











		A1	A2	B1	B2	C1	C2
U N D E R S T A N D I N G	Listening 	I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g., very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
	Reading 	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
S P E A K I N G	Spoken Interaction 	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g., family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	Spoken Production 	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
W R I T I N G	Writing 	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

		A1	A2	B1	B2	C1	C2
U N D E R S T A N D I N G	Listening 		I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g., very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.		I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
	Reading 	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.		
S P E A K I N G	Spoken Interaction 			I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g., family, hobbies, work, travel and current events).		I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	Spoken Production 	I can use simple phrases and sentences to describe where I live and people I know.			I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
W R I T I N G	Writing 	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.			I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

1. I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.
2. I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.
3. I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.
4. I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.
5. I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.
6. I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.
7. I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.
8. I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.
9. I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind.
10. I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
11. I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.

Descriptor	Skill	Level
<i>I can participate effectively in extended discussions and debates on subjects of personal, academic or professional interest, marking clearly the relationship between ideas</i>		
<i>I can usually identify the topic of conversation around me when people speak slowly and clearly</i>		
<i>I can give short simple descriptions of events or tell a simple story</i>		
<i>I can follow most TV news programmes, documentaries, interviews, talk shows and the majority of films in standard dialect</i>		
<i>I can write a very simple personal letter (e.g., accepting or offering an invitation, thanking someone for something, apologizing)</i>		
<i>I can develop a clear coherent argument, linking ideas logically and expanding and supporting my points with appropriate examples</i>		
<i>I can understand basic greetings and routine phrases (e.g., please, thank you)</i>		
<i>I can read straightforward factual texts on subjects related to my field of interest with a reasonable level of understanding</i>		
<i>I can give basic personal information about myself (e.g., age, address, family, subjects of study)</i>		
<i>I can say basic greetings and phrases (e.g., please, thank you), ask how someone is and say how I am</i>		
<i>I can write clear detailed descriptions of real or imaginary events and experiences in a detailed and easily readable way, marking the relationship between ideas</i>		
<i>I can understand everyday words and phrases relating to areas of personal interest (e.g., hobbies, social life, holidays, music, TV, films, travel)</i>		
<i>I can write very brief reports to a standard conventionalized format, which pass on routine factual information on matters relating to my field</i>		
<i>I can discuss what to do, where to go, make arrangements to meet (e.g., in the evening, at the weekend)</i>		
<i>I can follow a lecture or talk within my own academic or professional field, provided the subject matter is familiar and the presentation straightforward and clearly structured</i>		
<i>I can understand simple forms well enough to give basic personal details (e.g., name, address, date of birth)</i>		
<i>I can obtain information, ideas and opinions from highly specialized sources within my academic or professional field</i>		
<i>I can give detailed accounts of problems and incidents (e.g., reporting a theft, traffic accident)</i>		
<i>I can understand announcements and messages on concrete and abstract topics spoken in standard dialect at normal speed</i>		
<i>I can fill in a simple form or questionnaire with my personal details (e.g., date of birth, address, nationality)</i>		
<i>I can handle most practical tasks in everyday situations (e.g., making telephone enquiries, asking for a refund, negotiating purchases)</i>		
<i>I can find specific predictable information in simple everyday material such as advertisements, timetables, menus, directories, brochures</i>		

Descriptor	Skill	Level
<i>I can participate effectively in extended discussions and debates on subjects of personal, academic or professional interest, marking clearly the relationship between ideas</i>	SI	B2
<i>I can usually identify the topic of conversation around me when people speak slowly and clearly</i>	L	A2
<i>I can give short simple descriptions of events or tell a simple story</i>	SP	A2
<i>I can follow most TV news programmes, documentaries, interviews, talk shows and the majority of films in standard dialect</i>	L	B2
<i>I can write a very simple personal letter (e.g., accepting or offering an invitation, thanking someone for something, apologizing)</i>	W	A2
<i>I can develop a clear coherent argument, linking ideas logically and expanding and supporting my points with appropriate examples</i>	SP	B2
<i>I can understand basic greetings and routine phrases (e.g., please, thank you)</i>	L	A1
<i>I can read straightforward factual texts on subjects related to my field of interest with a reasonable level of understanding</i>	R	B1
<i>I can give basic personal information about myself (e.g., age, address, family, subjects of study)</i>	SP	A1
<i>I can say basic greetings and phrases (e.g., please, thank you), ask how someone is and say how I am</i>	SI	A1
<i>I can write clear detailed descriptions of real or imaginary events and experiences in a detailed and easily readable way, marking the relationship between ideas</i>	W	B2
<i>I can understand everyday words and phrases relating to areas of personal interest (e.g., hobbies, social life, holidays, music, TV, films, travel)</i>	L	A2
<i>I can write very brief reports to a standard conventionalized format, which pass on routine factual information on matters relating to my field</i>	W	B1
<i>I can discuss what to do, where to go, make arrangements to meet (e.g., in the evening, at the weekend)</i>	SI	A2
<i>I can follow a lecture or talk within my own academic or professional field, provided the subject matter is familiar and the presentation straightforward and clearly structured</i>	L	B1
<i>I can understand simple forms well enough to give basic personal details (e.g., name, address, date of birth)</i>	R	A1
<i>I can obtain information, ideas and opinions from highly specialized sources within my academic or professional field</i>	R	B2
<i>I can give detailed accounts of problems and incidents (e.g., reporting a theft, traffic accident)</i>	SP	B1
<i>I can understand announcements and messages on concrete and abstract topics spoken in standard dialect at normal speed</i>	L	B2
<i>I can fill in a simple form or questionnaire with my personal details (e.g., date of birth, address, nationality)</i>	W	A1
<i>I can handle most practical tasks in everyday situations (e.g., making telephone enquiries, asking for a refund, negotiating purchases)</i>	SI	B1
<i>I can find specific predictable information in simple everyday material such as advertisements, timetables, menus, directories, brochures</i>	R	A2