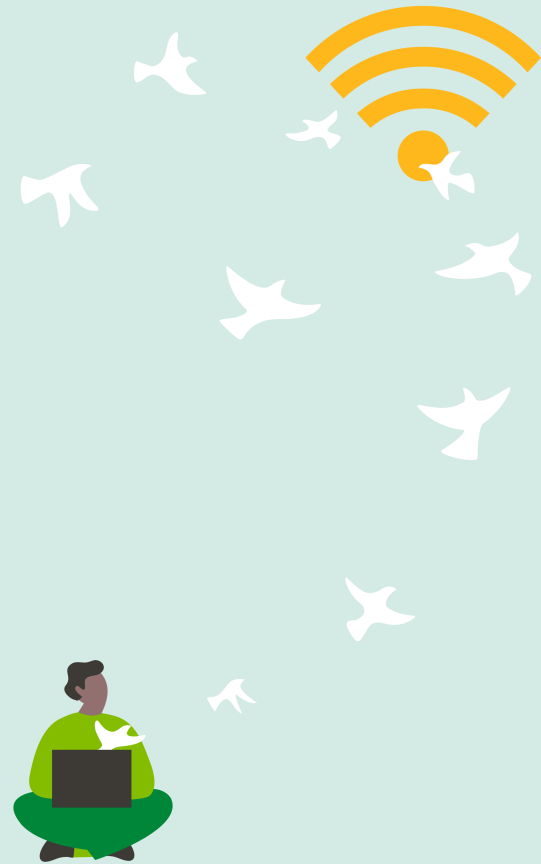


The Global Scale of English

What it is and how it can be
used to inform our teaching

Date: 8 March, 2018

Speaker: Roy Bennett





Session aims

1 What is the Global Scale of English?

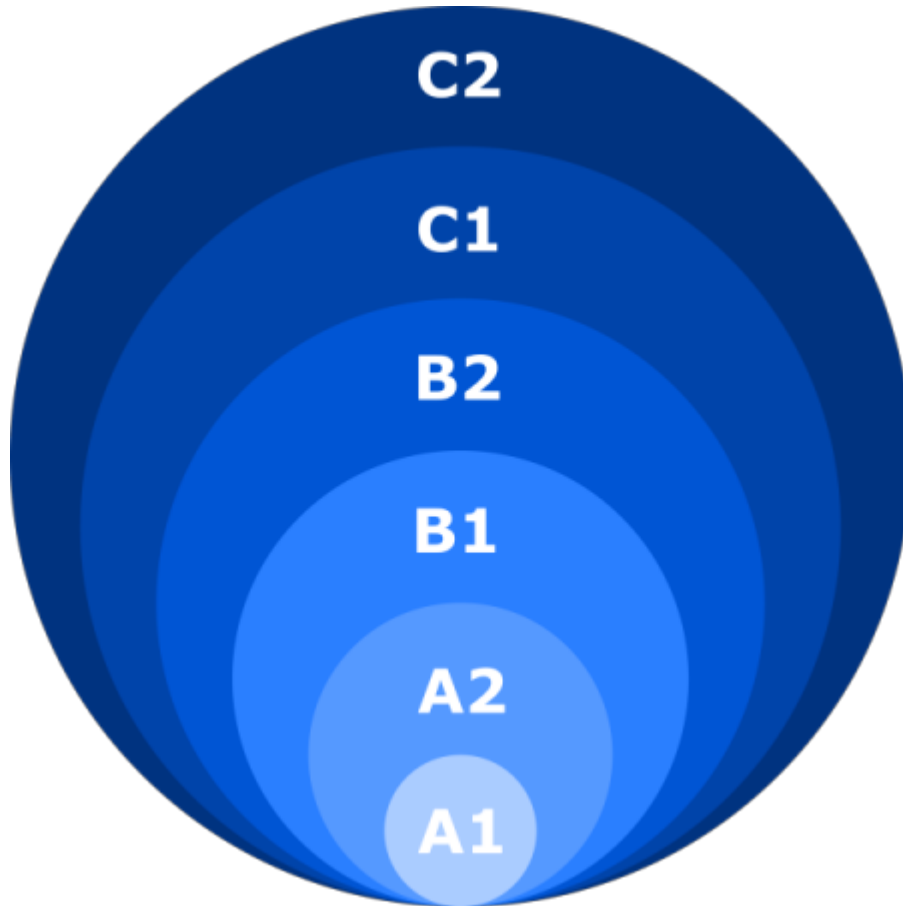
2 Research

3 The GSE vs the CEFR

4 Benefits for teachers and students

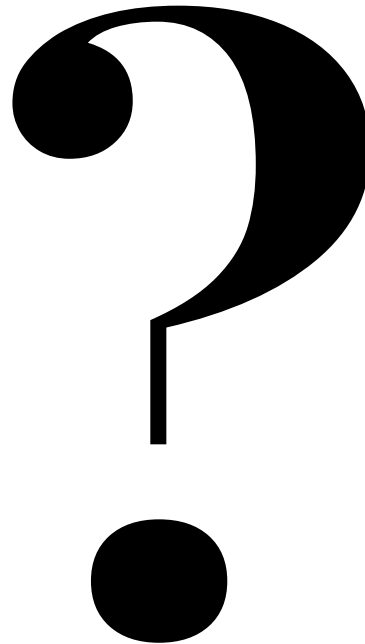
5 The GSE Teacher Toolkit

What is the Global Scale of English?



Two questions:

1. What is a 'can-do' descriptor?
2. Can you give an example of a 'can-do' descriptor?



Can-do descriptors: A1, A2, B1 or B2?

1. Can enter unprepared into conversation on familiar topics (e.g. family, hobbies, work).
2. Can use fixed expressions to keep a conversation going (e.g. *'I see.'*, *'Right'.*)
3. Can describe future plans and intentions using fixed expressions.
4. Can give detailed accounts of experiences, describing feelings and reactions.

Can-do descriptors: A1, A2, B1 or B2?

1. Can enter unprepared into conversation on familiar topics (e.g. family, hobbies, work). **B1**
2. Can use fixed expressions to keep a conversation going (e.g. *'I see.'*, *'Right.'*) **B1**
3. Can describe future plans and intentions using fixed expressions. **B1**
4. Can give detailed accounts of experiences, describing feelings and reactions. **B1**

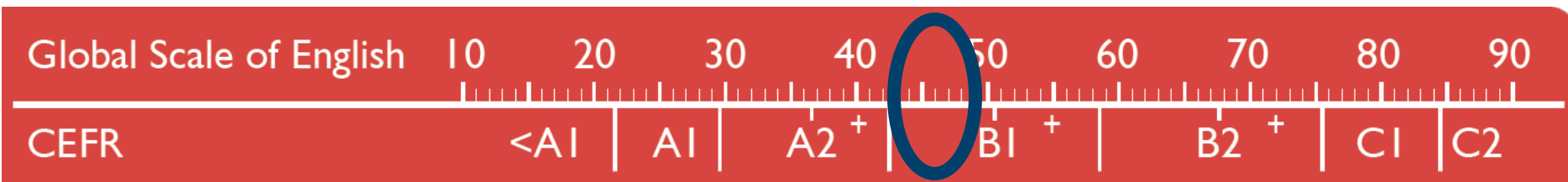
Can you put these descriptors in order of difficulty?

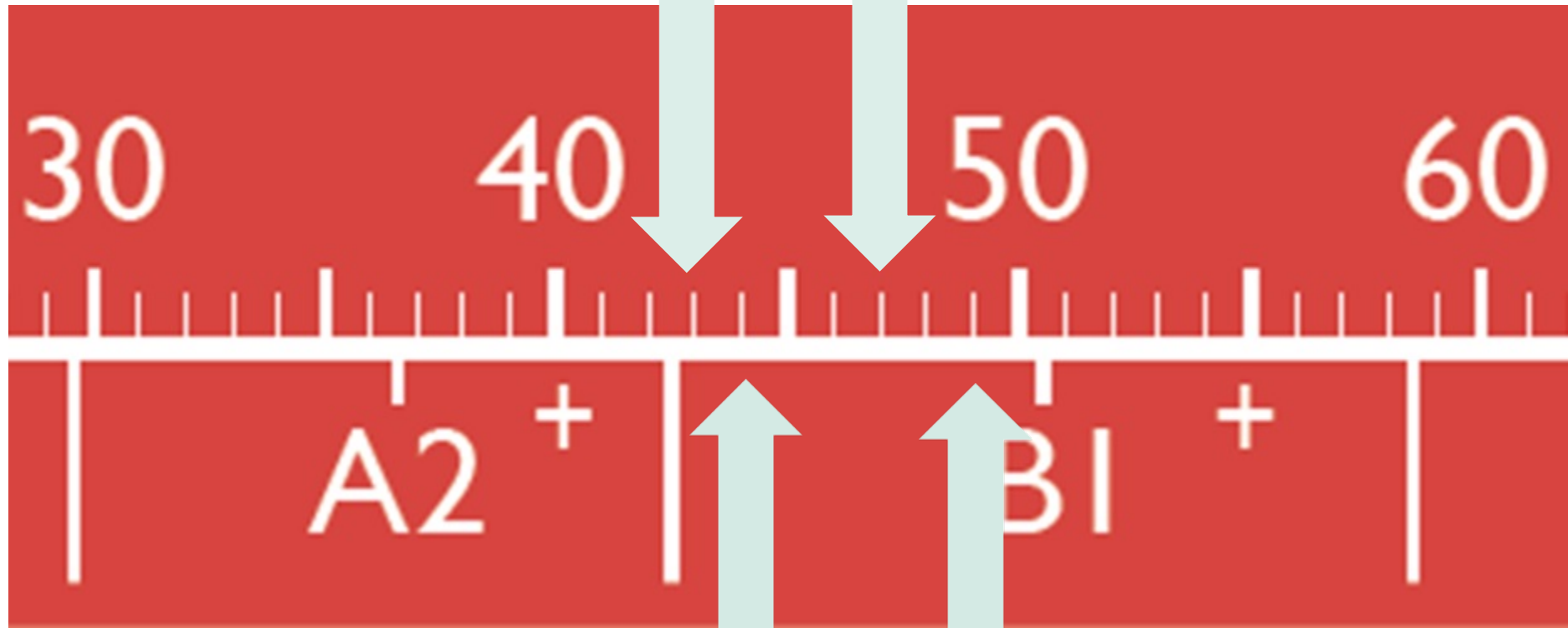
Learning objectives on the GSE

1. Can describe future plans and intentions using fixed expressions. **GSE 43**
2. Can use fixed expressions to keep a conversation going (e.g. '*I see.*', '*Right.*') **GSE 44**
3. Can enter unprepared into conversation on familiar topics (e.g. family, hobbies, work). **GSE 47**
4. Can give detailed accounts of experiences, describing feelings and reactions. **GSE 49**



In other words....





What is the Global Scale of English?



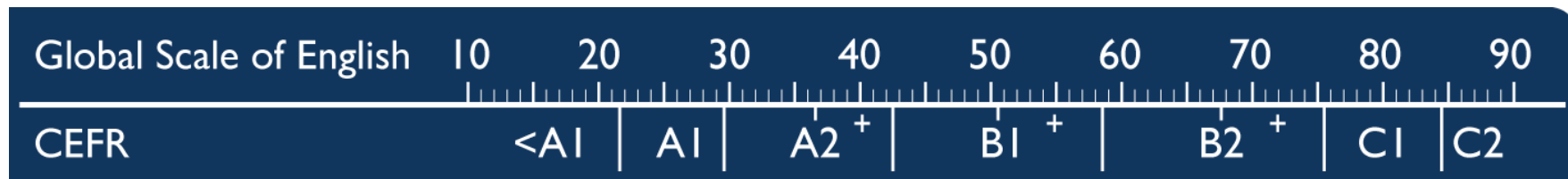
The Global Scale of English (GSE) is the first truly global English Language standard, allowing teachers to more accurately and easily measure learner progress.

Based on research involving over 6,000 teachers from more than 50 countries, it **expands on the CEFR** by pinpointing on a scale from 10 to 90 what needs to be mastered for the four skills of speaking, listening, reading and writing within a CEFR level, using a more **granular** approach.

Specific GSE resources then help teachers select the right learning objectives, grammar and vocabulary required for their learners to move on to the next level.

Why a scale of 10 - 90?

There's not enough language below 10 to measure accurately. Above 90 there are not enough differences to measure (plus, no one is perfect in a language!)



The Global Scale of English

100s of new 'can-do' statements for all learning environments offer learning objectives more evenly across reading, writing, speaking and listening - plus vocabulary and grammar.

New research, empirically validated and greatly extends the CEFR by showing a learners level with unprecedented precision.



*Learning Objectives
(booklets) for each
age and stage*

Is GSE for Young Learners a different scale to GSE for Adults?

No. The Global Scale of English is a single proficiency scale. All GSE Learning Objectives (Adult, Professional, Academic, Young Learners) are rated on the same scale and the psychometric (IRT) analysis - carried out before any data is made publicly available - compares all sets of data with each other on that same proficiency scale.



There is, however, a difference in what a Young Learner and an Adult Learner at the same GSE level will be able to do. GSE Learning Objectives describe particular functions that can be performed by a language learner at a particular level of proficiency – but Young Learners and Adults will be exposed to different language due to the differing contexts in which they are operating and different language functions will have differing relevance. Young Learners and Adults will learn different language functions since different age groups naturally have different communicative needs and preferences and operate in different environments.

GSE 30: Speaking

Adult Learners	Young Learners
Can express basic intentions with simple time markers (e.g. tomorrow).	Can ask others if they can do everyday activities using basic language and supported by pictures or prompts.
Can talk about hotel accommodation using simple language.	Can say how they and others get to school every day in a simple way.
Can give a short description of their home, family and job, given some help with vocabulary.	Can describe their daily routines in a simple way.
Can make requests related to immediate needs using basic fixed expressions.	Can make simple requests to have or do something in relation to common everyday activities.

Is GSE for Young Learners a different scale to GSE for Adults?

Therefore, a Young Learner at GSE 30 will not necessarily be able to do the GSE Learning Objectives for Adults that are at or below this level since they may not be of communicative relevance to them. Similarly, there will be GSE Learning Objectives for Young Learners that adults will not necessarily be familiar with since they are not of communicative relevance to them..



COMMON EUROPEAN FRAMEWORK
OF REFERENCE FOR LANGUAGES:
LEARNING, TEACHING, ASSESSMENT

**COMPANION VOLUME
WITH NEW DESCRIPTORS**

The Council of Europe wishes to thank the following institutions and projects for kindly making their validated descriptors available:

Pearson Education

Global Scale of English (GSE)

The Council of Europe would also like to thank Pearson Education for kindly validating some 50 descriptors that were included from non-calibrated sources, principally from the Equals' bank and the late John Trim's translation of descriptors for the C levels in Profile Deutsch.



Research

Technical Advisory Group (TAG)



Dr. Peter Brown
EAQUALS



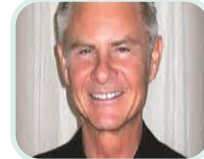
Prof. John de
Jong Pearson /
VU Amsterdam



Barbara Gardner
Study Group



Dr. Brian North
Council of
Europe



Prof. David
Nunan Anaheim
University &
University of
Hong Kong



Prof. Barry
O'Sullivan British
Council /
Roehampton
University



Prof. Mark
Reckase
Michigan State
University



Prof. Yukio Tono
Tokyo University
of Foreign
Studies / CEFR-J



Prof. Angela
Hasselgreen
Bergan
University
College



Dr. Annie Huges
University of
York



Prof. Leonor
Corradi Joaquin
V Gonzalez / IES
en Lenguas Vivas

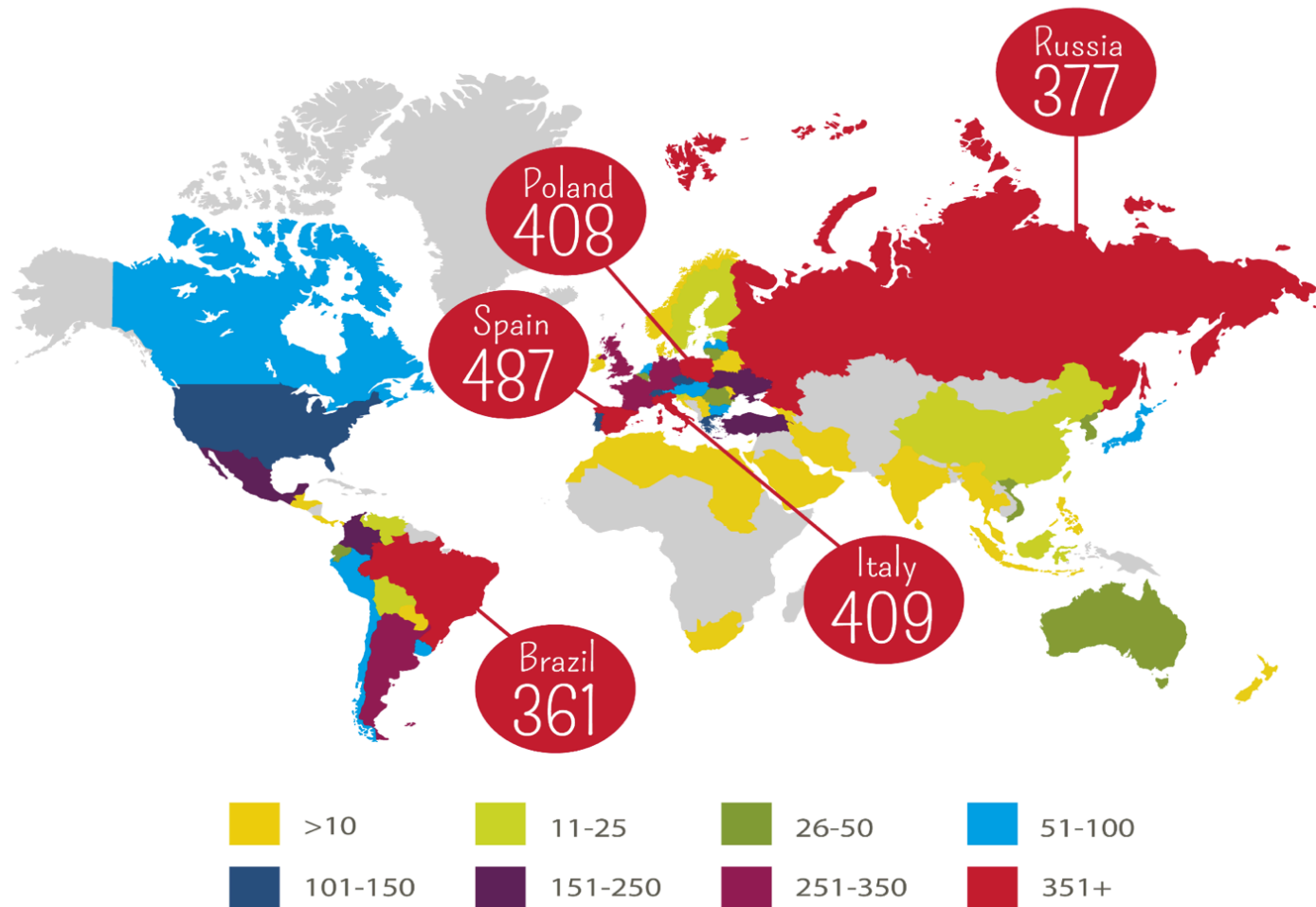


Prof. Marianne
Nikolov
University of
Pécs, Hungary

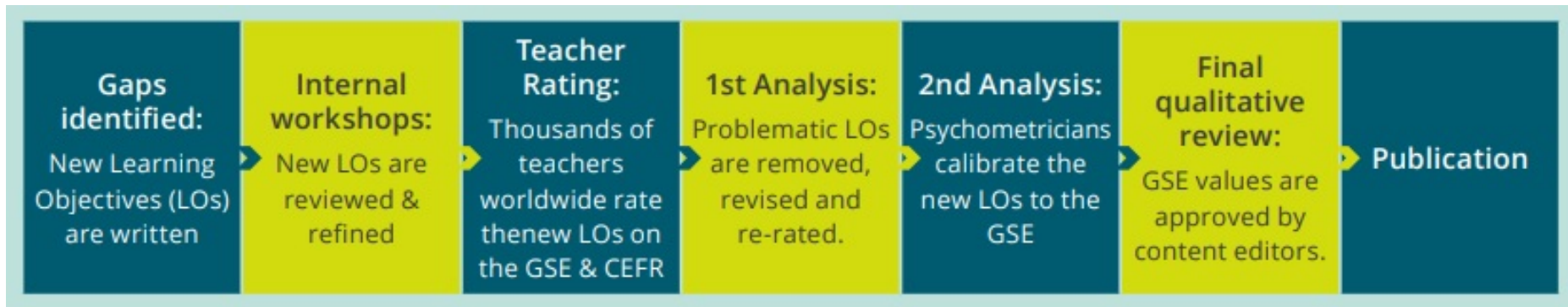


Dr. Yuko Butler
University of
Pennsylvania

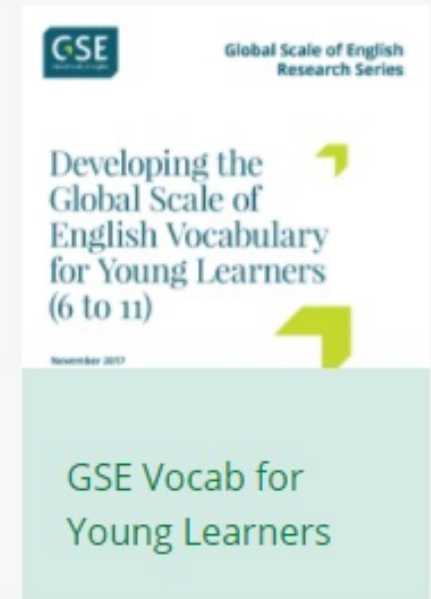
Global research: over 6,000 teachers from 50 countries



GSE learning objective creation



The Global Scale of English Research Series



<https://www.pearsonelt.com/about/gse/research.html>

**Why not just use the
CEFR?**

Why not just use the CEFR?



Benefits:

- Most widely recognised ELT standard
- Flexible framework
- Detailed **functional** syllabus items

Drawbacks:

- What defines 'at a level'?
- Little detail at low levels - none below A1
- Adult-centric – no primary information
- Uneven coverage of skills
- **The levels are too wide – so not a clear reflection of ability**

Accuracy is key to proficiency



What time is it?

Oh, it's afternoon!

Thanks!

Which language skill has the most can-do statements?

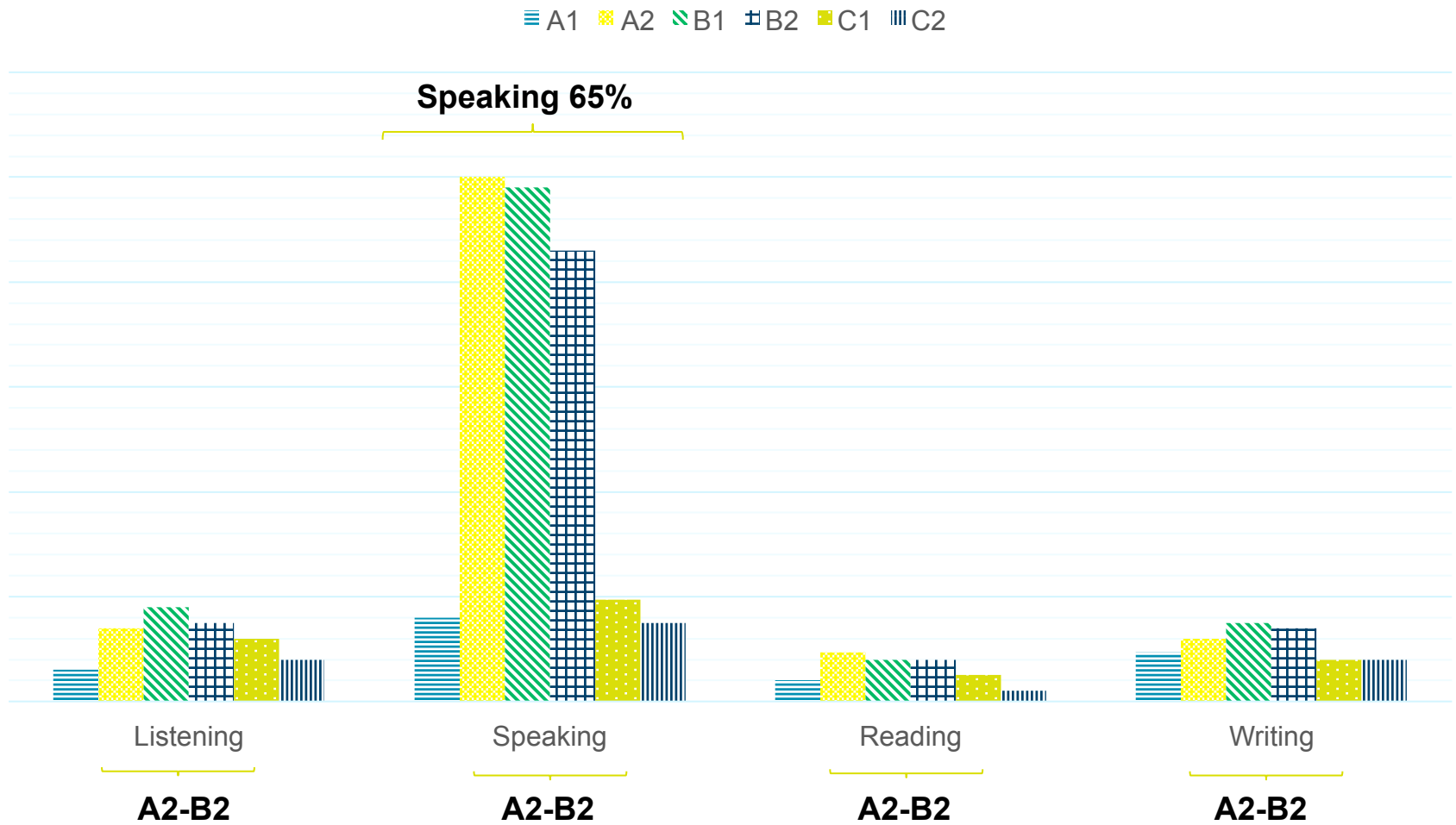
- A** Reading
- B** Listening
- C** Speaking
- D** Writing

Which language skill has the most can-do statements?

- A Reading
- B Listening
- C Speaking
- D Writing

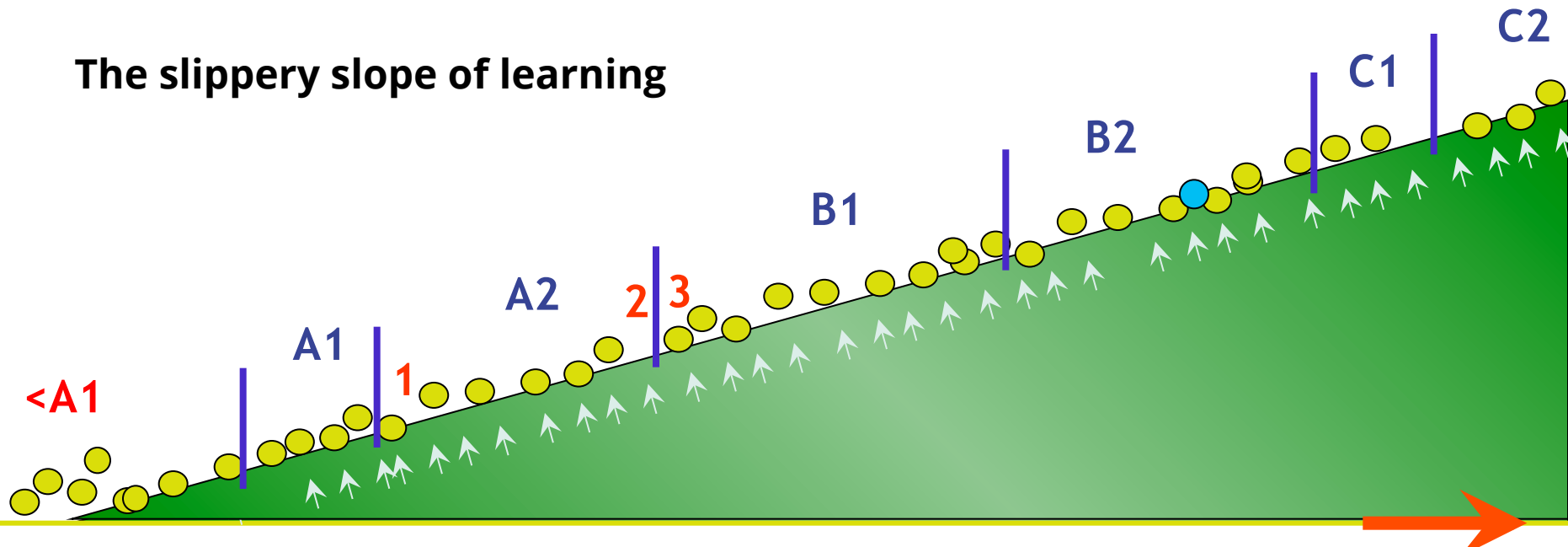
• Reading – 50
• Writing and listening – around 90
• Speaking – nearly 300

The CEFR: An uneven distribution of can-do statements



CEFR level boundaries - losing the details of progress

The slippery slope of learning



Start learning

“Perfect”

● Learner

▲ Descriptor

┆ CEF boundaries

**How can the GSE
help teachers?**

Teachers can...

make more **informed choices** about what course content and resources to use

develop targeted additional materials at the right level

better **assess** where their learners are

better **plan** and **deliver** lessons

improve **motivation in their classes** by **demonstrating regular, small steps of progress**



Informing teaching 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 Young Learners constitute a detailed and graded model of student target performance across a range of skills and domains.

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

In the example below, from unit 2 of *Get it!* Level 1, the following GSE Learning Objectives for Young Learners have been used to inform the objective of the lesson and the activities:


- 23 Can understand basic phrases in short simple texts.
- 24 Can understand basic statements about where things or people are, if spoken slowly and clearly and supported by pictures or gestures.

Teacher's Book for Get it!

2
Grammar for life

I can describe houses and rooms

23 Scegli l'alternativa corretta.



Hi, Sam. Write to our new house now - it's fantastic!

Wow, lovely! Use / is / there / sing / Michen?

Yes, /their / there is. And /there's / there are a dining room, too. In the dining room /there's / there are a table and six chairs. And /under / next to the dining room /there's / there are a big living room with a door to the garden.

Is / Are there three bedrooms in your new house?



No, there /on / aren't. /There's / There are four bedrooms - one for my parents, one for my brother, one for my sister and one for me.

Is / Are there a nice garden?

Yes, /there are / they're two gardens - one /under / in front of the house and one /behind / at the house.


25 Guarda le immagini A e B e trova le differenze. Usa le parole date.

chair box bag some books some T-shirts lamp

in picture A there's a chair next to the desk.
in picture B there's a chair on the bed.

26 Guarda l'immagine, poi completa le frasi con there is o there are e i nomi degli oggetti.



- 1 There are _____ three bookbags _____.
- 2 _____ five black _____.
- 3 _____ a blue _____.
- 4 _____ a yellow _____.
- 5 _____ two white _____.
- 6 _____ an orange _____.

And you?

24 Guarda intorno. Quali di queste cose o persone ci sono nella tua classe? Quante sono? Che cosa sono esse?

door window board desk students teacher wall poster TV clock computer table

There's one door.
There are two windows.
There aren't any posters.

48

WORKBOOK | p. 158

La Global Scale of English (GSE) è un sistema di valutazione della conoscenza della lingua inglese messo a punto da Pearson per permettere a tutti gli studenti (e non solo) di misurare accuratamente i progressi nell'apprendimento della lingua.

I descrittori della GSE si basano su quelli del Quadro Comune Europeo di Riferimento per le Lingue, il documento elaborato dal Consiglio d'Europa per descrivere i diversi livelli dell'apprendimento linguistico, affinché ogni studente europeo possa documentare la sua conoscenza della lingua secondo parametri chiari e condivisi, compresi da qualunque istituzione scolastica in Europa.

Mentre i descrittori del QCER sono raggruppati in 6 livelli (da A1 a C2), il punteggio della GSE è espresso in una scala numerica che va da 10 a 90. La parte di scala che interessa gli anni della Scuola Secondaria di Primo Grado va da 21 a 42 circa. La GSE risulta quindi più dettagliata e permette di valutare in modo più puntuale i progressi all'interno dei livelli di riferimento del QCER. Si può vedere una correlazione tra la GSE e il QCER nell'immagine qui sotto.



Nelle pagine che seguono troverete delle tabelle che contengono i descrittori della GSE per i gradi da 10 a 42, corrispondenti cioè ai livelli QCER da <A1 a A2+.



GSE Learning Objectives

Listening

GSE 10–21/Below A1

- 10 Can respond to a request for a simple evaluation with a gesture (e.g. thumbs up).
Can understand the letters of the alphabet by their names.
Can recognise the letters of the alphabet by their sounds.
Can recognise cardinal numbers up to 10 in short phrases and sentences spoken slowly and clearly.
- 12 Can understand a simple evaluation (e.g. 'yes/no', 'good/bad').
- 13 Can follow short, basic classroom instructions, if supported by pictures or gestures.
Can understand basic expressions for greeting and leave-taking, if supported by gestures.
- 16 Can recognise isolated words related to familiar topics, if spoken slowly and clearly and supported by pictures or gestures.
Can understand simple negative instructions related to everyday situations (e.g. 'Don't run!'), if supported by gestures.
- 17 Can recognise familiar expressions used to signal the beginning and end of activities in the classroom.
- 18 Can understand simple spoken commands as part of a game.
Can understand the time of day when expressed in full hours.
Can recognise familiar words and phrases in short, simple songs or chants.
- 19 Can recognise familiar words in short phrases and sentences spoken slowly and clearly, if supported by pictures or gestures.
Can understand the main information when people introduce themselves (e.g. name, age, where they are from).
Can identify everyday objects, people or animals in their immediate surroundings or in pictures from short, basic descriptions (e.g. colour, size), if spoken slowly and clearly.
- 21 Can understand simple questions asking for basic information about objects in their immediate surroundings or in pictures (e.g. colour, size), if addressed slowly and clearly.
Can understand simple language related to naming and describing family members.

GSE 22–29/A1

- 22 Can understand basic questions about what things are in their immediate surroundings or in pictures (e.g. 'What's this?').
- 23 Can understand the time of day when expressed to within five minutes.
Can understand short, simple questions related to basic personal information, if spoken slowly and clearly.
Can understand simple feedback from a teacher.
Can understand the time of day when expressed to the quarter hour.
- 24 Can recognise familiar words and basic phrases in short illustrated stories, if read out slowly and clearly.
Can understand basic phrases about the weather, if spoken slowly and clearly.
Can understand basic statements about where things or people are, if spoken slowly and clearly and supported by pictures or gestures.
Can recognise familiar key words and phrases in short, basic descriptions (e.g. of objects, people or animals), if spoken slowly and clearly.

 **MY PEARSON PLACE**
In un unico luogo, tutte le tue risorse digitali
**EDIZIONE RISERVATA
AL DOCENTE**

Monica Verzotto

Successful INVALSI

Quaderno di allenamento
alla Prova Nazionale di

INGLESE

per la Scuola Secondaria di Primo Grado



Prove eseguibili in modalità
computer based nel Libro liquido

 con ascolti

 Per studiare e ripassare con un clic

 **Pearson**


**How can the GSE
help students?**

Students can...

experience **success as a result of visibility at more granular level**

understand more explicitly what they need to do to make progress towards their goals

be **motivated** by studying content that is challenging but within reach

become autonomous learners




4

Grammar for life

I can talk about how well I can do things

22 Leggi le informazioni su Harry e Chloe, poi completa le frasi usando la forma corretta di *can* e un verbo, dove necessario.

	Name <u>Harry</u>
Can you ...	
SING WELL?	<u>No</u>
PLAY TENNIS?	<u>Yes</u>
SPEAK FRENCH?	<u>Yes</u>
PLAY THE PIANO?	<u>Yes</u>
FIX A COMPUTER?	<u>No</u>
RUN 5 KILOMETRES?	<u>Yes</u>

	Name <u>Chloe</u>
Can you ...	
SING WELL?	<u>Yes</u>
PLAY TENNIS?	<u>Yes</u>
SPEAK FRENCH?	<u>No</u>
PLAY THE PIANO?	<u>Yes</u>
FIX A COMPUTER?	<u>No</u>
RUN 5 KILOMETRES?	<u>No</u>

- Harry can play the piano but he _____ sing very well.
- Chloe _____ a computer and she _____ French.
- Harry _____ French but he _____ a computer.

26 Scegli l'alternativa corretta.

Sam: Let's do this online quiz.

Jas: Yes, OK. Read / You read the first question.

Sam: ²You can / Can you swim?

Jas: Yes, I ³swim / can. I can ⁴swim very well / very well swim.

Sam: Can you ⁵to run / run two kilometres?

Jas: No, I ⁶can / can't. I'm not very good at running.

Sam: What about your hobbies? Are you musical?

Jas: Er ... yes, I am. I can play the piano ⁷quite well / at all but I ⁸can / can't sing very well.

Sam: ⁹Can / Can't you cook?

Jas: No, I ¹⁰don't / can't. I can't cook ¹¹at all / quite well. But my brother's a fantastic cook. He ¹²can / can't make great pizzas!

I can make suggestions about what to do

Communication

4

Let's do something fun!



Lucas: Hey, guys, let's do something fun.

Jen: I agree. Any ideas?

Alex: We can go to the park.

Jen: Again? It's not a good idea.

Lian: Let's go ice skating.

Jen: Great idea!

Lucas: I'm not sure ...
I can't skate very well.

Lian: No problem. I can teach you.

Lucas: OK, cool! Let's do that!



Alex: Hey, Lucas? You can wear these.

Lucas: Ha, ha! You're so funny!


Communication

Suggestions

28    077 Guarda e ascolta. Che cosa decidono di fare i ragazzi?

I can understand texts and conversations about technology and describe what gadgets can do

Listening

- 32  145 Guarda le foto e leggi i testi. Riesci a indovinare quali sono i tre apparecchi tecnologici più usati da questi ragazzi? Poi ascolta e controlla.



Josh Hawkins is 13. He often DJs at friends' parties.



Dani Morgan is 12. In her free time, she writes a blog about books.

Speaking

HOW I learn

Too, also

Too e also si usano quando si aggiunge un'informazione. In genere too si mette in fondo alla frase e also si mette prima del verbo.

*I speak German. I speak French, too.
I like Taylor Swift. I also like Adele.*

- 34 **PAIR WORK** Scegli un apparecchio tecnologico ed elenca tutto quello che si può fare con esso. Il compagno deve indovinare che cos'è.

A: *You can text your friends.*

You can take photos, too. You can also ...

B: *Is it a mobile phone?*

Writing

- 35 Leggi il tema di Jake. Quali sono gli apparecchi tecnologici che preferisce?

How I use technology

JAKE WILLIAMS

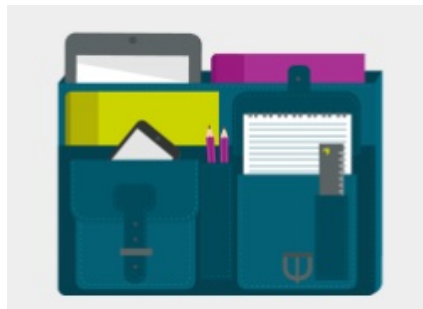
I love using technology. I've got a new mobile

The GSE Teacher Toolkit

What does the GSE Teacher Toolkit contain?

The GSE Teacher Toolkit is a free tool which contains a global standard of reference developed by Pearson over a number of years in collaboration with teachers, ELT authors and language experts from around the world. This online, searchable database includes:

- The **Global Scale of English**.
- **Over 2,000 GSE Learning Objectives**: search by learner type, skill or CEFR/GSE level.
- **Over 450 GSE Grammar Objectives**: search by grammatical category, structure or CEFR/GSE level.
- **39,000 Vocabulary items (including more than 3,000 YL words) and 80,000 collocations**: search by topic, grammatical category or CEFR/GSE level.
- **Over 200 jobs linked to GSE Learning Objectives**: search by job family or occupation.



Creating a job profile with the Teacher Toolkit

The screenshot displays the 'Teacher Toolkit' interface with three main tabs: 'Learning Objectives', 'Grammar', and 'Vocabulary'. The 'Learning Objectives' tab is active. The interface includes several filter sections:

- Who are you teaching?**: A dropdown menu set to 'Professional Learners'.
- Choose a range on the GSE / CEFR**: A horizontal scale from 10 to 90 with markers for < A1, A1, A2, A2+, B1, B1+, B2, B2+, C1, and C2. Two teal markers are positioned at 36 and 51.
- Choose Skill**: A button with a plus icon.
- Choose Job Role**: A button with a plus icon.
- Filter search results with a word or phrase...**: A search input field.
- Hide filters (4)**: A button with an upward arrow.
- Clear all filters**: A button.
- Show results**: A blue button.

Below the filters, the selected criteria are displayed in a list:

- Learner**: Professional Learners ✕
- Skills**: Speaking ✕, Listening ✕
- GSE**: 36 - 51 ✕

<https://www.english.com/gse/teacher-toolkit>

Step 1

Choose category [?]

Learning Objectives

Grammar

Vocabulary

Who are you teaching? [?]

Choose Learner ▼

Academic Learners [?]

Adult Learners

Professional Learners

Young Learners (6-14)

Choose a range on the GSE / CEFR [?]



🔍 Filter search results with a word or phrase...

Show results

Select 'Professional Learners' from the 'Choose Learner' drop-down menu

Step 2

Choose category [?]

Learning Objectives Grammar Vocabulary

Who are you teaching? [?]

Professional Learners

Choose a range on the GSE / CEFR [?]

< A1 A1 A2 A2+ B1 B1+ B2 B2+ C1 C2

10 22 30 36 43 51 59 67 76 85 90

Choose Skill **Choose Job Role** Filter search results with a word or phrase...

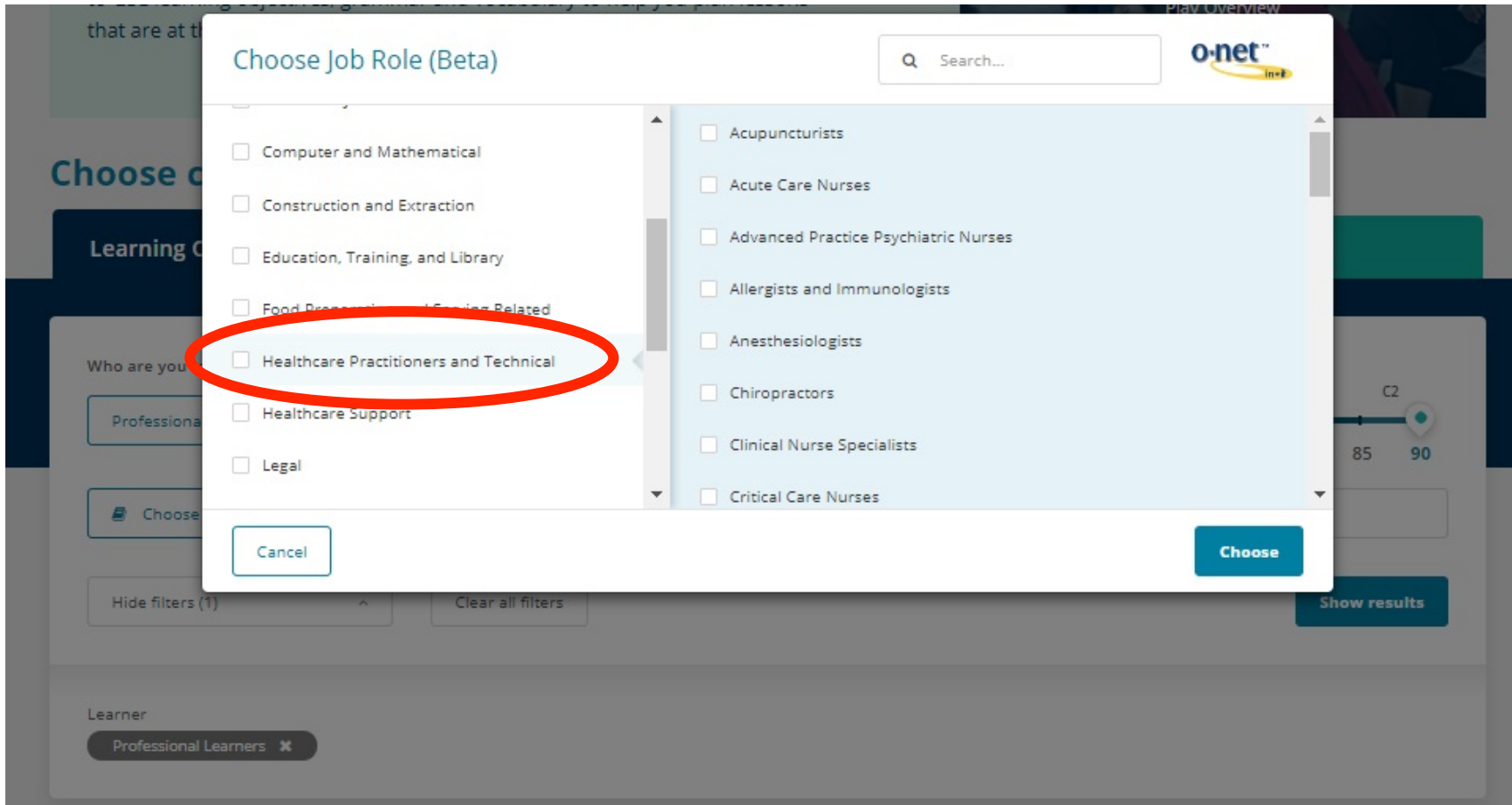
Hide filters (1) Clear all filters Show results

Learner

Professional Learners ✕

Click on the 'Choose Job Role' button

Step 3



Use the menu to look for specific industries, and select the industry you require.

Step 4

The screenshot shows a web interface titled "Choose Job Role (Beta)" with the "o-net™" logo in the top right. A search bar is located at the top right. The main area is divided into two columns of job categories. The left column lists broad categories, and the right column lists specific roles. A red oval highlights the "Registered Nurses" option in the right column, which has a checked checkbox. Below the list, a "Current selection" section shows "Registered Nurses" with a close icon. At the bottom, there are "Cancel" and "Choose" buttons.

Category	Role	Selected
<input type="checkbox"/> Computer and Mathematical	<input type="checkbox"/> Psychiatrists	<input type="checkbox"/>
<input type="checkbox"/> Construction and Extraction	<input type="checkbox"/> Radiation Therapists	<input type="checkbox"/>
<input type="checkbox"/> Education, Training, and Library	<input type="checkbox"/> Radiologic Technicians	<input type="checkbox"/>
<input type="checkbox"/> Food Preparation and Serving Related	<input type="checkbox"/> Radiologists	<input type="checkbox"/>
<input checked="" type="checkbox"/> Healthcare Practitioners and Technical	<input checked="" type="checkbox"/> Registered Nurses	<input checked="" type="checkbox"/>
<input type="checkbox"/> Healthcare Support	<input type="checkbox"/> Surgeons	<input type="checkbox"/>
<input type="checkbox"/> Legal	<input type="checkbox"/> Urologists	<input type="checkbox"/>
	<input type="checkbox"/> Veterinarians	<input type="checkbox"/>

Then look for the specific role within the industry.

Step 5

Choose category [?]

Learning Objectives Grammar Vocabulary

Who are you teaching? [?]

Professional Learners

Choose Skill [?] Choose Job Role [?] Filter search results with a word or phrase...

Hide filters (2) Clear all filters

Show results

Learner

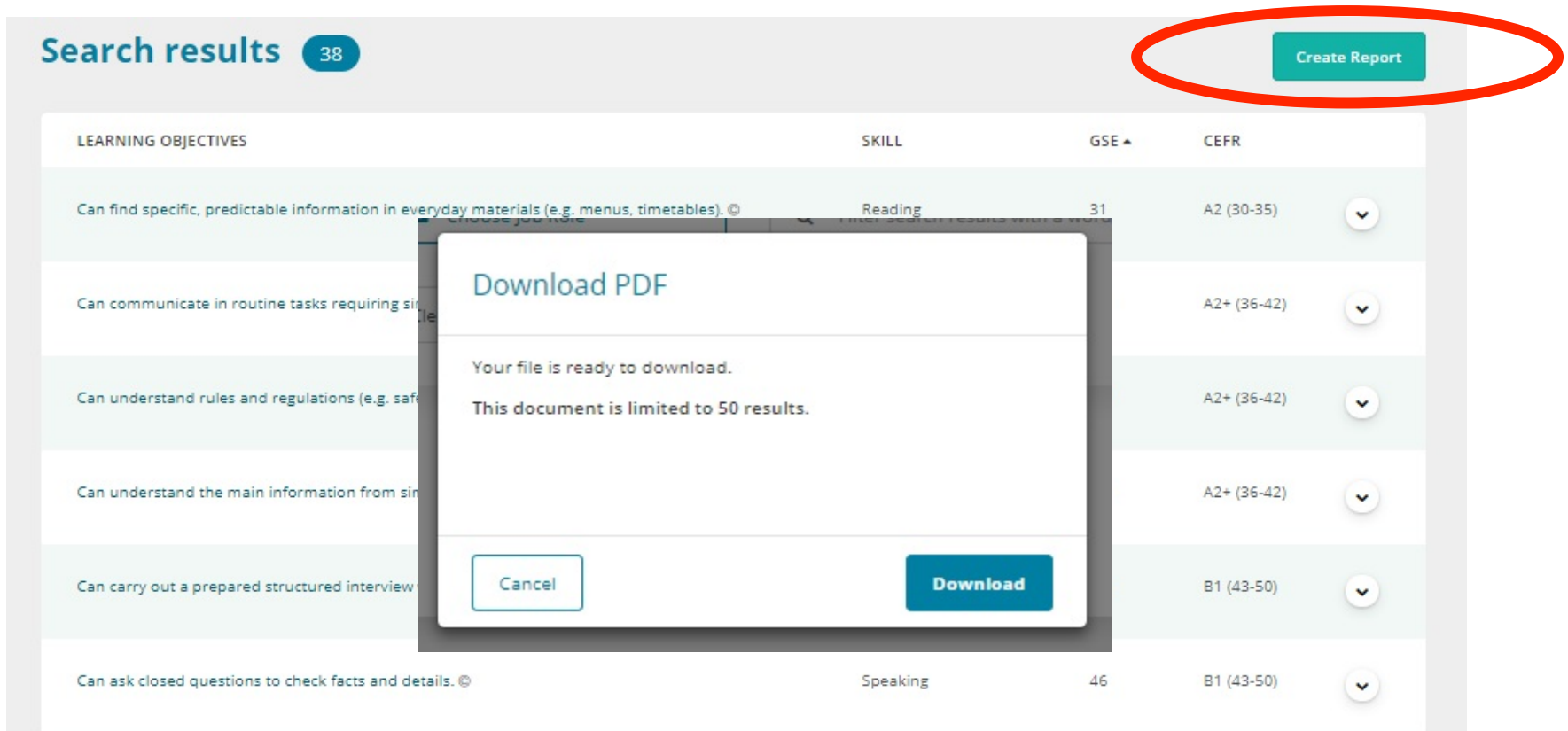
Professional Learners ✕

Job roles

Registered Nurses ✕

Click on the 'Show results' button

Step 6



The screenshot shows a search results interface. At the top left, it says "Search results" with a count of 38. At the top right, a "Create Report" button is circled in red. Below this is a table with columns: LEARNING OBJECTIVES, SKILL, GSE, and CEFR. A modal dialog box titled "Download PDF" is overlaid in the center, containing the text "Your file is ready to download. This document is limited to 50 results." and buttons for "Cancel" and "Download".

LEARNING OBJECTIVES	SKILL	GSE	CEFR
Can find specific, predictable information in everyday materials (e.g. menus, timetables).	Reading	31	A2 (30-35)
Can communicate in routine tasks requiring simple			A2+ (36-42)
Can understand rules and regulations (e.g. safety			A2+ (36-42)
Can understand the main information from simple			A2+ (36-42)
Can carry out a prepared structured interview			B1 (43-50)
Can ask closed questions to check facts and details.	Speaking	46	B1 (43-50)

Click on the 'Create Report' button and download the results as a PDF

GSE Teacher Toolkit Download

Thanks for using the GSE Teacher Toolkit - here are your search results.

Have you tried using the GSE Toolkit to audit your school's curriculum? Or to help plan your lessons? Find out more at [english.com/blog/tag/the-global-scale-of-english](https://www.english.com/blog/tag/the-global-scale-of-english)

About GSE: The Global Scale of English (GSE) is a standardised granular scale which measures English language proficiency. The GSE Teacher Toolkit gives you fast access to GSE learning objectives, grammar and vocabulary to help you plan lessons that are at the right level for your students.

Search settings

Descriptors

Search Query: -

Audience: Professional Learners

GSE level: 10-90

Skill: -

Job Role: Registered Nurses



Search results

Descriptors	Skill	GSE	CEFR
Can find specific, predictable information in everyday materials (e.g. menus, timetables).	Reading	31	A2 (30-35)
Can communicate in routine tasks requiring simple, direct exchanges of information.	Speaking	36	A2+ (36-42)
Can understand rules and regulations (e.g. safety) if expressed in simple language.	Reading	37	A2+ (36-42)
Can understand the main information from simple diagrams (e.g. graphs, bar charts).	Reading	42	A2+ (36-42)
Can carry out a prepared structured interview with some spontaneous follow-up questions.	Speaking	45	B1 (43-50)

Descriptors	Skill	GSE	CEFR
Can briefly give reasons and explanations for opinions, plans and actions.	Speaking	51	B1+ (51-58)
Can write a short report on a work-related task or event.	Writing	51	B1+ (51-58)
Can understand the main information in technical work-related documents.	Reading	53	B1+ (51-58)

Expressing and justifying an opinion

I can express and justify an opinion.

- 1 In pairs, look at three suggested logos for a new eco-school. Which one would you choose? Why?

I think logo 1 is the best logo because it's clever and effective.



SPEAKING FOCUS

Discussing different options

Let's start with this one.
 What about this idea?
 What do you think?
 I think this is a great idea.
 I'm not so sure.
 You're right.
 I completely agree with you.
 The problem with that is ...

Choosing an option and justifying the choice

I think the best idea would be ... because ...
 I prefer/I'd go for/I'd definitely choose this one because ...
 I think those are good ideas, but for me ...
 Out of these ideas, I'd go for ...
 Personally, I wouldn't go for that idea because ...
 The reason I wouldn't choose that idea is because ...

Descriptors	Skill	GSE	CEFR
Can identify key details in work-related documents.	Reading	55	B1+ (51-58)
Can write an email, giving details of work-related events, facts, or plans.	Writing	57	B1+ (51-58)
Can collate short pieces of information and summarise them for somebody else.	Writing	58	B1+ (51-58)

WRITING

LEARN TO LEARN

When you talk about a number of things that happen one after another, you need to put them in order. Use linkers like **first**, **next**, **after that** and **finally**. When you want to add information, use words like **and** or **as well**.

41 You are going to take a group of English friends around your town or an interesting town near you. Write an email (50-60 words) telling them your plans for their first day. Tell them about:

- where to meet
- what time
- what interesting sights to see
- what arrangements after this.

Remember to use linkers.

Identifying and teaching vocabulary

Vocabulary

Choose category [?]

Learning Objectives Grammar Vocabulary

Who are you teaching?
Adult Learners

Choose a range on the GSE / CEFR [?]

< A1 A1 A2 **B1 B1+** B2+ C1 C2

10 22 30 36 43 47 51 55 59 67 76 85 90

Choose Topic [?] Grammatical Category [?] Filter search results with an exact word

Hide filters (2) Clear all filters Show results

Topic
Medicine and medical treatment ✕

GSE
47 - 55 ✕

Topic: Medicine and medical treatment
GSE 47-55 (B1-B1+)

Vocabulary

care
private
sb's temperature
test
operate
pharmacy

VOCABULARY

TOPIC

GRAMMATICAL
CATEGORY

GSE ▲

CEFR

noun

47

B1 (43-50)



adjective

48

B1 (43-50)



phrase

48

B1 (43-50)



verb

48

B1 (43-50)



verb

48

B1 (43-50)



noun

48

B1 (43-50)



Vocabulary

VOCABULARY	TOPIC	GRAMMATICAL CATEGORY
care	Medicine and medical treatment	<i>noun</i>
DEFINITION the process of looking after someone or something	TOPIC TREE Body and health → Medicine and medical treatment → Treatments and medicines House, home, and daily life → Everyday activities → Maintenance, services, and DIY → Maintenance and services Interacting with others → Asking for or providing help People, relationships, and family → Family life and childcare Workplace and jobs → Job description and types of work → Things people do at work	COLLOCATIONS in sb's care child care care services patient care home care nursing care under sb's care provide care long-term care care facilities proper care need care receive care constant care specialist care short-term care round-the-clock care
EXAMPLE Your father will need constant medical care .	Hide	Show less

An End-to-End Solution

Personalisation of progress

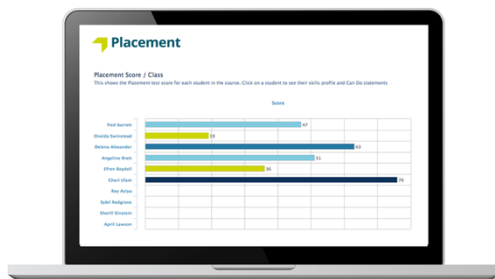


Online resources

Print resources

Aligned products

Assessments



Questions?

Useful info:

**certificates, materials,
archives, video
tutorials,
calendar of events**

1. Certificate of attendance

New!

To obtain a **certificate of attendance**, valid to certify obligatory training hours:

»1«

Vai su pearson.it/miei-webinar
e rispondi ad alcune
semplici domande di controllo.

»2«

In caso di esito positivo al questionario,
scarica subito l'attestato.

2. All materials and video lessons are available in the Pearson Education Library:



3. Upcoming webinars on pearson.it/pearson-academy

Pearson Academy Facebook page

Follow us on Facebook!

You can stay up to date on upcoming training events. Receive articles and news on Italian schools and International schools and much more.

Fan page

Pearson Academy – Italia



Facebook interface showing the Pearson Academy - Italia page. The page header includes the name "Pearson Academy - Italia" and a search bar. The profile picture is the Pearson Academy logo. The cover photo is a woman with long blonde hair making an "OK" hand gesture. The main post is titled "#CartadelDocente Per la tua formazione, scegli l'esperienza di Pearson!" and includes text about the Carta del Docente and a 500 Euro bonus. The post has 24 shares and a comment box.

**Thank you for joining
us!**

IMPARARE SEMPRE