



The Global Scale of English: extending the CEFR to help more learners

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Defining learner proficiency

Understanding the Common European Framework (CEFR)

In the mid-1990s, a European research study began.

Teachers in Switzerland were given hundreds of 'can-do statements' and asked to rate the level of difficulty for each of their students:

*Can follow short, simple written directions
(e.g. to go from X to Y)*

*Can write very simple personal letters
expressing thanks and apology.*

*Can converse naturally, fluently and
effectively.*

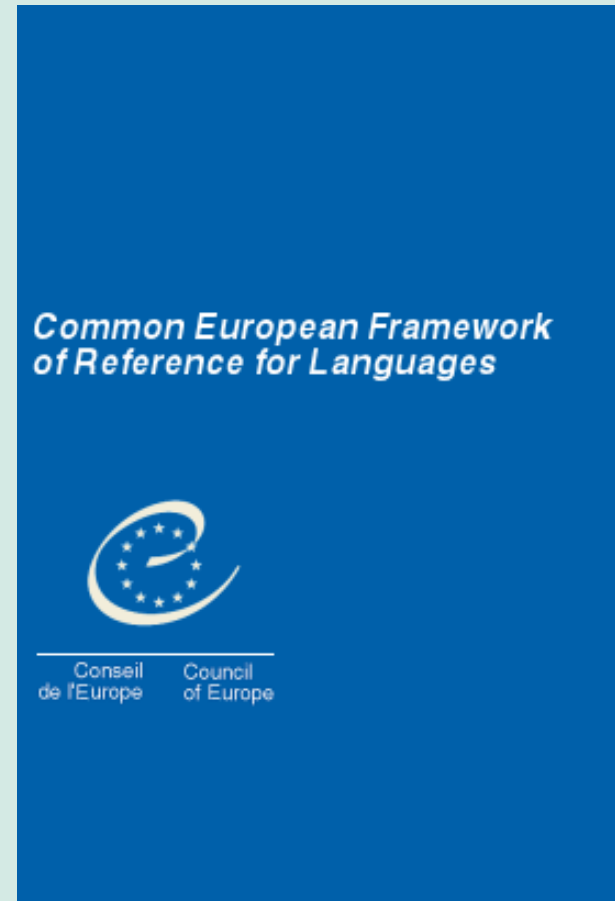
**The Common European Framework (CEFR)
was born.**



Why don't you just use the CEFR?

Common European Framework of Reference for Languages (2001):

- developed in Europe for a European learning environment
- developed for adult and young adult learners
- uneven distribution of Can Do statements across the four skills
- 6 wide levels
- no information below A1
- mainly focussed on general English – insufficient information to support EAP and ESP courses



The CEFR: How many levels?

6

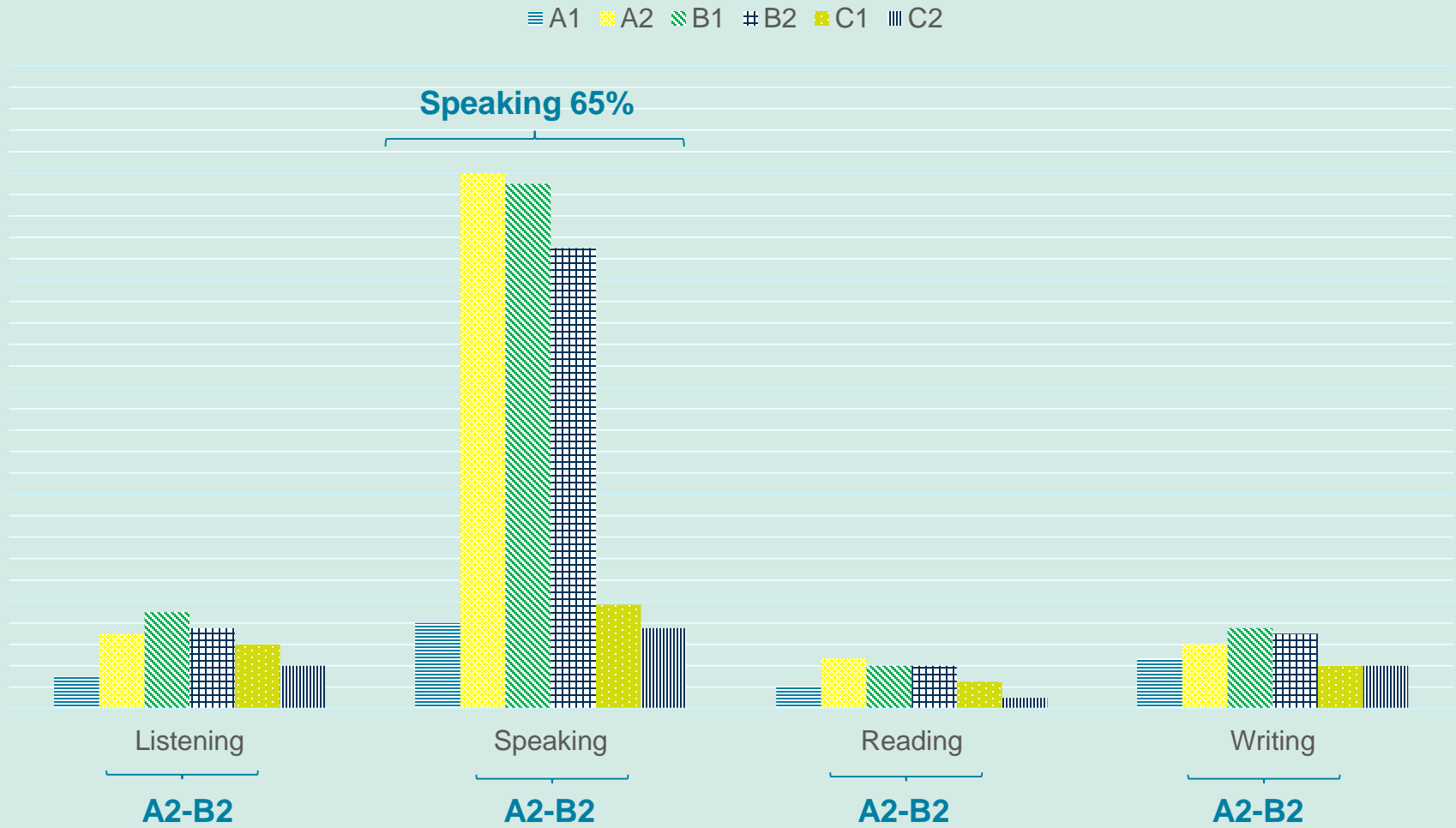
C2	Mastery	Proficient User
C1	Operational eff.	
B2	Vantage	Independent User
B1	Threshold	
A2	Waystage	Basic User
A1	Breakthrough	

10

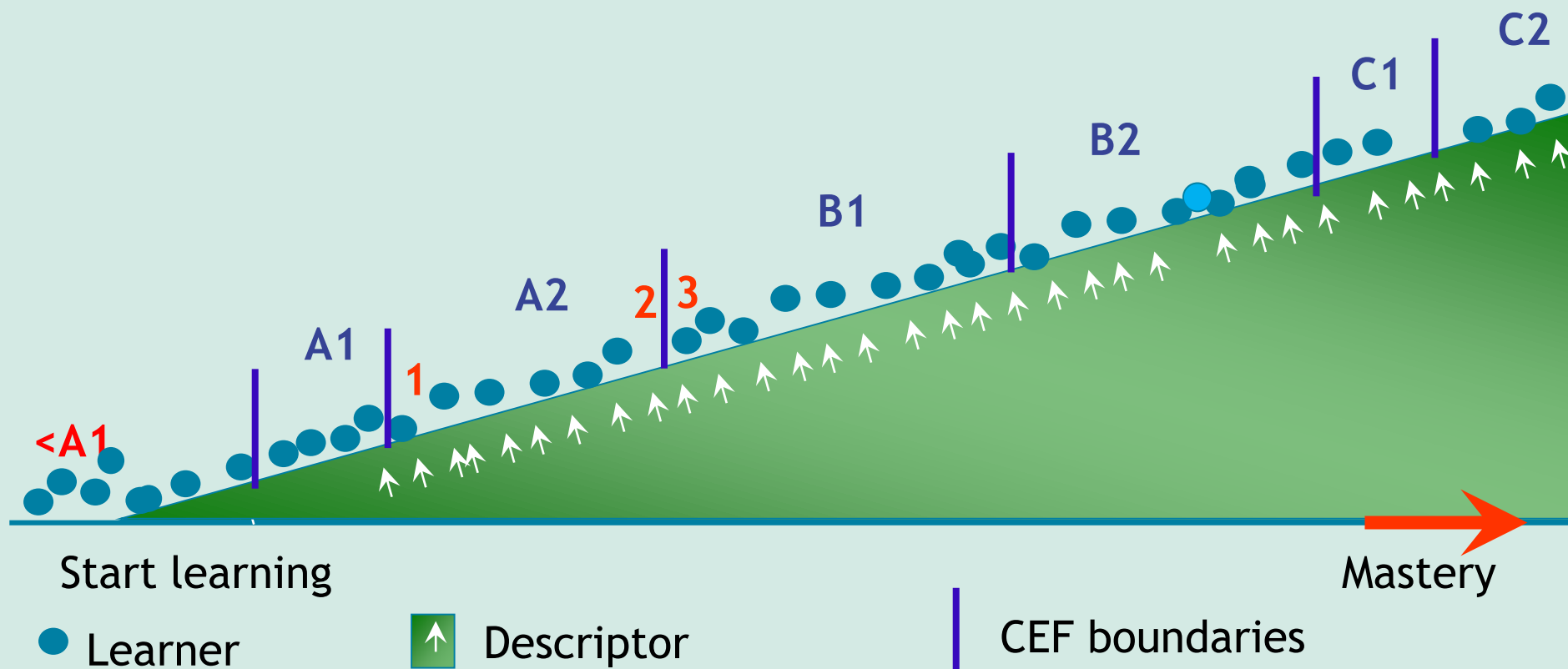
CEFR LEVELS	
Mastery	C2
Operational eff.	C1
Vantage Plus	B2+
Vantage	B2
Threshold Plus	B1+
Threshold	B1
Waystage Plus	A2+
Waystage	A2
Breakthrough	A1
'Tourist'	

9

The CEFR: An uneven distribution of Can Do statements



The CEFR: Losing the details of progress



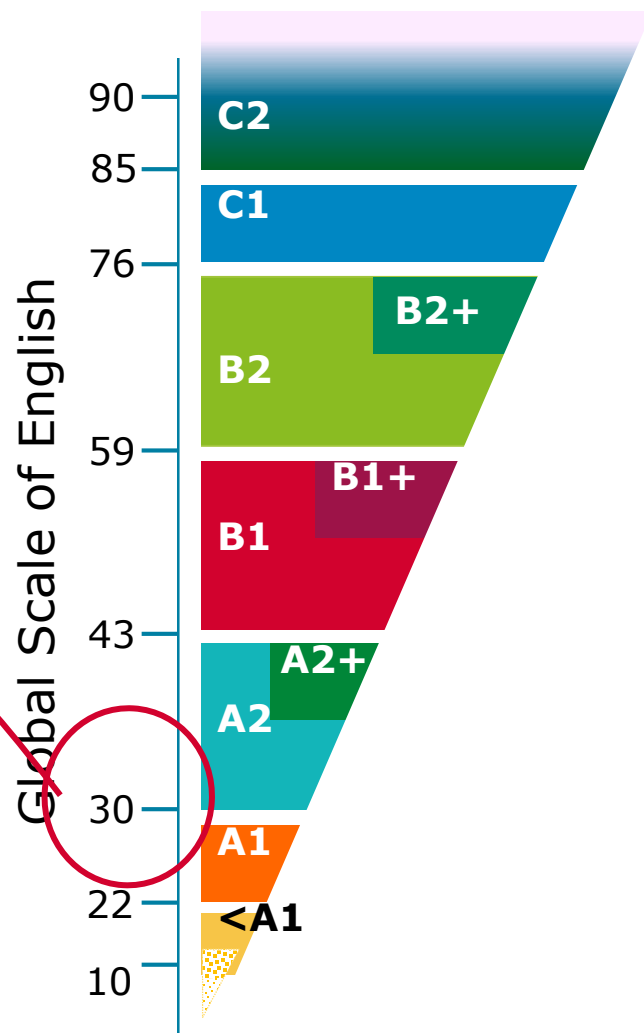


**Taking the CEFR back
to a more granular
scale**

A scale based on the original CEFR research

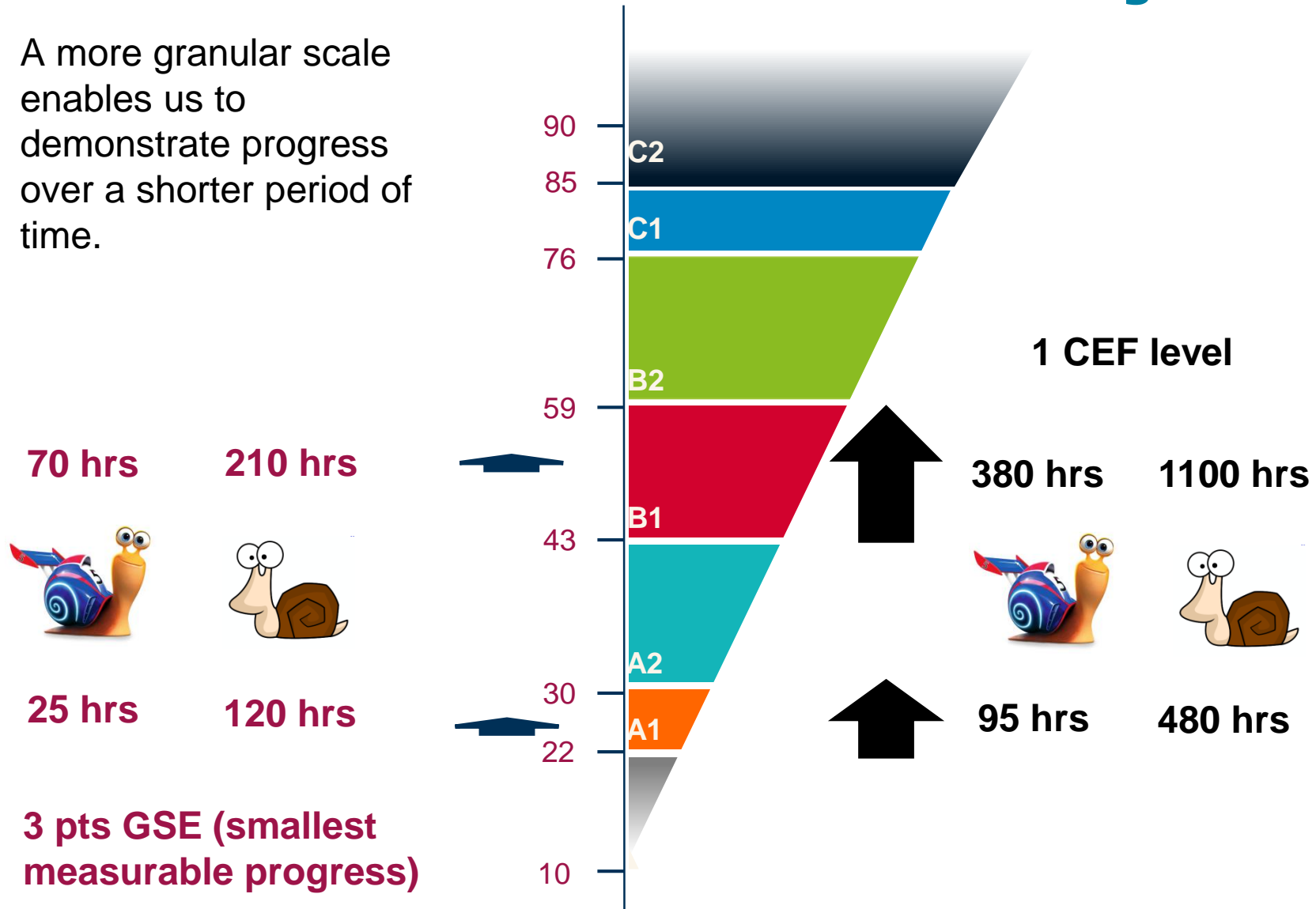
The original CEFR (North) research data was psychometrically aligned to the Global Scale of English through a linear transformation

LOGIT	CEFR	
>3.80	Mastery	C2
2.80	Operational eff.	C1
1.74	Vantage	B2+
0.72		B2
-0.26	Threshold	B1+
-1.23		B1
-2.21	Waystage	A2+
-3.23		A2
-4.29	Breakthrough	A1
-5.39	'Tourist'	



Motivational benefits of Global Scale of English

A more granular scale enables us to demonstrate progress over a shorter period of time.

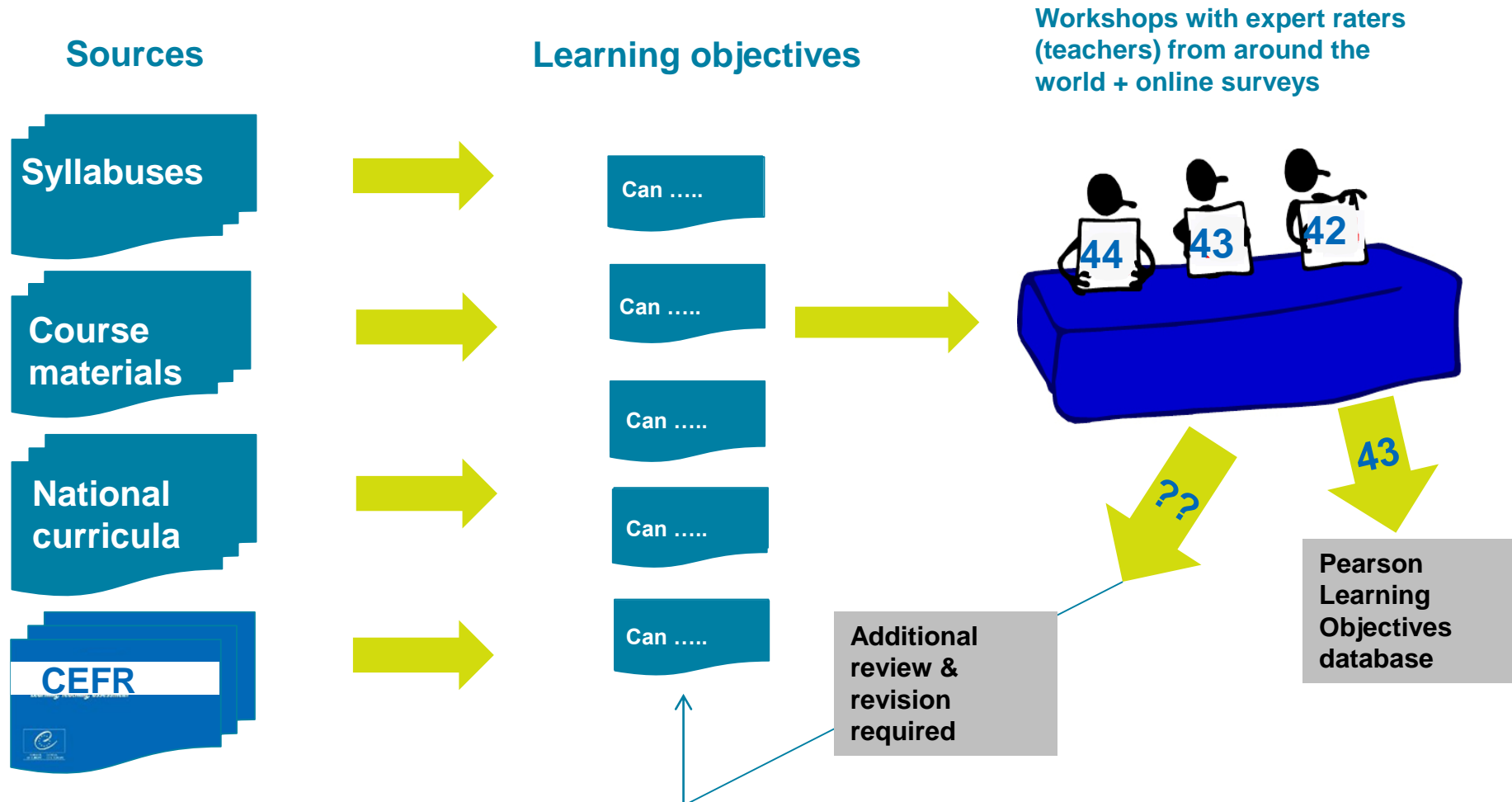




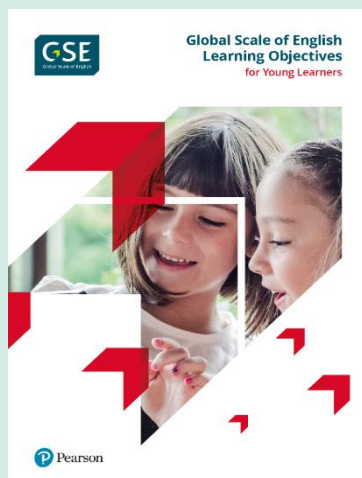
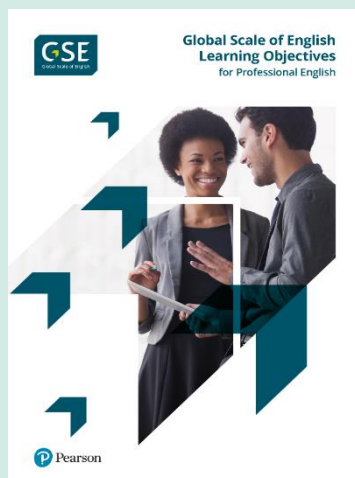
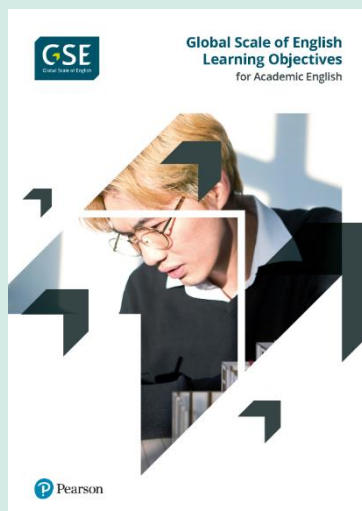
Extending the CEFR Can Do statements

Creating Learning Objectives

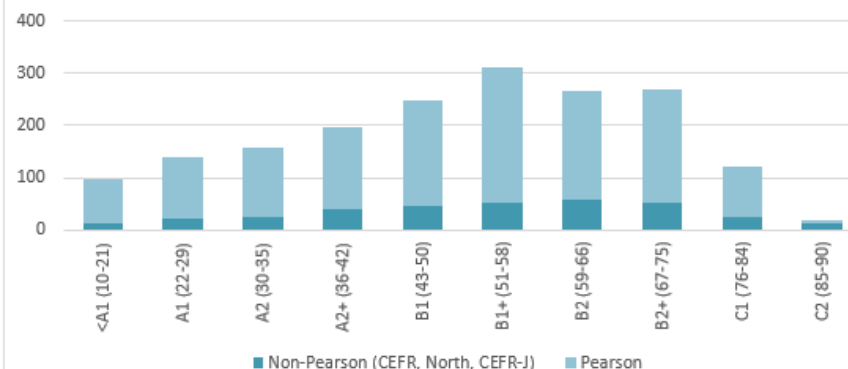
Defining what a learner “can do” at specific levels of the Global Scale of English



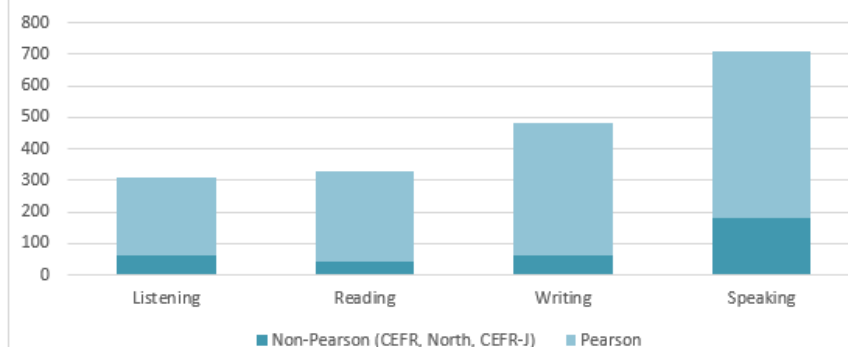
GSE Learning Objectives



GSE Learning Objectives (GA, YL, AC, PR) by source and level



GSE Learning Objectives (GA, YL, AC, PR) by source and skill



Reading

	Descriptor
1	Can distinguish between fact and opinion in a simple academic text.
2	Can infer meaning in a linguistically complex academic text.
3	Can skim a simple academic text to identify specific information.
4	Can critically evaluate the effectiveness of a simple problem-solution essay.
5	Can distinguish between the main idea and related ideas in a linguistically complex academic text.

Reading

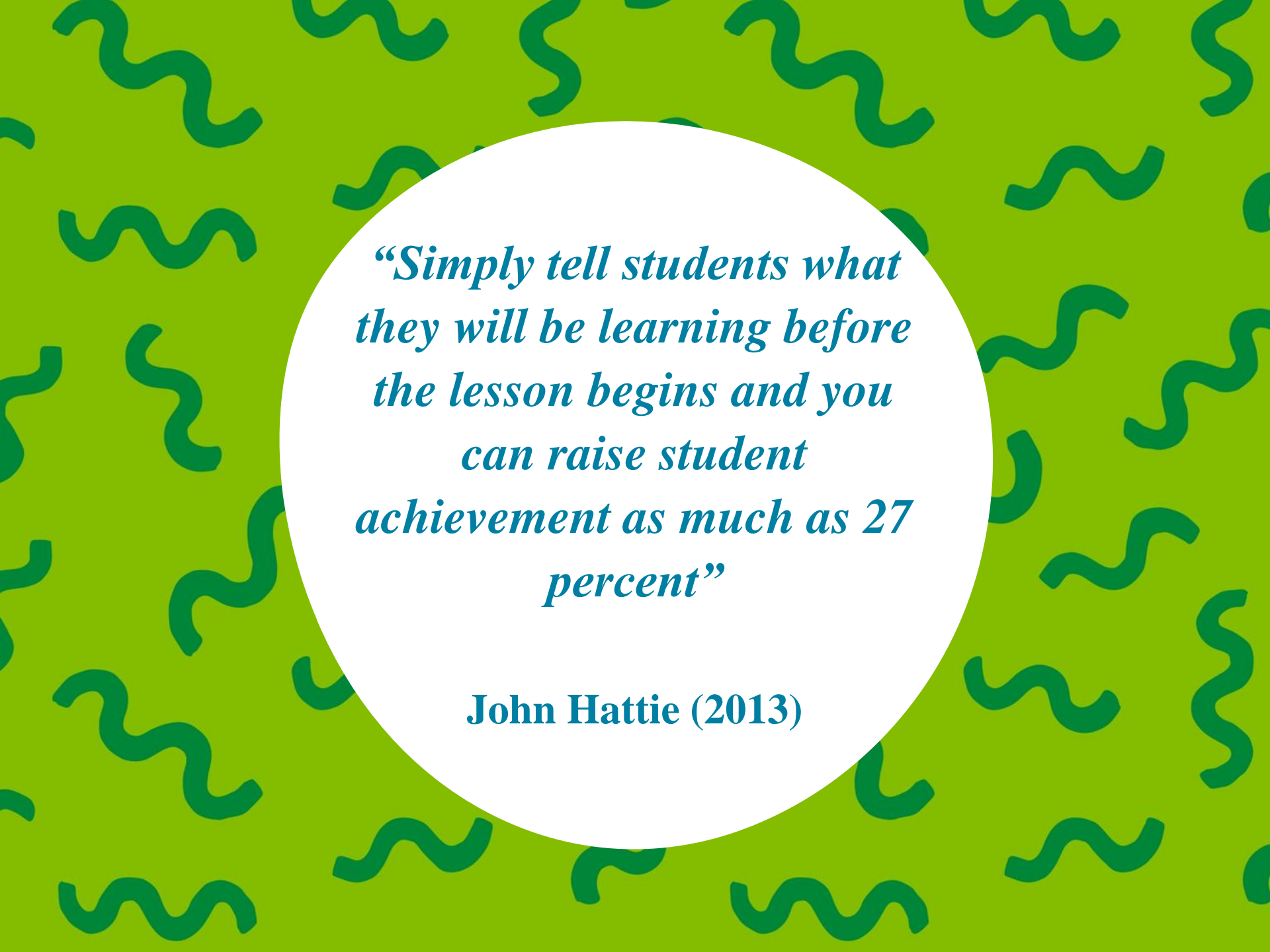
	Descriptor	CEFR	GSE
3	Can skim a simple academic text to identify specific information.	B1	49
1	Can distinguish between fact and opinion in a simple academic text.	B1+	54
4	Can critically evaluate the effectiveness of a simple problem-solution essay.	B2	61
5	Can distinguish between the main idea and related ideas in a linguistically complex academic text.	B2+	70
2	Can infer meaning in a linguistically complex academic text.	C1	78

Listening

	Descriptor
1	Can follow the main points in a panel discussion in their field of specialisation.
2	Can follow lines of argument in a linguistically complex presentation or lecture.
3	Can identify a speaker's point of view in a simple presentation or lecture aimed at a general audience.
4	Can identify a speaker's bias in a presentation or discussion.
5	Can follow the main points in a simple audio recording, if provided with written supporting material.

Listening

	Descriptor	CEFR	GSE
5	Can follow the main points in a simple audio recording, if provided with written supporting material.	A2+	37
3	Can identify a speaker's point of view in a simple presentation or lecture aimed at a general audience.	B1	48
1	Can follow the main points in a panel discussion in their field of specialisation.	B2	64
4	Can identify a speaker's bias in a presentation or discussion.	B2+	73
2	Can follow lines of argument in a linguistically complex presentation or lecture.	B2+	75

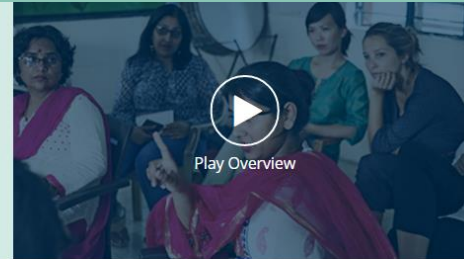


“Simply tell students what they will be learning before the lesson begins and you can raise student achievement as much as 27 percent”

John Hattie (2013)

GSE Teacher Toolkit

Let the Global Scale of English (GSE) save you time and improve the quality and relevance of your English classes. The GSE Teacher Toolkit gives you fast access to GSE learning objectives, grammar and vocabulary to help you plan lessons that are at the right level for your students.



Choose category [?]

Learning Objectives

Grammar (beta)

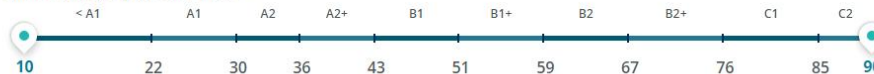
Vocabulary

Who are you teaching? [?]

Choose Learner [?]

Choose skill

Choose a range on the GSE / CEFR [?]



Filter search results with a word or phrase...

Clear all filters

Show results

Introducing the GSE Teacher Toolkit

Identifying appropriate learning objectives

GSE Teacher Toolkit

Let the Global Scale of English (GSE) save you time and improve the quality and relevance of your English teaching by helping you select learning objectives that are at the right level for your learners.

I can select the type of learner I am teaching:
Learners of General English
Learners of Academic English
Learners of Professional English
Young Learners

I can select the level of my class by moving the slider to select a GSE range or a CEFR level

Choose category [?]

Learning Objectives

Grammar (beta)

Vocabulary

Who are you teaching?

Choose Learner

Choose a range on the GSE / CEFR [?]



Choose skill

Filter search results with a word or phrase...

I can select the skill I want to teach:
Reading
Writing
Listening
Speaking

Clear all filters

Show results

Identifying appropriate learning objectives

GSE Teacher Toolkit

Let the Global Scale of English help you identify the relevance of your English learning objectives to GSE learning objectives that are at the right level for your learners.

Choose category

Learning Objectives | Grammar | Vocabulary

Who are you teaching?

Academic Learners

Choose a range on the GSE / CEFR

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

10 | 22 | 30 | 36 | 43 | 51 | 59 | 67 | 75 | 85 | 90

Choose Skill

Filter search results with a word or phrase...

Hide filters (2) | Clear all filters

Show results

I select Learners of Academic English

I select the level (CEFR B2+/ GSE 67-75)

I select the skill

Identifying appropriate learning objectives

Choose Skill

Search...

Language Skills

- ☐ Listening
- ☐ Reading
- ☒ Speaking
- ☐ Writing

Current selection

Speaking ✕

Cancel

I select Speaking

Identifying appropriate learning objectives

I have 58 learning objectives to choose from

Ordered by GSE level

Search results 58

[Download results as PDF](#)

LEARNING OBJECTIVES	SKILL	GSE ▲	CEFR	
Can give detailed technical instructions in their field of specialisation. ©	Speaking	73	B2+ (67-75)	▼
Can give a presentation or lecture in their field of specialisation. ©	Speaking	73	B2+ (67-75)	▼
Can make a verbal summary to confirm their understanding of a linguistically complex discourse. ©	Speaking	73	B2+ (67-75)	
Can put forward a smoothly flowing and logical structured argument, highlighting significant points. ©	Speaking	73	B2+ (67-75)	
Can suggest alternatives to hypothetical proposals in a general discussion. ©	Speaking	73	B2+ (67-75)	▼
Can negotiate a solution to a dispute (e.g. an undeserved traffic ticket, blame for an accident). ©	Speaking	73	B2+ (67-75)	▼
Can use circumlocution and paraphrase to cover gaps in vocabulary and structure. ©	Speaking	73	B2+ (67-75)	▼

Identifying appropriate learning objectives

LEARNING OBJECTIVES	SKILL	GSE ▲	CEFR	
Can give detailed technical instructions in their field of specialisation. ©	Speaking	73	B2+ (67-75)	▼
Can give a presentation or lecture in their field of specialisation. ©	Speaking	73	B2+ (67-75)	▼
Can make a verbal summary to confirm their understanding of a linguistically complex discourse. ©	Speaking	73	B2+ (67-75)	
Can put forward a smoothly flowing and logical structured argument, highlighting significant points. ©	Speaking	73	B2+ (67-75)	
Can suggest alternatives to hypothetical proposals in a general discussion. ©	Speaking	73	B2+ (67-75)	▲
<div>RELATED GRAMMAR Can describe hypothetical (counterfactual) results of a current action or situation using the second conditional. Can describe hypothetical (counterfactual) results of an action or situation using the second or third conditional in the passive. Show more</div> <div>I can see links to grammar that might be needed for this Learning Objective</div>				

Identifying appropriate grammar

GSE Teacher Toolkit

Let the Global Scale of English help you identify the relevance of your English class to GSE learning objectives, grammar, and vocabulary that are at the right level for your learners.

GSE Grammar is currently available for adult learners on a general English course

I can select the level of my class by moving the slider to select a GSE range or a CEFR level

Learning Objectives

Grammar

Vocabulary

Who are you teaching?

Adult Learner

GSE / CEFR Level



Grammatical Category

Type a word or a phrase...

Clear all filters

Search

I can select a grammatical category

Identifying appropriate grammar

The screenshot shows a 'Choose Grammatical Category' dialog box. On the left, a list of grammatical categories includes Adjective, Adverb, Clause, Conjunction, Determiner, Modal verb (highlighted), Noun, Phrasal verb, Phrase, and Preposition. On the right, a list of sub-categories includes Ability, Likelihood, Obligation (checked with a blue checkmark), Requests and permissions, and Time-related. Two blue callout boxes provide context: one points to 'Modal verb' and says 'I want to see which modal verbs are appropriate for my pre-intermediate class', and the other points to 'Obligation' and says 'In particular, modal verbs relating to obligation'. At the bottom are 'Cancel' and 'OK' buttons.

Choose Grammatical Category

Adjective

Adverb

Clause

Conjunction

Determiner

Modal verb

Noun

Phrasal verb

Phrase

Preposition

Ability

Likelihood

Obligation ✓

Requests and permissions

Time-related

I want to see which modal verbs are appropriate for my pre-intermediate class

In particular, modal verbs relating to obligation

Cancel

OK

Identifying appropriate grammar

Search results 7

[Download results as PDF](#)

GRAMMAR		GSE ▲	CEFR	RESOURCES
Can use 'should(n't)' to offer or ask for advice. ©	Modal verb » Obligation and suasion Phrase » With infinitive	36	A2+ (36-42)	 
Can express obligation and necessity in the present and near future with 'have to'. ©	Modal verb » Obligation and suasion	37		 
Can use 'mustn't' to express prohibition in the present and near future. ©				 
Can make offers and suggestions using 'could'. ©	Modal verb » Requests, offers and permission Modal verb » Obligation and suasion	41	A2+ (36-42)	
Can use 'needn't' and 'don't/doesn't have to' to express absence of obligation in the present and future. ©	Modal verb » Obligation and suasion	43	B1 (43-50)	 
Can use 'need' in affirmative statements and questions relating to the present and near future. ©	Modal verb » Obligation and suasion Phrase » With infinitive	44	B1 (43-50)	

I have 7 learning objectives to chose from between GSE 35 and 45 (A2+/low B1)

I can click here for more information

Identifying appropriate grammar

Search results 7 Download results as PDF

GRAMMAR	GSE ▲	CEFR	RESOURCES
<p>Can use 'should(n't)' for advice or suggestions</p> <p>STRUCTURE 'should(n't)' for advice or suggestions</p> <p>EXAMPLE You should go to a doctor. He shouldn't drink so much. Where should we go?</p> <p>RELATED LEARNING OBJECTIVES Can ask for advice on a wide range of subjects. Can ask for basic advice using simple language. Show more</p>	36	A2+ (36-42)	
<p>Can express obligation and necessity in the present and near future with 'have to'. ©</p> <p>STRUCTURE 'have to' for obligation and necessity</p> <p>EXAMPLE I have to go to the bank. She has to finish her homework. They have to leave early.</p> <p>RELATED LEARNING OBJECTIVES Can express obligation and necessity using simple language. Show more</p>	37	A2+ (36-42)	
<p>Can use 'mustn't' to express prohibition in the present and near future. ©</p> <p>STRUCTURE 'mustn't' for prohibition</p> <p>EXAMPLE You mustn't smoke in this area. He mustn't drink and drive. They mustn't be late.</p> <p>RELATED LEARNING OBJECTIVES Can express prohibition using simple language. Show more</p>	40	A2+ (36-42)	
<p>Can make offers and suggestions using 'could'. ©</p> <p>STRUCTURE 'could' for offers and suggestions</p> <p>EXAMPLE I could go to the gym. He could try some new food. They could visit their grandparents.</p> <p>RELATED LEARNING OBJECTIVES Can make offers and suggestions using simple language. Show more</p>			











Annotations:

- I can see the name of the structure as it is typically used in grammar books
- I can see examples of the structure in use
- I can see Learning Objectives which need this grammar

Identifying appropriate grammar

Search results 7

[Download results as PDF](#)

GRAMMAR	GRAMMATICAL CATEGORY	GSE ▲	CEFR	RESOURCES
Can use 'should(n't)' to offer or ask for advice or suggestions. ©	Modal verb » Obligation and suasion Phrase » With infinitive	36	A2+ (36-42)	 
Can express obligation and necessity in the present and near future with 'have to'. ©	Modal verb » Obligation and suasion	37	A2+ (36-42)	 
Can use 'mustn't' to express prohibition in the present and near future. ©				 
Can make offers and suggestions using 'could'. ©	Modal verb » Requests, offers and permission Modal verb » Obligation and suasion	41	A2+ (36-42)	
Can use 'needn't' and 'don't/doesn't have to' to express absence of obligation in the present and future. ©	Modal verb » Obligation and suasion	43	B1 (43-50)	 
Can use 'need' in affirmative statements and questions relating to the present and near future. ©	Modal verb » Obligation and suasion Phrase » With infinitive	44	B1 (43-50)	

I can click here for free resources

Identifying appropriate grammar

Search results

GRAMMAR

- Can use 'should(n't)' to offer or ask for advice or suggestions.
- Can express obligation and necessity in the future with 'have to'. ©
- Can use 'mustn't' to express prohibition in the future. ©
- Can make offers and suggestions.
- Can use 'needn't' and 'don't/doesn't' to express obligation in the present and future.
- Can use 'need' in affirmative statements in the present and near future. ©

Resources

Can use 'should(n't)' to offer or ask for advice or suggestions.

eyeofthestorm_filler

Giving Advice Lesson Plan

Health Speaking Lesson Plan

Jobs Discussion Worksheet

Kitchen Safety Lesson Plan

Close

Download results as PDF

RESOURCES

- 2)
- 2)
- 2)
- 2)
-
-

Linking to free resources



Pearson

What should I do?

A. Match the problems to the advice.

- | | |
|--|--|
| __1 I didn't sleep last night. I'm very tired. | a Maybe you should buy a used one. |
| __2 I have a very bad cold. | b How about joining a gym? |
| __3 I'm late for work every day. My boss is angry. | c Maybe you should go to bed early. |
| __4 I forgot my wife's/husband's birthday. | d If I were you, I'd see a doctor. |
| __5 I'm too busy. I have no free time. | e How about taking a class? |
| __6 I'm not very healthy. I want to lose weight. | f You should apologize and buy
him/her a nice gift. |
| __7 I need a new car, but I don't have | g If I were you, I'd work less. |

Identifying appropriate vocabulary

GSE Teacher Toolkit

Let the Global Scale of English help you identify the relevance of your English class materials to GSE learning objectives, grammar and vocabulary that are at the right level for your class

GSE Vocabulary is currently available for adult learners on a general English course

I can select the level of my class by moving the slider to select a GSE range or a CEFR level

Learning Objectives

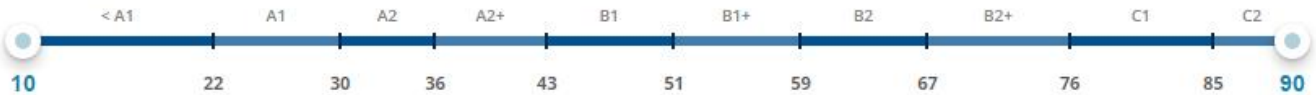
Grammar

Vocabulary

Who are you teaching?

Adult Learner

GSE / CEFR Level



Choose topic

Grammatical Category

Type a word or a phrase...

Search

I can search 36000 word meanings and phrases divided into topics and sub-topics

I can restrict a search to a particular grammatical category (noun, adjective) or to an individual word or phrase

Identifying appropriate vocabulary

Choose a Topic

Knowing, understanding, thinking, and deciding

Law and crime

Media, arts, literature, and entertainment

Military

Movements and Actions

Natural world and environment

People and relationships

Physical attributes

Politics and society

Qualifiers and intensifiers

Agriculture and animal management

Animals

Compass points and directions

Day, night, and the universe

Earth and earth sciences

Environmental issues ✓

Extracting natural resources

Geographical features

Landscape features

Plants

Cancel

OK

I'm teaching an intermediate (B1) class on the environment and environmental issues

Identifying appropriate vocabulary

I find 39 words between GSE 43 and 58 (B1)

Search results

39

VOCABULARY	TOPIC	GRAMMATICAL CATEGORY	GSE ▲	CEFR	
pollution	Environmental issues	noun	44	B1 (43-50)	▼
litter	Environmental issues	noun	45	B1 (43-50)	▼
national park	Environmental issues	noun	46	B1 (43-50)	▼
green	Environmental issues	adjective	47	B1 (43-50)	▼
waste	Environmental issues	noun	48	B1 (43-50)	▼
nuclear	Environmental issues	adjective	50	B1 (43-50)	▼
pure	Environmental issues	adjective	51	B1+ (51-58)	▼

I can hover over a word to see the definition

Identifying appropriate vocabulary

Search results

39

VOCABULARY	TOPIC	GRAMMATICAL CATEGORY	GSE ▲	CEFR	
pollution	Environmental issues	<i>noun</i>	44	B1 (43-50)	▼
litter	Environmental issues	<i>noun</i>	45	B1 (43-50)	▼
national park	Environmental issues		46	B1 (43-50)	▼
green - related to protecting the environment					
green	Environmental issues	<i>adjective</i>	47	B1 (43-50)	▼
waste	Environmental issues	<i>noun</i>	48	B1 (43-50)	▼

I can click to see more information

Identifying appropriate vocabulary

VOCABULARY	TOPIC	GRAMMATICAL CATEGORY	GSE ▲	CEFR	
pollution	Environmental issues	noun	44	B1 (43-50)	▼
litter	Environmental issues	noun	45	B1 (43-50)	▼
national park	Environmental issues	noun			
green		adjective	47	B1 (43-50)	▲
DEFINITION related to protecting the environment		COLLOCATIONS the Green Party go green green issues green energy Show more collocations			
waste	Environmental issues	noun	48	B1 (43-50)	▼
nuclear	Environmental issues	adjective	50	B1 (43-50)	▼

I can check the definition

I can check the collocations

Identifying appropriate vocabulary

The screenshot shows a 'Choose a Topic' dialog box with a list of topics on the left and a list of functional phrases on the right. The 'Ways of expressing feelings, wishes, attitudes, and opinions' topic is selected. The 'Giving an opinion' phrase is selected in the list of functional phrases. Two callout bubbles provide additional context: one points to the search bar and says 'I can also search for functional phrases', and the other points to the 'Giving an opinion' phrase and says 'I want to teach my intermediate class alternatives to “I think” for expressing their opinion'.

Choose a Topic

Relations between things or ideas

Science and technology

Shopping, money, and personal finance

Space and location

Sports, hobbies, and interests

Time and speed

Ways of expressing feelings, wishes, attitudes, and opinions

Ways of expressing obligation, necessity and probability

Ways of interacting with other people

Ways of organizing discourse

Expressing regret

Expressing relief

Expressing reservations

Expressing sadness

Expressing satisfaction

Expressing surprise

Expressing uncertainty

Expressing wishes, wants, and desires

Giving an opinion ✓

Cancel

OK

I can also search for functional phrases

I want to teach my intermediate class alternatives to “I think” for expressing their opinion

Identifying appropriate vocabulary

Search results 9

VOCABULARY	TOPIC	GRAMMATICAL CATEGORY	GSE ▲	CEFR	
I suppose (that)...	Giving an opinion	<i>phrase</i>	52	B1+ (51-58)	▼
I expect	Giving an opinion	<i>phrase</i>	54	B1+ (51-58)	▼
for me...	Giving an opinion	<i>phrase</i>	54	B1+ (51-58)	▼
personally...	Giving an opinion	<i>phrase</i>	56	B1+ (51-58)	▼
I reckon (that)...	Giving an opinion	<i>phrase</i>	57	B1+ (51-58)	▼
I guess (that)	Giving an opinion	<i>phrase</i>	57	B1+ (51-58)	▼
in my opinion...	Giving an opinion	<i>phrase</i>	57	B1+ (51-58)	▼
from my point of view,...	Giving an opinion	<i>phrase</i>	58	B1+ (51-58)	▼



English and employability

Job tasks & GSE Learning Objectives



O*NET OnLine

Occupation Quick Search:

[Help](#)

[Find Occupations](#)

[Advanced Search](#)

[Crosswalks](#)

[Share](#)

[O*NET Sites](#)

Summary Report for: 29-1141.00 - Registered Nurses

[Updated 2017](#)

[Bright Outlook](#)

Assess patient health problems and needs, develop and implement nursing care plans, and maintain medical convalescent, or disabled patients. May advise patients on health maintenance and disease prevention or procedure required.

Sample of reported job titles: Charge Nurse, Director of Nursing (DON), Emergency Department RN (Emergency Registered Nurse), Operating Room Registered Nurse (OR RN), Public Health Nurse (PHN), Registered Nurse (Staff Registered Nurse)

Also see: [Acute Care Nurses](#), [Advanced Practice Psychiatric Nurses](#), [Critical Care Nurses](#), [Clinical Nurse Specialists](#)

View report:

[Summary](#)

[Details](#)

[Custom](#)

[Tasks](#) | [Technology Skills](#) | [Tools Used](#) | [Knowledge](#) | [Skills](#) | [Abilities](#) | [Work Activities](#) | [Detailed Work Activities](#) | [Work Context](#) | [Job Zones](#) | [Related Occupations](#) | [Wages & Employment](#) | [Job Openings](#) | [Additional Information](#)

Tasks

[+ -](#) All 28 displayed

- Maintain accurate, detailed reports and records.
- Administer medications to patients and monitor patients for reactions or side effects.
- Record patients' medical information and vital signs.
- Monitor, record, and report symptoms or changes in patients' conditions.
- Consult and coordinate with healthcare team members to assess, plan, implement, or evaluate patient care.
- Modify patient treatment plans as indicated by patients' responses and conditions.
- Monitor all aspects of patient care, including diet and physical activity.



Global Scale of English
Learning Objectives
for Professional English



Job tasks: Identifying learning objectives



Monitor, record, and report symptoms or changes in patients' conditions.



Can record the details of project-related actions and results in a log.



Modify patient treatment plans as indicated by patients' responses and conditions



Can ask open-ended questions to better understand the specific details of a problem.



Direct or supervise less-skilled nursing or healthcare personnel or supervise a particular unit.



Can give a clear, detailed spoken description of how to carry out a procedure.



Hand items to surgeons during operations.



Can understand detailed instructions well enough to be able to follow them without making mistakes.

Identifying appropriate learning objectives for specific jobs

Select Professional Learner

The screenshot shows the 'Learning Objectives' tool interface. At the top, there are three tabs: 'Learning Objectives' (dark blue), 'Grammar' (teal), and 'Vocabulary' (teal). Below the tabs, the main content area is white. On the left, under the heading 'Who are you teaching?', there is a dropdown menu with 'Professional Learners' selected. Below this are three buttons: 'Choose Skill' (with a book icon), 'Choose Job Role' (with a briefcase icon), and 'Filter search results with a word or phrase...' (with a magnifying glass icon). At the bottom left, there is a 'Hide filters (1)' button and a 'Clear all filters' button. At the bottom right, there is a 'Show results' button. In the center, there is a horizontal scale for 'Choose a range on the GSE / CEFR'. The scale has markers for < A1, A1, A2, A2+, B1, B1+, B2, B2+, C1, and C2. Below the scale, there are numerical values: 10, 22, 30, 36, 43, 51, 59, 67, 76, 85, and 90. Two blue callout boxes with arrows point to the interface: one points to the 'Professional Learners' dropdown, and the other points to the 'Choose Job Role' button.

Learning Objectives

Grammar

Vocabulary

Who are you teaching?

Professional Learners

Choose Skill

Choose Job Role

Filter search results with a word or phrase...

Hide filters (1)

Clear all filters

Show results

Choose a range on the GSE / CEFR

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

10 22 30 36 43 51 59 67 76 85 90

Learner

Professional Learners

Select a specific job role

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The screenshot shows the 'Choose Job Role (Beta)' dialog box from the O*NET website. The dialog box is divided into two main sections: 'Job Family' on the left and 'Job Role' on the right. The 'Job Family' section lists various categories, with 'Healthcare Practitioners and Technical' selected. The 'Job Role' section lists specific roles, with 'Registered Nurses' selected. A blue callout box points to the 'Job Family' list with the text 'Select a job family'. Another blue callout box points to the 'Job Role' list with the text 'Select a specific job role'. The 'Current selection' section at the bottom shows 'Registered Nurses' with a close button. The 'Choose' button is highlighted in blue.

Choose Job Role (Beta)

Select a job family

- ☐ Computer and Mathematical
- ☐ Construction and Extraction
- ☐ Education, Training, and Library
- ☐ Food Preparation and Serving Related
- ☒ Healthcare Practitioners and Technical
- ☐ Healthcare Support
- ☐ Legal
- ☐ Life, Physical, and Social Science

Select a specific job role

- ☐ Anesthesiologists
- ☐ Radiation Therapists
- ☐ Radiologic Technicians
- ☐ Radiologists
- ☒ Registered Nurses
- ☐ Surgeons
- ☐ Urologists

Current selection: Registered Nurses ✕

Choose

Cancel

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63 appropriate learning objectives for nurses

Learner

Professional Learners ✕

Job roles

Licensed Practical and Licensed Vocational Nurses ✕

Registered Nurses ✕

Search results 63

Download results as PDF

Can make simple future arrangements and plans with reference to a diary or schedule. ©	Speaking	42	A2+ (36-42)	▼
Can understand the main information from simple diagrams (e.g. graphs, bar charts). ©	Reading	42	A2+ (36-42)	▼
Can understand simple technical information (e.g. instructions for everyday equipment). ©	Reading	43	B1 (43-50)	▼
Can understand written instructions for taking medication. ©	Reading	44	B1 (43-50)	▼



There's so much more to learn

Find out more about us at
[English.com/gse](https://www.english.com/gse)

ALWAYS LEARNING