

# CEFR

## CERTIFICATE

English B1.1

WANNACHOL

First name

PINPROM

Last name

CEFR Level Achievement : B1.1 (Intermediate)

The test covered the level descriptions and learning goals as defined by the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR).

Certificate Equivalency									
CEFR	A1	A2	B1		B2		C1		
SpeeXX	A1	A2	B1.1	B1.2	B2.1	B2.2	C1.1	C1.2	

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# CEFR

## Learning goals

### CEFR A1

Participants can understand simple phrases concerning themselves, their family and their immediate surroundings when they are formulated simply and spoken slowly and clearly. Students can introduce themselves to others and say simple sentences about themselves and their job. They know the numbers 1-100, can understand prices and tell the time. In addition to reading simple messages and filling in forms with personal details, students can write simple notes.

### CEFR A2

Participants can understand the main points of written and spoken texts that relate to themselves, their family and job. They can glean the main message from short, simple announcements and find key information in everyday texts, such as magazines, timetables and menus. Additionally, students can participate in simple exchanges using familiar language; they can ask and react to questions and give information relating to familiar topics. They can also write short notes and messages.

Students are ready to take the Cambridge KET exam. They can expect to score 3.0 on the IELTS.

### CEFR B1

Participants fully grasp the main points of conversations that revolve around familiar topics. They understand written texts relating to their own job or areas of interest. Students can master service exchanges and make their own questions and requests clear. They can ask questions for clarification purposes concerning arrangements and decisions, and justify their own opinions, actions and decisions. Students can talk about familiar topics without preparation and give verbal accounts of their own experiences, feelings and wishes. They can write a text about an area of personal interest, making all of the main points clear.

Students are ready to take the Cambridge PET exam. They can expect to score 4.5 on the IELTS and between 459 and 619 on the TOEIC.

### CEFR B2

Participants can fully understand extended conversation and follow even complex lines of argument on familiar topics or subjects of professional relevance. On such topics, they can also take an active part in discussions: offering extra information, justifying arguments, defending their own opinions and weighing up alternative positions. They can follow most films in standard language. Students can write extended texts, such as reports and essays, on a wide variety of topics, expressing facts and adducing opposing arguments clearly. Their written and verbal expression is fluent and accurate.

Students are ready to take the Cambridge FCE exam. They can expect to score 6 on the IELTS and between 711 and 803 on the TOEIC.

### CEFR C1

Participants can fully comprehend long, challenging texts pertaining to fields outside their immediate sphere of knowledge. They can understand protracted conversations and dialogues which utilize jargon, idiomatic language, and regional accents on topics relating to a broad spectrum of cross-departmental subjects and global issues. They can express themselves effortlessly and competently on topics pertaining not only to their own field of expertise, but to a wide variety of departmental fields, including finance, M&A, advertising, sales, after-sales, supply lines as well as on broader socio-ecological and economic issues. Students show a high degree of flexibility in their use of language; they can effectively build rapport, employ rhetoric, and write clear, well-structured professional texts on a broad spectrum of cross-departmental topics and global issues.

Students are ready to take the Cambridge CAE exam. They can expect to score 7.5 on the IELTS test and between 873 and 943 on the TOEIC.

### Speexx - Business Telephoning

Participants are familiar with most of the situations which arise on the telephone and can take, screen and transfer calls ably. Students can also express themselves clearly and politely when asking to be put through or requesting a return call. They can ask a caller to call back later and can both take messages for others and leave messages on answering machines. Students can give information about their own line of work (i.e. the department they work in, their company and products) over the phone. In addition to being able to make arrangements for meetings and appointments, students can make timetable enquiries and reservations, and place orders by telephone.

### Speexx - Business Correspondence

Participants know all the standard rules that apply to the formal layout of letters and informal style of e-mails and instant messages. They are well versed in the vocabulary, punctuation and layout differences between British and American writing styles. Students can also use the most important abbreviations common to chat-style communication. In addition to the formal stylistic elements, students can competently make inquiries and express thanks, make and deal with complaints, request and offer quotations, make and revise offers, express urgency and close an order. They can also structure and compose targeted sales letters, make polite written requests for face-to-face meetings and deal with sensitive issues involving requests for payment. Students are also able to understand all the communication involved in the job application process, including all the elements in a résumé and cover letter, the correspondence involved in inviting and accepting an invitation to an interview, as well as letters that politely accept or reject job offers.

### Speexx - Business Meetings

Participants can understand all aspects of longer meetings which refer to their own area of work. They can accept and decline invitations to meetings and understand complex memos and agendas. Students can introduce themselves to other employees, make small talk, give detailed information about their own job, company and their company's product offering. In a meeting, students can ask targeted questions, concisely express their own points of view, check other participants' understanding, clarify any misunderstandings and use convincing arguments to deal with any queries or objections which may arise. Students can argue at different levels of formality as appropriate to the situation and identify potential obstacles to a consensus.

### Speexx - Business Presentations

Participants can fully understand the content and language of complex presentations concerning their own area of work. They can introduce a speaker and give concise oral summaries of the content of detailed presentations. Students can ask complex, multi-part and challenging questions to presenters, drawing on material which has already been presented or following on from questions which have been posed by others. Students can deliver extended presentations on topics from within their own area of expertise, and present other topics succinctly. They can adjust the pace of their presentation if necessary, and refer to graphic material effectively. Students can also respond to challenging questions spontaneously, resolve problems as they arise, check for audience comprehension and review key points if necessary.

### Speexx - Business Negotiations

Participants can understand the complex and formal language of business negotiations and are sensitive to the tone of the language used. They can fully comprehend and construct complex and effective arguments, taking the objectives and interests of other parties into account. Students can use various communication strategies to build rapport. They can formulate arguments using positive or diplomatic language to maintain goodwill and soften objections. They can clearly understand and express the terms of any agreements reached, check that all parties understand, and agree to, or decline, the terms of a settlement. Students have the verbal proficiency to take control of the discussion as chairperson, suggest future action and draw the negotiations to a close. Additionally, students can produce a written agenda addressing all relevant issues.