

USING THE BULATS **CAN DO** STATEMENTS

What are the CAN DOs?

We often think of the goal of our exam preparation teaching being to enable students to achieve a specific score in the test they are to take. However, as exam performance is supposed to reflect language ability, teachers may wonder what actual language ability is required to attain the target score. For example, if our target is to get students to a B1 level in a Listening and Reading test, what Reading and Listening skills will students need to develop in order to get B1? What makes an exam like BULATS different from most other tests in the market is that the starting point for the test design is a standard of language performance, the CEFR. This, the most widely used standard in the world, describes what a language user is able to do at each level and what distinguishes the ability of individuals at one level from that of students at another. In other words, it makes explicit not only what a person with a B1 level of English can do in terms of Listening or Reading, for example, but what they are able to do differently from someone with an A2 level. Exams with this design then set about to include tasks which test specific competences so that students develop real-life language ability as they prepare for the test rather than develop special test skills with an unclear relation to real-life situations. This is important as our students need skills for working life beyond the exam itself. It is also more interesting and more motivating for trainees.

How to use the CAN DOs

The CAN DO statements for universities are divided into two sections, Student Competencies and Target Workplace Competencies. The Student Competencies in effect describe what a pre-service candidate is able to do at this level. By 'pre-service' we mean people who are preparing for the workplace but not yet in a specific job, and this describes most students. These, then, are more *general abilities* that can be applied in any kind of job or position and that candidate need to develop and demonstrate in order to achieve a particular level in BULATS.

By contrast, Target Workplace Competencies describe what a person can do at a certain level in more *specific work situations*. What significance do these have, therefore, for students preparing for BULATS or developing their English for work? First of all, they show what a student who graduates with, say, a B1 pass in BULATS will be able to do in English once they are familiar with a specific job, eg at B1 he/she 'can follow detailed directions in a briefing for a task related to his/her job.'

However, in addition to the above, the Target Workplace Competencies are also useful reference points for the teacher and they can be very helpful in deciding on teaching targets and activities, especially where the teacher wishes to use more simulation-type tasks. They may also give the teacher additional perspectives on the types of task students are likely to face in the workplace and thoughts about the skills the teacher can target in training.

To sum up so far, students will need the more general language abilities outlined in the *Student Competencies* section in order to achieve their target scores in BULATS. Teachers can refer to these when thinking about what abilities their students need in a specific language skill area (Reading, Listening, etc), but also when determining what skills to target in classroom training and what materials to use. It is worth noting good quality course books linked to the CEFR are likely to be targeting the same skills at the same levels, but it is important for teachers to understand what these are as well. Crucially, training in these real-life skills and training for the BULATS exam will, in effect, be the same, especially where the course is long enough to go beyond test item familiarity.

Course planning and teaching

When planning a Workplace English or BULATS course it is recommended that teachers start by looking at the Student Competencies. For example, for Listening at B1 we get the following:

Candidates at this level:

- *Can understand the main points of shorter talks, conversations or discussions when conducted in clear standard speech and on topics frequently encountered in business or vocational study.*
- *Can understand key details in straightforward clearly articulated speech when related to concrete and predictable situations in the workplace, especially those related to concrete details such as time, place, price, amount or person.*
- *Can understand straightforward, clearly articulated responses to simple questions in common survival situations such as in a taxi, hotel, shop, airport or restaurant.*

First of all, this gives a picture of the range of listening skills candidates will need to be able to demonstrate which will help a lot when lesson planning. However, if we look at the second descriptor:

- *Can understand key details in straightforward clearly articulated speech when related to concrete and predictable situations in the workplace, especially those related to concrete details such as time, place, price, amount or person.*

we can see that students will need to be able to understand monologues and dialogues in which people talk about or discuss things related to concrete details such as price, place or time. This means it is important to provide training and practice with listenings on things such as planning (time and place) or transactions (price). In such tasks, students will need to be understood key details, so they would need to identify what time and where, for example, something planned was to take place or what price, discount, etc was agreed on.

As mentioned above, good quality course books for BULATS or Workplace English should give good coverage for these skills. However, it is vital that teaches understand what an exam tests, and for teachers who wish to benefit from constructing the course materials themselves or target skills more specifically, the CAN DOs provide an excellent point of reference.

LISTENING-A2

STUDENT COMPETENCIES

Candidates at this level:

- Can understand short simple exchanges related to regular activities in the workplace, such as the exchange of greetings, offers, straightforward requests, simple opinions, etc.
- 能理解工作場合中固定情境中常用的對話，如互相問候、提出協助、簡單的要求及意見陳述等等。
- Can understand short simple exchanges related to common survival situations, such as routine exchanges in hotels, taxis, shops, etc.
- 能理解在一般求生情境中會用到的對話，例如在飯店裡、計程車上、商店裡的常用對話。
- Can follow the main points of a straightforward carefully articulated talk related to his/her field of business or vocational study and understand key phrases and expressions.
- 能聽懂一整段與其(他/她)相關的專業領域或在學主修的簡單對話內容重點並且理解重點字詞及用語。

Linguistic resource

- Can understand very high-frequency words, terms and expressions in his/her field or high-frequency words likely to be encountered in straightforward work and survival situations.
- 能聽懂與其(他/她)相關的領域中高度使用的單字、術語及用語，或在其他簡單工作內容及求生情境中可能常被使用的字詞。
- Can understand basic structures, particularly those needed to fulfill everyday working needs.
- 能聽懂每日工作所需的基本架構。

TARGET WORKPLACE COMPETENCIES

Listening to colleagues or clients

- Can understand what is said clearly, slowly and directly to him/her in simple, everyday conversation.
- 在日常簡單對話中，能理解對方(他/她)以清楚地、緩慢地、直接方式陳述的話。

Listening in meetings and discussions

- Can follow the topic of what is being discussed in a meeting if it is related to his/her field and conducted slowly and clearly.
- 如果會議緩慢且清楚地進行，會議主題亦涉及到(他/她)其領域時，能聽懂正在討論的會議主題。

- Can understand clearly and carefully expressed opinions, especially when prefaced by standard markers such as 'I think ...', 'In my opinion, ...' or 'I don't agree.'
- 能理解清楚且仔細地表達的意見，特別是當以一般標記當開頭語時，如'我認為.....'，在'我看來.....'或'我不同意'。

Listening to announcements and instructions

- Can understand simple directions, such as directions relating to how to get from X to Y in a building.
- 能理解簡單的指示，例如大樓中的有關指示'如何從 X 到 Y'。
- Can catch the main point in short, clear messages or announcements, such as a boarding call at an airport.
- 在簡短清楚的訊息或公告中聽清楚重點，例如在機場的登機廣播。

Listening to presentations and seminars

- Can understand the general meaning of a presentation on a topic related to his/her field if the language is simple and backed up by visuals.
- 在簡單的語言輔以視覺資訊的簡報中，能理解有關於(他/她)專業領域中簡報主題的意思。

Listening to requests, enquiries, messages, transactions, etc

- Can understand enough for most simple routine tasks in work area, such as simple requests or directions, eg 'Email this to Ms X'.
- 能理解工作上最簡單的例行事務，像是簡單的請求或指示，例如'寄電子郵件給 x 小姐'
- Can take a simple message and can be made to understand some detail if the speaker is willing to speak slowly, simplify his/her language and take time to convey the message.
- 能紀錄簡單的訊息，當說話者願意慢慢地並簡化(他/她)的言詞來傳達消息時能了解其中一些細節。

READING-B1

STUDENT COMPETENCIES

Candidates at this level:

- Can understand short real-world texts typically encountered, such as notices, messages or signs in the workplace, hotels, airports, etc.
- 能理解真實世界中常見的短文內容，例如通知、訊息或工作場所中、飯店、機場內常見的告示等等。
- Can interpret visual information and understand the language used to describe it, as in, for example, the written explanation of a graphic depicting performance, or an organizational chart.
- 能解讀以圖像呈現的資訊並且理解用以輔助說明的文字，例如績效圖表的說明文字或組織圖表。
- Can read for gist and detail, scan the text for specific information and understand the purpose of the writer and audience for which the text is intended. Can extract relevant information to perform specified tasks, such as fill in a form.
- 能找出文章主旨與細節資訊、閱讀短文內容以找出特定資訊以及了解作者的用意及該篇短文所針對的閱讀對象；能使用相關資訊以完成特定任務，例如完成表格填寫。
- Can, in medium-length texts such as articles or short reports, understand straightforward information related to his/her field, or understand the general meaning if the information is less routine.
- 能理解與其(他/她)相關專業領域之中等長度的文章，例如文章與短篇報告；若短文內容較非慣常所見，則能夠理解其大致的文意。
- Can pick out salient points in the text and infer meaning where words in the text are unfamiliar.
- 能找出一篇文章中的明顯的重點並且能夠從上下文內容中推測出陌生單字的意思。

Linguistic resource

- Can understand words or expressions commonly used in relation to his/her field of expertise or study, everyday working life, travel, etc.
- 能理解其(他/她)相關專業領域、在學主修或工作職場、旅行等等情境下常見的生字與用語。
- Can understand a limited range of general business-related vocabulary.
- 能理解一定範圍的一般商業領域相關單字。
- Can understand most standard grammatical forms though with limitation on some use of modals, conditionals, passives, etc.
- 能理解大部分的文法時態，並能在有限的範圍內使用情態助動詞、條件句、被動語氣等等。

TARGET WORKPLACE COMPETENCIES

Reading quickly to get an overall understanding or find specific information

- Can scan longer texts such as reports, articles, agreements, etc and find and understand relevant or required information in order to fulfill a special task, for example, prepare a presentation or verbal report.
- 能瀏覽較長的文本，如報告、文章、協議等，並能找出並理解其相關或所必需的資訊，以便履行特定任務，例如，準備一份簡報文稿或口頭報告。
- Can find relevant or required information in materials routinely encountered in the workplace, such as brochures, web pages, etc.
- 能從職場例行處理的資料中找到相關或所需的資訊，如廣告冊、網頁等。

Reading longer texts to understand detailed information and argument

- Can understand straightforward factual information within his/her own work area, for example from plans, brochures, memos, short reports, company policy documents, etc.
- 能理解其(他/她)的工作領域內之簡單的事實性資料，例如計畫書、廣告冊、備忘錄、簡短報告、及公司政策文件等。
- Can understand the general meaning of more theoretical or complex information related to his/her own work area as contained in, for example, articles or reports.
- 能了解與其(他/她)的工作領域相關之較具理論性或複雜的資訊的一般含義，例如文章或報告等。

Reading correspondence

- Can understand and act on a standard email or letter, for example, an order, complaint, appointment, enquiry, routine email from a hotel, etc.
- 能理解一般性電子郵件或信件並按照內容行事，如訂購，申訴，預約，詢問，飯店寄來的例行性電子郵件等。
- Can understand the general meaning of non-routine emails or letters related to his/her work area.
- 能理解有關於(他/她)的工作領域裡之非例行事務的電子郵件或信件的一般含義

Reading notes, messages, instructions and guidelines

- Can understand short notices, messages or signs typically encountered in the workplace, hotels, airports, etc.
- 能理解在工作場所、飯店，機場等經常遇到的簡短公告、訊息或標誌。
- Can understand instructions or procedures, for example in a manual, in the form of continuous text, provided that he/she is familiar with the type of product, service, equipment, etc being explained.
- 如果在(他/她)熟悉這類型的產品、服務、設備並有提供解釋之前提下，能理解以連續文字形式呈現的手冊中的指示或程序。
- Can understand instructions, procedures, etc in own job area.
- 能理解與自己的工作領域裡相關的指示、程序等。

SPEAKING-B1

STUDENT COMPETENCIES

Candidates at this level:

- Can give information of a factual, personal kind, responding to questions about past experiences, current situation and future plans.
- 能提供有關事實性的、個人相關的、針對過去經驗回答問題的、目前情況及未來計畫的資訊。
- Can employ commonly used functional language to make and respond to suggestions, discuss alternatives, make recommendations and negotiate agreement.
- 能使用常見的功能性文字以回覆建議、討論其他可能解決方案、提出建議以及談判合作方案。
- Can talk about his/her opinions, agree and disagree, and express preferences.
- 能談論其(他/她)的個人意見、表達同意及不同意以及偏好。
- Can deliver a short prepared talk on a straightforward topic of a factual nature and supported with visual aids.
- 能根據簡單的事實作出一段準備好的談話並搭配使用視覺輔助工具。
- Can maintain a peer-peer discussion on a straightforward topic related to his/her field of business or vocational study.
- 能與同僚間針對其(他/她)相關專業領域或在學主修有關之簡單話題進行討論。

Linguistic resource

- Can use a vocabulary of the most frequent words and terms which is sufficient to fulfill the most common tasks related to his/her business or vocational field of study, everyday working life, survival or travel needs, etc
- 能使用常見的生字或術語以滿足與其(他/她)相關專業領域或在學主修、每日工作、求生或旅行時所需要解決的問題。
- Can, with reasonable accuracy, use a repertoire of frequently encountered 'routines' and patterns for regular tasks.
- 具備一定程度的正確性，能使用常備詞彙以應付日常慣例以及固定事務所需。

TARGET WORKPLACE COMPETENCIES

Conversation with colleagues and clients

- Can welcome a visitor and engage in limited conversation for a short period of time, for example asking about a visitor's journey, hotel, experiences in the country/city so far, etc.

- 能歡迎訪客和在短時間內從事有限的談話，例如詢問訪客的旅程，飯店，在這個國家/城市的經驗等。
- Can maintain his/her side of a conversation on a familiar topic, but may be difficult to follow at times. Can express and respond to feelings such as surprise, excitement, interest, happiness, sadness, etc.
- 在熟悉的主題上，能保持(他/她)方談話，但是有時可能會覺得不易聽懂對方的話。能表達和回應如驚喜、興奮、興趣、快樂、悲傷等感覺。

Participating in meetings and discussions

- Can take part in a routine meeting where participants speak clearly on familiar topics, exchanging factual information through question and answer, discussing practical problems related to his/her job responsibilities, or through receiving instructions.
- 能在例行會議中針對清楚說明且熟悉的主題參與討論，並能透過問與題之方式針對事實性的資訊作交流，討論與(他/她)有關工作職責實際問題或接受相關指示。
- Can express his/her own opinion, and present arguments to a limited extent when given the floor to do so.
- 能表達(他/她)自己的意見，當他/她發言時，能在其有限的的能力範圍內作陳述論點。

Presentations

- Can give a straightforward prepared presentation making the main points understood when talking about a topic related to his/her work area, such as a verbal report on a situation in his/her department, a simple company introduction or a straightforward product presentation.
- 能於有關於(他/她)工作領域的主題作直接的簡報中，使其簡報之重點能與會者了解，例如在口頭報告中說明在(他/她)部門裡的情況，一個簡單的公司介紹或產品陳述。
- Can take follow up questions, though may need to ask for repetition or reformulation if the speech was rapid, in an unfamiliar accent, or contains unfamiliar vocabulary.
- 能理解後續的問題，如果對方講話十分迅速，用不熟悉的口音或詞彙時，可能需要請對方複述或重新闡述。

Dealing with colleagues

- Can state routine requirements within own area of work, eg asking for a task to be done by a certain time.
- 能在自己的工作領域中能說明常規要求，例如要求在特定時間必須完成一項任務。
- Can ask questions of a fact-finding nature, for example finding out why something is delayed or not completed.
- 能問實情調查相關的問題，例如找出特定東西延遲的或未完成之原因。

Dealing with clients, vendors, etc

- Can make or deal with routine enquiries, orders, complaints, requests, etc.
- 能應付例行事務的詢問、訂購、投訴、請求等。
- Can offer advice to clients within own job area on straightforward matters, eg 'This model is faster, but it's also more expensive.'
- 在自己的工作領域中能提供客戶簡單建議，例如這個樣式比較快，但也更昂貴'。

Survival situations

- Can deal with most routine situations when on a business trip, eg buying tickets, checking in at a hotel or airport, getting a table, enquiring about items on a menu and ordering in a restaurant, etc
- 在外出差時能處理大多數一般情況，例如購票、在旅館或機場報到手續、餐廳訂位、詢問菜單上的餐點和在餐廳點餐等。
- Can deal with straightforward problems such as making a complaint about a hotel room or service in a restaurant, or deal with having been incorrectly charged for a product or service.
- 能處理簡單的問題，例如投訴有關飯店的房間或餐廳的服務問題，或解決有關產品或服務錯誤收費情形。

Phoning

- Can make outgoing calls getting through to the person he/she wants to speak to and conducting straightforward routine exchanges, eg arranging a meeting time, making plans, making a booking, ordering, etc.
- 能撥打電話並接通給(他/她)想要說話的人，並能和其進行簡單的一般意見交流，例如安排會議時間、制定計畫、訂位、訂購等。
- Can make a straightforward contribution in a conference call when addressed directly about a matter related to his/her work area.
- 在電話會議時能做出直接地解決處理有關於(他/她)工作領域的事情。

Interviews

- Can provide concrete information (eg, describe role and responsibilities in a previous position or state simple reasons for why s/he made a particular decision), but does so with limited precision
- 能提供具體的資訊，(例如描述在先前職務的角色和職責，或說明簡單的理由為什麼(他/她)做出特定的決定)，但其精確性是有限的。
- Can take some initiatives, such as ask a simple question or bring up a new point or subject, but s/he will still be very dependent on the interviewer through the interaction.
- 能採取一些主動權，例如問一個簡單的問題或提出一個新觀點或主題，但(他/她)仍非常依賴透過面試官來進行互動。

WRITING-A2

STUDENT COMPETENCIES

Candidates at this level:

- Can write a series of simple phrases and sentences for a brief and direct exchange of limited information of a routine and concrete nature.
- 能使用一連串簡單的詞語及句子寫出一段簡短直接的資訊並且讓人能夠理解。
- Can write straightforward personal information necessary for the completion of standard forms encountered in university, the workplace or survival situations, such as application forms, hotel registration forms, departure or arrival cards, etc.
- 能完成填寫大學內、職場上或求生情境中所要求的標準表格中的簡單個人資料，例如申請表、飯店入住登記表、出入境表格等等。
- Can write a short email for a basic function using standard openings and closings as well as memorised phrases for purposes such as thanking, apologising, requesting, etc, but this language may not always be used accurately or appropriately.
- 能使用標準的開頭及結尾寫出簡短但滿足基本功能的電子郵件，或是能夠使用強記的詞語以表達感謝、道歉或要求等等，但是文字的使用上可能並不正確或不恰當。

Linguistic resource

- Can use basic sentence patterns and a basic vocabulary of very high-frequency words or memorised phrases to deal with predictable and concrete everyday work or survival situations.
- 能使用基本的句型及常用字彙與強記的詞語以應付每日的日常工作所需及一般性的求生情境。
- Can use a series of simple phrases and sentences linked with simple connectors such as 'and', 'but' and 'because'.
- 能使用簡單的連接詞，如"和"、"但是"、"因為"，連接一連串簡單的詞語及句型。

TARGET WORKPLACE COMPETENCIES

Writing correspondence

- Can write short formulaic emails for the most frequent tasks necessary for his/her job function, often copying phrases from a company template or similar emails written by peers, and not always using this language accurately or appropriately.
- 能為其(他/她)工作必要職責最頻繁的作業寫出簡短制式化的電子郵件，會經常從公司的範本或同事寫的類似郵件複製措辭，並無法準確或恰當地使用文字。

Writing reports, proposals, memos, etc

- Can write very short, simple and routine reports to a standard company format usually consisting of a bullet-pointed list, such as site visit or daily reports.
- 能用標準公司格式寫出非常簡短、簡單、制式報告，通常包含項目符號的清單，如網站拜訪或每日報告。

Writing notes, messages and instructions

- Can leave a simple message giving straightforward information such as where he/she has gone and what time he/she will return.
- 能留簡單明確的訊息，例如(他/她)去了哪裡，(他/她)什麼時候會回來。
- Can write a short comprehensible note of request to a colleague or known contact in another company.
- 能寫出簡短易懂的請求紀錄給同事或其他公司聯絡人。

Writing notes in response to what is heard

- Can note down simple predictable information, instructions, requests, eg the quantity required by a client, delivery date, unit price, etc.
- 能記錄下簡單可預料的資訊、指示、要求，如客戶所要求的數量、交貨日期、單價等。
- Can make short simple notes for his/her own use.
- 能記錄簡短簡單的筆記給(他/她)自己使用。