

Appendix

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