

# International GCSE

## English as a Second Language (9–1)

### Specification

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Pearson Edexcel International GCSE in English as a Second Language (4XES2)

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First teaching September 2024

First examination June 2025

Issue 2



## **About Pearson**

We are the world's leading learning company operating in countries all around the world. We provide content, assessment and digital services to learners, educational institutions, employers, governments and other partners globally. We are committed to helping equip learners with the skills they need to enhance their employability prospects and to succeed in the changing world of work. We believe that wherever learning flourishes so do people.

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Publication code: GQ000043

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## Summary of Pearson Edexcel International GCSE in English as a Second Language specification Issue 2 changes

Summary of changes made between previous issue and this current issue	Page numbers
Sections <i>Unit results</i> and <i>Qualification results</i> now show the total UMS marks for each unit, the qualification as a whole and the associated grade boundaries.	31–32

If you need further information on these changes or what they mean, contact us via our website at: [qualifications.pearson.com/en/support/contact-us.html](https://qualifications.pearson.com/en/support/contact-us.html).

Are you using the most up-to-date version of the specification/sample assessment materials? Check at: <https://qualifications.pearson.com/en/qualifications/edexcel-international-gcses/english-as-a-second-language-2023.html>



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# 1 About this specification

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The Pearson Edexcel International GCSE in English as a Second Language (9-1) (4XES2) is part of a suite of International GCSE qualifications offered by Pearson.

This qualification is not accredited or regulated by any UK regulatory body.

## Key features

### Structure

The Pearson Edexcel International GCSE in English as a Second Language (4XES2) is a unitised qualification. All units are available in the June and November exam series. A cash-in code must be used to obtain an overall grade for the qualification. Individual unit assessments may be taken over a course of one or more examination series, or all four unit assessments may be taken together at the end of the course of study in a single examination series.

Learners can sit or resit individual unit assessments before receiving an overall qualification grade.

The recommended duration of the course is two years.

### Content

The content features a relevant, engaging and updated range of topics to ensure that it is accessible to all learners.

### Assessments

The assessment is 100 per cent external and designed in a single tier covering the whole range of grades 9 to 1 where 9 is the highest grade.

Reading skills are assessed in Unit 1.

Listening skills are assessed in Unit 2.

Writing skills are assessed in Unit 3.

Speaking skills are assessed in Unit 4.

Assessment in the June and November examination series.

All unit assessments are designed to be at the same standard, and there is no step up in difficulty between units.

### Approach

This qualification builds a foundation for learners wishing to progress to further study, work and travel in English speaking environments.

Topics relate to the interests of learners using English as a second language for purposes of communication, for example, in study, work and leisure situations.

Contexts and settings will be those that learners are likely to encounter, for example, school, holiday and travel, and issues of global relevance.

Culturally sensitive and diverse reading and listening recordings will be used throughout the assessment and resource materials.

Assessment is designed to measure achievement against many of the benchmarks of Levels A2 – B2 of the Council of Europe's Common European Framework of Reference for Languages (CEFR).

## Specification updates

This specification is Issue 1 and is valid for first teaching from September 2024, with first assessment from June 2025 and first certification from August 2025. If there are any significant changes to the specification, we will inform centres in writing. Changes will also be posted on our website.

For more information, please visit [qualifications.pearson.com](https://www.pearson.com/qualifications).

## Using this specification

This specification gives teachers guidance and encourages effective delivery of the qualification. The following information will help you get the most out of the content and guidance.

### Compulsory content

All of the bullet points in the content must be taught. The word 'including' in content specifies the detail of what must be covered.

### Examples

We have included examples of what can be covered or what might support teaching and learning throughout. It is important to note that examples are for illustrative purposes only and centres can use other examples. We have included examples that are easily understood and recognised by international centres.

### Assessments

Our assessments use a range of material and are not limited to the examples given. Teachers should deliver the qualification using a good range of examples to support the assessment of the content.

### Depth and breadth of content

Teachers should use the full range of content and all the assessment objectives laid out in this document.

## Qualification aims

Learners will be able to:

- understand written and spoken English language in a range of practical, familiar and unfamiliar contexts, and for a variety of purposes
- communicate effectively in written and spoken English using a range of vocabulary, grammar, and sentence structures
- effectively use English language grammar, sentence structures, and vocabulary.

This qualification aims to provide learners with the opportunity to explore and develop an understanding of the cultures and diverse communities where English is used around the world.



# Why choose Pearson Edexcel qualifications?

## **Pearson – the world’s largest education company**

Edexcel academic qualifications are from Pearson, the UK’s largest awarding organisation. With over 3.4 million learners studying our academic and vocational qualifications worldwide, we offer internationally recognised qualifications to schools, colleges and employers globally.

Pearson is recognised as the world’s largest education company, allowing us to drive innovation and provide comprehensive support for Pearson Edexcel learners in acquiring the knowledge and skills they need for progression in study, work and life.

## **A heritage you can trust**

The background to Pearson becoming the UK’s largest awarding organisation began in 1836, when a royal charter gave the University of London its first powers to conduct exams and confer degrees on its learners. With over 150 years of international education experience, Edexcel qualifications have a firm academic foundation, built on the traditions and rigour associated with Britain’s educational system.

## **Results you can trust**

Pearson’s leading online marking technology has been shown to produce exceptionally reliable results, demonstrating that at every stage, Pearson Edexcel qualifications maintain the highest standards.

# Why choose Pearson Edexcel International GCSE in English as a Second Language (4XES2)?

We have listened to feedback from all parts of the international school, UK independent school and language teaching community, including a large number of teachers. We have made changes that will engage international learners and give them an opportunity to extend their skills in language learning. These skills will support progression to further study, work or travel.

The content and assessment approach for this qualification has been designed to meet learner needs.

## Key features

Topics have been selected both to engage learners and to equip them to use their language proficiency in a range of real-life situations, from socialising and travelling to education and employment.

The specification includes *Core vocabulary list* (including suggested vocabulary list to cover optional subtopics) and *Grammar list*, which will provide teachers and learners with confidence that they are well prepared for the assessment.

Each of the four key language skills (reading, listening, writing, and speaking) are assessed separately and are equally weighted.

9–1 grades are mapped to CEFR levels, helping learners to achieve international recognition for their accomplishments.

## Unitised structure

The unitised assessment structure offers learners the flexibility to sit examinations when they are ready and provides opportunities to resit individual unit assessments before receiving an overall qualification grade.

## Clear and straightforward unit assessments

Our unit assessments are clear and accessible for all learners of all abilities and learning styles. Our mark schemes are straightforward so that the assessment requirements are clear.

## CEFR alignment

We have benchmarked our qualification to the Council of Europe's Common European Framework Reference for Languages (CEFR), providing you with a widely recognised measure of competence. We also used The Global Scale of English (GSE) to extend the CEFR mapping which gives us more granular scale for four skills (reading, listening, writing, and speaking). High achievement (grades 7–9) in this qualification is broadly equivalent to many descriptors of Levels B1 to B2 of the CEFR. Please see *Appendix 5 CEFR mapping* for further details.

## International topic choices

We have included a diverse range of international topic options. The brand-new optional subtopics will enable teachers and learners to select subtopics they find most engaging.

## Broad and deep development of learners' skills

The design of the revised International GCSE aims to extend learners' knowledge by broadening and deepening skills.

Learners broaden their ability to:

- read for both gist and detail
- listen to an argument or discussion, understand the overall message and identify attitudes and opinion
- write in response to a given situation
- deliver a topic talk, as well as participate in extended discussion.

## **Progression**

Learners can progress from this qualification to:

- Level 3 academic and vocational qualifications delivered in English
- Pearson Test of English (PTE Academic)

Evidence of achievement in this qualification may also be used as proof of English Language competence for the purpose of Higher Education admission (at institutional discretion).

Through our qualification development process, we have consulted with further/higher education organisations and establishments or similar to validate the appropriateness of this qualification, including content, skills and assessment structure.

More information about international qualifications can be found on our website [qualifications.pearson.com](https://qualifications.pearson.com).

# Supporting you in planning and teaching this qualification

## Planning

- Our *Getting Started Guide* gives you an overview of the Pearson Edexcel International GCSE in English as a Second Language (4XES2) to help you understand the changes to content and assessment, and what these changes mean for you and your learners.
- We will provide you with two schemes of work: one is designed as a linear curriculum and another one is designed as a spiral curriculum, and an editable course planner.
- Our mapping documents highlight key differences between the new and previous qualifications.

## Teaching and learning

Our print and digital learning and teaching resources promote any time, any place learning to improve learner motivation and encourage new ways of working.

## Preparing for examinations

We will also provide a range of resources to help you prepare learners for the assessments, including:

- specimen units to use as lesson resources or for mock examinations
- examiner commentaries following each examination series
- Principal Examiner reports
- a variety of online resources accessible through Edexcel ONLINE

## ResultsPlus

ResultsPlus provides the most detailed analysis available of your learners' examination performance. It can help you to identify which topics and skills to focus on.

## examWizard

This is an included online resource designed to support learners and teachers with exam preparation and assessment.

## Training events

In addition to online training, we host a series of training events each year for teachers to deepen their understanding of our qualifications.

## Get help and support

Our subject advisor ensures that you receive help and guidance from us. You can sign up to receive updates at <https://qualifications.pearson.com/en/forms/subject-advisor-updates-for-teachers-and-tutors.html> or contact us using the support portal <https://support.pearson.com/uk/s/qualification-contactus>.

## 2 Qualification at a glance

### Qualification overview

The Pearson Edexcel International GCSE in English as a Second Language (4XES2) consists of four externally assessed units.

It is a unitised qualification and all units are available in the June and November exam series. A cash-in code must be used to obtain an overall grade for the qualification. Individual unit assessments may be taken over a course of one or more examination series, or all four unit assessments may be taken together at the end of the course of study in a single examination series.

Learners can sit or resit individual unit assessments before receiving an overall qualification grade.

The recommended duration of the course is two years.

### Content and assessment overview

<b>Unit 1: Reading</b>	<b>Unit code 4WES1/01*</b>
Externally assessed Written examination: 1 hour Availability: June and November 50 marks First assessment: June 2025	25% of the total International GCSE
<b>Content and assessment overview</b> Single tier of entry. This unit assesses reading skills. Passages will relate to topics detailed in section <i>List of topics and subtopics</i> . The unit will include a range of texts covering content taken from the compulsory subtopics in Topics 1–4. Passages will cover a broad range of text types, including information, explanation, opinion, and narrative texts. The texts will include a range of professional writing styles.	

\* See *Appendix 1* for a description of this code and all the other codes relevant to this qualification.

<b>Unit 2: Listening</b>	<b>Unit code 4WES2/01*</b>
Externally assessed Written examination: 45 minutes Availability: June and November 50 marks First assessment: June 2025	25% of the total International GCSE
<b>Content and assessment overview</b> Single tier of entry. This unit assesses listening skills. Recordings will relate to topics detailed in section <i>List of topics and subtopics</i> . The unit will include a range of recordings covering content taken from the compulsory subtopics in Topics 1–4. Recordings will cover a broad range of extracts including information requests, explanations, opinions, monologues, dialogues and narration. The recordings will include a range of styles.	

\* See *Appendix 1* for a description of this code and all the other codes relevant to this qualification.

<b>Unit 3: Writing</b>	<b>Unit code 4WES3/01*</b>
Externally assessed Written examination: 1 hour 15 minutes Availability: June and November 50 marks First assessment: June 2025	25% of the total International GCSE
<p><b>Content and assessment overview</b></p> <p>Single tier of entry.</p> <p>This unit assesses writing skills, including spelling, punctuation and grammar (SPaG).</p> <p>Tasks will relate to all 5 topics detailed in section <i>List of topics and subtopics</i>. The unit will include a range of the compulsory subtopics from Topics 1–4 and the learner's chosen optional subtopic from Topic 5.</p> <p>Learners will be required to write a range of text types including informative texts, explanatory text, discussions of opinions written, and advantages and disadvantages.</p> <p>There will be a written summary task.</p> <p>Tasks will prompt learners to make use of a range of informal, formal and professional writing styles.</p>	

\* See *Appendix 1* for a description of this code and all the other codes relevant to this qualification.

<b>Unit 4: Speaking</b>	<b>Unit code 4WES4/01*</b>
Externally assessed Oral examination: 22–23 minutes Availability: June and November 50 marks First assessment: June 2025	25% of the total International GCSE
<p><b>Content and assessment overview</b></p> <p>Single tier of entry.</p> <p>This unit assesses speaking skills including spontaneity, fluency and pronunciation.</p> <p>Tasks will relate to all 5 topics detailed in section <i>List of topics and subtopics</i>.</p> <p>The tasks will cover a range of the subtopics from Topics 1–4 and the learner's chosen subtopic from Topic 5.</p> <p>Learners will be required to relate factual information, to deliver a speech, to discuss opinions or advantages and disadvantages, and to ask questions.</p> <p>There will be a pre-prepared topic talk task where learners will be required to speak in relation to their chosen subtopic for Topic 5 Global Issues.</p> <p>Tasks will prompt learners to use a range of speaking styles.</p> <p>The speaking examination between the learner and teacher/examiner will be recorded and delivered to Pearson via Learner Work Transfer (LWT) for marking.</p>	

\* See *Appendix 1* for a description of this code and all the other codes relevant to this qualification.

## Assessment information

### Assessment requirements

Unit number and title	Level	Assessment information	Number of marks allocated in the unit
Unit 1: Reading	1/2	<p>A 1-hour examination.</p> <p>The Reading unit assessment contains texts of varying lengths written by experienced subject matter experts. The texts increase in challenge, complexity and length through the unit assessment.</p> <p>Learners are <b>not</b> permitted to bring a dictionary with them into the examination room.</p>	50
Unit 2: Listening	1/2	<p>A 45-minute examination.</p> <p>The Listening unit assessment contains recorded extracts of varying lengths, written by experienced subject matter experts, increasing in challenge, length and complexity through the unit assessment.</p> <p>Learners are <b>not</b> permitted to bring a dictionary with them into the examination room.</p>	50
Unit 3: Writing	1/2	<p>A 1 hour 15 minutes examination.</p> <p>The Writing unit assessment contains three tasks each with a specified context and a target reader.</p> <p>For the second task there are three options and the learner is required to complete one option only.</p> <p>The third task is always a summary task in which the learner is asked to extract information from a source text and summarise the text as a whole.</p> <p>Learners are <b>not</b> permitted to bring a dictionary with them into the examination room.</p>	50

Unit number and title	Level	Assessment information	Number of marks allocated in the unit
Unit 4: Speaking	1/2	<p>A 22–23-minute recorded examination.</p> <p>The Speaking unit assessment is divided into three tasks detailed in Speaking task cards supplied by Pearson Edexcel. There is a warm-up activity at the beginning of the examination.</p> <p>Learners must be allowed 10 minutes' time under supervised conditions to prepare for the role play and the picture task. They must be allowed to make notes during this preparation time. They are allowed to bring the notes into the examination room. At the end of the examination, the notes will be collected by the teacher/examiner and must be kept by the centre until the qualification has been cashed in. After this time, the notes should be securely destroyed.</p> <p>Learners are <b>not</b> permitted to bring a dictionary with them into the examination room.</p>	50



## Assessment objectives and weightings

		<b>% in International GCSE</b>
<b>AO1</b>	Reading – Understand and provide a response in English to a variety of types of written English language	25
<b>AO2</b>	Listening – Understand and provide a response in English to a variety of types of spoken English language	25
<b>AO3</b>	Writing – Communicate, respond to, and use written English language while using a range of vocabulary and grammar structures	25
<b>AO4</b>	Speaking – Communicate, interact and use spoken English language using a range of vocabulary and grammar structures	25

## Relationship of assessment objectives to units

<b>Unit</b>	<b>Assessment objective</b>			
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>AO4</b>
Unit 1	25%	–	–	–
Unit 2	–	25%	–	–
Unit 3	–	–	25%	–
Unit 4	–	–	–	25%
<b>Total for International GCSE</b>	25%	25%	25%	25%

All units will be available for assessment from June 2025.



### **3 English as a Second Language (4XES2) content and assessment information**

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List of topics and subtopics	15
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## List of topics and subtopics

TOPIC	SUBTOPIC
<b>Topic 1: Myself &amp; Others</b>	<ul style="list-style-type: none"> <li>• Hobbies &amp; leisure time</li> <li>• Homes</li> <li>• Family, friends &amp; relationships</li> </ul>
<b>Topic 2: Travel &amp; Tourism</b>	<ul style="list-style-type: none"> <li>• Transport &amp; accommodation</li> <li>• Tourist activities</li> <li>• Travel destinations &amp; reason for travelling</li> </ul>
<b>Topic 3: Education</b>	<ul style="list-style-type: none"> <li>• School life</li> <li>• Future education plans</li> <li>• ICT (Information and communication technology)</li> </ul>
<b>Topic 4: Employment</b>	<ul style="list-style-type: none"> <li>• Part-time &amp; voluntary work</li> <li>• Future employment plans</li> <li>• Job applications</li> </ul>
<b>Topic 5: Global Issues</b>	<p>Choose <b>one</b> from the following subtopics:</p> <ul style="list-style-type: none"> <li>• The Environment</li> <li>• Equality</li> <li>• The Media</li> </ul>

## Skills overview

### Unit 1: Reading

#### Externally assessed

#### 1.1 Content description

Learners must be able to:

- read for different purposes
- understand a word, phrase, sentence or whole text in its context, e.g. read a passage on a familiar topic and respond to questions on it
- read and understand a range of information and publicity texts which could be in a formal or an informal context, e.g. adverts on bulletin boards, blog posts, recipes
- identify key information, draw comparisons and distinguish facts and ideas from a range of texts
- read and understand a range of short opinion pieces, identify the writer's viewpoints, which may be either stated explicitly or implied (through the writer's choice of vocabulary)
- read and understand a range of factual texts on a variety of familiar topics, identifying inferred meaning, opinions, ideas and facts
- understand a wide range of grammatical forms and structures, as defined in the *Grammar list*
- understand a wide range of relevant and appropriate vocabulary, as suggested in the *Core vocabulary list*.

## 1.2 Assessment information

- First assessment: June 2025.
- The assessment is 1 hour.
- Examination questions are set in English, using the following question types: multiple choice, multiple response, gap-fill and short open response questions.
- The assessment is out of 50 marks.
- Each question is set in a context.
- Learners must answer all questions.

The Reading unit assessment consists of six reading texts of increasing length and challenge. Some texts are divided into two or more paragraphs followed by questions on the text.

The Reading unit assessment includes different types of text, e.g. factual texts, invitations, instructions and opinion pieces. Texts include both informal and professional writing styles.

The aim of the Reading examination is to assess learners' understanding of written English language and their ability to provide a response in written English. A maximum of two different question types, e.g. a multiple choice and a gap-fill, are used for each stimulus text (or for each paragraph, if the text is divided into paragraphs).

It is important for learners to consider all the information presented in the text, including any images, captions, pop-up boxes, headings and sub-headings.

Correct spelling will not be a requirement as long as the learner response is comprehensible.

The Reading unit assessment consists of:

Text 1 (length 190–200 words)

- Stimulus type: a collection of short texts, e.g. adverts, invitations, a timetable, a bulletin board, etc.
- Question types: multiple choice and multiple response questions.

Text 2 (length 200–220 words)

- Stimulus type: a text, e.g. an email, a letter, a blog post, a set of adverts, an article, etc.
- Question types: multiple response questions or gap-fill questions.

Text 3 (length 280–300 words)

- Stimulus text type: a text, e.g. an email, a letter, a blog post, a set of adverts, an article, etc.
- Question types: multiple response questions and short open-response questions.

Text 4 (length 310–330 words)

- Stimulus type: a general interest text, e.g. a recipe, an email, a blog post, a report, etc.
- Question types: multiple choice and short open-response questions.

Text 5 (length 340–350 words)

- Stimulus type: a general interest text, e.g. a recipe, an email, a blog post, a report, etc.
- Question types: multiple choice and short open-response questions.

Text 6 (length 420–440 words)

- Stimulus types: a general interest text, e.g. an article, a blog post, a report, etc.
- Question types: multiple choice and short open-response questions.

## Unit 2: Listening

### Externally assessed

#### 2.1 Content description

Learners must be able to:

- listen to and understand spoken English language extracts and identify key information
- listen to and understand informational broadcasts such as extracts from podcasts which may involve more than one speaker, and identify key details, opinions, and information conveyed
- listen to and understand conversations which may be casual or in the form of interviews and identify key information the speakers are exchanging
- listen to and understand extracts from public presentations on general interest topics, identifying facts and viewpoints, e.g. comparing the advantages and disadvantages of an idea or process
- listen to and understand a wide range of grammatical forms and structures, as defined in the *Grammar list*
- listen to and understand a wide range of relevant and appropriate vocabulary, as suggested in the *Core vocabulary list*.



## 2.2 Assessment information

- First assessment: June 2025.
- The assessment is 45 minutes.
- Examination questions are set in English, using the following question types: multiple choice, multiple response questions, gap-fill and short open response questions.
- The assessment is out of 50 marks.
- Each question is set in a context with a recorded stimulus.
- Learners must answer all questions.

The Listening unit assessment consists of nine recordings of increasing length and challenge. Some recordings are divided into two or more audio clips followed by examination questions.

**Learners hear each recording twice.** They are given time to read the questions before each part of the recording begins, and are expected to respond to the questions as they listen.

Recorded texts may be in the form of monologues, dialogues and occasionally there may be three speakers involved. Where there are two or three speakers, the identity of each speaker is clearly signposted. Recordings may be both informal and formal conversation styles, points of view, explanations, discussions, or simple topical conversations.

Recordings and exam questions are contextualised. The recordings will relate to Topics 1–4 detailed in section *List of topics and subtopics*.

The aim of the Listening examination is to assess learners' understanding of spoken English language and provide an appropriate response in written English. A maximum of two different question types, e.g. a multiple choice and gap-fill questions are used per one recording playback (or if the recording is divided in two audio clips).

Correct spelling is not a requirement as long as the learner response is comprehensible.

The Listening unit assessment consists of:

Recording 1 (transcript length 90–100 words)

- Stimulus type: a short recording e.g. radio adverts, announcements, a short conversation, etc.
- Question type: multiple choice questions.

Recording 2 (transcript length 100–120 words)

- Stimulus type: a short recording e.g. radio adverts, announcements, short conversations, voicemails, etc.
- Question type: multiple response questions.

Recording 3 (transcript length 130–140 words)

- Stimulus type: a short recording e.g. radio adverts, announcements, conversations, voicemails, etc.
- Question type: multiple choice questions.

Recording 4 (transcript length 130–150 words)

- Stimulus type: a short recording e.g. radio adverts, announcements, conversations, voicemails, etc.
- Question type: multiple response questions and short open-response questions.

Recording 5 (transcript length 160–180 words)

- Stimulus type: an average length recording e.g. radio interviews, podcasts, conversations, presentations, etc.
- Question type: multiple choice and short open-response questions.

Recording 6 (transcript length 180–190 words)

- Stimulus type: an average recording e.g. radio interviews, podcasts, conversations, debates, etc.
- Question type: gap-fill questions.

Recording 7 (transcript length 210–220 words)

- Stimulus type: a longer recording e.g. radio interviews, podcasts, conversations, presentations, etc.
- Question type: multiple choice questions.

Recording 8 (transcript length 220–230 words)

- Stimulus type: a long recording e.g. radio interviews, podcasts, conversations, presentations, etc.
- Question type: short open-response questions.

Recording 9 (transcript length 250–260 words)

- Stimulus type: a long recording e.g. radio interviews, podcasts, conversations, presentations, etc.
- Question type: short open-response questions.

## Unit 3: Writing

### Externally assessed

### 3.1 Content description

Learners must be able to:

- convey information in writing on a range of topics, using context-specific vocabulary
- express their opinions on a topic and develop their responses
- write for a variety of purposes
- write in a variety of styles, formal and informal
- summarise longer passages of text without copying phrases word for word
- write fluently and coherently
- write using a wide range of grammatical forms and structures, as defined in the *Grammar list*
- write using a wide range of relevant and appropriate vocabulary, as suggested in the *Core vocabulary list*.

## 3.2 Assessment information

- First assessment: June 2025.
- The assessment is 1 hour 15 minutes.
- The assessment is out of 50 marks.
- Each question is set in a context.
- The assessment consists of three tasks:
- Learners must answer questions 1, 2 and 3. In **Question 2**, they must answer **either** option (a) **or** option (b) **or** option (c).
- The examination includes extended-writing questions.
- The examination assesses spelling, punctuation and grammar (SPaG) and other English language writing skills as detailed below.

The Writing unit assessment consists of three separate tasks that require learners to write in an appropriate register for different purposes.

The aim of the Writing unit assessment is to assess learners' written language competence through a variety of tasks which, where possible, reflect real-life situations and are relevant to learners and their backgrounds.

Tasks in the Writing unit assessment relate to topics detailed in this document. Whilst not every topic may be covered in the Writing examination year on year, each Writing unit assessment covers a range of the subtopics from Topics 1–4. Each Writing unit assessment includes a task which requires learners to use vocabulary relevant to their chosen subtopic for Topic 5.

Tasks include a suggested word count. If a learner writes significantly less than the suggested word count, it is unlikely they will have covered the task specific content points adequately. Conversely, if a learner writes significantly more than the suggested word count for a particular task, it is likely that they will have spent too much time on that task, which could cause them to run out of time.

In the writing section learners can choose the order in which they attempt the three parts.

Learners should take note of any other instructions given regarding the purpose of the writing tasks and the intended audience.

The Writing unit assessment consists of:

Task 1 **Informal writing** (suggested word count 80 words; 10 marks)

Learners must compose an informal piece of writing e.g. an email to a friend. They are provided with a very short description of a situation and purpose for their writing. They are provided with three bullet points outlining what learners must include in their response.

This task is based on a topic area drawn from one of the subtopics in Topics 1–4.

Task 2 **Semi-formal writing** (suggested word count 180 words; 20 marks)

Learners must compose a semi-formal piece of writing e.g. an article. There is a very short description of a situation and a purpose for the writing. Three bullet points outline what to include in the response.

This task has three options. Each task combines one of the subtopics in Topic 5 Global Issues with one of the subtopics from Topics 1–4. Learners should choose the task which corresponds to the optional subtopic from Topic 5 they have prepared.

Task 3 **Summary writing** (suggested word count 180 words; 20 marks)

Learners must write a semi-formal or formal summary of a longer text which is between 400–450 words. Three bullet points outline what learners must include in their response.

This task is based on a subtopic area drawn from one of the Topics 1–4.

## Unit 4: Speaking

### Externally assessed

#### 4.1 Content description

Learners must be able to:

- convey information in speech on a range of topics, using context-specific vocabulary
- express their opinions about a topic and develop their ideas
- respond spontaneously to both predictable and unpredictable questions on a range of topics
- participate in extended discussions on a range of topics, from the familiar and everyday to more abstract themes
- speak fluently and coherently, using a range of grammatical structures and vocabulary without undue hesitation
- use a wide range of grammatical forms and structures, as defined in the *Grammar list*
- use a wide range of relevant and appropriate vocabulary, as suggested in the *Core vocabulary list*.

## 4.2 Assessment information

- First assessment: June 2025.
- The assessment is 22–23 minutes.
- The assessment consists of three tasks.
- The assessment is worth 50 marks.
- Each question is set in a context.
- Learners must complete all three tasks.
- The examination assesses spontaneity, fluency, and pronunciation and other English language speaking skills as detailed below.

Speaking examinations are recorded for all learners and must be sent to Pearson for external assessment.

Tasks relate to Topics 1–5 detailed in this document. Whilst not every topic may be covered in the Speaking examination year on year, each Speaking unit assessment covers a range of the subtopics from Topics 1–4. Each Speaking unit assessment includes a task which requires learners to use vocabulary relevant to their chosen subtopic for Topic 5.

Learners are assessed individually.

The Speaking unit assessment consists of:

**Preparation time** (10 minutes)

The teacher/examiner chooses role play and picture-based conversation cards for Task 1 and Task 3 and gives these to the learner. These cards are chosen using a randomisation grid, which ensures that Task 1 and Task 3 focus on different parts of the prescribed Topics 1-4. The learner will have 10 minutes of supervised preparation time, during which they may not consult a dictionary, but they may make notes. These notes may be taken into the examination room and learners may look at them at any time.

**A non-assessed warm-up/settle-in conversation** (1 minute; 0 marks)

The teacher/examiner introduces themselves and asks a series of simple questions on a familiar topic to set learners at ease.

**Task 1 Role play** (1–2 minutes; 10 marks)

Learners and teacher/examiner engage in a role play, using the prompt card for Task 1.

Learners interact with the teacher/examiner following five given prompts.

Learners are expected to say a few words or a short phrase/sentence in response to each prompt. One-word answers will not be sufficient to gain full marks. The – ! – indicates an unseen question and learners must respond to something they have not prepared, whereas – ? – indicates learners must ask a question.

**Task 2 – Topic talk** (5 minutes; 20 marks)

Before the day of the assessment, learners should choose an area to research and, with appropriate guidance from a teacher, prepare a 2-minute topic talk on a subject of their choice. The teacher (or centre) must not choose the topic talk title or topic talk content, learners have to choose the topics by themselves. The subject must relate to one of the three subtopic options from Topic 5 Global Issues. For example, if a learner had studied “The Media” with their teacher, the learner might choose to prepare a topic talk on the impact of social media on teenage mental health.

The teachers should adequately support the learners with preparation. The teacher (or centre) must not choose the title or specific content discussed during the topic talk. Learners must prepare topic talks independently. During the assessment, learners will deliver their 2-minute topic talk. The teacher/examiner will then lead a follow-up discussion of the topic by asking a series of questions about the topic.

Please refer to *Getting Started Guide* and sample learner responses resource for further guidance on preparing learners for this element of the assessment.

**Task 3 – Picture-based conversation** (5 minutes; 20 marks)

The teacher/examiner will lead the learner into an extended conversation using the prompt card for Task 3. A list of prompt questions is available to teacher/examiners but this list is neither prescriptive nor exhaustive. The conversation should develop naturally to allow for spontaneous interaction.

**End of assessment**

After Task 3 has been completed, the teachers/examiner must collect any notes that learners have made, and keep these securely until Results Day. At this point, the notes should be disposed of securely.

**Note**

All Speaking assessments are conducted and recorded by the centre within a Speaking examination window set by Pearson. For information about the time window for the Speaking assessment within a given series, please refer to Key Dates on our website.



The examinations are externally marked by Pearson. The teacher/examiner will need recording equipment, pens and unit for learners to make notes, and a clock to time learners. Task cards are provided by Pearson.

The instructions provided to the teacher/examiner by Pearson are precise and the teacher/examiner is required to follow them exactly when forming questions and presenting tasks to the learners. For more information, please use *International GCSE English as a Second Language Handbook*.

## Learners need to know:

**Topic 1 Myself and others, Topic 2 Travel & Tourism, Topic 3 Education, and Topic 4 Employment** are compulsory for all learners and may be assessed in any of the four units.

**Topic 5 Global Issues** is compulsory for all learners, but they are given a free choice to choose one from three subtopics. This is intended to give teachers and learners autonomy to choose the subtopic that engages them the most. Topic 5 will be assessed only in the productive skills unit assessments (Writing & Speaking). Learners are not assessed on Topic 5 in the receptive skills unit assessments (Reading & Listening). Learners need to be able to discuss and apply their knowledge of their selected subtopic in Topic 5 in the context of Core Topics 1–4. For example, a learner who had studied The Environment for Topic 5 could apply their knowledge of this subtopic with the Homes subtopic to discuss sustainable living.

## 4 Administration and general information

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### Entries

All units are available in the June and November exam series. A cash-in code must be used to obtain an overall grade for the qualification. Individual unit assessments may be taken over a course of one or more examination series, or all four unit assessments may be taken together at the end of the course of study in a single examination series.

Learners can sit or resit individual unit assessments before receiving an overall qualification grade.

The recommended duration of the course is two years.

Details of how to enter learners for the examinations for this qualification can be found in our *International Information Manual*. A copy is made available to all examinations officers and is available on our website.

Learners should be advised that if they take two qualifications in the same subject, colleges, universities and employers are very likely to take the view that they have achieved only one of the two GCSE / International GCSE qualifications. Learners or their advisers who have any doubts about subject combinations should check with the institution to which they wish to progress before embarking on their programmes.

**This International GCSE in English as a Second Language (4XES2) is available to centres outside of the UK as well as to independent schools within the UK.**

### Access arrangements, reasonable adjustments, special consideration and malpractice

Equality and fairness are central to our work. Our equality policy requires all learners to have equal opportunity to access our qualifications and assessments, and our qualifications to be awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the UK Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

### Language of assessment

Assessment of this qualification will be available in English only. All learner work must be in English.

### Access arrangements

Access arrangements are agreed before an assessment. They allow learners with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

The intention behind an access arrangement is to meet the particular needs of an individual learner with a disability without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

Access arrangements should always be processed at the start of the course. Learners will then know what is available and have the access arrangement(s) in place for assessment.

## Reasonable adjustments

The Equality Act 2010 requires an awarding organisation to make reasonable adjustments where a learner with a disability will be at a substantial disadvantage in undertaking an assessment. The awarding organisation is required to take reasonable steps to overcome that disadvantage.

A reasonable adjustment for a particular learner may be unique to that individual and therefore might not be in the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors, including:

- the needs of the learner with the disability
- the effectiveness of the adjustment
- the cost of the adjustment
- the likely impact of the adjustment on the learner with the disability and other learners.

An adjustment will not be approved if it involves unreasonable costs to the awarding organisation, timeframes or affects the security or integrity of the assessment. This is because the adjustment is not 'reasonable'.

## Special considerations

Special consideration is a post-examination adjustment to a learner's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination / assessment, which has had, or is reasonably likely to have had, a material effect on a learner's ability to take an assessment or demonstrate their level of attainment in an assessment.

## Further information

Please see our website for further information about how to apply for access arrangements and special considerations.

For further information about access arrangements, reasonable adjustments and special considerations please refer to the JCQ website: [www.jcq.org.uk](http://www.jcq.org.uk).

## Candidate malpractice

Candidate malpractice refers to any act by a candidate that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

Candidate malpractice in controlled assessments discovered before the candidate has signed the declaration of authentication form does not need to be reported to Pearson.

Candidate malpractice found in controlled assessments after the declaration of authenticity has been signed, and in examinations **must** be reported to Pearson on a *JCQ Form M1* (available at [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)).

The form should be emailed to [candidatemalpractice@pearson.com](mailto:candidatemalpractice@pearson.com). Please provide as much information and supporting documentation as possible. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report candidate malpractice constitutes staff or centre malpractice.

## Staff/centre malpractice

Staff and centre malpractice includes both deliberate malpractice and maladministration of our qualifications. As with candidate malpractice, staff and centre malpractice is any act that compromises or seeks to compromise the process of assessment or undermines the integrity of the qualifications or the validity of results/certificates.

All cases of suspected staff malpractice and maladministration **must** be reported immediately, before any investigation is undertaken by the centre, to Pearson on a *JCQ Form M2(a)* (available at [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)).

The form, supporting documentation and as much information as possible should be emailed to [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com). Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice itself constitutes malpractice.

More detailed guidance on malpractice can be found in the latest version of the document *JCQ Suspected Malpractice: Policies and Procedures*, available at [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice).

## Awarding and reporting

Pearson Edexcel International GCSE in English as a Second Language (4XES2) will be graded and certificated on a nine-grade scale from 9 to 1, using the total UMS, where 9 is the highest grade. Individual unit results will be reported. The first certification opportunity for the Pearson Edexcel International GCSE in English as a Second Language (4XES2) will be in August 2025. Learners whose level of achievement is below the minimum judged by Pearson to be of sufficient standard to be recorded on a certificate will receive an unclassified U result.

In the unitised assessment route where unit assessments are taken over more than one series, the final mark or the Uniform Mark Scale (UMS) mark is different from the score on the exam paper – the so-called 'raw mark'.

The purpose of UMS is to ensure that where learners complete a unit in different series, the value of their score is maintained when certificating.

Learners will receive a uniform mark between 0 and the maximum uniform mark for each unit.

### Unit results

This shows the total UMS for each unit and the associated grade boundaries. Learners will receive a uniform mark between 0 and the maximum uniform mark for each unit.

Unit grade	Maximum uniform mark	9	8	7	6	5	4	3	2	1	U
Unit 1, 2, 3, or 4	60	54	48	42	36	30	24	18	12	6	0

## Qualification results

This shows the total UMS for the qualification as a whole and the associated grade boundaries. The minimum uniform marks required for each grade:

Qualification grade	Maximum uniform mark	9	8	7	6	5	4	3	2	1	U
Cash-in code: (4XES2)	240	216	192	168	144	120	96	72	48	24	0

Learners with a uniform mark in the range 0-23 will be Unclassified.

## Resitting of units

Learners can resit any unit irrespective of whether the qualification is to be cashed in. If a learner resits a unit more than once, only the better of the two most recent attempts of that unit will be available for aggregation to a qualification grade.

Results of units will be held in Pearson Edexcel's unit bank for as many years as this specification remains available. Once the International GCSE in English as a Second Language (4XES2) has been certificated, all unit results are deemed to be used up at that level. These results cannot be used again towards a further award of the same qualification at the same level.

## Learner recruitment and progression

Pearson's policy concerning recruitment to our qualifications is that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all learners.

## Prior learning and other requirements

We recommend that learners have the ability to read and write in English at Level A1 of the Common European Framework of Reference for Languages (CEFR) before beginning to study this qualification. However, there are no formal prior learning or other requirements for this qualification.

All units are available in the June and November exam series. A cash-in code must be used to obtain an overall grade for the qualification. Individual unit assessments may be taken over a course of one or more examination series, or all four unit assessments may be taken together at the end of the course of study in a single examination series.

Learners can sit or resit individual unit assessments before receiving an overall qualification grade.

The recommended duration of the course is two years.

## 5 Appendices

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## Appendix 1: Codes

Type of code	Use of code	Code
Cash-in codes	Cash-in codes are used in combination with entry codes to aggregate the learner's unit scores to obtain the overall grade for the qualification.	4XES2
Entry codes	To enter the learner for their examination, unit codes are used as entry codes.  To obtain the overall grade for the qualification, entry codes are used in combination with cash-in codes.	Please refer to the Pearson Edexcel <i>Information Manual</i> , available on the Pearson qualifications website.
Unit codes	Each unit is assigned a unit code. This unit code is used as an entry code to indicate that a learner wishes to take the assessment for a particular unit.	Unit 1: Reading      4WES1/01 Unit 2: Listening      4WES2/01 Unit 3: Writing      4WES3/01 Unit 4: Speaking      4WES4/01

## Appendix 2: Grammar list

The following grammar list contains examples of grammatical knowledge expected at each CEFR level. For further examples of grammar used at different CEFR levels, please use **GSE (Global Scale of English) Teacher Toolkit** at <https://www.english.com/gse/teacher-toolkit/user/grammar>

### CEFR level A1

Articles and quantifiers	
<i>a, an, the</i> , and the 'no article' article	<i>a, an, the</i> , and the 'no article' article

Conjunctions	
<i>but</i>	e.g. <i>She likes coffee, but I like tea.</i>

Past tenses	
Past simple (actions in the past)	
The verb 'to be'	e.g. <i>I was, you were, she was, he was, it was, we were, you were, they were</i>
Negative form	e.g. <i>They didn't understand.</i>

Present tenses	
Correct formation of 'be' with singular and plural nouns	e.g. <i>The coffee is hot. The boys are Spanish. I'm Chinese. We're students.</i>
Present simple (actions in the present) including:	
Habits and daily routines	e.g. <i>I wake up at 6 every day.</i>
The verb combination of 'have got', including positive, negative, question	e.g. <i>She has got a car. I haven't got blue eyes. Have you got any questions?</i>
The verb 'have'	e.g. <i>I have breakfast at 7 every day. He has dinner with his family.</i>
The verb 'to be'	e.g. <i>I am, you are, he is, she is, it is, we are, you are, they are</i>
The use of 'there' & 'be' combination	e.g. <i>There is a leaf on the tree. There are leaves on the tree.</i>
Basic construction of 'I want', 'I like'	e.g. <i>I like this drink. I want a burger.</i>
Imperative	e.g. <i>Sit down! Catch this!</i>

<b>Modal verbs</b>		
For abilities:		
	<i>can or can't</i>	e.g. <i>I can't swim. I can play football.</i>
For permission:		
	<i>can</i>	e.g. <i>Can I sit here?</i>
	<i>needn't</i>	e.g. <i>Do I need to wear a badge? You needn't wear glasses.</i>
For possibility:		
	<i>can</i>	e.g. <i>I can see you after work.</i>

<b>Prepositions</b>	
Prepositions of place <i>at, in, on, under, into, onto</i>	e.g. <i>I sit at the table.</i>
Time expressions <i>o'clock</i>	e.g. <i>at three o'clock</i> <i>at nine o'clock in the morning</i>

<b>Pronouns</b>	
Personal pronouns <i>I, he, she, he, it, we, you, they</i> (including a recognition of they as accurate when used for third-person singular gender-neutral, as well as third-person plural)	e.g. <i>I saw him yesterday, and he said the book was his. She will be arriving soon and bringing her famous carrot cake. It was her grandma's recipe!</i>
Possessive pronouns <i>my, your, his, her, its, our, your, their</i>	e.g. <i>This is my book. Her job is difficult.</i>
Possessive with 's	e.g. <i>Paul's daughter, my sister's house</i>
Object pronouns <i>me, you, him, her, it, us, you, them</i>	e.g. <i>Please pick me for this task.</i>

Questions	
Interrogative pronouns in the present <i>where, whose, when, who, how long, whose, how, what time, which, what</i>	e.g. <i>How is she? Where do you live? What time is your show? Whose toy is this?</i>
Forming questions with:	
	The verb 'to be' e.g. <i>Are they friends? Is she a dancer?</i>
	Present simple tense e.g. <i>Are you upset? Do you speak Spanish?</i>
	Past simple tense e.g. <i>Did she do it? Was he at home last night?</i>
Tag responses using verb 'do'	e.g. <i>Yes, I do. No, they don't.</i>

**Note:** Neo pronouns are not prescribed vocabulary items for this qualification. Learners will not, however, be penalised if they choose to use neo pronouns and apply them correctly in their answers.

## CEFR level A2

To achieve CEFR level A2, learners must demonstrate a grasp of the grammar listed under A1, in addition to the following features and constructions:

Adjectives & adverbs	
Adjectives versus adverbs, word formation, word order	e.g. <i>good</i> versus <i>well</i> , <i>quick</i> versus <i>quickly</i>
Adverbs of frequency	
	<i>always, never, seldom, sometimes, often, rarely, occasionally, etc.</i>
	e.g. <i>Jane lives next door so we often see her. I usually drink tea in the morning. I never drink coffee.</i>
	Word order of adverbs of frequency
	e.g. <i>I never smoke. I am never late.</i>
'really / very / quite' with adverbs	e.g. <i>He talks really fast.</i> <i>She goes there quite often.</i> <i>She can speak Chinese very well.</i>
Irregular adjectives	e.g. <i>less, good, bad, more</i>
Comparative of adjectives with -er	e.g. <i>taller</i>
Superlative of adjectives with -est	e.g. <i>the tallest</i>
Comparative of adjectives with 'more'	e.g. <i>more sustainable</i>
Superlative of adjectives with 'the most'	e.g. <i>the most sustainable</i>
Adjectives with '-ed / -ing'	e.g. <i>I'm bored, it's a very boring film, we're very excited, it was an exciting party</i>

Articles and quantifiers	
<i>a, an, the</i> , and the 'no article' article	<i>a, an, the</i> , and the 'no article' article

<b>Conjunctions</b>	
'and' with verbs and verb phrases	e.g. <i>We eat and sleep in the hotel.</i>
'because'	e.g. <i>I can't buy it because I haven't got any money.</i> <i>Because she loves you, she forgives you.</i>
Basic compound sentence	e.g. <i>I went out when it was windy. George forgot his wallet, so he went back inside.</i>

<b>Future tenses</b>	
Future with 'will': sudden decision	e.g. <i>I will help you with that.</i>
'will' for asking for help	e.g. <i>Will you carry this box, please?</i>
Present simple for future	e.g. <i>The plane leaves at 10.</i>
Present continuous for future plans	e.g. <i>He is not going to the shops tomorrow.</i>
Future with 'going to': making plans	e.g. <i>I am going to see my friend tomorrow.</i>
'will' for making predictions	e.g. <i>That will be really difficult.</i>
'shall' for suggestions	e.g. <i>Shall we go for a run?</i>

<b>Past tenses</b>		
Regular verbs sentence formation	e.g. <i>I played football yesterday. I didn't work on Friday.</i>	
Irregular verbs sentence formation	e.g. <i>I went to see a show two days ago. I didn't go on Tuesday.</i>	
Past continuous	e.g. <i>I was swimming for a while.</i>	
Major irregular verbs	e.g. <i>eat – ate, get – got, drink – drank</i>	
Present perfect including:		
	Basic construction	e.g. <i>I've eaten at that restaurant many times.</i>
	<i>ever</i> and <i>never</i>	e.g. <i>I have never smoked. Have you ever been to another country?</i>
	<i>already</i> and <i>yet</i>	e.g. <i>I haven't been to Italy yet. I have already done that.</i>

Present tenses	
Word order of sentences with adverbs	e.g. <i>She eats quickly. He plays brilliantly.</i>
Present continuous (actions happening now)	e.g. <i>I am walking to work now. She is swimming in the pool.</i>
Present continuous for future	e.g. <i>I am seeing my cousin tonight.</i>

Gerund and infinitive	
Verbs followed by infinitive or gerund <i>like, love, want, would like, etc.</i>	e.g. <i>She <b>loves having</b> a friend like you. (gerund)</i> <i>Kai <b>would like to say</b> sorry to you. (infinitive)</i>
Stative verbs <i>like, know, belong, love, hate, suppose, mean, want, understand, seem, prefer, etc.</i>	e.g. <i>Paul <b>feels</b> rotten today. He <b>has</b> a bad cold.</i>

<b>Modal verbs</b>		
For ability:		
	<i>could or couldn't</i>	e.g. <i>I could play the flute when I was seven. I couldn't sing as a child.</i>
For polite request:		
	<i>may, might</i>	e.g. <i>May I sit here?</i>
	<i>could and couldn't</i>	e.g. <i>Could you help me to find my glasses? Couldn't you be quicker?</i>
	<i>can</i>	e.g. <i>Can you change my room, please?</i>
For obligation:		
	<i>must and mustn't</i>	e.g. <i>I must study. You mustn't smoke here.</i>
For giving advice:		
	<i>should/shouldn't</i>	e.g. <i>You should rest more. You shouldn't work so much.</i>
For necessity:		
	<i>need and needn't</i>	e.g. <i>You need to finish by 5 p.m. You needn't hurry.</i>
For deduction:		
	<i>must/can't</i>	e.g. <i>That must be the main entrance. It can't be far now.</i>

<b>Prepositions</b>	
Prepositions of time <i>on, in, for, at, etc.</i>	e.g. <i>It's his birthday on Saturday. In the evenings, I like to relax.</i>
Time expressions <i>past, to</i>	e.g. <i>a quarter to / past three half past six</i>
Prepositions of place <i>in front of, behind, against, next to</i>	e.g. <i>His car is in front of their car. The dog is sitting behind the door.</i>
Prepositions of movement <i>get on / off, get into / out, jump into</i>	e.g. <i>get on / off the bus, get into / out of bed, jump into the water</i>
<i>by</i>	e.g. <i>Meet me by the park.</i>



<b>Pronouns</b>	
Possessive with 's with plural nouns	e.g. <i>the students' books, the soldiers' guns</i>
Demonstrative pronouns <i>that, those, this, these</i>	e.g. <i>These colours do not work well together.</i>
Impersonal pronouns: <i>something, anything</i>	e.g. <i>Is there anything I can do to help?</i>

<b>Questions</b>	
Interrogative pronouns in the past <i>where, whose, when, who, how long, whose, how, what time, which, what</i>	e.g. <i>How was she? Where did you live? What time was your show? Whose toy was this? When did he arrive?</i>
Yes / no questions in the past	e.g. <i>Did you see him? Did they catch their plane?</i>
Forming questions with:	
'how much / how many' with countable and uncountable nouns	e.g. <i>How many children do they have? How much do you earn?</i>
'will' to ask about future	e.g. <i>Will you be here tomorrow?</i>

## CEFR level B1

To achieve CEFR level B1, learners must demonstrate a grasp of the grammar listed under A1 and A2 in addition to the following features and constructions:

Adjectives & adverbs	
Comparative and superlative of irregular adjectives	e.g. <i>little – less – the least</i>
'same as', 'the same'	e.g. <i>Laura gets the same salary as me. You're just the same as your mother.</i>
'as... as'	e.g. <i>He isn't as old as he looks. It's not as cold.</i>
The use of 'than'	e.g. <i>She is a better driver than me.</i>
'like', 'alike', 'slightly'	e.g. <i>You look like your mother, They look alike. She is slightly taller than me.</i>
'too' and 'enough'	e.g. <i>She speaks too fast.</i>
Comparative adverbs with 'more'	e.g. <i>She speaks more fluently than her sister.</i>

Articles and quantifiers	
Countable and uncountable quantifiers <i>several, few, many</i>	e.g. <i>several people, few customers, many years, some coffee</i>

Conditionals	
Zero conditional	e.g. <i>If you touch a fire, you get burned. If you heat ice, it melts.</i>
First conditional	e.g. <i>If I have time, I will travel to Europe.</i>
First conditional with 'unless', 'if only'	e.g. <i>I will come unless you cancel. If only my mother knew.</i>
Second conditional	e.g. <i>If you had time, you would go running.</i>
Third conditional	e.g. <i>Jack would have won if he had played better.</i>

Conjunctions	
<i>where, when, whose, why, whose, who, that</i>	e.g. <i>The baby was crying <b>when</b> we were leaving. <b>Where</b> you find a lot of water, you will also find these beautiful insects.</i>
<i>either...or...</i>	e.g. <i>We can either take the bus or get a taxi.</i>
<i>neither...nor...</i>	e.g. <i>It's neither funny nor interesting.</i>

Future tenses	
'will' and 'going to' for prediction	e.g. <i>I'm sure you will pass the test.</i>
The verb combination of 'going to' for plans	e.g. <i>I am going to live in Spain.</i>
Passive voice	e.g. <i>The report will be finished tomorrow.</i>

Past tenses		
Present perfect including:		
	<i>just</i>	e.g. <i>I've just had lunch.</i>
	<i>since and for</i>	e.g. <i>I have lived alone since 2007. She has studied for the exam for 3 years.</i>
	<i>yet and still</i>	e.g. <i>They still haven't called. She hasn't done the report yet.</i>
Past perfect	e.g. <i>When I arrived, everybody had left.</i>	
Present perfect continuous	e.g. <i>I have been learning how to ride a motorbike for two years.</i>	
The verb combination of 'used to'	e.g. <i>I used to have a dog.</i>	
The verb combination of 'was/were going to'	e.g. <i>I was going to tell you, but I forgot.</i>	
Past continuous, including action interrupted by past simple	e.g. <i>I was watching television (TV). She was working for three hours. I was playing basketball when the phone rang. She was cooking when we came.</i>	
Passive voice	e.g. <i>The car was washed. The house hasn't been painted for years.</i>	
Reported speech	e.g. <i>She said she loved the movie. She said she had been busy.</i>	
All main irregular verbs	e.g. <i>become – became, bring – brought, catch – caught</i>	

<b>Present tenses</b>	
Present simple for future	e.g. <i>The bank is open from 8 o'clock. The comedy show starts at 7 p.m.</i>
Passive voice	e.g. <i>The dinner is served. She is being chased by a wild dog.</i>
Present continuous passive	e.g. <i>My car is being repaired. It's being discussed.</i>
Reported speech	e.g. <i>She said she has been working on this project for months.</i>

<b>Gerunds and infinitives</b>	
Forming nouns from verbs using <i>- ing</i>	e.g. <i>swim - swimming, talk - talking</i>
'to' with infinitive	e.g. <i>agree to do it, promise to do it, offer to help</i>
Forming verb phrases with 'know how to'	e.g. <i>I don't know how to change a wheel on a car.</i>
Indefinite compound pronouns with infinitive	e.g. <i>Have you got anything to eat? I've got nothing to read.</i>

<b>Modal verbs</b>		
For obligation:		
	<i>have to</i> in present and past	e.g. <i>I have to take my medication. I had to go to the dentist.</i>
	<i>needn't</i>	e.g. <i>You needn't wear a tie.</i>
For possibility:		
	<i>may/might/could</i>	e.g. <i>He could get better. They may accept the offer.</i>
	<i>could/should</i>	e.g. <i>She should be here soon. Letters could take days to arrive in those days.</i>
For prohibition:		
	<i>mustn't</i>	e.g. <i>You mustn't drive under influence.</i>
	<i>may not</i>	e.g. <i>Passengers may not use this door.</i>
For suggestion:		
	<i>shall</i>	e.g. <i>Shall I walk you to work? Shall we sit down?</i>
For deduction or speculation:		
	<i>may and might</i>	e.g. <i>I might look for another job.</i>
	<i>could</i>	e.g. <i>It could be hard to spend the day by yourself. It could be easy.</i>
'can't' and 'must' for inferences		e.g. <i>She can't be over 30 – she looks so young!</i>
'can', 'can't', 'couldn't have' in past		e.g. <i>She can't have seen me. They couldn't have understood you.</i>
'must have'		e.g. <i>He must have made a mistake.</i>
'be able to' in past and present perfect and future		e.g. <i>We haven't been able to travel for two years. He will be able to come to the party.</i>
'need' in past		e.g. <i>I needed to know who that person was.</i>
'let's not...'		e.g. <i>Let's not fight about this.</i>

<b>Prepositions</b>	
Prepositional phrases <i>in, for, from, to, at, to, about, with, from, of</i>	e.g. <i>He works in the city centre. She is standing at the back of the queue.</i>
Prepositions of time <i>before, during, since, until</i>	e.g. <i>before 7 p.m., after breakfast, during lunch</i>

<b>Pronouns</b>	
Indefinite compound pronouns with 'every'	e.g. <i>Everyone loves chocolate. Everywhere I go, she's there.</i>
Pronouns with prefix 'no' or 'any'	e.g. <i>No one knows you. There is nothing to do. Anything is OK by me.</i>
Reflexive pronouns: <i>myself, himself, herself</i> , etc.	e.g. <i>You're going to have to drive yourself to school today.</i>

<b>Questions</b>	
'why don't we' and 'why not' with infinitive	e.g. <i>Why not stay at my place? Why don't we get a taxi?</i>
Question tags	e.g. <i>She isn't hungry, is she? They aren't coming, are they? He isn't English, is he?</i>
Negative question tags	e.g. <i>It was foggy, wasn't it? You did it, didn't you?</i>
Wh- questions with propositional verbs	e.g. <i>Who is she with?</i>
Present perfect	e.g. <i>Have you been to Australia?</i>

## CEFR level B2

To achieve CEFR level B2, learners must demonstrate a grasp of the grammar listed under A1, A2 and B1 in addition to the following features and constructions:

Adjectives & adverbs	
Adverbial intensifiers	e.g. <i>She is exceptionally gifted at playing violin.</i>
Comparatives and superlatives (all forms)	e.g. <i>the most old-fashioned furniture, the least overpopulated region, behave less impatiently</i>
Concessive adverbials	e.g. <i>I don't earn much – however, I have plenty of free time.</i> <i>We'll get there more quickly by train. On the other hand, the bus is much cheaper.</i>

Conditionals	
'wish' and 'if only'	e.g. <i>I wish it wasn't true. If only I'd worked harder.</i>
Mixed conditional	e.g. <i>If I had worked harder at school, I would have a better job now. She might accept the job if we gave her a better offer.</i>

Conjunctions	
Complex conjunctions	e.g. <i>on condition that, as long as, providing/provided that</i>

Future tenses	
Future continuous	e.g. <i>Will you be going on holiday this summer?</i>
The verb combination of 'will get used to'	e.g. <i>I will get used to living in a city eventually.</i>
Reported speech	e.g. <i>He said he would come for sure.</i>
Future perfect	e.g. <i>Next year we will have been married for ten years.</i>
Future perfect continuous	e.g. <i>You will have been waiting for more than two hours when the plane finally arrives.</i>
Future perfect passive	e.g. <i>The job will have been completed by next month. The package will have been delivered before you get home.</i>

<b>Past tenses</b>	
Past simple vs past continuous use in the same sentence	e.g. <i>It was raining and it was cold when we arrived. Sofia was packing all the books she had.</i>
The verb combination of 'was used to', 'got used to' in all forms	e.g. <i>She was used to talking to her family on the phone.</i>
Past perfect continuous	e.g. <i>I had been playing basketball.</i>
<i>had something done</i>	e.g. <i>I had my hair cut.</i>
Passive voice of all past tenses	e.g. <i>The office was cleaned every day. It was expected that students will graduate in three years.</i>
All irregular verbs	

<b>Present tenses</b>	
Present continuous with <i>always</i>	e.g. <i>She is always talking so fast.</i>
Passive voice of all present tenses	e.g. <i>The soup is being made now. The sweater is made of wool.</i>
<i>is used to, get used to</i> in all present tenses	e.g. <i>I am used to spending my summers with my grandparents. You can get used to living in a village.</i>
<i>to have something done</i>	e.g. <i>I have had my hair cut.</i>



<b>Gerund and infinitive</b>	
Correct use of 'thinking of' with a gerund	e.g. <i>We were thinking of selling the house. Were you thinking of driving there?</i>
Verbs followed by gerund such as <i>need, decide, make me, hate, suggest, remember, think about, prefer, try, etc.</i>	e.g. <i>I suggest buying a new camera.</i>
Verbs followed by infinitives such as <i>think about, make me, hope, advise, manage, mind, forbid, allowed, etc.</i>	e.g. <i>I hope to see you soon. Sam managed to finish the job on time. I forbid you to speak to him.</i>
Verbs followed by bare infinitives such as <i>I'd rather, had better, etc.</i>	e.g. <i>You had better hurry or you'll be late.</i>
Verbs followed by to + gerund such as <i>help, look forward, etc.</i>	e.g. <i>I look forward to seeing you again.</i>

<b>Modal verbs</b>	
For advice or suggestion:	
	<i>ought to</i> e.g. <i>We ought to leave now. You ought to listen carefully.</i>
The use of 'can't have' with a verb for inference	e.g. <i>He can't have finished already - that test was very difficult.</i>
The verb combination of 'have got to'	e.g. <i>You have got to concentrate on this task.</i>
The verb combination of 'must have done'	e.g. <i>She must have been asleep when I walked in.</i>
The verb combination of 'need/needn't have done'	e.g. <i>You needn't have got up so early.</i>
The verb combination of 'should have done'	e.g. <i>They should have arrived a long time ago.</i>
Passive voice	e.g. <i>It could be done. The train might be delayed.</i>

<b>Pronouns</b>	
Relative pronouns used for relative clauses and omitting them <i>which, who, whose, whom, that, where, when, etc.</i>	e.g. <i>He's the friend (whom) I told you about.</i>



## Appendix 3: Core vocabulary list

The following vocabulary list contains examples of vocabulary knowledge expected at each CEFR level and topic. For further examples of vocabulary used at different CEFR levels, please use **GSE (Global Scale of English) Teacher Toolkit** at <https://www.english.com/gse/teacher-toolkit/user/vocabulary>

NOUNS							
Myself & Others							
Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level
address	<A1	animal	<A1	baby	<A1	bed	<A1
boy	<A1	brother	<A1	building	<A1	cat (pet)	<A1
chair	<A1	child	<A1	daughter	<A1	dog (pet)	<A1
door	<A1	family	<A1	father (dad)	<A1	film	<A1
floor	<A1	flower	<A1	friend	<A1	game	<A1
garden	<A1	girl	<A1	hair	<A1	home	<A1
house	<A1	husband	<A1	man	<A1	mother (mum)	<A1
mouse (pet)	<A1	parent	<A1	people	<A1	plant	<A1
play (theatre show)	<A1	radio	<A1	room	<A1	sister	<A1
son	<A1	table	<A1	team	<A1	toilet	<A1
wall	<A1	wife	<A1	window	<A1	woman	<A1
age	A1	bath	A1	bedroom	A1	birthday	A1
cup	A1	desk	A1	exercise	A1	football	A1

NOUNS							
Myself & Others							
Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level
glass	A1	group	A1	kitchen	A1	knife	A1
news	A1	pet	A1	playing cards	A1	stairs	A1
television	A1	area	A2	bathroom	A2	community	A2
first name	A2	flat (apartment)	A2	life	A2	living room	A2
lounge	A2	party	A2	present (gift)	A2	swimming pool	A2
wedding	A2	aunt	A2+	behaviour	A2+	character	A2+
competition	A2+	cousin	A2+	cupboard	A2+	fridge (refrigerator)	A2+
furniture	A2+	grandfather	A2+	grandmother	A2+	grandparent	A2+
hobby	A2+	magazine	A2+	neighbour	A2+	part	A2+
place	A2+	rabbit (pet)	A2+	relative	A2+	ring (wedding / engagement)	A2+
roof	A2+	shower	A2+	situation	A2+	stove / cooker	A2+
surname	A2+	toy	A2+	uncle	A2+	basketball	B1
cartoon	B1	celebration	B1	classmate	B1	club (society e.g. youth club)	B1
comedy (genre)	B1	curtain	B1	dining room	B1	fan (of)	B1
Fathers' Day	B1	gas	B1	kitchen sink	B1	lamp	B1
level	B1	match (game)	B1	Mothers' Day	B1	nationality	B1

NOUNS							
Myself & Others							
Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level
nephew	B1	oven	B1	piano	B1	pillow	B1
pitch (sports field)	B1	rent	B1	settee (sofa)	B1	voice	B1
washbasin (bathroom sink)	B1	washing machine	B1	basement	B1+	beard	B1+
blanket	B1+	bride	B1+	carpet	B1+	ceiling	B1+
childhood	B1+	detective (genre)	B1+	disability	B1+	engagement	B1+
fashion	B1+	fault	B1+	freezer	B1+	hallway	B1+
influence	B1+	kettle	B1+	lawn	B1+	listener	B1+
microwave	B1+	neighbourhood	B1+	niece	B1+	occasion	B1+
only child	B1+	partner	B1+	personality	B1+	station (radio or TV)	B1+
studio flat	B1+	study	B1+	tap	B1+	teenager	B1+
tradition	B1+	twin	B1+	adventure (genre)	B2	armchair	B2
characteristic	B2	chess	B2	coffee maker	B2	comic book	B2
crime (genre)	B2	day off	B2	dishwasher	B2	doll	B2
driveway	B2	drums	B2	excursion	B2	friendship	B2
groom	B2	grown-up	B2	horror (genre)	B2	loft (attic)	B2

NOUNS							
Myself & Others							
Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level
novel	B2	picnic	B2	poster	B2	public holiday	B2
quality (a trait)	B2	radiator	B2	role model	B2	romance (genre)	B2
rug	B2	series	B2	soap opera	B2	sports centre	B2
storey (floor)	B2	suburb	B2	theme park	B2	video game	B2
violin (instrument)	B2	waterpark	B2	allotment (gardening)	B2+	athletics	B2+
bowling alley	B2+	bunk bed	B2+	carnival	B2+	chest of drawers	B2+
circus	B2+	compliment	B2+	detached house	B2+	DIY (do it yourself)	B2+
documentary (genre)	B2+	dustbin	B2+	flute (instrument)	B2+	frying pan	B2+
game show	B2+	goldfish (pet)	B2+	half-brother	B2+	half-sibling	B2+
half-sister	B2+	inspiration	B2+	patio	B2+	racket (sports equipment)	B2+
reality television	B2+	recorder (instrument)	B2+	remote control	B2+	sibling	B2+
spare time	B2+	stereo system	B2+	tortoise	B2+	trumpet (instrument)	B2+

NOUNS							
Travel & Tourism							
aeroplane (plane)	<A1	airport	<A1	arm	<A1	bank	<A1
body	<A1	car	<A1	city	<A1	clothes	<A1
country	<A1	cow	<A1	door (of vehicle)	<A1	egg	<A1
eye	<A1	fire	<A1	fish	<A1	food	<A1
foot	<A1	hand	<A1	head	<A1	health	<A1
horse	<A1	leg	<A1	money	<A1	mountain	<A1
person	<A1	price	<A1	river	<A1	road	<A1
sea	<A1	shop	<A1	station (e.g. bus or railway)	<A1	taxi	<A1
ticket	<A1	town	<A1	train	<A1	tree	<A1
water	<A1	bicycle	A1	boat (ship)	A1	bread	A1
bus	A1	car park	A1	coffee	A1	dinner	A1
duck	A1	entrance	A1	exit	A1	farm	A1
heart	A1	hill	A1	information	A1	lake	A1
library	A1	lift (elevator)	A1	lunch	A1	map	A1
market	A1	market (part of a city)	A1	meat	A1	milk	A1
nose	A1	park	A1	passport	A1	pig	A1
post office	A1	potato	A1	problem	A1	sandwich	A1

NOUNS							
Travel & Tourism							
sheep	A1	street	A1	sugar	A1	supermarket	A1
tea	A1	welcome	A1	school holiday	A1+	vegetable	A2
accident	A2	apple	A2	appointment	A2	banana	A2
beach	A2	bill (cheque – at a restaurant / cafe)	A2	bite	A2	blood	A2
cake	A2	centre	A2	centre (of town, downtown)	A2	cheese	A2
chicken	A2	corner	A2	driver	A2	form (to fill in)	A2
guest	A2	holiday home	A2	hospital	A2	leader (of a trip)	A2
medicine	A2	museum	A2	oil	A2	orange (food)	A2
pilot	A2	postcard	A2	rice	A2	salt	A2
service	A2	size	A2	stamp (postage)	A2	tomato	A2
tongue	A2	tooth	A2	vegetable	A2	village	A2
wheel	A2	zoo	A2	accommodation	A2+	ambulance	A2+
arrival	A2+	beef	A2+	bridge	A2+	butter	A2+
camp (holiday accommodation)	A2+	coach	A2+	coin	A2+	cost	A2+
credit card	A2+	customs	A2+	double bed	A2+	emergency exit	A2+
engine	A2+	flu	A2+	games room	A2+	gift shop	A2+



NOUNS							
Travel & Tourism							
guide (for tourists)	A2+	hot chocolate	A2+	ice cream	A2+	ID (identification)	A2+
illness	A2+	journey (trip)	A2+	juice	A2+	knee	A2+
lemon	A2+	meal	A2+	onion	A2+	petrol	A2+
pill (tablet – medicine)	A2+	platform	A2+	police officer	A2+	product	A2+
reception	A2+	return ticket	A2+	sale	A2+	sand	A2+
shower block	A2+	soup	A2+	speed	A2+	tent	A2+
theatre	A2+	tin can	A2+	tissue	A2+	traffic	A2+
visitor	A2+	bean	B1	bookshop	B1	carrot	B1
chest	B1	choice	B1	connection	B1	countryside	B1
cream	B1	customer	B1	delay	B1	department	B1
department store	B1	fee (i.e. cost to enter an attraction)	B1	festival	B1	grass	B1
haircut	B1	insurance	B1	lamb	B1	luggage	B1
motorbike	B1	pasta	B1	pepper	B1	pharmacy	B1
pitch (for a tent)	B1	pizza	B1	police station	B1	prescription	B1
purse	B1	recipe	B1	salad	B1	school trip	B1

NOUNS							
Travel & Tourism							
security (at an airport)	B1	shopping centre (mall)	B1	snack	B1	stadium	B1
stomach	B1	sunshine	B1	throat	B1	toast	B1
tour	B1	tourist information office	B1	tourist tax	B1	tower	B1
attraction (for tourists)	B1+	balcony	B1+	bargain	B1+	border	B1+
bread roll	B1+	brochure	B1+	burger	B1+	bus stop	B1+
castle	B1+	cereal	B1+	consumer	B1+	dessert	B1+
diesel	B1+	dish (food)	B1+	exchange	B1+	fast food	B1+
ferry	B1+	flour	B1+	gallery	B1+	grape	B1+
harbour / port	B1+	hen	B1+	jam	B1+	landscape	B1+
line (public transport)	B1+	lorry	B1+	main road	B1+	mushroom	B1+
one-way system	B1+	one-way ticket	B1+	palace	B1+	pea	B1+
pear	B1+	public transport	B1+	pudding	B1+	purchase	B1+
rate	B1+	region	B1+	safety	B1+	souvenir	B1+
starter	B1+	steak	B1+	strawberry	B1+	sunglasses	B1+
supper	B1+	thief	B1+	tyre	B1+	view (of...)	B1+

NOUNS							
Travel & Tourism							
wallet	B1+	yoghurt	B1+	allowance (e.g. baggage allowance)	B2	asthma	B2
baggage	B2	bakery	B2	boot (of a car)	B2	breakdown	B2
butcher's shop	B2	cabbage	B2	campsite	B2	cherry	B2
crisp (potato chip)	B2	crossroads	B2	cucumber	B2	debit card	B2
departure	B2	district	B2	excursion	B2	flavour	B2
foreign exchange	B2	fountain	B2	helmet	B2	lettuce	B2
main course	B2	mosquito	B2	motorway	B2	newsagent	B2
orchestra	B2	pass (travel pass e.g. boarding pass )	B2	peach	B2	pedestrian	B2
pie	B2	pineapple	B2	plaster (bandage)	B2	priority	B2
roundabout	B2	salmon	B2	seafood	B2	shopkeeper	B2
sleeping bag	B2	special (dish of the day)	B2	sting	B2	torch (flashlight)	B2
town hall	B2	traffic lights	B2	tuna	B2	turkey	B2
twin room	B2	underground	B2	administrative / business district	B2+	air conditioning	B2+

NOUNS							
Travel & Tourism							
apricot	B2+	boutique	B2+	call centre	B2+	carrier bag	B2+
cauliflower	B2+	cockerel	B2+	cola (drink)	B2+	corner shop	B2+
diarrhoea	B2+	dressing (salad)	B2+	driving licence	B2+	emergency services	B2+
espresso	B2+	full board	B2+	half board	B2+	host family	B2+
inn	B2+	ketchup	B2+	lemonade	B2+	omelette	B2+
pancake	B2+	pastry	B2+	pedestrian area	B2+	place of interest	B2+
plum	B2+	raspberry	B2+	room service	B2+	rush hour	B2+
service station	B2+	shrimp (prawn)	B2+	soda (pop)	B2+	soft drink	B2+
specialty (of the restaurant)	B2+	sunscreen (suncream / sunblock)	B2+	swimsuit	B2+	ticket inspector	B2+
traffic jam	B2+	tram	B2+	travel agency	B2+	vinegar	B2+
waste of money	B2+	youth hostel	B2+				

NOUNS							
Education							
Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level
answer	<A1	book	<A1	computer	<A1	language	<A1
mobile phone	<A1	mouse (computer)	<A1	picture	<A1	question	<A1
school	<A1	sport	<A1	student	<A1	teacher	<A1
word	<A1	classroom	A1	course	A1	dictionary	A1
dress	A1	ebook	A1	email	A1	field	A1
future	A1	idea	A1	internet	A1	lesson	A1
music	A1	unit	A1	pen	A1	plan	A1
school day	A1	shirt	A1	shoe	A1	test	A1
trousers	A1	exam unit	A1+	music room	A1+	school bag	A1+
school library	A1+	art	A2	drawing	A2	education	A2
example	A2	history	A2	leader	A2	mistake	A2
paint	A2	pencil	A2	pupil	A2	result	A2
science	A2	screen	A2	skirt	A2	society	A2
sock	A2	start of term	A2	subject	A2	term	A2
university	A2	website	A2	activity	A2+	break (recess)	A2+
exercise book	A2+	geography	A2+	grade	A2+	homework	A2+
interest	A2+	jacket	A2+	mark	A2+	printer	A2+

NOUNS							
Education							
Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level
report	A2+	sentence	A2+	shorts	A2+	timetable	A2+
uniform	A2+	video	A2+	advantage	B1	advice	B1
application	B1	campus	B1	club (society for shared activity or interest)	B1	dance	B1
dream	B1	DVD player	B1	file	B1	hall (for assembly)	B1
instructions	B1	keyboard	B1	laboratory	B1	laptop	B1
qualification	B1	reason	B1	rubber	B1	ruler	B1
student accommodation	B1	studies	B1	tablet	B1	tennis	B1
textbook	B1	tie	B1	trainer	B1	action	B1+
advisor (careers)	B1+	blog	B1+	broadband	B1+	careers advice	B1+
coach (i.e. sporting coach)	B1+	college	B1+	communication	B1+	database	B1+
design	B1+	development	B1+	disadvantage	B1+	download	B1+
effect	B1+	equipment	B1+	facilities	B1+	folder	B1+
headteacher (principal)	B1+	infants' school (elementary school)	B1+	information technology	B1+	lecturer	B1+

NOUNS							
Education							
Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level
literature	B1+	maths	B1+	oral (spoken language)	B1+	passion	B1+
period (lesson)	B1+	physics	B1+	playground	B1+	primary school	B1+
professor	B1+	pronunciation	B1+	recording	B1+	religious studies	B1+
school council	B1+	secondary school	B1+	social network	B1+	software	B1+
strength	B1+	suggestion	B1+	summary	B1+	system	B1+
text message	B1+	virus	B1+	application (software)	B2	biology	B2
blouse	B2	browser	B2	chemistry	B2	choir	B2
citizenship	B2	connection	B2	court (for sports e.g. tennis)	B2	cursor	B2
desktop	B2	diploma	B2	dissertation	B2	drama	B2
essay	B2	grade (school year)	B2	homepage	B2	module	B2
monitor (screen)	B2	pause	B2	potential	B2	psychology	B2
sculpture	B2	tights (pair of)	B2	undergraduate	B2	weakness	B2
accessible technology	B2+	admission interview	B2+	app	B2+	apprentice	B2+

NOUNS							
Education							
Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level
apprenticeship	B2+	aspiration	B2+	award ceremony	B2+	canteen (cafeteria / lunchroom)	B2+
chalkboard	B2+	changing room	B2+	computer science	B2+	device	B2+
dormitory	B2+	graduation	B2+	gymnasium	B2+	hacker	B2+
hard drive	B2+	headphones	B2+	language assistant	B2+	master's degree	B2+
mentor	B2+	motivation	B2+	password	B2+	PE kit	B2+
physical education (PE)	B2+	podcast	B2+	projector	B2+	prompt	B2+
sociology	B2+	sweater	B2+	undergraduate degree	B2+	voicemail	B2+
whiteboard	B2+	Wi-Fi	B2+	word processor	B2+	Chinese (language)	N/A
French (language)	N/A	German (language)	N/A	Italian (language)	N/A	Spanish (language)	N/A



NOUNS							
Employment							
Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level
doctor	<A1	farmer	<A1	job	<A1	office	<A1
work	<A1	business	A1	nurse	A1	pay	A1
programme	A1	soldier	A1	holiday job	A1+	actor / actress	A2
artist	A2	career	A2	company	A2	form	A2
manager	A2	meeting	A2	organisation	A2	pilot	A2
position	A2	scientist	A2	skill	A2	stress	A2
tax	A2	boss	A2+	contract	A2+	engineer	A2+
factory	A2+	interview	A2+	journalist	A2+	police officer	A2+
politician	A2+	project	A2+	staff	A2+	vet	A2+
writer	A2+	application	B1	businessperson	B1	charity	B1
chef	B1	competition	B1	customer	B1	dentist	B1
duty	B1	mechanic	B1	musician	B1	office hour	B1
photographer	B1	progress	B1	secretary	B1	server (waiter)	B1
sportsperson	B1	taxi driver	B1	team	B1	training	B1
unemployment	B1	waiter	B1	work-experience	B1	advertisement (advert)	B1+
architect	B1+	background	B1+	benefit	B1+	butcher	B1+
candidate	B1+	challenge	B1+	cleaner	B1+	employee	B1+

NOUNS							
Employment							
Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level
employer	B1+	experience	B1+	feedback	B1+	IT expert	B1+
judge	B1+	lawyer	B1+	leadership	B1+	model (fashion)	B1+
offer (job)	B1+	opportunity	B1+	pharmacist	B1+	position (job role)	B1+
profession	B1+	promotion	B1+	receptionist	B1+	reference (recommendation)	B1+
responsibility	B1+	salary	B1+	shop assistant	B1+	strength	B1+
translator	B1+	tutor	B1+	vacancy	B1+	volunteer	B1+
wage	B1+	accountant	B2	achievement	B2	applicant	B2
baker	B2	banker	B2	builder	B2	cashier	B2
challenge	B2	colleague	B2	commitment	B2	counselling	B2
designer	B2	diploma	B2	economist	B2	effort	B2
electrician	B2	employment	B2	firefighter	B2	flight attendant (cabin crew)	B2
hairdresser	B2	homemaker	B2	income tax	B2	influencer	B2
interviewer	B2	mental health	B2	office worker	B2	personnel	B2
plumber	B2	presenter	B2	pressure	B2	psychologist	B2
recruit	B2	response	B2	schedule (rota)	B2	teamwork	B2

NOUNS							
Employment							
Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level
technician	B2	temporary job	B2	trainee	B2	weakness	B2
accomplishment	B2+	barber	B2+	business class	B2+	carpenter	B2+
co-worker	B2+	dedication	B2+	employment history	B2+	expertise	B2+
film maker	B2+	goodwill	B2+	job coach	B2+	job security	B2+
parental leave (maternity or paternity leave)	B2+	non-profit	B2+	notice period	B2+	optician	B2+
postal worker	B2+	redundancy	B2+	resignation	B2+	salesperson	B2+
tailor	B2+	till (cash desk)	B2+	trial shift	B2+	till (cash desk)	B2+

VERBS							
Myself & Others							
Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level
to be	<A1	to clean	<A1	to close (shut)	<A1	to do (something)	<A1
to enjoy	<A1	to enjoy oneself	<A1	to feel	<A1	to give	<A1
to go out	<A1	to have	<A1	to know	<A1	to like	<A1
to live (at a place)	<A1	to love	<A1	to open	<A1	to play	<A1
to play (an instrument)	<A1	to play (sports)	<A1	to read	<A1	to relax	<A1
to repeat	<A1	to run	<A1	to shop (to do the shopping)	<A1	to talk	<A1
to bring	A1	to cook	A1	to cut	A1	to dance	A1
to get up	A1	to have afternoon tea	A1	to have breakfast	A1	to have dinner	A1
to have lunch	A1	to lose	A1	to make the bed	A1	to meet	A1
to put	A1	to put on (clothes)	A1	to show	A1	to sing	A1
to sleep	A1	to swim	A1	to tell (a story)	A1	to throw	A1
to try	A1	to walk	A1	to wash	A1	to watch	A1
to win	A1	to brush (hair or teeth)	A2	to carry	A2	to change	A2

VERBS							
Myself & Others							
Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level
to die	A2	to exercise	A2	to hate	A2	to help	A2
to introduce	A2	to invite	A2	to join	A2	to jump	A2
to kill	A2	to laugh	A2	to lie	A2	to look after	A2
to marry	A2	to move	A2	to paint	A2	to pull	A2
to push	A2	to put away	A2	to smile	A2	to climb	A2+
to cry	A2+	to drop	A2+	to follow	A2+	to get dressed	A2+
to go downstairs	A2+	to go home	A2+	to go upstairs	A2+	to happen	A2+
to have fun	A2+	to have to	A2+	to hide	A2+	to kiss	A2+
to lead	A2+	to let (to allow)	A2+	to prefer	A2+	to ride (a horse)	A2+
to share	A2+	to shower	A2+	to switch off	A2+	to switch on	A2+
to wait	A2+	to wake up	A2+	to be quiet	B1	to be sorry	B1
to celebrate	B1	to collect (groceries, laundry, etc.)	B1	to compete	B1	to dive	B1
to empty	B1	to enter (a competition)	B1	to grow up	B1	to include	B1
to pour	B1	to tell off (to scold)	B1	to train (fitness)	B1	to waste	B1
to appear	B1+	to attend	B1+	to avoid	B1+	to bake	B1+

VERBS							
Myself & Others							
Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level
to be supposed to	B1+	to behave	B1+	to belong to / be a part of	B1+	to browse (online / social media)	B1+
to deserve	B1+	to do the housework	B1+	to involve	B1+	to jog	B1+
to remain	B1+	to seem	B1+	to shave	B1+	to surf	B1+
to take out (the bin)	B1+	to take place	B1+	to tidy up	B1+	to admire	B2
to be born	B2	to chop	B2	to cycle	B2	to disappoint	B2
to do the laundry	B2	to do the washing up	B2	to entertain	B2	to fish	B2
to garden (to do the gardening)	B2	to hug	B2	to iron (to do the ironing)	B2	to lay (the table)	B2
to photograph	B2	to regret	B2	to sail	B2	to slice	B2
to touch	B2	to upset	B2	to walk (the dog)	B2	to become angry	B2+
to blog	B2+	to bowl (to go bowling)	B2+	to grill	B2+	to hike	B2+
to imitate	B2+	to make someone's acquaintance	B2+	to play chess	B2+	to vacuum	B2+

VERBS							
Travel & Tourism							
Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level
to arrive	<A1	to ask	<A1	to board (a flight)	<A1	to come	<A1
to drive	<A1	to fly	<A1	to go	<A1	to see	<A1
to stop	<A1	to visit	<A1	to walk	<A1	to want	<A1
to buy	<A1	to drink	<A1	to eat	<A1	to get	<A1
to go shopping	<A1	to hit	<A1	to take	<A1	to fill (a vehicle with fuel)	A1
to park	A1	to plan	A1	to send	A1	to stay	A1
to take off	A1	to travel	A1	to turn	A1	to welcome	A1
to call (telephone)	A1	to forget	A1	to lose	A1	to sell	A1
to smoke	A1	to spend	A1	to be well (to not be ill)	A1	to book	A2
to book	A2	to check	A2	to cross	A2	to thank	A2
to fall	A2	to be sick	A2	to feel sick	A2	to find	A2
to save	A2	to serve	A2	to borrow	A2+	to camp	A2+
to catch (public transport)	A2+	to cost	A2+	to enter	A2+	to land	A2+
to pack	A2+	to recover	A2+	to rent (hire)	A2+	to reserve	A2+

VERBS							
Travel & Tourism							
to return	A2+	to smell	A2+	to accept	B1	to cough	B1
to destroy	B1	to expect	B1	to get out	B1	to have a cold	B1
to have a headache	B1	to have a meal	B1	to have a temperature	B1	to last	B1
to lend	B1	to lose weight	B1	to order	B1	to put on weight	B1
to receive	B1	to repair	B1	to ski	B1	to tour	B1
to wish	B1	to afford	B1+	to attend	B1+	to breathe	B1+
to escape	B1+	to exchange	B1+	to fill in (a form)	B1+	to get on (public transport)	B1+
to hurry up	B1+	to knock	B1+	to miss (e.g. a train)	B1+	to provide	B1+
to rest	B1+	to shock	B1+	to slow down	B1+	to suffer	B1+
to taste	B1+	to accompany	B2	to dial (a telephone number)	B2	to fetch	B2
to fish (to go fishing)	B2	to get off (public transport)	B2	to greet	B2	to have a backache	B2
to have a sore throat	B2	to have a stiff neck	B2	to leave behind	B2	to sting	B2
to vomit	B2	to backpack	B2+	to feel unwell	B2+	to have a stomachache	B2+



VERBS							
Travel & Tourism							
to overlook (a view)	B2+	to overtake	B2+	to shiver	B2+	to sunbathe	B2+
to tan	B2+	to turn around	B2+	to unpack	B2+	to upgrade	B2+

VERBS							
Education							
Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level
to answer (a question)	<A1	to ask (a question)	<A1	to draw	<A1	to finish	<A1
to hear	<A1	to know	<A1	to learn	<A1	to leave	<A1
to listen	<A1	to mean	<A1	to say	<A1	to sit down	<A1
to speak	<A1	to start	<A1	to think	<A1	to understand	<A1
to write	<A1	to begin	A1	to build	A1	to count	A1
to dance	A1	to remember	A1	to study	A1	to tell	A1
to use	A1	to add	A2	to believe	A2	to continue	A2
to copy	A2	to decide	A2	to describe	A2	to email	A2
to hope	A2	to practice	A2	to question	A2	to worry	A2
to agree	A2+	to click	A2+	to develop	A2+	to explain	A2+
to fail (an exam)	A2+	to interest	A2+	to manage	A2+	to need	A2+
to offer	A2+	to reply	A2+	to succeed	A2+	to allow	B1
to chat (online)	B1	to connect	B1	to define	B1	to delete	B1
to experiment	B1	to improve	B1	to pass (a course or exam)	B1	to print	B1
to produce	B1	to register	B1	to suggest	B1	to type	B1
to achieve	B1+	to advise	B1+	to argue	B1+	to back up	B1+

VERBS							
Education							
Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level
to browse (the internet)	B1+	to comment	B1+	to concentrate	B1+	to consider	B1+
to correct	B1+	to debate	B1+	to design	B1+	to download	B1+
to focus	B1+	to hold	B1+	to identify	B1+	to interpret	B1+
to login	B1+	to look for	B1+	to organise	B1+	to participate	B1+
to record	B1+	to research	B1+	to revise	B1+	to select	B1+
to want to (do something)	B1+	to analyse	B2	to appreciate	B2	to assume	B2
to be bored	B2	to be necessary	B2	to be proud	B2	to conclude	B2
to contribute	B2	to coordinate	B2	to cope	B2	to desire	B2
to draw (interested in)	B2	to evaluate	B2	to function	B2	to illustrate	B2
to intend	B2	to mention	B2	to paste	B2	to raise (money - fundraise)	B2
to require	B2	to summarise	B2	to text	B2	to acquire	B2+
to be able to	B2+	to collaborate	B2+	to conduct (an experiment)	B2+	to distract	B2+
to drop (a subject)	B2+	to excuse	B2+	to format	B2+	to prompt	B2+

VERBS							
Education							
Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level
to recall	B2+	to retake (a test)	B2+	to silence (a device)	B2+	to upload	B2+

## VERBS

### Employment

Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level
to work	<A1	to write (a letter of application)	<A1	to keep	A1	to pay (salary)	A1
to choose	A2	to complete (a task)	A2	to answer (the phone)	A2+	to apply	A2+
to apply	A2+	to become	A2+	to employ	A2+	to manage	A2+
to produce	B1	to reach	B1	to advertise	B1+	to create	B1+
to dream	B1+	to earn	B1+	to give back	B1+	to perform (in a role)	B1+
to promote	B1+	to quit	B1+	to respond	B1+	to advance	B2
to file	B2	to fire	B2	to go on a course (to train for work)	B2	to motivate	B2
to resign	B2	to retire	B2	to volunteer	B2	to balance	B2+
to fulfil	B2+	to have the ability to	B2+	to inspire	B2+	to telephone	B2+

ADJECTIVES & ADVERBS							
Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level
bad	<A1	big	<A1	cheap	<A1	cold	<A1
dead	<A1	difficult	<A1	easy	<A1	expensive	<A1
far	<A1	fine	<A1	free	<A1	good	<A1
happy	<A1	high	<A1	hot	<A1	how much / how many (adv)	<A1
little	<A1	long	<A1	very (adv)	<A1	good	<A1
young	<A1	far	<A1	better	A1	clean	A1
different	A1	early (adv)	A1	full	A1	great	A1
healthy	A1	ill	A1	interesting	A1	late	A1
more	A1	new	A1	next	A1	nice	A1
normal	A1	old	A1	other	A1	small	A1
sometimes (adv)	A1	strong	A1	tired	A1	usually (adv)	A1
fast	A1	slow	A1	angry	A2	beautiful	A2
correct (right)	A2	dangerous	A2	dirty	A2	fat	A2
funny	A2	immediately (adv)	A2	important	A2	kind	A2
large	A2	nearly (adv)	A2	often (adv)	A2	beautiful	A2
possible	A2	public	A2	sad	A2	same	A2
short	A2	single (not in a relationship)	A2	sure	A2	tall	A2

ADJECTIVES & ADVERBS							
Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level
thin	A2	useful	A2	sorry	A2	well (adv)	A2
online	A2	for a long time	A2	safe to drink	A2	everywhere	A2
soft	A2	hard	A2	able	A2+	abroad (adv)	A2+
already (adv)	A2+	badly (adv)	A2+	boring	A2+	clear	A2+
comfortable	A2+	exciting	A2+	famous	A2+	favourite	A2+
fresh	A2+	friendly	A2+	heavy	A2+	helpful	A2+
honest	A2+	independent	A2+	local	A2+	lost	A2+
married	A2+	necessary	A2+	perhaps (adv)	A2+	pretty	A2+
quickly	A2+	real	A2+	silly	A2+	worse	A2+
FALSE	A2+	TRUE	A2+	ago (adv)	A2+	successful	A2+
lucky	A2+	thick	A2+	alone	B1	available	B1
broken	B1	crazy	B1	divorced	B1	final	B1
handsome	B1	illegal	B1	main	B1	modern	B1
noisy	B1	obvious	B1	polite	B1	political	B1
positive (good / acceptable)	B1	rarely (adv)	B1	rather (adv)	B1	recently (adv)	B1
round trip	B1	rude	B1	serious	B1	silent	B1
still (adv)	B1	stupid	B1	thirsty	B1	tidy	B1
together (adv)	B1	traditional	B1	honest	B1	ugly	B1

ADJECTIVES & ADVERBS							
Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level
locked	B1	instead (adv)	B1	disabled	B1	popular	B1
sunny	B1	smooth	B1	annual	B1+	appropriate	B1+
approximately (adv)	B1+	awful	B1+	brief	B1+	coastal	B1+
decent	B1+	complex	B1+	content	B1+	currently (adv)	B1+
digital	B1+	disgusting	B1+	economic	B1+	elderly	B1+
especially (adv)	B1+	exhausted	B1+	general	B1+	glad	B1+
grateful	B1+	historic	B1+	hungry	B1+	in a hurry	B1+
in advance	B1+	in the open air	B1+	industrial	B1+	initial	B1+
injured	B1+	keen	B1+	lazy	B1+	legal	B1+
low	B1+	major (importance)	B1+	no good	B1+	on foot (adv)	B1+
one-way	B1+	peaceful	B1+	pleasant	B1+	pleased	B1+
previous	B1+	confident	B1+	significant	B1+	similar	B1+
social	B1+	specific	B1+	strange	B1+	cute	B1+
sweet	B1+	technical	B1+	typical	B1+	unemployed	B1+
useless	B1+	valid	B1+	valuable	B1+	weak	B1+
wireless	B1+	in writing	B1+	voluntary	B1+	part-time	B1+
full-time	B1+	incorrect	B1+	worldwide (global)	B1+	particular	B1+



ADJECTIVES & ADVERBS							
Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level
rainy	B1+	windy	B1+	enormous	B1+	scary	B1+
however (adv)	B1+	amusing	B2	bald	B2	blond(e)	B2
brave	B2	broken down / not working	B2	capable	B2	carry-on (baggage)	B2
competent	B2	compulsory	B2	consistent	B2	delicious	B2
diverse	B2	effective	B2	efficient	B2	experienced	B2
first class	B2	flexible	B2	folk	B2	generous	B2
genuine	B2	greedy	B2	hopeless	B2	impressive	B2
foolish	B2	minimal	B2	emotional	B2	nasty	B2
numerous	B2	odd (strange)	B2	only	B2	outdoors	B2
overall	B2	bold	B2	professional	B2	skilled	B2
qualified	B2	rental	B2	resourceful	B2	ripe	B2
roast (food)	B2	selfish	B2	shy	B2	slim	B2
spacious	B2	sporty	B2	stylish	B2	terrific	B2
tiring	B2	unbelievable	B2	unpaid	B2	unpleasant	B2
untrue	B2	vegetarian	B2	well done (cooked)	B2	widespread	B2
yet (adv)	B2	manual	B2	tiring	B2	physical	B2
flexible	B2	remote	B2	in a good / bad mood	B2	unsuccessful	B2

ADJECTIVES & ADVERBS							
Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level
secure	B2	redundant	B2	unpopular	B2	spicy	B2
scared	B2	potential	B2	accessible	B2+	adequate	B2+
arrogant	B2+	as a family (adv)	B2+	badly paid	B2+	bland	B2+
charming	B2+	chic	B2+	considerable	B2+	constant	B2+
curly	B2+	customer-focused	B2+	cutting-edge	B2+	dedicated	B2+
dreadful	B2+	delighted	B2+	dishonest	B2+	distinct	B2+
dynamic	B2+	economy class	B2+	evident	B2+	evidently (adv)	B2+
focused	B2+	former	B2+	gripping	B2+	hard working	B2+
harsh	B2+	interactive	B2+	latter	B2+	lightweight	B2+
magnificent	B2+	managerial	B2+	marvellous	B2+	mature (age / attitude)	B2+
mature (food)	B2+	meaningful	B2+	messy	B2+	minor	B2+
modest	B2+	near	B2+	optional	B2+	paid	B2+
passionate	B2+	perfect	B2+	present day	B2+	primary (most important)	B2+
prior	B2+	reduced	B2+	relevant	B2+	respected	B2+
respectful	B2+	salty (food)	B2+	satisfied	B2+	self-service	B2+
sensational	B2+	sick	B2+	strict	B2+	subsequent	B2+
subtitled	B2+	sufficient	B2+	supportive	B2+	tasty	B2+

ADJECTIVES & ADVERBS							
Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level
thorough	B2+	tough (personality trait)	B2+	vegan	B2+	very	B2+
well paid	B2+	wheelchair accessible	B2+				

PREPOSITIONS							
Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level
at	<A1	because	<A1	for	<A1	in	<A1
near	<A1	off	<A1	on	<A1	about	A1
after	A1	before	A1	behind	A1	below	A1
between	A1	by	A1	down	A1	during	A1
from	A1	into	A1	over	A1	through	A1
under / underneath	A1	up	A1	with	A1	above	A2
across	A2	against	A2	until	A2	outside	A2+
past (beyond)	A2+	without	A2+	towards	B1	beneath	B1+
except	B1+	out	B1+	since	B1+	according to	B2
amongst	B2	in front of	B2	to	B2+		

PRONOUNS, ARTICLES & DETERMINER							
Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level
a	<A1	an	<A1	he / him / his	<A1	I / me / my	<A1
it / its	<A1	more	<A1	she / her / hers	<A1	the	<A1
them / theirs	<A1	these	<A1	they / their / theirs	<A1	this	<A1
we / us / ours	<A1	what	<A1	you / your	<A1	all	A1
another	A1	any	A1	every	A1	many	A1
most	A1	much	A1	no	A1	some	A1
that	A1	those	A1	which	A1	both	A2
each	A2	enough	A2	few	A2	half	A2
same	A2	several	A2	who	A2	less	A2+
little	A2+	whose	A2+	either	B1	neither	B1
own	B1	such	B1	whatever	B1+	whom	B2

QUESTIONS & INTERROGATIVES							
Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level
how are you?	<A1	how much / how many?	<A1	how?	<A1	what?	<A1
when?	<A1	where?	<A1	which?	<A1	who?	<A1
whose?	<A1	why?	<A1	how do you spell that?	A2	how can I...?	A2
what for?	A2+	where can I find?	A2+	for what reason?	B2	to what extent?	B2+

CONJUNCTIONS							
Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level
because	<A1	how	<A1	what	<A1	where	<A1
when	<A1	after	A1	also	A1	and	A1
but	A1	or	A1	that	A1	then	A1
which	A1	if	A2	once	A2	too	A2
until	A2	who	A2	although	A2+	as	B1
however	B1	so (therefore)	B1	unless	B1	while	B1
besides	B1+	despite	B1+	since	B1+	therefore	B1+
though	B1+	whatever	B1+	yet	B1+	alternatively	B2
furthermore	B2	moreover	B2	nevertheless	B2	similarly	B2
whenever	B2	whoever	B2	consequently	B2+	hence	B2+
otherwise	B2+	thus	B2+				

GENERAL EXPRESSIONS AND PHRASES							
Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level
My name is	<A1	OK	<A1	a few	A1	a good idea	A1
agree with	A1	all day	A1	anything else?	A1	around the world	A1
at the moment	A1	at the same time	A1	at the weekend	A1	best friend	A1
for example	A1	hard work	A1	here is	A1	I'm sorry	A1
in my opinion	A1	in the future	A1	it is important to do...	A1	last time	A1
next time	A1	no problem	A1	of course	A1	see you	A1
Thank you	A1	there is	A1	you're welcome	A1	to be right	A1+
to be wrong	A1+	a bit	A2	a couple of	A2	a long time ago	A2
a long way	A2	all kinds of	A2	all over	A2	as a result	A2
as soon as...	A2	at the time	A2	believe in...	A2	carry on	A2
connected to	A2	depend on	A2	each one	A2	everyone else	A2
feel good	A2	find it difficult to...	A2	for that reason	A2	good luck	A2
happy birthday	A2	have a look	A2	have got to	A2	I don't care	A2
I guess	A2	I think so	A2	in some cases	A2	it depends	A2
make a mistake	A2	make sense	A2	no way	A2	Oh dear	A2
pay attention	A2	per hour	A2	reasons why	A2	see you later	A2



GENERAL EXPRESSIONS AND PHRASES							
Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level
to be allowed to...	A2	why not...?	A2	alright	A2+	have a good journey	A2+
have a nice day	A2+	have a nice stay	A2+	a great deal of...	B1	a kind of...	B1
a variety of...	B1	an alternative to...	B1	and so on	B1	as soon as possible	B1
best wishes	B1	caused by	B1	choose to do...	B1	come up with...	B1
compared to	B1	even though	B1	exactly the same	B1	fail to do...	B1
for instance	B1	get on with...	B1	go ahead	B1	have something in common	B1
I don't mind	B1	If I were you	B1	I'm fed up	B1	in addition	B1
in order to...	B1	in other words	B1	in particular	B1	in recent years	B1
in response to...	B1	in this case	B1	look forward to	B1	make a difference	B1
manage to...	B1	never mind	B1	not even if...	B1	not only	B1
on a regular basis	B1	on my own	B1	on the other hand	B1	ought to	B1
over time	B1	point of view	B1	rather than	B1	suffer from...	B1
tell the truth	B1	well known	B1	worried about	B1	don't mention it	B1+
happy new year	B1+	it's a shame	B1+	kind regards	B1+	Please hold (the line)	B1+
a bit of a...	B2	a means of...	B2	account for...	B2	accused of...	B2

GENERAL EXPRESSIONS AND PHRASES							
Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level
act as...	B2	appeal to...	B2	as a whole	B2	as far as I'm concerned	B2
as long as...	B2	as though...	B2	at once	B2	at some point	B2
at the end of the day	B2	at this stage	B2	both sides	B2	by now	B2
confidence in	B2	cope with...	B2	decline in...	B2	dependent on...	B2
despite the fact that...	B2	enjoy your meal	B2	ever since	B2	get over	B2
get rid of	B2	go on to do...	B2	I have to say...	B2	I would say...	B2
in advance	B2	in an attempt to...	B2	in spite of	B2	in the first place	B2
loads of	B2	more or less	B2	on the one hand	B2	once again	B2
one another	B2	other than	B2	pretty much	B2	ranging from...	B2
relevant to...	B2	something like...	B2	take advantage of...	B2	take into account	B2
to be about to	B2	to be in the process (of doing)	B2	whether or not	B2	with pleasure	B2
would rather	B2						

## HIGH FREQUENCY ITEMS

### Numbers

Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level
first	<A1	last	<A1	second	<A1	million	A2+
billion	B2	dozen	B2+	a thousand	N/a	eight	N/a
eighteen	N/a	eighty	N/a	eleven	N/a	fifteen	N/a
fifty	N/a	five	N/a	forty	N/a	four	N/a
fourteen	N/a	nine	N/a	nineteen	N/a	ninety	N/a
one	N/a	one hundred	N/a	seven	N/a	seventeen	N/a
seventy	N/a	six	N/a	sixteen	N/a	sixty	N/a
ten	N/a	thirteen	N/a	thirty	N/a	three	N/a
twelve	N/a	twenty	N/a	twenty-one	N/a	two	N/a

**HIGH FREQUENCY ITEMS****Quantities & measures**

<b>Vocabulary</b>	<b>CEFR Level</b>	<b>Vocabulary</b>	<b>CEFR Level</b>	<b>Vocabulary</b>	<b>CEFR Level</b>	<b>Vocabulary</b>	<b>CEFR Level</b>
little	<A1	number	<A1	a lot	A1	bottle of	A1
quarter	A1	some	A1	enough	A2	half	A2
metre	A2	several	A2	distance	A2+	kilometre	A2+
percent	A2+	tin of	A2+	packet	B1	piece	B1
whole	B1	centimetre	B1+	gram	B1+	majority	B1+
maximum	B1+	minimum	B1+	pot of	B1+	quantity	B1+
third	B1+	kilogram	B2	minority	B2+	roughly	B2+

## HIGH FREQUENCY ITEMS

### Time & expressions of time

Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level
always	<A1	day	<A1	end	<A1	evening	<A1
hour	<A1	minute	<A1	morning	<A1	night	<A1
o'clock	<A1	start	<A1	tomorrow	<A1	tomorrow	<A1
yesterday	<A1	afternoon	A1	half (hour)	A1	quarter (hour)	A1
today	A1	every day	A2	soon	A2	the day before yesterday	A2
century	B1	midnight	B1	moment	B1	eventually	B1+
fortnight	B1+	from time to time	B1+	midday	B1+	occasionally	B1+
period (length of time)	B1+	shortly	B1+	lunchtime	B2	now	B2+

HIGH FREQUENCY ITEMS							
Days							
Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level
Monday	<A1	Tuesday	<A1	Wednesday	<A1	Thursday	<A1
Friday	<A1	Saturday	<A1	Sunday	<A1	week	<A1
weekend	A1						

HIGH FREQUENCY ITEMS							
Months & seasons							
Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level
January	<A1	February	<A1	March	<A1	April	<A1
May	<A1	June	<A1	July	<A1	August	<A1
September	<A1	October	<A1	November	<A1	December	<A1
month	<A1	year	<A1	date	<A1	summer	A1
spring	A1	autumn	A1	winter	A1	season	A2

HIGH FREQUENCY ITEMS							
Countries, continents & nationalities							
Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level
Asia	N/a	Africa	N/a	Austria	N/a	Bangladesh	N/a
Belgium	N/a	Canada	N/a	China	N/a	Denmark	N/a
Egypt	N/a	England	N/a	Europe	N/a	France	N/a
Germany	N/a	Great Britain	N/a	Greece	N/a	India	N/a
Ireland	N/a	Italy	N/a	Japan	N/a	Netherlands	N/a
North America	N/a	Pakistan	N/a	Portugal	N/a	Qatar	N/a
Russia	N/a	Scotland	N/a	South America/Latin America	N/a	Spain	N/a
Sweden	N/a	Switzerland	N/a	United Kingdom	N/a	United States	N/a
Wales	N/a	world	<A1	African	N/a	American	N/a
Asian	N/a	Austrian	N/a	Bangladeshi	N/a	Belgian	N/a
Canadian	N/a	Chinese	N/a	Danish	N/a	Dutch	N/a
English	N/a	European	N/a	French	N/a	Greek	N/a
Indian	N/a	Irish	N/a	Italian	N/a	Japanese	N/a
Portuguese	N/a	Scottish	N/a	Spanish	N/a	Swedish	N/a
Swiss	N/a	Welsh	N/a				

HIGH FREQUENCY ITEMS							
Social conventions							
Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level
goodbye	<A1	hello	<A1	help	<A1	hi	<A1
how are you?	<A1	good evening	A2	good morning	A2	good night	A2
how are you doing?	A2	nice to meet you	A2	good afternoon	B1	what's up?	B1+

HIGH FREQUENCY ITEMS							
Colours							
Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level
black	<A1	green	<A1	white	<A1	blue	A1
brown	A1	red	A1	yellow	A1	dark	A2
orange (colour)	A2	pink	A2	grey	A2+	light	A2+
purple	B1						



HIGH FREQUENCY ITEMS							
Abbreviations / Acronyms							
Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level
Ms	<A1	Miss	<A1	Dr	<A1	Mr	<A1
Mrs	<A1						

HIGH FREQUENCY ITEMS							
Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level
everyone / everybody	<A1	no	<A1	someone	<A1	yes	<A1
something	A1	could	A2	must	A2	shall	A2
should	A2	would	A2	may	B1	thing	B1
type	B1	will	B1	might	B1+		

## Appendix 4: Optional subtopics vocabulary list

NOUNS							
The Environment							
Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level
food	<A1	river	<A1	fish	<A1	animal	<A1
plant / plants	<A1	power	A1	farm	A1	business	A1
environment	A2	forest	A2	energy	A2	wind	A2
ocean	A2	wind power	A2	seed	A2	government	A2
electricity	A2+	storm	A2+	farming	A2+	temperature	A2+
nature	A2+	plastic	A2+	vehicle	A2+	gasoline	A2+
ice	A2+	fire	A2+	chemicals	B1	crops	B1
solution	B1	wildlife	B1	oil	B1	gas	B1
hunger	B1+	climate change	B1+	responsibility	B1+	system	B1+
climate refugee	B1+	disaster	B1+	risk	B1+	solar	B1+
transport	B1+	public transport	B1+	policy	B1+	institution	B1+
solar power	B1+	climate action	B1+	weather pattern	B2	balance	B2
investment	B2	global warming	B2	nutrition	B2	famine	B2
power plant	B2	coal	B2	consequence	B2	resource	B2
lifestyle	B2	hurricane	B2	poverty	B2	company	B2
carbon	B2	atmosphere	B2	connection (link)	B2	flood	B2+
greenhouse gas	B2+	fossil fuel	B2+	drought	B2+	emission	B2+

NOUNS							
The Environment							
Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level
sea levels	B2+	polar ice	B2+	biodiversity	B2+	ecosystem	B2+
pollutant	B2+	air conditioner	B2+	appliances	B2+	rainfall	B2+
livestock	B2+	fertilizer	B2+	migration	B2+	fast fashion	B2+

NOUNS							
Media							
Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level
business	A1	government	A1	group	A1	information	A1
internet	A1	news	A1	newsunit	A1	photo	A1
problem	A1	television	A1	community	A2	company	A2
fact	A2	freedom	A2	message	A2	power (authority / control)	A2
stress	A2	website	A2	journalist	A2+	magazine	A2+
opinion	A2+	report	A2+	video	A2+	writer	A2+
article	B1	expert	B1	access	B1+	anxiety	B1+
attention	B1+	communication	B1+	content	B1+	influence	B1+
influencer	B1+	internet access	B1+	post (on e.g. a social media site)	B1+	research	B1+
risk	B1+	safety	B1+	source (of information)	B1+	the press	B1+
update	B1+	user	B1+	body image	B2	connection	B2
impact	B2	journalism	B2	justice	B2	literacy	B2
marketing	B2	mental health	B2	online safety	B2	perspective (e.g. multiple perspectives)	B2

NOUNS							
Media							
Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level
privacy	B2	researcher	B2	trend	B2	voice (expressing an opinion / judgement e.g. to have a voice)	B2
app	B2+	awareness	B2+	bias	B2+	ensorship	B2+
content creator	B2+	corporation	B2+	coverage (news)	B2+	fake news	B2+
freedom of speech	B2+	freedom of the press / press freedom	B2+	manipulation (e.g. of the media)	B2+	media	B2+
platform (online / social media)	B2+	propaganda	B2+	subscription	B2+	tabloid	B2+
well-being	B2+						

NOUNS							
Equality							
Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level
age	A1	rule	A1	culture	A2	freedom	A2
law	A2	religion	A2	right (as in human right)	A2	equal pay	A2+
experience	A2+	gender	A2+	joke	A2+	opinion	A2+
equality	B1	(an) individual	B1+	abuse	B1+	access	B1+
attitude	B1+	background	B1+	belief	B1+	difference	B1+
difficulty	B1+	equal access	B1+	need	B1+	opportunity	B1+
policy	B1+	promotion	B1+	respect	B1+	treatment	B1+
victim	B1+	violence	B1+	acceptance	B2	appearance	B2
chance (opportunity)	B2	discrimination	B2	equal opportunity	B2	exploitation	B2
fairness	B2	isolation	B2	justice	B2	kindness	B2
lifestyle	B2	barrier (to success / progression)	B2+	bias	B2+	bully	B2+
circumstance	B2+	default	B2+	dignity	B2+	diversity	B2+
equity	B2+	ethics	B2+	harassment	B2+	ignorance	B2+
inclusion	B2+	inequality	B2+	injustice	B2+	insult	B2+
oppression	B2+	prejudice	B2+	representation	B2+	social justice	B2+
stereotype	B2+	tolerance	B2+	unfairness	B2+		

VERBS							
The Environment							
Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level
to clean up	<A1	to feed (livestock)	A1	to keep (livestock)	A1	to burn	A2
to grow (food)	A2	to plant (food)	A2	to protect	A2	to cut (to reduce)	B1
to destroy	B1	to farm	B1	to rise	B1	to achieve	B1+
to consume	B1+	to encourage	B1+	to freeze	B1+	to influence	B1+
to melt	B1+	to recycle	B1+	to reduce	B1+	to adapt	B2
to breed (livestock)	B2	to demand	B2	to dump	B2	to exploit	B2
to fish	B2	to forecast	B2	to harvest	B2	to invest	B2
to preserve	B2	to collaborate	B2+	to cut down (trees)	B2+	to disrupt	B2+
to emit	B2+	to fell (a tree)	B2+	to flood	B2+	to migrate	B2+
to pollute	B2+	to relocate	B2+	to reuse	B2+	to shift	B2+
to extract (natural resources)	B2+						

VERBS							
Media							
Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level
to sell	A1	to spend	A1	to use	A1	to believe	A2
to check	A2	to follow	A2+	to share	A2+	to support	A2+
to compare	B1	to connect	B1	to include	B1	to report	B1
to access	B1+	to benefit	B1+	to confirm	B1+	to control	B1+
to influence	B1+	to organise	B1+	to protest	B1+	to represent	B1+
to respond	B1+	to trust	B1+	to update	B1+	to communicate	B2
to research	B2	to spread	B2	to target	B2	to bully	B2+
to censor	B2+	to hack	B2+	to impact	B2+	to intimidate	B2+
to manipulate	B2+	to mislead	B2+	to network	B2+	to omit	B2+
to profit	B2+	to restrict	B2+				



VERBS							
Equality							
Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level
to need	A2+	to allow	B1	to expect	B1	to include	B1
to respect	B1	to target	B1	to access	B1+	to belong	B1+
to encourage	B1+	to ignore	B1+	to judge	B1+	to participate	B1+
to prevent	B1+	to promote	B1+	to speak up	B1+	to treat	B1+
to abuse	B2	to assume	B2	to be equal	B2	to discourage	B2
to discriminate	B2	to exclude	B2	to exploit	B2	to get along	B2
to limit	B2	to offend	B2	to support	B2	to threaten	B2
to value	B2	to assume	B2+	to bully	B2+	to champion	B2+
to empower	B2+	to humiliate	B2+	to insult	B2+	to intimidate	B2+
to oppress	B2+	to perceive	B2+				

## ADJECTIVES

### The Environment

Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level
cold	<A1	poor	A1	warm	A2	dry (weather)	A2+
wet (weather)	A2+	cool (weather)	B1	green (environmentally friendly)	B1	natural	B1
nuclear (energy)	B1	sunny (weather)	B1	rainy	B1	single-use	B1
cloudy	B1+	coastal	B1+	environmental	B1+	frequent	B1+
frozen	B1+	solar	B1+	worldwide	B1+	developed	B2
ecological	B2	efficient	B2	efficient	B2	overcrowded	B2
poisonous	B2	renewable	B2	severe	B2	sustainable	B2
toxic	B2	vegetarian	B2	wasteful	B2	wealthy	B2
catastrophic	B2+	disposable	B2+	extinct	B2+	plant-based (food / diet)	B2+
radioactive	B2+	recycled	B2+	unnatural	B2+	vegan	B2+
vulnerable	B2+						

## ADJECTIVES

### Media

Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level	Vocabulary	CEFR Level
healthy	A1	private	A1	immediately	A2	important	A2
online	A2	public	A2	quick	A2	global	A2+
independent	A2+	free	B1	lonely	B1	negative	B1
political	B1	popular	B1	positive	B1	traditional (media)	B1
anxious	B1+	digital	B1+	lazy	B1+	multiple	B1+
objective	B1+	professional	B1+	straight away	B1+	addictive	B2
critical (of something)	B2	depressed	B2	diverse	B2	inclusive	B2
reliable	B2	unhealthy	B2	informed	B2+	just (right / fair)	B2+
mainstream	B2+	offline	B2+	subjective	B2+	transparent (open / honest)	B2+
unreliable	B2+						

**ADJECTIVES**

**Equality**

<b>Vocabulary</b>	<b>CEFR Level</b>	<b>Vocabulary</b>	<b>CEFR Level</b>	<b>Vocabulary</b>	<b>CEFR Level</b>	<b>Vocabulary</b>	<b>CEFR Level</b>
better	A1	different	A1	different	A1	normal	A1
right	A1	wrong	A1	fair	A2	free	A2
kind	A2	together	A2	equal	A2+	worse	A2+
confident	B1	cultural	B1	same	B1	balanced	B1+
harmful	B1+	limited	B1+	moral	B1+	specific	B1+
unfair	B1+	diverse	B2	exclusive	B2	inclusive	B2
superior	B2	abusive	B2+	accessible	B2+	authentic	B2+
biased	B2+	conscious	B2+	disrespectful	B2+	encouraging	B2+
ethical	B2+	favourable	B2+	humiliating	B2+	inappropriate	B2+
inferior	B2+	just (justice)	B2+	lesser	B2+	offensive	B2+
oppressed	B2+	regardless	B2+	respectful	B2+	subordinate	B2+
unconscious	B2+						

## Appendix 5: CEFR mapping

Achievement in this qualification is benchmarked against the Council of Europe's Common European Framework of Reference for Languages (CEFR) and the Global Scale of English (GSE). The framework has been developed as a design tool. Please refer to the Council of Europe website for more information.

This examination series are mapped to a range of abilities; from level A2 (basic user), working towards B1 (modest user) and exiting at B2 (competent user) of the CEFR.

At level A2 of the CEFR, learners are expected to understand the main points of short and simple written texts and spoken English on frequently used expressions encountered in school, or family life; write sentences and short paragraphs related to areas of most immediate relevance (e.g., very basic personal and family information, shopping, hobbies, employment); and communicate in simple and routine tasks or describe ideas and opinions in simple terms.

At level B1 of the CEFR, learners are expected to understand the main points of straightforward written texts and spoken English on familiar matters regularly encountered in school, leisure, or volunteering; write simple texts on topics that are familiar or of personal interest; and deal with most situations likely to arise while studying or travelling in an area where English is spoken.

At level B2 of the CEFR, learners are expected to understand the main ideas of complex text and spoken English about both concrete and abstract topics; interact with a degree of fluency and spontaneity that makes interaction possible without strain; 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.

There is more granular differentiation between A2 and A2+, B1 and B1+ and B2 and B2+ and we used this to make sure our grades are awarded as close to learner ability as possible.

	Reading		Listening		Writing		Speaking	
GCSE grade	CEFR level	GSE	CEFR level	GSE	CEFR level	GSE	CEFR level	GSE
9	B2 +	67-76	B2	59-67	B2 +	67-76	B2 +	67-76
8	B2	59-67	B1+	51-59	B2	59-67	B2	59-67
7	B1+	51-59	B1	43-51	B1+	51-59	B1+	51-59
6	B1	43-51	A2+	36-43	B1	43-51	B1	43-51
5	A2+	36-43	A2	30-36	A2+	36-43	A2+	36-43
4	A2	30-36	A1+	27-30	A2	30-36	A2	30-36
3	A1	22-30	A1	22-26	A1	22-30	A1	22-30
2	<A1	10-22	<A1	10-22	<A1	10-22	<A1	10-22
1	Unclassified	Unclassified	Unclassified	Unclassified	Unclassified	Unclassified	Unclassified	Unclassified

## Appendix 6: Transferable skills

### The need for transferable skills

In recent years, higher education institutions and employers have consistently flagged the need for learners to develop a range of transferable skills to enable them to respond with confidence to the demands of undergraduate study and the world of work.

The Organisation for Economic Co-operation and Development (OECD) defines skills, or competencies, as ‘the bundle of knowledge, attributes and capacities that can be learned and that enable individuals to successfully and consistently perform an activity or task and can be built upon and extended through learning.’<sup>[1]</sup>

To support the design of our qualifications, the Pearson Research Team selected and evaluated seven global 21st-century skills frameworks. Following on from this process, we identified the National Research Council’s (NRC) framework <sup>[2]</sup> as the most evidence-based and robust skills framework, and have used this as a basis for our adapted skills framework.

The framework includes cognitive, intrapersonal skills and interpersonal skills.

The NRC framework is included alongside literacy and numeracy skills.



The skills have been interpreted for this specification to ensure they are appropriate for the subject. All of the skills listed are evident or accessible in the teaching, learning and / or assessment of the qualification. Some skills are directly assessed. Pearson materials will support you in identifying these skills and developing these skills in learners.

The table overleaf sets out the framework and gives an indication of the skills that can be found in English as a Second Language and indicates the interpretation of the skill in this area. A full subject interpretation of each skill, with mapping to show opportunities for learner development is given on the subject pages of our website: [qualifications.pearson.com](http://qualifications.pearson.com)

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<sup>1</sup> OECD – *Better Skills, Better Jobs, Better Lives* (OECD Publishing, 2012)

<sup>2</sup> Koenig, J A, National Research Council – *Assessing 21st Century Skills: Summary of a Workshop* (National Academies Press, 2011)

<b>Cognitive skills</b>	Cognitive processes and strategies	<ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Problem solving</li> <li>• Analysis</li> <li>• Reasoning / argumentation</li> <li>• Interpretation</li> <li>• Decision making</li> <li>• Adaptive learning</li> <li>• Executive function</li> </ul>	<p><b>Interpretation</b></p> <p>Decoding a new written/spoken extract and identifying and understanding explicit or implicit meaning and authorial aims.</p>
	Creativity	<ul style="list-style-type: none"> <li>• Creativity</li> <li>• Innovation</li> </ul>	
<b>Intrapersonal skills</b>	Intellectual openness	<ul style="list-style-type: none"> <li>• Adaptability</li> <li>• Personal and social responsibility</li> <li>• Continuous learning</li> <li>• Intellectual interest and curiosity</li> </ul>	<p><b>Productivity</b></p> <p>Writing continuously and fluently and to a high standard.</p>
	Work ethic / conscientiousness	<ul style="list-style-type: none"> <li>• Initiative</li> <li>• Self-direction</li> <li>• Responsibility</li> <li>• Perseverance</li> <li>• Productivity</li> <li>• Self-regulation (metacognition, forethought, reflection)</li> <li>• Ethics</li> <li>• Integrity</li> </ul>	
	Positive core self-evaluation	<ul style="list-style-type: none"> <li>• Self-monitoring / self-evaluation / self-reinforcement</li> </ul>	
<b>Interpersonal skills</b>	Teamwork and collaboration	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Collaboration</li> <li>• Teamwork</li> <li>• Cooperation</li> <li>• Empathy / perspective taking</li> <li>• Negotiation</li> </ul>	<p><b>Communication</b></p> <p>Undertaking a speaking task involving dialogue or undertaking a writing task, or when the student responds to prompts from another.</p>
	Leadership	<ul style="list-style-type: none"> <li>• Responsibility</li> <li>• Assertive communication</li> <li>• Self-presentation</li> </ul>	



## Appendix 7: Glossary

Term	Definition
Assessment objectives	The requirements that learners need to meet to succeed in the qualification. Each assessment objective has a unique focus, which is then targeted in examinations or non-examined assessment (NEA). Assessment objectives may be assessed individually or in combination.
Cash-in codes	Cash-in codes are used in combination with entry codes to aggregate the learner's unit scores to obtain the overall grade for the qualification.
Entry codes	To enter the learner for their examination, unit codes are used as entry codes. There is one entry code for each individual unit.  To obtain the overall grade for the qualification, unit entry codes are used in combination with the qualification cash-in code. There is one cash-in code for a qualification.
External assessment	Assessment set and marked by an awarding organisation, taken by centres at the same time in the global region.
Learner Work Transfer (LWT)	An electronic file transfer system for submitted all assessment recordings.
Linear	A qualification that is linear has all assessments in one examination series, taken at the end of a course of study.
JCQ	Joint Council for Qualifications. This is a group of UK exam boards which develops policy related to the administration of examinations.
Unitised	A unitised qualification contains units of assessment. These units can be taken during the course of study. The final qualification grade is worked out from the combined unit results.
Uniform mark scale (UMS)	A learner's actual marks (or raw marks) will be converted into a UMS mark so that it is possible to see the proportionate result of a learner if units are taken as part of the unitised assessment route. The raw marks for each unit may differ, but the uniform mark will be the same.
Unit	A unitised qualification will be divided into a number of units. Each unit will have its own assessment.
Unit codes	Each unit is assigned a unit code. This unit code is used as an entry code to indicate that a learner wishes to take the assessment for a particular unit.

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