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## SPEAKING

	<b>OVERALL SPOKEN PRODUCTION</b>
<b>C2</b>	Can produce clear, smoothly flowing well-structured speech with an effective logical structure which helps the recipient to notice and remember significant points.
<b>C1</b>	Can give clear, detailed descriptions and presentations on complex subjects, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.
<b>B2</b>	Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.
<b>B2</b>	Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.
<b>B1</b>	Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.
<b>A2</b>	Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.
<b>A1</b>	Can produce simple mainly isolated phrases about people and places.
<b>Pre-A1</b>	Can produce short phrases about themselves, giving basic personal information (e.g. name, address, family, nationality).

	<b>SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE</b>
<b>C2</b>	Can give clear, smoothly flowing, elaborate and often memorable descriptions.
<b>C1</b>	Can give clear, detailed descriptions of complex subjects. Can give elaborate descriptions and narratives, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.
<b>B2</b>	Can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest. Can describe the personal significance of events and experiences in detail.
<b>B1</b>	Can clearly express feelings about something experienced and give reasons to explain those feelings. Can give straightforward descriptions on a variety of familiar subjects within his/her field of interest. Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. Can give detailed accounts of experiences, describing feelings and reactions. Can relate details of unpredictable occurrences, e.g. an accident. Can relate the plot of a book or film and describe his/her reactions. Can describe dreams, hopes and ambitions. Can describe events, real or imagined. Can narrate a story.
<b>A2</b>	Can tell a story or describe something in a simple list of points. Can describe everyday aspects of his/her environment e.g. people, places, a job or study experience. Can give short, basic descriptions of events and activities. Can describe plans and arrangements, habits and routines, past activities and personal experiences. Can use simple descriptive language to make brief statements about and compare objects and possessions. Can explain what he/she likes or dislikes about something. Can describe his/her family, living conditions, educational background, present or most recent job. Can describe people, places and possessions in simple terms. Can say what he/she is good at and not so good at (e.g. sports, games, skills, subjects). Can briefly talk about what he/she plans to do at the weekend or during the holidays.
<b>A1</b>	Can describe him/herself, what he/she does and where he/she lives. Can describe simple aspects of his/her everyday life in a series of simple sentences, using simple words and basic phrases, provided he/she can prepare in advance.
<b>Pre-A1</b>	Can describe him/herself (e.g. name, age, family), using simple words and formulaic expressions, provided he/she can prepare in advance. Can say how he/she is feeling using simple words like 'happy', 'tired', accompanied by body language.

<b>SUSTAINED MONOLOGUE – GIVING INFORMATION</b>	
<b>C2</b>	No descriptors available; see C1
<b>C1</b>	Can communicate clearly detailed distinctions between ideas, concepts and things that closely resemble one other. Can give instructions on carrying out a series of complex professional or academic procedures.
<b>B2</b>	Can communicate complex information and advice on the full range of matters related to his/her occupational role. Can communicate detailed information reliably. Can give a clear, detailed description of how to carry out a procedure.
<b>B1</b>	Can explain the main points in an idea or problem with reasonable precision. Can describe how to do something, giving detailed instructions. Can report straightforward factual information on a familiar topic, for example to indicate the nature of a problem or to give detailed directions, provided he/she can prepare beforehand.
<b>A2</b>	Can give simple directions from place to place, using basic expressions such as 'turn right' and 'go straight' along with sequential connectors such as 'first,' 'then,' and 'next.'
<b>A1</b>	Can give a simple description of an object or picture while showing it to others using basic words, phrases and formulaic expressions, provided he/she can prepare in advance.
<b>Pre-A1</b>	No descriptors available

	<b>OVERALL SPOKEN INTERACTION</b>
<b>C2</b>	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.
<b>C1</b>	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.
<b>B2</b>	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.
	Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with native speakers quite possible without imposing strain on either party. Can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments.
<b>B1</b>	Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field. Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem. Can express thoughts on more abstract, cultural topics such as films, books, music etc.
	Can exploit a wide range of simple language to deal with most situations likely to arise whilst travelling. Can enter unprepared into conversation on familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).
<b>A2</b>	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.
	Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time. Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord.
<b>A1</b>	Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.
<b>Pre-A1</b>	Can ask and answer questions about him/herself and daily routines, using short, formulaic expressions and relying on gestures to reinforce the information.

	<b>CONVERSATION</b>
<b>C2</b>	Can converse comfortably and appropriately, unhampered by any linguistic limitations in conducting a full social and personal life.
<b>C1</b>	Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.
<b>B2</b>	<p>Can establish a relationship with interlocutors through sympathetic questioning and expressions of agreement, plus, if appropriate, comments about third parties or shared conditions.</p> <p>Can indicate reservations and reluctance, state conditions when agreeing to requests or granting permission, and ask for understanding of his/her own position.</p> <p>Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment. Can sustain relationships with native speakers without unintentionally amusing or irritating them or requiring them to behave other than they would with a native speaker.</p> <p>Can convey degrees of emotion and highlight the personal significance of events and experiences.</p>
<b>B1</b>	<p>Can start up a conversation and help it to keep going by asking people relatively spontaneous questions about a special experience or event, expressing reactions and opinion on familiar subjects.</p> <p>Can have relatively long conversations on subjects of common interest, provided that the interlocutor makes an effort to support understanding.</p> <p>Can enter unprepared into conversations on familiar topics.</p> <p>Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases.</p> <p>Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.</p> <p>Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.</p>
<b>A2</b>	<p>Can establish social contact: greetings and farewells; introductions; giving thanks.</p> <p>Can generally understand clear, standard speech on familiar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time.</p> <p>Can participate in short conversations in routine contexts on topics of interest.</p> <p>Can express how he/she feels in simple terms, and express thanks.</p> <p>Can ask for a favour (e.g. to lend something), can offer a favour and can respond if someone asks him/her to do a favour for them.</p> <p>Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord, though he/she can be made to understand if the speaker will take the trouble.</p> <p>Can use simple everyday polite forms of greeting and address.</p> <p>Can chat in simple language with peers, colleagues or members of a host family, asking questions and understanding the answers relating to most routine matters.</p> <p>Can make and respond to invitations, suggestions and apologies.</p> <p>Can express how he/she is feeling using very basic stock expressions.</p> <p>Can say what he/she likes and dislikes.</p>
<b>A1</b>	<p>Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker.</p> <p>Can take part in a simple conversation of a basic factual nature on a predictable topic, e.g. his/her home country, family, school.</p> <p>Can make an introduction and use basic greeting and leave-taking expressions. Can ask how people are and react to news.</p>
<b>Pre-A1</b>	<p>Can understand and use some basic, formulaic expressions such as 'Yes,' 'No,' 'Excuse me,' 'Please,' 'Thank you,' 'No thank you,' 'Sorry.'</p> <p>Can recognise simple greetings.</p> <p>Can greet people, say his/her name and take leave of them.</p>

	<b>INFORMAL DISCUSSION (WITH FRIENDS)</b>
<b>C2</b>	Can advise on or talk about sensitive issues without awkwardness, understanding colloquial references and dealing diplomatically with disagreement and criticism.
<b>C1</b>	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.
<b>B2</b>	Can keep up with an animated discussion between native speakers. Can express his/her ideas and opinions with precision, and present and respond to complex lines of argument convincingly.
	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. Can with some effort catch much of what is said around him/her in discussion, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way. Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.
<b>B1</b>	Can follow much of what is said around him/her on general topics provided interlocutors avoid very idiomatic usage and articulate clearly. Can express his/her thoughts about abstract or cultural topics such as music, films. Can explain why something is a problem. Can give brief comments on the views of others.
	Can compare and contrast alternatives, discussing what to do, where to go, who or which to choose, etc. Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest. Can make his/her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organise an event (e.g. an outing) . Can express belief, opinion, agreement and disagreement politely.
<b>A2</b>	Can generally identify the topic of discussion around him/her when it is conducted slowly and clearly. Can exchange opinions and compare things and people using simple language. Can discuss what to do in the evening, at the weekend. Can make and respond to suggestions. Can agree and disagree with others.
	Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly. Can discuss what he/she likes and dislikes.
<b>A1</b>	Can exchange likes and dislikes for sports, foods, etc., using a limited repertoire of expressions, when addressed clearly, slowly and directly.
<b>Pre-A1</b>	No descriptors available

## WRITING

<b>OVERALL WRITTEN PRODUCTION</b>	
<b>C2</b>	<i>Can write clear, smoothly flowing, complex texts in an appropriate and effective style and a logical structure which helps the reader to find significant points.</i>
<b>C1</b>	<i>Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion.</i>
<b>B2</b>	<i>Can write clear, detailed texts on a variety of subjects related to his/her field of interest, synthesising and evaluating information and arguments from a number of sources.</i>
<b>B1</b>	<i>Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence.</i>
<b>A2</b>	<i>Can write a series of simple phrases and sentences linked with simple connectors like 'and', 'but' and 'because'.</i>
<b>A1</b>	<i>Can write simple isolated phrases and sentences.</i>

<b>CREATIVE WRITING</b>	
<b>C2</b>	<i>Can write clear, smoothly flowing, and fully engrossing stories and descriptions of experience in a style appropriate to the genre adopted.</i>
<b>C1</b>	<i>Can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind.</i>
<b>B2</b>	<i>Can write clear, detailed descriptions of real or imaginary events and experiences, marking the relationship between ideas in clear connected text, and following established conventions of the genre concerned.</i>
	<i>Can write clear, detailed descriptions on a variety of subjects related to his/her field of interest. Can write a review of a film, book or play.</i>
<b>B1</b>	<i>Can write straightforward, detailed descriptions on a range of familiar subjects within his/her field of interest.</i>
	<i>Can write accounts of experiences, describing feelings and reactions in simple connected text.</i>
	<i>Can write a description of an event, a recent trip – real or imagined. Can narrate a story.</i>
<b>A2</b>	<i>Can write about everyday aspects of his/her environment, e.g. people, places, a job or study experience in linked sentences.</i>
	<i>Can write very short, basic descriptions of events, past activities and personal experiences.</i>
	<i>Can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job. Can write short, simple imaginary biographies and simple poems about people.</i>
<b>A1</b>	<i>Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do.</i>



<b>REPORTS AND ESSAYS</b>	
<b>C2</b>	<i>Can produce clear, smoothly flowing, complex reports, articles or essays which present a case, or give critical appreciation of proposals or literary works. Can provide an appropriate and effective logical structure which helps the reader to find significant points.</i>
<b>C1</b>	<i>Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues. Can expand and support points of view at some length with subsidiary points, reasons and relevant examples.</i>
<b>B2</b>	<i>Can write an essay or report which develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail. Can evaluate different ideas or solutions to a problem. Can write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options. Can synthesise information and arguments from a number of sources.</i>
<b>B1</b>	<i>Can write short, simple essays on topics of interest. Can summarise, report and give his/her opinion about accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence. Can write very brief reports to a standard conventionalised format, which pass on routine factual information and state reasons for actions.</i>
<b>A2</b>	<i>No descriptor available</i>
<b>A1</b>	<i>No descriptor available</i>

<b>OVERALL WRITTEN INTERACTION</b>	
<b>C2</b>	<i>As C1</i>
<b>C1</b>	<i>Can express him/herself with clarity and precision, relating to the addressee flexibly and effectively.</i>
<b>B2</b>	<i>Can express news and views effectively in writing, and relate to those of others.</i>
<b>B1</b>	<i>Can convey information and ideas on abstract as well as concrete topics, check information and ask about or explain problems with reasonable precision. Can write personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point he/she feels to be important.</i>
<b>A2</b>	<i>Can write short, simple formulaic notes relating to matters in areas of immediate need.</i>
<b>A1</b>	<i>Can ask for or pass on personal details in written form.</i>

<b>CORRESPONDENCE</b>	
<b>C2</b>	<i>As C1</i>
<b>C1</b>	<i>Can express him/herself with clarity and precision in personal correspondence, using language flexibly and effectively, including emotional, allusive and joking usage.</i>
<b>B2</b>	<i>Can write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views.</i>
<b>B1</b>	<i>Can write personal letters giving news and expressing thoughts about abstract or cultural topics such as music, films. Can write personal letters describing experiences, feelings and events in some detail.</i>
<b>A2</b>	<i>Can write very simple personal letters expressing thanks and apology</i>
<b>A1</b>	<i>Can write a short simple postcard.</i>

<b>NOTES, MESSAGES &amp; FORMS</b>	
<b>C2</b>	<i>As B1</i>
<b>C1</b>	<i>As B1</i>
<b>B2</b>	<i>As B1</i>
<b>B1</b>	<i>Can take messages communicating enquiries, explaining problems. Can write notes conveying simple information of immediate relevance to friends, service people, teachers and others who feature in his/her everyday life, getting across comprehensibly the points he/she feels are important.</i>
<b>A2</b>	<i>Can take a short, simple message provided he/she can ask for repetition and reformulation. Can write short, simple notes and messages relating to matters in areas of immediate need.</i>
<b>A1</b>	<i>Can write numbers and dates, own name, nationality, address, age, date of birth or arrival in the country, etc. such as on a hotel registration form.</i>