

C2

LISTENING

I can understand any kind of spoken language, whether live or broadcast, delivered at fast speed, even in a noisy environment.
I can appreciate irony and sarcasm and draw appropriate conclusions about their use.
I can understand any interlocutor, given an opportunity to adjust to a non-standard accent or dialect.
I can fully appreciate the sociocultural implications of language used by other speakers and can react accordingly.
I can follow debates, discussions, specialised lectures and presentations that contain a high degree of colloquial expressions, regional usage, or unfamiliar terminology.
I can fully appreciate films, plays, TV and the radio, including humour, nuance, and implied meaning.
I can extract necessary information from poor quality, audibly distorted public announcements or instructions, e.g. in a station with a train going past, in a sports stadium, etc.

READING

I can understand any kind of text including those written in a very colloquial style and containing many idiomatic expressions or slang.
I can scan quickly through complex texts from a variety of genres, including unfamiliar ones; I can read several texts in parallel to integrate information from them.
I can understand texts (for example newspaper columns and satirical glosses) in which much is said in an indirect and ambiguous way and which contain hidden value judgements.
I can understand complex reports, manuals and contracts, including finer shades of meaning and differentiation, plus issues that are implied rather than stated.
I can understand and interpret critically classical as well as contemporary literary texts in different genres. [New]
I can easily understand any formal correspondence, including on specialized or legal matters.

SPOKEN INTERACTION

I can converse comfortably, appropriately and without limitations in casual conversation, at social events and in more formal discussions and debates.
I can employ irony and understatement in an appropriate manner.
I can easily keep up with extended debate, even when this is highly idiomatic. I can contribute to formal discussion of complex issues articulately and persuasively.
When arguing for or against a case, I can convey finer shades of meaning precisely in order to give emphasis differentiate and eliminate ambiguity.

SPOKEN PRODUCTION

I can give clear, smoothly flowing, elaborate and often memorable descriptions.
I can argue a case on a complex issue, adapting the structure, content and emphasis in order to convince particular listeners of the validity of my argument.
I can give a smoothly flowing, elaborate presentation on a complex topic, and can handle difficult, unpredictable and even hostile questioning.
I can summarise orally information from different sources, reconstructing arguments and accounts accurately, coherently and concisely without including unnecessary detail.

WRITTEN PRODUCTION

I can produce written work that shows good organizational structure, with an understanding of the style and content appropriate to the task. I can produce text which is proof-read and lay out in accordance with relevant conventions.
I can write stories and descriptions in a clear, sophisticated style appropriate to the genre.
I can write a well-structured critical review of a paper or a project giving reasons for my opinion.
I can write papers that present the background and context, describing procedures and/or proposals, evaluating outcomes and drawing conclusions, whilst following the appropriate conventions throughout.
I can write clear, well-structured complex letters in an appropriate style, for example an application, request, or offer to authorities or commercial clients.
In a letter I can express myself in a consciously ironical, ambiguous and humorous way.

STRATEGIES

I can interact naturally, picking up and using non-verbal and intonational cues without effort, and interweaving my contribution into the joint discourse with fully natural turn taking, referencing, etc.
I can substitute an equivalent term for a word I can't recall without the listener noticing.
I can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.
I can edit my written work to achieve the effect I want in a more differentiated and appropriate style.

QUALITY OF LANGUAGE

I can reformulate ideas in differing ways to give emphasis, to differentiate and to eliminate ambiguity.
I can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of expressions to qualify statements and pinpoint the extent to which something is the case.
I can make full and appropriate use of a variety of organisational patterns and a wide range of connectors in order to organize what I say and write.
I can consistently maintain grammatical control of complex language even when my attention is otherwise engaged.
I can express myself naturally and effortlessly; I only need to pause occasionally in order to select precisely the right words.
I have a good command of idiomatic expressions and colloquialisms, including emotional, allusive and joking usage, with a high degree of awareness of implied meaning and meaning by association.

C1+

LISTENING

I can understand a wide range of idiomatic expressions and colloquialisms, appreciating shifts in style and register.
I can understand everybody I talk to, given the opportunity to occasionally confirm something, especially if the accent or dialect is non-standard and unfamiliar.
I can easily follow complex interactions in group discussion and debate, even on abstract and unfamiliar topics.
I can follow lectures, presentations and demonstrations with relative ease, making decisions about what to note down and what to omit as the lecture proceeds and ask detailed questions.
I can without too much effort follow films which contain a large amount of slang and a wide range of idioms.

READING

I can understand in detail lengthy, complex texts, whether or not they relate to my area of speciality.
I can scan quickly through a variety of sources both within and outside my field and assess their relevance to my needs.
I can understand complex reports, analyses and commentaries in which opinions, viewpoints and connections are discussed, recognizing contradictions, inconsistencies, or illogical arguments.
I can understand complex manuals, regulations and contracts even within unfamiliar fields if I can reread difficult sections.
I can appreciate shifts of tone and style in contemporary literary texts and recognise their significance.
I can understand any formal or informal correspondence.

SPOKEN INTERACTION

I can participate easily and appropriately in conversation.
I have a good understanding of humour, irony and implicit cultural references.
I can easily keep up with and contribute to an extended debate on abstract and complex topics, even when these are unfamiliar to me and when people start talking simultaneously.
I can formulate a convincing argument and respond to questions, comments and complex counter arguments fluently, spontaneously and appropriately.

SPOKEN PRODUCTION

I can give an elaborate description or account of an experience or topic of relevance, integrating themes, developing particular points and concluding appropriately.
I can confidently put forward a systematically developed argument, taking account of the audience's perspective, evaluating areas of ambiguity and selecting appropriate supporting examples.
I can give a clear, well-structured presentation of a complex subject, expanding and supporting points of view with reasons and relevant examples.
I can confidently handle detailed questions and spontaneously follow up points raised by members of the audience.
I can summarise orally information from different sources, selecting the most salient and relevant ideas, and reconstructing arguments in a coherent presentation.

WRITTEN PRODUCTION

I can write well-structured texts which show a high degree of grammatical correctness and vary my vocabulary and style according to the addressee, the kind of text and the topic.
I can write clear, detailed, well-developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind.
I can write papers on complex topics, developing an argument systematically by highlighting the main issues and supporting points with relevant examples and details and rounding off with an appropriate conclusion.
I can express myself with clarity and precision in correspondence.

STRATEGIES

I can use fluently a variety of appropriate expressions to introduce my remarks in order to get the floor, or to gain time and keep the floor while thinking.
I can relate my contribution skilfully to those of other speakers.
I can quickly substitute an equivalent term for a word I can't recall.
I can monitor what I say or write, finding more precise and more sophisticated ways of expressing what I want to.

QUALITY OF LANGUAGE

I have a good command of a broad vocabulary, including collocations and idiomatic expressions; I can overcome gaps in my vocabulary with alternatives.
I can reformulate ideas differently in order to ensure that people understand exactly what I mean, eliminating the possibility of misunderstandings.
I can produce clear, well-structured speech and writing, showing control over ways of developing what I want to say in order to link my ideas into smoothly-flowing, coherent text.
I can consistently maintain a high degree of grammatical accuracy; errors are rare and difficult to spot.
I can express myself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.
I can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.

C1

LISTENING

I can understand enough to follow extended speech on abstract and complex topics of academic or vocational relevance.
I can generally understand everybody I talk to, though I may need to confirm some details, especially if the accent is unfamiliar.
I can follow extended discussion even when it is not clearly structured and when relationships are only implied and not signalled explicitly.
I can follow most lectures, discussions and debates both within and outside my field.
I can understand in detail an argument in a discussion programme.
I can understand complex technical information, such as instructions for operating equipment and specifications for products and services I know about.

READING

I can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, though I may want time to reread them.
I can scan relatively quickly through books and articles within my field of interests and assess their relevance to my needs.
I can understand complex texts where stated opinions and implied points of view are discussed.
I can understand lengthy, complex manuals, instructions, regulations and contracts in my field.
I can read extensively, for example enjoying novels without consulting a dictionary unless I want to note precise meaning, usage or pronunciation.
I can understand formal letters connected or unconnected to my field if I can occasionally check with a dictionary.

SPOKEN INTERACTION

I can express myself fluently and appropriately, adopting a level of formality appropriate to the circumstances and my relationship to the person I am talking to.
I can keep up with animated discussions on abstract and complex topics with a number of speakers and can participate effectively even when people start talking simultaneously.
I can understand and exchange complex, detailed information on topics with which I am not personally familiar, pinpointing key areas where further explanation or clarification is needed.
I can use the telephone for a variety of purposes, including solving problems and misunderstandings though I may need to ask for clarification if the accent is unfamiliar.

SPOKEN PRODUCTION

I can give clear, well-structured descriptions of complex subjects.
I can develop an argument systematically in well-structured speech, highlighting significant points, and concluding appropriately.
I can give a clear, well-structured presentation on a complex subject in my field, expanding and supporting points of view with appropriate reasons and examples.
I can put together information from different sources and relate it in a coherent summary.
I can summarise orally long, demanding texts.

WRITTEN PRODUCTION

I can write clear, well-structured texts on complex topics in an appropriate style with good grammatical control.
I can write clear, detailed, well-developed short stories and descriptions of personal experiences.
I can present points of view in a paper, developing an argument, highlighting the most important points, and supporting my reasoning with examples.
I can express myself clearly and appropriately in personal correspondence, describing experiences, feelings and reactions in depth.

STRATEGIES

I can select from a readily available range of expressions to preface my remarks appropriately and to follow up what other people say. (New)
I do not have to restrict what I want say at all; if I can't find one expression I can substitute with another.
I can monitor my speech and writing to repair slips and improve formulation.

QUALITY OF LANGUAGE

I have a good command of a broad vocabulary. I do sometimes have to search for expressions but can then find alternatives to express what I want to say.
I can formulate statements in a very precise manner in order to indicate my degree of agreement, certainty, concern, satisfaction, etc.
I can produce clear, well-structured speech and writing, linking my ideas into coherent text.
I maintain a high degree of grammatical control in speech and writing.
I can express myself fluently and spontaneously, except occasionally, when speaking about a conceptually difficult subject.
I can use language flexibly and appropriately, adjusting my expression depending who I am talking or writing to.

B2+

LISTENING

I can understand standard spoken language, live or broadcast, even in a noisy environment.
I can understand in detail what is said to me in standard spoken language, even with an element of background noise.
I can keep up with an animated discussion between native speakers.
I can follow lectures and presentations in my field, even if the organisation and language are both complex.
I can understand in detail TV documentaries, interviews, talk shows, plays and films in standard language.
I can understand announcements, instructions, telephone messages etc. even when they are spoken fast, provided they are in standard dialect.

READING

I have a broad active reading vocabulary, which means I can read with a large degree of independence, adapting style and speed of reading to different texts and purposes.
I can quickly scan through long and complex texts on topics of interest to locate relevant details.
I can understand in detail texts within my field of interest or speciality.
I can understand specialised articles outside my own field if I can occasionally check with a dictionary.
I can understand lengthy, complex instructions, (e.g. for formal procedures in an academic, professional or health context) including details on conditions and warnings, as long as I can reread difficult sections.
I can read novels and short stories with little use of a dictionary, after I have got used to the writer's style.
I can understand correspondence relating to my personal and professional interests with occasional use of a dictionary.

SPOKEN INTERACTION

I can converse spontaneously without much sign of restricting what I say. I can reformulate ideas in different ways to ensure people understand exactly what I mean.
I can keep up with a discussion and express my ideas and opinions clearly, precisely and convincingly, even in formal meetings.
I can understand and exchange complex information and advice relating to fields with which I have some familiarity.
I can carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies.
I can help to negotiate a solution to a dispute, for example financial responsibility for damage in a rented flat.
I can use the telephone for a variety of purposes, including establishing contact with people I do not know, though I may need to ask for clarification if the accent is unfamiliar.

SPOKEN PRODUCTION

I can give clear, well-developed, detailed descriptions on a wide range of subjects related to my interests, expanding and supporting my ideas.
I can develop an argument systematically, highlighting significant points and including supporting detail where necessary.
I can give a clear, well-structured presentation, with highlighting of significant points and can answer questions about the content.
When giving a presentation, I can depart spontaneously from my prepared text and follow up interesting points raised by members of the audience.
I can summarise information and arguments from a variety of sources, highlighting significant points.

WRITTEN PRODUCTION

I can use a range of language to express abstract ideas as well as topical subjects, correcting most of my mistakes in the process.
I can write clear, detailed descriptions of real or imaginary events and experiences.
I can write a paper developing my argument with appropriate highlighting of significant points and relevant supporting detail.
I can write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on my correspondent's news and views.

STRATEGIES

I can intervene appropriately in discussion, using a variety of expressions to do so.
I can help the development of a discussion by giving feedback, follow up what people say and relating my contribution to theirs.
I can overcome gaps in vocabulary with paraphrase and alternative expression.
I can monitor my speech and writing to correct slips and mistakes that I make.

QUALITY OF LANGUAGE

I can express myself clearly and without much sign of having to restrict what I want to say. I can reformulate ideas in different ways to ensure people understand exactly what I mean.
I can focus my attention effectively on how I formulate things, in addition to expressing the message.
I can use a variety of linking words efficiently to mark clearly the relationships between ideas.
I can maintain good grammatical control. I may sometimes make mistakes but I can correct them afterwards.
I can communicate fluently and spontaneously, even when talking at length about complex subjects.
I can choose different ways of saying things, depending on the person I am talking to and the context concerned.

B2

LISTENING

I can understand the main ideas of complex speech on concrete and abstract topics delivered in a standard dialect, including technical discussions in my field of specialisation.
I can understand in detail what is said to me in standard spoken language.
I can with some effort catch much of what is said around me, but may find it difficult to understand a discussion between several speakers who do not modify their language in any way.
I can follow the essentials of lectures, talks and reports and other forms of complex academic or professional presentation in my field.
I can follow TV drama and the majority of films in standard dialect.
I can understand TV news, current affairs, documentaries, interviews, talk shows, etc.
I can understand announcements and messages spoken in standard dialect at normal speed.

READING

I can read with a large degree of independence, using dictionaries and other reference sources selectively when necessary.
I can rapidly grasp the content and the significance of news, articles and reports on topics connected with my interests or my job, and decide if a closer reading is worthwhile.
I can understand articles, reports and reviews in which the writers express specific points of view (e.g., political commentary, critiques of exhibitions, plays, films, etc).
I can understand lengthy instructions, for example in a user manual for a TV or digital camera, for installing software, as long as I can reread difficult sections.
I can read short stories and novels written in a straightforward language and style, making use of a dictionary, if I am familiar with the story and/or the writer.
I can understand the main points in formal and informal letters relating to my personal and professional interests, with occasional use of a dictionary.

SPOKEN INTERACTION

I can take an active part in conversation, expressing clearly my points of view, ideas or feelings naturally with effective turn-taking.
I can evaluate advantages & disadvantages, and participate in reaching a decision in formal or informal discussion.
I can sustain my opinions in discussion by providing relevant explanations, arguments and comments.
I can find out and pass on detailed information reliably, face-to-face and on the phone, asking follow up questions and getting clarification or elaboration when necessary.
I can make a complaint effectively, explaining the problem and demanding appropriate action.
I can use the telephone to find out detailed information, provided the other person speaks clearly, and ask follow up questions to check that I have understood a point fully.

SPOKEN PRODUCTION

I can give clear, detailed descriptions on a wide range of subjects related to my fields of interest.
I can develop a clear argument, linking my ideas logically and expanding and supporting my points with appropriate examples.
I can present a topical issue in a critical manner and weigh up the advantages and disadvantages of various options.
I can summarise information and arguments from a number of sources, such as articles or reports, discussions, interviews, presentations, etc.
I can summarise orally the plot and sequence of events in a film or play.

WRITTEN PRODUCTION

I can write at length about topical issues, even though complex concepts may be oversimplified, and can correct many of my mistakes in the process.
I can write clear, detailed descriptions on a variety of subjects related to my field of interest
I can write a paper giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options.
I can express news, views and feelings in correspondence, and respond to those of the other person.
I can write standard formal letters requesting or communicating relevant information, following a template.

STRATEGIES

I can use standard phrases like "That's a difficult question to answer" to gain time and keep the turn while formulating what to say.
I can help a discussion along on familiar ground confirming comprehension, inviting others in, etc.
I can generally cover gaps in vocabulary and structure with paraphrases.
I can generally correct slips and errors if I become aware of them or if they have led to misunderstandings.
I can make a note of "favourite mistakes" and consciously monitor speech for them.

QUALITY OF LANGUAGE

I have a sufficient range of vocabulary to vary formulation and avoid repetition when expressing myself on matters connected to my field and on most general topics.
I can explain the details of an event, idea or problem reliably.
I can link what I say or write into clear, well-organised text, though I may not always do this smoothly so there may be some "jumps." (New)
I can communicate with reasonable accuracy and can correct mistakes if they have led to misunderstandings.
I can produce stretches of language with a fairly even tempo; although I can be hesitant as I search for expressions, there are few noticeably long pauses.
I 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.

B1+

LISTENING

I can understand straightforward information about everyday, study- or work-related topics, identifying both general messages and specific details, provided people speak clearly in a familiar accent.
I can follow clear speech directed at me in everyday conversation, in an accent that is familiar to me.
I can generally follow the main points of extended discussion around me, if people talk clearly.
I can follow a lecture or talk within my own field, if the subject matter is familiar and the presentation clearly structured.
I can follow TV programmes on topics of personal interest when people speak clearly.
I can understand information in announcements and other recorded, factual texts, if they are delivered in clear standard speech.

READING

I can understand the main points in straightforward texts on subjects of personal or professional interest.
I can look quickly through simple, factual texts in magazines, brochures or on a website, and identify information that might be of practical use to me.
I can identify the main conclusions in texts which clearly argue a point of view.
I can understand clear instructions, for example for a game, for the use of medicines or for installing computer software.
I can read simplified versions of novels, plus stories with a clear structure, with little use of a dictionary.
I can understand the main points in short, clear, formal letters relating to my personal and professional interests, provided I can use a dictionary.

SPOKEN INTERACTION

I can start a conversation on topics that are familiar or of personal interest and can help to keep it going by expressing and responding to suggestions, opinions, attitudes, advice, feelings, etc.
I can express my opinions on abstract topics like films and music, describe my reactions to them and ask other people what they think.
I can compare and contrast alternatives, discuss what to do, where to go, etc.
I can give practical instructions on how to do something, for example cooking, buying a ticket from a machine or using software.
I can explain why something is a problem.
I can make an effective complaint, for example in a shop or hotel.
I can have long telephone conversations with people I know personally.
I can make routine telephone calls, e.g. to make or cancel an order, booking or appointment.

SPOKEN PRODUCTION

I can describe an incident or an accident, making the main points clear.
I can express my feelings about something that I have experienced, and explain why I felt that way.
I can develop an argument well enough to be followed without difficulty most of the time.
I can give a prepared presentation and answer clear questions.
I can summarise non-routine information on familiar subjects from various sources and present it to others.

WRITTEN PRODUCTION

I can write about a variety of familiar subjects well enough for others to follow my story or argument.
I can write a detailed description of an experience, dream or imaginary event, including my feelings and reactions.
I can write about familiar topics, comparing and contrasting different opinions.
I can write letters and emails describing my experiences and feelings.
I can write standard formal letters relating to my field, following a template.

STRATEGIES

I can join in a discussion on a familiar topic, using a suitable phrase to do so.
I can sum up what has been said in order to help the discussion to move forward.
When I can't think of a word, I can explain what I mean with another word (e.g. a big car for transport things = truck).
I can repeat what I said in a different way if people do not understand me.
I can often correct my mistakes when people help me to see I made a mistake.

QUALITY OF LANGUAGE

I have a sufficient range of language to describe unusual and predictable situations and to express my thoughts on abstract or cultural as well as everyday topics (such as music, films).
I can explain the main points relating to an idea, problem, or argument with reasonable precision.
I can use connecting words to link sentences into a coherent sequence, though there may be some "jumps".
I can communicate with reasonable accuracy in familiar contexts, though with noticeable influences from my mother tongue.
I can express myself relatively easily when talking freely and keep the conversation going effectively without help, despite occasional pauses to plan and correct what I am saying.
I can use uncomplicated language to interact in a wide range of situations in a neutral way.

B1

LISTENING

I can understand the main points of clear standard speech on familiar, everyday subjects, provided there is an opportunity to get repetition or clarification sometimes.

I can understand what is said to me in everyday conversations, but I sometimes need help in clarifying particular details.

I can understand the main points of discussion on familiar topics in everyday situations when people speak clearly, but I sometimes need help in understanding details.

I can follow clearly spoken, straightforward short talks on familiar topics.

I can understand the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.

I can understand simple technical information, such as operating instructions for familiar types of equipment.

READING

I can understand the main points in straightforward factual texts on subjects of personal or professional interest well enough to talk about them afterwards.

I can find and understand the information I need in brochures, leaflets and other short texts relating to my interests.

I can understand the main points in short newspaper and magazine articles about current and familiar topics.

I can follow simple instructions, for example for a game, using familiar types of equipment or cooking a meal.

I can understand simplified versions of novels, and follow the story line in short stories with a clear structure, with some effort and regular use of a dictionary.

I can understand private letters about events, feelings and wishes well enough to write back.

SPOKEN INTERACTION

I can start, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.

I can express and respond to feelings and attitudes like surprise, happiness, sadness, interest and disinterest.

I can give or seek personal opinions in an informal discussion with friends, agreeing and disagreeing politely.

I can help to solve practical problems, saying what I think and asking others what they think.

I can find out and pass on uncomplicated factual information.

I can ask for and follow detailed directions.

I can manage unexpected things that could happen on holiday, e.g. needing a dentist or getting a bike repaired.

I can make arrangements on the telephone or in person, e.g. booking flights, hotels, rental cars, restaurants, cinemas, etc.

I can have simple telephone conversations with people I know.

SPOKEN PRODUCTION

I can give descriptions on a variety of familiar subjects related to my interests.

I can talk in detail about my experiences, feelings and reactions.

I can briefly explain and justify my opinions.

I can give a short prepared presentation on a very familiar area (e.g. "My country") and answer clear questions.

I can relate the main content of short texts I have read.

WRITTEN PRODUCTION

I can write short, comprehensible connected texts on familiar subjects.

I can write simple texts about experiences or events, for example about a trip, describing my feelings and reactions.

Working to a standard format, I can write very brief reports which pass on routine factual information on matters relating to my field.

I can write emails, faxes or text messages to friends or colleagues, relating news and giving or asking for simple information.

I can write a short formal letter asking for or giving simple information.

STRATEGIES

I can ask someone to clarify or elaborate what they have just said.

I can repeat back part of what someone has said to confirm that we understand each other.

When I can't think of a word, I can use a word meaning something similar and invite "correction" from the person I am talking to.

I can ask for confirmation that a form is correct and correct some basic mistakes if I have time to do so.

QUALITY OF LANGUAGE

I know enough vocabulary to talk about my family, hobbies and interests, work, travel, news and current events.

When I explain something, I can make the other person understand the points that are most important to me.

I can link a series of short phrases into a connected, sequence of points.

I can express myself reasonably accurately in familiar, predictable situations.

I can keep a conversation going, but sometimes have to pause to plan and correct what I am saying.

I can use simple expressions politely in a neutral way in everyday situations.

A2+

LISTENING

I can understand enough of what people say to be able to meet immediate needs, provided people speak slowly and clearly.
I can understand when people talk to me about everyday things, as long as I can ask for help.
I can generally identify changes in the topic of discussion around me which is conducted slowly and clearly.
I can understand short, simple stories when told clearly and slowly.
I can follow the main points of TV news, if people talk slowly and clearly, if I am familiar with the subject and if the TV pictures help me to understand the story.
I can understand the main point in short, clear, simple messages, announcements and instructions (e.g. airport gate changes).

READING

I can understand short, simple texts on familiar subjects, which consist of high-frequency, everyday or job-related language.
I can use telephone directories and other reference books to find what I want and understand the most important pieces of information, for example price, size (apartments), power (cars, computers).
I can understand the main points in short newspaper / magazine stories, especially when they are illustrated.
I can understand instructions expressed in simple language (for example public telephones, public transport ticket machines, safety information, directions).
I can understand short everyday stories about familiar subjects if the text is written in simple language.
I can understand simple texts, emails and letters from friends or colleagues, for example saying when we should meet for lunch/dinner or asking me to be at work early.

SPOKEN INTERACTION

I can have short conversations with friends and ask and answer simple questions about familiar topics (e.g., weather, hobbies, pets, music, sport).
I can ask and answer simple questions about things in the past. (e.g., yesterday, last week, last year).
I can ask for and give opinions, agree and disagree, in a simple way.
I can discuss different things to do, places to go, etc.
I can give and follow simple directions and instructions, e.g. explain how to get somewhere.
I can handle most everyday situations, e.g. shopping, eating out and checking travel times.
I can get simple information about travel, buying tickets and finding out and passing on information on places, times, costs, etc.
I can ring friends to exchange news, discuss plans and arrange to meet.

SPOKEN PRODUCTION

I can describe places I like (for example towns, holiday resorts).
I can say what I usually do at home, at work, in my free time.
I can describe plans, arrangements and alternatives.
I can describe past activities, events and personal experiences (e.g., what I did at the weekend, on holiday).
I can describe a job or a study experience.
If I have time to prepare, I can briefly explain and give reasons for my actions and plans.
I can briefly present a country, a sports team, a band, etc. to listeners.
I can summarise simple stories I have read, relying on the language used in the story.

WRITTEN PRODUCTION

I can write about my everyday life in simple sentences (people, places, job, school, family, hobbies, etc.).
I can write very short, basic descriptions of past activities, and personal experiences, for example a recent holiday.
I can write a short description of an event.
I can complete a simple questionnaire or standardized report form using short sentences.
I can write messages, short letters and emails making arrangements or giving reasons for changing them.
I can write short letters or e-mails, telling about everyday things to people I know well.

STRATEGIES

I can start, maintain, or end a short conversation in a simple way.
I can ask somebody to repeat what they said in a simpler way.
When I can't think of a word, I can use a "wrong" or simpler word and ask for help.
I can often correct basic mistakes in simple structures I have learnt, if I have time and a little help.

QUALITY OF LANGUAGE

I know enough vocabulary for familiar everyday situations and topics, but I need to search for the words and sometimes must simplify what I say.
I can generally communicate the main points of what I want to say, though I sometimes have to simplify it.
I can use the most important connecting words to tell a story (for example, "first", "then", "after", "later").
I can use some simple structures correctly in common everyday situations.
I can participate in a longer conversation about familiar topics, but I often need to stop and think or start again in a different way.
I can socialise simply but effectively using the simplest common expressions and routines.

A2

LISTENING

I can understand simple information and questions about family, people, homes, work and hobbies.
I can understand what people say to me in simple, everyday conversation, if they speak clearly and slowly and give me help.
I can understand short conversations about family, hobbies and daily life, provided that people speak slowly and clearly.
I can follow changes of topic in TV news reports and understand the main information.
I can understand short, clear and simple messages at the airport, railway station etc. For example: "The train to London leaves at 4:30".
I can understand the main information in announcements if people talk very clearly. For example: weather reports, etc

READING

I can understand short, simple texts containing familiar vocabulary including international words.
I can find the most important information in advertisements, information leaflets, webpages, catalogues, timetables etc.
I can understand the main points in short, simple news items and descriptions if I already know something about the subject. For example: news about sport or famous people.
I can understand clear instructions. For example: how to use a telephone, a cash machine or a drinks machine.
I can understand the main points in short, simple, everyday stories, especially if there is visual support.
I can understand short simple messages from friends. For example: e-mails, web chats, postcards or short letters.

SPOKEN INTERACTION

I can ask people how they feel in different situations. For example: "Are you hungry?" or "Are you ok?" and say how I feel.
I can ask and answer simple questions about home and country, work and free time, likes, and dislikes.
I can ask and answer simple questions about a past event. For example the time and place of a party, who was at the party and what happened there.
I can make and accept invitations, or refuse invitations politely.
I can make and accept apologies.
I can discuss plans with other people. For example: what to do, where to go and when to meet.
I can ask for and give directions using a map or plan.
I can communicate in everyday situations, for example: ordering food and drink, shopping or using post offices and banks.
I can use buses, trains and taxis ask for basic information about travel and buy tickets.
I can use standard phrases to answer the phone, exchange simple information, and have a short telephone conversation with someone I know. For example to arrange to meet them.

SPOKEN PRODUCTION

I can describe myself, my family and other people.
I can describe my education, my present or last job.
I can describe my hobbies and interests.
I can describe my home and where I live.
I can describe what I did at the weekend or on my last holiday.
I can talk about my plans for the weekend or on my next holiday.
I can explain why I like or dislike something.
If I have time to prepare, I can give basic information about something I know well, for example: a country, a sports team, a band, etc.

WRITTEN PRODUCTION

I can write about myself using simple language. For example: information about my family, school, job, hobbies, etc.
I can write about things and people I know well using simple language. For example: descriptions of friends, what happened during the day.
I can complete a questionnaire with information about my educational background, my job, my interests and my skills.
I can write a simple message, for example to make or change an invitation or an appointment to meet.
I can write a short message to friends to give them personal news or to ask them a question. For example: a text message or a postcard.

STRATEGIES

I can start a conversation.
I can say what exactly I don't understand and ask simply for clarification.
When I can't think of a word in a shop, I can point to something and ask for help.
I can check written sentences to look for mistakes (e.g. subject-verb agreement; pronoun and article agreement).

QUALITY OF LANGUAGE

I have enough vocabulary to communicate in simple everyday situations.
I can communicate what I want to say in a simple and direct exchange of limited information; in other situations I generally have to compromise the message.
I can link ideas with simple connectors. For example: "and", "but" and "because".
I can use correctly simple phrases I have learnt for specific situations, but I often make basic mistakes – for example mixing up tenses and forgetting to use the right endings.
I can make myself understood with short, simple phrases, but I often need to stop, try with different words – or repeat more clearly what I said.
I can talk to people politely in short social exchanges, using everyday forms of greeting and address.

A1+

LISTENING

I can understand people if they speak very slowly and clearly about simple everyday topics.
I can understand people describing objects and possessions (e.g. colour and size).
I can understand simple questions and instructions addressed carefully and slowly to me.
In a shop I can understand the price of an article, if the salesperson helps me understand.
I can understand when people are talking about themselves and their families if they speak very slowly and clearly, using simple words.
I can understand figures and times given in clear announcements, for example at a railway station.
I can understand simple directions how to get from X to Y, on foot or by public transport, provided that people speak very slowly and very clearly.

READING

I can very slowly read very short, simple texts by understanding familiar names, words and basic phrases.
I can find basic information in posters, adverts or catalogues.
I can understand information about people (place of residence, age, etc.) in a text if there is visual support.
I can follow short simple written directions (e.g. how to go from X to Y).
I can understand short simple greetings and messages e.g. on birthday cards, party invitations or in SMS phone messages.

SPOKEN INTERACTION

I can ask how people are and react to news.
I can ask and answer simple questions and respond to simple statements on very familiar topics (e.g., family, student life), if I can get help.
I can describe clothes or other familiar objects and I can ask about them.
I can indicate time by such phrases as "next week", "last Friday", "in November", "three o' clock".
I can ask where to find a book or other familiar objects and can also answer such questions.
I can ask simply for directions ("Where is the bank?").
I can ask people for things and give people things.
I can understand simple phone messages, e.g. 'We're arriving tomorrow at half past four'.
On the phone I can provide basic, prepared information, e.g. my name, address, telephone number, my request.

SPOKEN PRODUCTION

I can introduce myself, for example say my name, where I come from and what I do.
I can describe my family simply, for example who the members of my family are, how old they are and what they do.
I can describe where I live.
I can describe what I like and what I don't like (for example with regard to sports, music, school, colours).
I can use simple words to describe something, (for example its size, shape or colour).
I can describe what I can do and can't do and what other people or animals can or can't do.

WRITTEN PRODUCTION

I can write simple sentences about myself, for example where I live and what I do.
I can complete a questionnaire with my personal details.
I can write a simple postcard (for example where I am, how the weather is and my feelings about my holiday).

STRATEGIES

I can very simply ask somebody to speak more slowly.
I can very simply ask somebody to repeat what they said more slowly.
When I don't know a word I can invite help with gesture.

QUALITY OF LANGUAGE

I have a basic repertoire of phrases to talk about myself and communicate in common everyday situations.
I can communicate limited information about myself, my family and my job in a simple and direct exchange.
I can join phrases with words like "and" "but", or "because" "then".
I can use correctly some simple structures that I have memorized.
I can speak slowly in a series of very short phrases, stopping and starting as I try and say different words.
I can greet people, ask for things and say goodbye correctly.

A1

LISTENING

I can understand simple words and phrases, like "excuse me", "sorry", "thank you", etc.

I can understand the days of the week and months of the year.

I can understand times and dates.

I can understand numbers and prices.

I can understand basic greetings and leave taking, like "Hello", "good bye", "good morning", etc.

I can understand simple personal questions when people speak slowly and clearly. (e.g. "What's your name?", "How old are you?", "What's your address?")

When listening to a conversation, I can understand words and short sentences, provided that people speak very slowly and very clearly.

I can recognise my flight number in short, clear and simple messages at international airports.

READING

I can recognise names, words and phrases I know and use them to understand very simple sentences if there are pictures.

I can understand words and phrases on everyday signs (for example "station", "car park", "no parking", "no smoking", "keep left").

I can understand simple forms well enough to give basic personal details (e.g., name, address, date of birth).

I can understand very simple instructions if they are supported by pictures and if I know this type of instructions.

In everyday situations I can understand simple messages written by friends or colleagues, for example "back at 4 o'clock".

SPOKEN INTERACTION

I can use basic greeting and leave taking expressions.

I can ask how people are.

I can interact in a simple way, asking and answering basic questions, if I can repeat, repair and get help.

I can ask and answer (simple personal) questions, like "What's your name?", "How old are you?" if the other person speaks slowly and is very helpful.

I can ask people questions about where they live, people they know, things they have, etc. and answer such questions addressed to me provided they are articulated slowly and clearly.

I can buy things in shops where pointing or other gestures can support what I say.

I can use and understand simple numbers in everyday conversations (for example in prices or telephone numbers).

I can answer the phone, give my name and answer very simple questions (e.g. "When is Mrs Jones back?").

SPOKEN PRODUCTION

I can give personal information (address, telephone number, nationality, age, family, and hobbies).

I can very simply describe myself and my family.

I can very simply describe where I live.

WRITTEN PRODUCTION

I can write about myself and where I live, using short, simple phrases.

I can understand a hotel registration form well enough to give the most important information about myself (name, surname, date of birth, nationality).

I can write a greeting card, for example a birthday card.

STRATEGIES

I can establish contact with people using simple words and phrases and gestures.

I can say when I do not understand.

I can very simply ask somebody to repeat what they said.

QUALITY OF LANGUAGE

I have a very basic repertoire of words and simple phrases about family and personal details, plus simple everyday situations.

I can communicate very basic information about myself and my family in a simple way.

I can join simple phrases with words like "and" or "then".

I can use memorised, short phrases for specific purposes with reasonable accuracy.

I can speak in very short phrases and isolated words.

I can use the simplest everyday polite forms of greetings and farewells; introductions; saying "please", "thank you", "sorry", etc.

THE EAQUALS “CAN DO” SPECIAL INTEREST PROJECT – NOTES

The revision of EAQUALS/ALTE European Language Portfolio (ELP) descriptors was undertaken in order to:

- a. develop descriptors for “plus levels”
- b. fill gaps in the original EAQUALS/ALTE ELP checklists by looking back at the original CEFR descriptors, and also at entries in other ELPs
- c. provide systematic coverage of a specific number of categories, and
- d. further develop the descriptors for strategies.

As with the original Swiss and EAQUALS/ALTE checklists, formulation of descriptors remains close to the CEFR original: Listening and Reading each have overall comprehension plus 5 sub-categories; Spoken Interaction has 5 categories; Spoken and Written Production each have 4 categories; Strategies has 3 categories, and Quality of Language has 6 categories. The total numbers of descriptors for each level and area are as follows:

| | Listening | Reading | Spoken interaction | Spoken production | Writing | Strategies | Quality | TOTAL |
|------------|-----------|---------|--------------------|-------------------|---------|------------|---------|-----------|
| C2 | 7 | 6 | 4 | 4 | 6 | 4 | 6 | 37 |
| C1+ | 5 | 6 | 4 | 5 | 4 | 4 | 6 | 34 |
| C1 | 6 | 6 | 4 | 5 | 4 | 3 | 6 | 34 |
| B2+ | 6 | 7 | 6 | 5 | 4 | 4 | 6 | 38 |
| B2 | 7 | 6 | 6 | 5 | 5 | 5 | 6 | 40 |
| B1+ | 6 | 6 | 8 | 5 | 5 | 5 | 6 | 41 |
| B1 | 6 | 6 | 9 | 5 | 5 | 4 | 6 | 41 |
| A2+ | 6 | 6 | 8 | 7 | 5 | 4 | 6 | 42 |
| A2 | 6 | 6 | 10 | 8 | 5 | 4 | 6 | 45 |
| A1+ | 7 | 5 | 9 | 6 | 3 | 3 | 6 | 39 |
| A1 | 8 | 5 | 8 | 3 | 3 | 3 | 6 | 36 |

Produced through:

- Analysis of the Council of Europe’s [Portfolio Descriptor Bank](#)
- Drafting of missing descriptors
- Workshops:
 - o Paris, April 2008
 - o London, June 2008
 - o Cambridge, September 2008
 - o Lisbon, November 2008

NB: Descriptors for Strategies did not go through this process.

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