phone. (P)
- PRO** Can refer to an agenda in a meeting using some basic fixed expressions. (P)
- PRO** Can make simple recommendations on a work-related situation. (P)
- PRO** Can ask questions in a work-related survey. (P)
- PRO** Can provide a basic description of professional goals. (P)
- PRO** Can give information in a job interview. (P)
- 49 Can discuss everyday, practical issues when the conversation is conducted slowly and clearly. (C<sub>A</sub>)
- PRO** Can talk about risk using simple language. (P)
- PRO** Can leave a voicemail message including key information. (P)
- PRO** Can discuss a travel-related problem (accommodation/transport) with a service agent over the phone. (P)
- PRO** Can maintain professional etiquette in conversation using simple phrases and fixed expressions. (P)
- PRO** Can give a simple update on a work-related project. (P)
- PRO** Can make and justify a simple point of view on a work-related topic. (P)
- Can give detailed accounts of experiences, describing feelings and reactions. (C)
- PRO** Can discuss product features in a business setting using simple language. (P)
- Can respond in a simple way to verbal challenge or aggression. (P)
- PRO** Can state the purpose of a meeting using some basic fixed expressions. (P)
- PRO** Can invite colleagues to a work-related event or function using informal language. (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)
- PRO** Can present a conclusion in a meeting using simple language. (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)
- 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>)
- PRO** Can talk about work-related plans and intentions. (P)
- PRO** Can summarise the main ideas in a meeting using simple language. (P)
- Can discuss films, books or plays in simple terms, using fixed expressions. (P)
- 

### GSE 51–58/B1(+): Speaking

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- 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)
- PRO** Can give a simple presentation on a work-related topic. (P)
- Can briefly give reasons and explanations for opinions, plans and actions. (C)
- PRO** Can ask questions about professional experience. (P)
- PRO** Can ask questions about someone's professional experience. (P)
- Can report the opinions of others, using simple language. (P)
- PRO** Can give information in a job interview about job history. (P)
- PRO** Can answer questions about professional experience. (P)
- Can express hopes for the future using a range of fixed expressions. (C<sub>Ja</sub>)
- Can express and respond to feelings (e.g. 'surprise', 'happiness', 'interest', 'indifference'). (C)
- PRO** Can carry out a work-related phone conversation using polite fixed expressions. (P)
- PRO** Can signal agreement in a simple negotiation using fixed expressions. (P)
- 52 Can express opinions and attitudes using a range of basic expressions and sentences. (C<sub>A</sub>)
- PRO** Can ask for information in a job interview. (P)
- Can speak in general terms about environmental problems. (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>Ja</sub>)
- Can repeat back what is said to confirm understanding and keep a discussion on course. (C<sub>A</sub>)
-



- 53 **PRO** Can negotiate simple terms and conditions of a basic sale or contract. (P)
- PRO** Can suggest simple solutions to a customer service problem. (P)
- Can ask someone to paraphrase a specific point or idea. (P)
- PRO** Can answer customer complaints on the phone using simple language. (P)
- PRO** Can suggest a resolution to a conflict in a simple negotiation using fixed expressions. (P)
- Can develop an argument using common fixed expressions. (P)
- PRO** Can explain the reasons for their phone call to a business or client. (P)
- Can compare and contrast alternatives about what to do, where to go, etc. (C<sub>A</sub>)
- PRO** Can present findings from a research project in a simple way. (P)
- Can define the features of something concrete for which they can't remember the word. (C)
- PRO** Can give a short, prepared update on a work-related project. (P)
- Can signal that they wish to bring a conversation to an end. (P)
- PRO** Can express limited opinions and arguments during work-related meetings. (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>)
- PRO** Can express dissatisfaction about products and services offered by a company or institution. (P)
- Can leave phone messages containing detailed information. (P)
- PRO** Can present results in a meeting or presentation using fixed expressions (P)
- PRO** Can build on an idea in a meeting using simple language. (P)
- PRO** Can ask for general feedback about a business idea or proposal. (P)
- PRO** Can clarify information and check understanding on the phone. (P)
- Can describe basic symptoms to a doctor, but with limited precision. (C<sub>A</sub>)
- PRO** Can respond to interruptions in a meeting using fixed expressions. (P)
- PRO** Can use closed questions to receive concise answers. (P)
- Can make excuses using a range of polite forms. (P)
- PRO** Can describe how much of a work-related task has been completed. (P)
- Can answer simple factual questions about a presentation they have given. (P)
- PRO** Can use polite questions to build rapport in work-related social situations. (P)
- PRO** Can ask for general approval for a specific plan of action. (P)
- PRO** Can report the contents of work-related conversations. (P)
- PRO** Can express general concern about a work-related issue. (P)

- 55 Can respond to ideas and suggestions in informal discussions. (C<sub>A</sub>)
- Can use synonyms to describe or gloss an unknown word. (C<sub>A</sub>)
- PRO** Can describe a range of jobs in their department or company. (P)
- PRO** Can refer to pictures, charts, graphs etc. during a presentation using fixed expressions. (P)
- PRO** Can make predictions about a work-related situation. (P)
- PRO** Can summarise the position at the end of a negotiation in a simple way. (P)
- 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)
- PRO** Can ask follow-up questions at a presentation using fixed expressions. (P)
- 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>)
- PRO** Can give clear work-related instructions. (P)
- Can generally follow most of what is said and repeat back details to confirm understanding. (C<sub>A</sub>)
- 56 Can decline offers politely using a range of formal and informal expressions. (P)
- PRO** Can present a negotiating proposal in a simple way. (P)
- PRO** Can describe their own sector or industry in some detail. (P)
- PRO** Can present information related to the business in an informal discussion. (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>)
- PRO** Can orally summarise work-related memos. (P)
- Can ask for confirmation of understanding during a live discussion or presentation. (P)
- Can give brief comments on the views of others. (C)
- PRO** Can ask for questions or feedback at the end of a presentation. (P)
- 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>)
- PRO** Can check that everyone agrees in group discussions using fixed expressions. (P)
- Can respond to excuses using a range of polite forms. (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)
- PRO** Can participate in teleconferences using fixed expressions for self-introduction and turn-taking. (P)
- PRO** Can deal with technical issues during an online meeting using simple language. (P)

- 
- 58 Can express support in a manner that shows they were actively listening to the other person. (P)
- 
- PRO** Can discuss problems and solutions related to change in the workplace. (P)
- 
- PRO** Can explain technical issues during an online meeting using simple language. (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)
- 
- PRO** Can respond to conflict in a simple negotiation using fixed expressions. (P)
- 
- PRO** Can maintain rapport during a negotiation using personal pronouns of inclusion (i.e. 'we' vs. 'I', 'you'). (P)
- 
- PRO** Can respond to follow-up questions at a presentation using fixed expressions. (P)
- 
- PRO** Can use appropriate linking expressions to signal transitions within a presentation. (P)
- 
- PRO** Can describe people's reactions to change. (P)
- 
- Can tell someone about a discussion or conversation in some detail. (P)
- 
- PRO** Can discuss their own achievements in previous jobs during a job interview. (P)
- 

## GSE 59–66/B2: Speaking

---

- 59 Can describe objects, possessions and products in detail, including their characteristics and special features. (P)
- 
- PRO** Can repeat back what is said during a teleconference to confirm understanding. (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>)
- 
- PRO** Can discuss details of a work-related task (e.g. 'deadlines', 'specifications'). (P)
- 
- 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)
- 
- PRO** Can encourage agreement in meetings using fixed expressions. (P)
- 
- PRO** Can politely express dissatisfaction for products and services offered by a company or institution. (P)
- 
- PRO** Can express specific concerns about a work-related issue. (P)
- 
- PRO** Can discuss a plan of action for dealing with a work-related task. (P)
- 
- Can describe people's personality and emotions in some detail. (P)
- 
- Can discuss options and possible actions. (P)
-

- 60
- PRO** Can invite others into the discussion during a teleconference by asking for questions. (P)
  - PRO** Can discuss possible options for dealing with a work-related task. (P)
  - PRO** Can ask for a summary of the reasons for a disagreement. (P)
  - PRO** Can encourage decision-making in meetings using fixed expressions. (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>)
  - PRO** Can describe people's feelings about change. (P)
  - 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)
  - PRO** Can ask open-ended questions to better understand the specific details of a problem. (P)
  - PRO** Can express partial or weak agreement to help move a negotiation forward. (P)
  - PRO** Can present a summary of a straightforward business proposal. (P)
- 61
- PRO** Can express understanding about someone's reaction to change. (P)
  - Can respond to clearly expressed questions on a presentation they have given. (C<sub>A</sub>)
  - PRO** Can clearly describe their professional background. (P)
  - 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)
  - 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>)
  - Can use a limited number of cohesive devices with some 'jumpiness' in a long contribution. (C<sub>A</sub>)
  - PRO** Can open a meeting or discussion using appropriate language. (P)
  - PRO** Can describe their reasons for resisting a change. (P)
  - PRO** Can ask questions about challenges someone may be facing in their job. (P)

- 62 **PRO** Can express general concern about a work-related issue (e.g. 'project completion', 'deadlines'). (P)
- Can construct a chain of reasoned argument. (C)
- PRO** Can clearly describe their professional aspirations. (P)
- PRO** Can ask for a detailed explanation of the reasons for a disagreement. (P)
- PRO** Can include small talk in a negotiation in order to maintain rapport. (P)
- PRO** Can politely interject while someone else is speaking during a work-related meeting. (P)
- Can recommend a course of action, giving reasons. (P)
- PRO** Can make a factual comparison of products and services from different companies. (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)
- PRO** Can answer complaints from dissatisfied employees and customers politely. (P)
- 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)
- 63 **PRO** Can adjust their tone of voice to express empathy when delivering bad news to a colleague or client. (P)
- Can introduce a new topic during a formal discussion. (P)
- PRO** Can close a meeting or discussion using appropriate language. (P)
- PRO** Can give a short, unprepared update on a work-related project. (P)
- PRO** Can recommend particular actions at the end of a presentation. (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)
- PRO** Can confirm decisions at the end of a meeting or teleconference. (P)
- Can introduce a new perspective on the topic of a discussion. (W<sub>A</sub>)
- PRO** Can clearly and concisely describe a product or a service within their field. (N2007<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)
- PRO** Can describe in detail why they agree or disagree with a suggested work-related change. (P)
- 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>)
- PRO** Can give clear instructions about solving job-related problems. (P)
- PRO** Can lead a discussion, expanding and developing ideas, if given time in advance to prepare. (P)
- PRO** Can discuss creative ideas for work-related projects. (P)
- PRO** Can propose action to be taken to resolve a conflict in a simple negotiation using fixed expressions. (P)
- Can compare and contrast situations in some detail and speculate about the reasons for the current situation. (P)
- PRO** Can summarise the action items at the end of a meeting. (P)
- Can summarise orally the plot and sequence of events in an extract from a film or play. (C<sub>A</sub>)
- PRO** Can carry out an interview in order to research a specific topic. (P)
- PRO** Can evaluate the advantages and disadvantages of different options during a discussion. (P)
- PRO** Can deal with dissatisfied clients or customers politely. (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 **PRO** Can summarise the position at the end of a negotiation in some detail. (P)
- PRO** Can summarise the conclusions at the end of a meeting. (P)
- 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)
- PRO** Can discuss specific comments made on a performance evaluation form. (P)
- Can manage discussion on familiar topics confirming comprehension, inviting others in, etc. (C<sub>A</sub>)
- Can talk about financial problems. (P)
- PRO** Can defend a resolution to a conflict in a simple negotiation using fixed expressions. (P)
- PRO** Can ask for a detailed update on a work-related project. (P)
- PRO** Can give feedback to an employee about what they are doing well and what they need to improve on. (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>)
- 
- PRO** Can express concern about a business situation, giving specific reasons and details (e.g. 'project completion', 'deadlines'). (P)
- 
- 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)
- 
- PRO** Can explain information in detail in graphs and charts. (P)
- 
- PRO** Can ask for detailed feedback about specific points of a business idea or proposal. (P)
- 
- PRO** Can describe changes in a company or department that will affect an employee's job or responsibilities. (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)
- 
- PRO** Can give detailed opinions during work-related meetings if provided with sufficient background information. (P)
- 
- Can develop an argument well enough to be followed without difficulty most of the time. (C)
- 
- PRO** Can explain the main points of a negotiating position with some precision. (P)
- 
- 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

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- 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)
- 
- PRO** Can give a detailed update on a work-related project. (P)
- 
- PRO** Can give detailed feedback about someone's performance on a familiar task or project. (P)
- 
- PRO** Can describe the results and consequences of a specific action taken by an employee. (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)
- 
- PRO** Can emphasise key information in a negotiation. (P)
- 
- PRO** Can respond to follow-up questions at a presentation. (P)
-

- 68 **PRO** Can ask questions politely in difficult situations or on emotional or controversial topics. (P)
- PRO** Can justify points made during a presentation by referring to information in graphs and charts. (P)
- PRO** Can express varying degrees of certainty about a recommended course of action during a discussion. (P)
- Can emphasise a point in a conversation using rhetorical questions. (P)
- PRO** Can link a logical series of ideas leading to a suggested conclusion in a presentation. (P)
- Can initiate, maintain and end discourse naturally with effective turn-taking. (C<sub>A</sub>)
- PRO** Can ask questions about information shown in a complex process or product development diagram. (P)
- PRO** Can encourage agreement during group discussions by indicating the areas where people have the same opinion. (P)
- PRO** Can present information related to the business in a formal discussion. (P)
- PRO** Can politely intervene to prevent someone from dominating a group discussion. (P)
- PRO** Can express an opening position in a negotiation so that the objectives and priorities are clear. (P)
- PRO** Can give a presentation about a product or service offered by a company or institution. (P)
- 69 **PRO** Can redirect a discussion that has become wordy or off-topic. (P)
- Can use hyperbole to emphasise a point (e.g. 'It's going to take me years to do this.'). (P)
- PRO** Can politely respond to interruptions during a discussion and return to the main topic. (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>)
- PRO** Can adjust the precision of questions in order to obtain more detailed information. (P)
- Can comment tactfully on other people's contributions to a discussion. (W<sub>A</sub>)
- PRO** Can ask detailed follow-up questions at a presentation. (P)
- Can paraphrase an idea using a range of linguistic devices. (P)
- PRO** Can lead a discussion so that the group is able to make a decision. (P)
- Can express an attitude, opinion or idea using idiomatic language. (P)
- PRO** Can participate in on-going dialogue during a negotiation. (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>)
- PRO** Can describe in detail how a change will help the company, its employees, or its customers. (P)
- PRO** Can present a counter-argument to an opinion offered during a negotiation. (P)
- Can give clear presentations highlighting significant points with relevant supporting detail. (C<sub>A</sub>)
- PRO** Can redirect conversation in a meeting to include all attendees. (P)
- Can compare and evaluate different ideas using a range of linguistic devices. (P)
- PRO** Can successfully challenge points made during a presentation. (P)
- PRO** Can confirm mutual understanding at the end of a negotiation by restating in detail what has been agreed to. (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)
- Can present their ideas with precision and respond to complex lines of argument convincingly. (C<sub>A</sub>)
- PRO** Can end an extended professional phone conversation, summarising content and conclusions. (P)
- PRO** Can describe in detail a change in the way a business is run. (P)
- 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 **PRO** Can encourage employees using motivational language. (P)
- PRO** Can respond politely and in detail to hostile questions. (C<sub>A</sub>)
- Can use a variety of linking words efficiently to mark clearly the relationships between ideas. (N2000)
- 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)
- PRO** Can describe a business proposal in detail. (P)
- Can give well-structured, detailed presentations on a wide range of familiar subjects. (C<sub>A</sub>)
- 72 **PRO** Can describe in detail how the success of a change will be measured. (P)
- PRO** Can lead a meeting about a product or service offered by a company or institution. (P)
- PRO** Can make a detailed, formal, evidence-based complaint about the quality of a product or service. (P)
- 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)
- 
- PRO** Can give a presentation or lecture in their field of specialisation. (P)
- 
- PRO** Can manage discussions during teleconferences, helping participants stay on topic. (P)
- 
- Can relate their own contribution skilfully to those of other speakers. (C)
- 
- PRO** Can highlight key information during a teleconference through the use of emphatic language. (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)
- 
- PRO** Can bring a work-related discussion back to the main points when the participants have gone off topic. (P)
- 
- PRO** Can explain in detail the criteria used to evaluate someone's job performance. (P)
- 
- Can put forward a smoothly flowing and logical structured argument, highlighting significant points. (P)
- 
- PRO** Can summarise relevant data or research in support of an argument in a debate or discussion. (P)
- 
- Can negotiate a solution to a dispute (e.g. 'an undeserved traffic ticket', 'blame for an accident'). (C<sub>A</sub>)
- 
- PRO** Can explain in detail the differences between two interpretations of the same work-related problem. (P)
- 
- 74 Can make a clear strong argument during a formal discussion. (C<sub>A</sub>)
- 
- PRO** Can use persuasive language to convince others to agree with their recommended course of action during a discussion. (P)
- 
- Can answer questions in a survey using linguistically complex language. (P)
- 
- PRO** Can manage participants in a teleconference using appropriate 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>)
- 
- PRO** Can switch between formal and informal language during a work-related discussion to build rapport. (P)
- 
- 75 **PRO** Can defend a resolution to a conflict in negotiations using appropriate language. (P)
- 
- PRO** Can repair communication breakdowns caused by cultural misunderstandings during phone calls. (P)
- 
- PRO** Can present a negotiating proposal in detail. (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)
- 
- PRO** Can politely avoid answering a question, using a range of linguistically complex language. (C<sub>A</sub>)
- 
- 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)
- 
- PRO** Can use humour to reduce tension when dealing with sensitive topics in group discussions. (P)
- 
- PRO** Can describe a complex process or product development diagram. (P)
- 
- PRO** Can use linguistic devices such as hedging to reduce the impact that bad news will have on the recipient. (P)
-

## GSE 76–84/C1: Speaking

- 76 **PRO** Can present detailed, evidence-based arguments during work-related meetings. (P)
- PRO** Can summarise complex diagrams and visual information during a formal presentation when requested by a member of the audience. (P)
- 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>)
- Can substitute an equivalent term for a word they can't recall so smoothly that it isn't noticeable. (N2000<sub>A</sub>)
- PRO** Can give a progress report including key milestones and highlighting risks. (P)
- Can describe the details of problem-solution relationships using a range of linguistic devices. (P)
- PRO** Can make a linguistically complex business presentation with the help of notes. (P)
- 77 Can justify a point of view using linguistically complex language. (P)
- PRO** Can answer questions in a job interview in detail, interacting authoritatively, developing points fluently, and managing interjections. (C<sub>A</sub>)
- Can rephrase controversial statements into more neutral language. (P)
- Can comment on and discuss a linguistically complex text. (P)
- 78 **PRO** Can adjust tone or language to build rapport in situations where there may be an unequal power dynamic. (P)
- Can summarise clearly and precisely the arguments and event descriptions from a complex text. (N2007<sub>A</sub>)
- PRO** 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)
- Can give a detailed account of a complex subject, ending with a clear conclusion. (C<sub>JA</sub>)
- PRO** Can carry out complex business transactions with vendors and suppliers. (P)
- PRO** Can explain the main points of a negotiating position with precision. (P)
- PRO** Can summarise the position at the end of a negotiation in detail, outlining their own and other people's positions. (P)
- 79 **PRO** Can conduct a job interview, interacting authoritatively, developing points fluently, and managing interjections. (C<sub>A</sub>)
- Can contribute fluently and naturally to a conversation about a complex or abstract topic. (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. (N2000<sub>A</sub>)
- 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. (C<sub>A</sub>)
- PRO** Can participate in extended, detailed professional discussions and meetings with confidence. (P)



- 
- 81 **PRO** Can make proposals to resolve conflicts in complex negotiations. (P)
- 
- PRO** Can propose a range of different options in a complex negotiation. (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. (C<sub>A</sub>)
- 
- 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 Can give detailed advice on a wide range of subjects using linguistically complex language. (P)
- 
- PRO** Can answer questions from a panel of interviewers, matching the linguistic complexity and style of responses to those of each interviewer. (P)
- 
- 86 Can talk about an industry using technical terms and linguistically complex language. (P)
- 
- 87 Can take part in discussions on political or social issues 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. (CSEa)   |
| 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. (C <sub>A</sub> ) |
| 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)
- 
- PRO** Can complete a form with basic professional information. (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)
- 
- PRO** Can write simple sentences about a work routine. (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>)
- 
- PRO** Can write a simple email to confirm information about a meeting (times, dates, etc). (P)
- 
- 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 **PRO** Can post short, simple work-related messages on professional social networks. (P)
- Can write a simple email/letter in response to a request for information. (P)
- Can signal contrast in a simple text with a limited range of language. (P)
- Can write basic sentences comparing products, people or places. (P)
- PRO** Can place a simple written order for goods or services. (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 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 simple texts or emails making arrangements to meet, given a model. (P)
- PRO** Can write a simple email accepting a work-related invitation. (P)
- PRO** Can write a simple email issuing a work-related invitation. (P)
- PRO** Can write simple lists as part of a work-related task. (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)
- PRO** Can write a simple work-related email/letter expressing thanks. (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)
- PRO** Can respond in writing to an order for goods or services using simple language. (P)
- Can write about everyday things (e.g. 'people', 'places', 'job', 'study') in linked sentences. (C<sub>A</sub>)
- 
- 42 Can write a short description of a trip or event. (P)
- Can write simple texts giving key information about their culture (e.g. 'food', 'national holidays', 'festivals'). (CSE<sub>A</sub>)
- PRO** Can write basic work-related instructions as a list or bullet points. (P)
- PRO** Can write basic sentences about a work-related process. (P)
- PRO** Can write a simple email requesting work-related information. (P)
- PRO** Can complete a simple job application form requiring basic professional information. (P)
- Can rewrite a simple text to correct mistakes. (P)
- PRO** Can write a short, clear subject line for a business email/letter. (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)
- PRO** Can respond to simple work-related messages from colleagues on professional social networks. (P)
- 
- 44 Can write a basic description of experiences, feelings and reactions, given a model. (P)
- PRO** Can write a simple email declining a work-related invitation. (P)
- PRO** Can write work-related correspondence on familiar topics using a limited range of grammar and expressions. (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)
- PRO** Can complete simple forms setting objectives and goals in their job role. (P)
- Can clearly signal the end of a simple narrative or description. (P)
- PRO** Can write a short online profile. (P)
- 
- 45 Can make simple, logical paragraph breaks in a longer text. (P)
- Can write an email/letter congratulating someone on something. (P)
- Can give a simple reason for an action in an informational text, given a model. (P)
- PRO** Can write a short reply to a message requiring an immediate response. (P)
- PRO** Can write a resume/CV with basic information about educational and work history. (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)
- PRO** Can write a simple work-related email/letter to someone outside their company. (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>)
- PRO** Can write a paragraph giving information about a job or interest. (P)
- 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)
- PRO** Can reply to a work-related email confirming arrangements. (P)
-

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- 47 **PRO** Can write a simple email, giving details of work-related events or plans. (P)
- 
- PRO** Can write a simple letter to explain a change (e.g. 'a price increase'). (P)
- 
- 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>)
- 
- PRO** Can write the agenda for a meeting on a work-related topic in a simple way. (P)
- 
- PRO** Can take simple notes on key points made during a meeting on a familiar work-related topic. (P)
- 
- PRO** Can write descriptions of familiar job roles and responsibilities. (P)
- 
- PRO** Can write a simple email of introduction in a professional context. (P)
- 
- Can write about personal interests in some detail. (P)
- 
- Can write descriptions of real or imaginary people. (P)
- 
- 48 **PRO** Can write simple questions to get written feedback from employees or customers. (P)
- 
- Can write personal emails/letters giving some details of events, experiences and feelings. (C<sub>A</sub>)
- 
- PRO** Can write an email making a recommendation, given a model. (P)
- 
- PRO** 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 **PRO** Can write a short, simple factual description of a familiar sector or industry. (P)
- 
- Can use simple cohesive devices such as repetition in a structured text. (P)
- 
- PRO** Can explain in writing why a meeting has been cancelled. (P)
- 
- PRO** Can write a simple email requesting work-related information, emphasising the most important points. (P)
- 
- 50 Can write about experiences, feelings and reactions in a simple connected text. (C<sub>A</sub>)
- 
- PRO** Can write up the objectives and key points of a work-related meeting in a simple way. (P)
- 
- PRO** Can describe general work-related experiences. (P)
- 
- Can write a basic summary of a simple text using the original wording and paragraph order. (C<sub>A</sub>)
- 
- Can write fractions using both digits and words. (P)
- 
- Can write personal emails/letters giving advice. (P)
-



## GSE 51–58/B1(+): Writing

- 51 Can write an email/letter sending a message of sympathy. (P)
- PRO** Can write a short, simple report about the status of a business transaction. (P)
- PRO** Can write a short, simple business report. (P)
- PRO** Can write down a set of instructions being dictated to them. (P)
- Can write short, simple biographies about real or imaginary people. (C<sub>A</sub>)
- PRO** Can write a short report on a work-related task or event. (P)
- PRO** Can make and justify a simple point of view in a work-related document. (P)
- Can use common connectors to tell a story or describe an event in writing. (C<sub>A</sub>)
- Can write a basic email/letter of complaint requesting action. (P)
- Can use limited discourse devices to link sentences smoothly into connected discourse. (C<sub>A</sub>)
- 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 **PRO** Can write a simple summary of factual work-related information. (P)
- PRO** Can write a short, simple comparison of products and services from different companies. (P)
- Can write a simple review of a film, book or TV programme using a limited range of language. (P)
- Can clearly signal chronological sequence in narrative text. (P)
- Can summarise the main message from simple diagrams (e.g. 'graphs', 'bar charts'). (P)
- PRO** Can write a simple summary of action points in a meeting. (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)
- PRO** Can write an email giving some detail of work-related news and events. (P)
- PRO** Can write an email invitation to a work-related meeting, briefly addressing the reason for the meeting and what will be discussed. (P)
- PRO** Can write a short, simple work-related report outlining key issues. (P)
- Can write emails/letters exchanging information, emphasising the most important point. (C<sub>A</sub>)
- Can take messages, communicate enquiries and explain problems. (C<sub>A</sub>)
- PRO** Can write a formal email declining a work-related invitation. (P)
- Can give someone clear, detailed directions on how to get somewhere in a letter, email, or online posting. (P)
- PRO** Can write a simple summary of action points from a meeting. (P)

- 
- 54 **PRO** Can review and edit their own email for unnecessary information. (P)
- Can check and correct spelling, punctuation and grammar in simple written texts. (P)
- PRO** Can make suggestions and recommendations on work-related topics. (P)
- PRO** Can write a formal email accepting a work-related invitation. (P)
- PRO** Can indicate the urgency or importance of a business email using fixed expressions. (P)
- Can complete a form requiring health information. (P)
- PRO** Can refer to a related email or conversation in an email message. (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)
- 
- 55 Can complete a form requiring financial information (e.g. 'application for a bank account' or 'credit agreement'). (P)
- Can write personal emails/letters, reporting recent events in detail. (CJA)
- PRO** Can write a simple project plan with key deliverables. (P)
- 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)
- 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 **PRO** Can write answers to open-ended questions in a survey about familiar products or services. (P)
- Can introduce a counter-argument in a simple discursive text using 'however'. (P)
- PRO** Can write a short, simple marketing document, describing products or services. (P)
- PRO** Can write a work-related email/letter expressing thanks in detail. (P)
- Can write instructions on how to use a device or product. (P)
- PRO** Can write a short, concise report explaining how a product works. (P)
- 
- 57 Can write a description of items for sale on a trading website. (P)
- PRO** Can write an email, giving details of work-related events, facts, or plans. (P)
- Can summarise factual information within their field of interest. (CA)
- Can write a letter or email of complaint with supporting details. (P)
- PRO** Can write notes when someone is describing a problem. (P)
- 
- 58 **PRO** Can use appropriate outlines to organise ideas. (P)
- PRO** Can write a business report using a standard template. (P)
- PRO** Can write a simple summary of the decisions made in a meeting. (P)
- Can write comments and complaints about products and services. (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)
- Can write instructions on how to look after an object, device or product. (P)
-

## GSE 59–66/B2: Writing

- 59 Can demonstrate → understanding of formality and conventions in standard letters. (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>)
- PRO** Can organise a work-related email to emphasise the main point. (P)
- Can write a detailed description of an object, device or product. (P)
- PRO** Can write a simple business proposal with supporting details. (P)
- PRO** Can record the details of project-related actions and results in a log. (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)
- PRO** Can write detailed notes from a phone conversation. (P)
- PRO** Can write a simple PEST analysis. (P)
- 60 **PRO** Can politely reply in writing to emails/letters of complaint. (P)
- PRO** Can respond effectively to emails requesting work-related information. (P)
- PRO** Can review and edit their own email messages for rude or hostile language. (P)
- 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)
- PRO** Can write a covering letter addressing specific information mentioned in a job posting. (P)
- PRO** Can write a simple SWOT analysis. (P)
- Can write personal emails/letters giving and commenting on news in detail. (Ca)
- 61 Can write a brief standard report conveying factual information, stating reasons for actions. (C<sub>A</sub>)
- Can give advice, including reasons. (P)
- PRO** Can write detailed descriptions of familiar job roles and responsibilities. (P)
- PRO** Can write a formal email/letter of apology using appropriate conventions. (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)
- PRO** Can write a list of key points to be covered during a negotiation. (P)
- PRO** Can politely disagree with a suggestion or recommendation made in email. (P)
- Can compare information from different sources. (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)
- Can clearly signal problem and solution relationships in structured text. (P)
- PRO** Can write a short, concise report explaining how a product meets a specific need. (P)
- PRO** Can write a simple PESTLE analysis. (P)
- Can signal additional information in a formal structured text with a range of language. (P)
- PRO** Can write a short analysis of a business trend in their own professional field. (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)
- PRO** Can write a formal letter of complaint about a product or service. (P)
- PRO** Can make a written request for clarification of a specific item in meeting notes. (P)
- PRO** Can use appropriate register in work-related written communication. (P)
- 63 **PRO** Can complete a self-evaluation form provided during a performance review. (P)
- PRO** Can show different levels of certainty or uncertainty regarding information communicated in a written message. (P)
- PRO** Can respond to work-related emails, clearly addressing the sender's points and arguments. (P)
- Can write detailed descriptions of real or imaginary places. (P)
- 64 **PRO** Can write clear, detailed instructions about how to complete a familiar work-related task or project. (P)
- PRO** Can write a job posting describing duties and responsibilities. (P)
- Can write personal emails/letters about abstract or cultural topics (e.g. 'music', 'films'). (C<sub>A</sub>)
- PRO** Can write detailed notes from a face-to-face conversation. (P)
- 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)
- PRO** Can write business letters/emails using appropriate language and layout. (P)
- Can summarise in writing different points of view. (W<sub>A</sub>)
- Can correctly attribute information from different sources. (P)
- 65 **PRO** Can respond in writing to comments made during the development of a collaboratively written report. (P)
- Can develop a clear written description or narrative with relevant supporting detail and examples. (C<sub>A</sub>)
- Can structure longer texts in clear, logical paragraphs. (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)
- Can write a letter of application with appropriate register, conventions and supporting detail. (P)
- Can give a structured written explanation of a problem. (C<sub>A</sub>)
- Can express news and views effectively in writing and relate to those of others. (C)
- PRO** Can make written requests for updates on actions taken to solve problems. (P)

- 
- 66 Can adopt a level of formality appropriate to the circumstances. (N2000)
- 
- Can write engaging headlines or titles to capture a reader's attention. (P)
- 
- Can make detailed notes of the key action points from feedback. (P)
- 
- PRO** Can write a summary of the decisions and action items identified during a meeting. (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)
- 

### GSE 67–75/B2(+): Writing

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- 67 Can synthesise and evaluate familiar information and arguments from a number of sources. (C<sub>A</sub>)
- 
- PRO** Can write a detailed list of an employee's strengths and weaknesses. (P)
- 
- PRO** Can write clear explanations of what an individual or team must do in order to receive specific rewards. (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)
- 
- PRO** Can write a plan of action detailing a problem, how it will be fixed, and by when. (P)
- 
- Can write about feelings and the personal significance of experiences in detail. (C<sub>A</sub>)
- 
- 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)
- 
- PRO** Can write a factual comparison of products and services from different companies. (P)
- 
- 68 Can seek confirmation of information and ideas on abstract and concrete topics. (C<sub>A</sub>)
- 
- Can respond in writing to other people's arguments in an appropriate style. (N2007<sub>A</sub>)
- 
- PRO** Can link a logical series of ideas leading to a suggested conclusion in a written report. (P)
- 
- PRO** Can summarise sources and data appropriately. (P)
- 
- PRO** Can write clear and organised guidelines for the workplace. (P)
- 
- PRO** Can write internal communications about a company's organisational achievement. (P)
- 
- Can write clear and precise emails intended to create rapport and put the addressee at ease. (C<sub>A</sub>)
-

- 69 **PRO** Can write a detailed work-related report outlining issues and problems. (P)
- PRO** Can write a business report following corporate guidelines. (P)
- PRO** Can write a report summarising business plans and strategies. (P)
- PRO** Can summarise relevant data or research in support of an argument. (P)
- PRO** Can summarise findings in a work-related report using appropriate language and style. (P)
- PRO** Can comment in writing on work-related news and events in some detail. (P)
- PRO** Can write a detailed report of work-related events. (P)
- Can organise complex written material into numbered sections and sub-sections. (P)
- PRO** Can describe reactions to different work-related scenarios in detail. (P)
- PRO** Can respond in writing to a request for a detailed status update on a project. (P)
- PRO** Can write detailed questions to solicit written feedback from employees or customers. (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)
- Can express the same idea with a different level of formality appropriate to the audience. (P)
- PRO** Can write promotional materials using descriptive language to advertise a product or service. (P)
- PRO** Can write a detailed structured report on work-related topics. (P)
- PRO** Can recommend changes to the content in a collaboratively written report. (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>)
- PRO** Can write a report explaining in detail a work-related problem, the actions taken, and the results of those actions. (P)
- 72 **PRO** Can switch between formal and informal styles in email as needed during negotiations. (P)
- PRO** Can write a polite response to an argumentative communication about a difficult work-related issue. (P)
- Can check and correct spelling, punctuation and grammar mistakes in long written texts. (P)
- PRO** Can write a detailed report on the status of a project. (P)
- PRO** Can write a formal email/letter describing work-related decisions, using appropriate register, structure and conventions. (P)
- PRO** Can write work-related materials using persuasive language. (P)
- PRO** Can write internal communications about a company's financial status. (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. (N2007<sub>A</sub>)

- 73 **PRO** Can develop a written case to persuade others about the advantages or disadvantages of a course of action. (P)
- Can develop an argument with appropriate highlighting of significant points and relevant supporting detail. (C<sub>A</sub>)
- PRO** Can revise the organisational structure of a report or presentation written by someone else. (P)
- PRO** Can give written detailed feedback on the effectiveness of a piece of work-related correspondence. (P)
- PRO** Can keep an effective and detailed research record for a report. (P)
- PRO** Can write detailed minutes of a meeting. (P)
- PRO** Can write a detailed summary of work-related information. (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)
- Can write a detailed description of a complex process. (P)
- PRO** Can modify the language and organisation of written information when moving from one form of delivery to another. (P)
- 75 Can prepare questions for a quiz using linguistically complex language. (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)
- PRO** Can adapt the language and organisation of a project communication to the needs of different audiences. (P)
- Can write a letter of application using appropriate conventions and a range of linguistically complex language. (P)
- PRO** Can write a report describing business plans and strategies in detail. (P)
- PRO** Can correct structural errors in someone else's written report. (P)
- PRO** Can write an executive summary of plans or strategies for a business presentation. (P)
- PRO** Can take full notes on points made during meetings on a wide range of work-related topics. (P)
- 77 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)
- Can write an accurate summary of a complex, discursive text. (P)
- 79 Can precisely select vocabulary for rhetorical purposes. (W<sub>A</sub>)
- Can use linguistic devices such as fronting to emphasise key information in a sentence. (P)
- PRO** Can write a review of a product or service using linguistically complex language. (P)
- 80 Can take effective notes while listening to a linguistically complex audio recording. (P)
- PRO** Can recommend changes to the style or structure in a collaboratively written report. (P)
- Can write summaries and reviews of professional or literary works. (C<sub>J</sub><sub>A</sub>)
- 81 Can confidently argue a case in writing, specifying needs and objectives precisely and justifying them as necessary. (N2007<sub>A</sub>)



- 
- 82 Can take notes to summarise the key points made during a technical or linguistically complex discussion. (P)
- 
- Can smoothly switch between a range of writing styles to address specific audiences and topics in a personal way. (P)
- 
- Can edit and add to a linguistically complex text to make it clearer or more concise. (P)
- 
- 84 **PRO** Can employ high-level vocabulary and structures to enhance impact in written correspondence. (N2007<sub>A</sub>)
- 
- Can give complex information using appropriate register and conventions. (P)
- 

### GSE 85–90/C2: Writing

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- 85 Can summarise in writing the author's viewpoints, attitudes or opinions in a linguistically complex text. (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. (CJ<sub>A</sub>)
- 
- Can write linguistically complex and logically structured reports and articles. (CJ<sub>A</sub>)
- 
- 90 Can write about literature and poetry in detail, giving reasons for their opinions and interpretation using linguistically complex language. (P)
-

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