

## **Efekty kształcenia**

Umiejętności, jakie opanowała osoba ucząca się na każdym poziomie zaawansowania są opisane szczegółowo w dokumencie Rady Europy „Europejski system opisu kształcenia językowego” z 2001. Dokument został uzupełniony i zmodyfikowany w 2018 w publikacji „Common European Framework of Reference for languages: learning, teaching, assessment. Companion Volume with New Descriptors”, która stanowi podstawę niniejszego zestawienia. Wszystkie opisy dotyczą umiejętności, jakie posiada osoba ucząca się po zakończeniu lektoratu na danym poziomie.

### **Communicative language activities and strategies**

#### **1. Reception**

##### **1.1. Reception activities**

###### **1.1.1. Overall listening comprehension**

- 1.1.1.1. Understanding conversation between other speakers
- 1.1.1.2. Listening as a member of a live audience
- 1.1.1.3. Listening to announcements and instructions
- 1.1.1.4. Listening to audio media and recordings

###### **1.1.2. Overall reading comprehension**

- 1.1.2.1. Reading correspondence
- 1.1.2.2. Reading for orientation
- 1.1.2.3. Reading for information and argument
- 1.1.2.4. Reading instructions
- 1.1.2.5. Reading as a leisure activity

###### **1.1.3. Audio-visual (watching film, TV and video)**

##### **1.2. Reception strategies**

###### **1.4.1 Identifying cues and inferring (spoken & written)**

#### **2. Production**

##### **2.1. Production activities**

###### **2.1.1. Overall spoken production**

- 2.1.2. Sustained monologue: describing experience
- 2.1.2. Sustained monologue: giving information
- 2.1.3. Sustained monologue: putting a case (e.g. in a debate)
- 2.1.4. Public announcements
- 2.1.5. Addressing audiences

###### **2.1.3. Overall written production**

- 2.2.1. Creative writing
- 2.2.2. Written reports and essays

##### **2.2. Production strategies**

- 2.2.1. Planning
- 2.2.2. Compensating
- 2.2.3. Monitoring and repair

#### **3. Interaction**

##### **3.1. Interaction activities**

###### **3.1.1. Overall spoken interaction**

- 3.1.1.1. Understanding an interlocutor
- 3.1.1.2. Conversation
- 3.1.1.3. Informal discussion (with friends)
- 3.1.1.4. Formal discussion (meetings)
- 3.1.1.5. Goal-oriented co-operation (e.g. assembling a furniture kit, discussing a document, organising an event etc.)
- 3.1.1.6. Obtaining goods and services
- 3.1.1.7. Information exchange
- 3.1.1.8. Interviewing and being interviewed
- 3.1.1.9. Using telecommunications

###### **3.1.2. Overall written interaction**

- 3.1.2.1. Correspondence

- 3.1.2.2. Notes, messages and forms
- 3.1.3. Online interaction
  - 3.1.3.1. Online conversation and discussion
  - 3.1.3.2. Goal-oriented online transactions and collaborations
- 3.2. Interaction strategies
  - 3.2.1. Taking the floor (Turntaking)
  - 3.2.2. Cooperating
  - 3.2.3. Asking for clarification
- 4. Mediation
  - 4.1. Mediation activities
  - 4.2. Overall mediation
    - 4.2.1. Mediating a text
      - 4.2.1.1. Relaying specific information – in speech and in writing
      - 4.2.1.2. Explaining data (e.g. in graphs, diagrams, charts etc.) – in speech and in writing
      - 4.2.1.3. Processing text – in speech and in writing
      - 4.2.1.4. Translating a written text – in speech and in writing
      - 4.2.1.5. Note-taking (lectures, seminars, meetings, etc.)
      - 4.2.1.6. Expressing a personal response to creative texts (including literature)
      - 4.2.1.7. Analysis and criticism of creative texts (including literature)
    - 4.2.2. Mediating concepts
      - 4.2.2.1. Collaborating in a group
        - 4.2.2.1.1. Facilitating collaborative interaction with peers
        - 4.2.2.1.2. Collaborating to construct meaning
      - 4.2.2.2. Leading group work
        - 4.2.2.2.1. Managing interaction
        - 4.2.2.2.2. Encouraging conceptual talk
    - 4.2.3. Mediating communication
      - 4.2.3.1. Facilitating pluricultural space
      - 4.2.3.2. Acting as intermediary in informal situations (with friends and colleagues)
      - 4.2.3.3. Facilitating communication in delicate situations and disagreements
  - 4.3. Mediation strategies
    - 4.3.1. Strategies to explain a new concept
      - 4.3.1.1. Linking to previous knowledge
      - 4.3.1.2. Adapting language
      - 4.3.1.3. Breaking down complicated information
    - 4.3.2. Strategies to simplify a text
      - 4.3.2.1. Amplifying a dense text
      - 4.3.2.2. Streamlining a text

C2			
<b>Reception</b>	Reception activities	Spoken Reception (Overall Listening Comprehension)	Can understand with ease virtually any kind of spoken language, whether live or broadcast, delivered at fast natural speed.
		Written Reception (Overall Reading Comprehension)	Can understand virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.
		Audio-visual Reception (watching film, TV and video)	No descriptors available; see C1.
	Reception strategies	Identifying cues and inferring (spoken & written)	No descriptors available; see C1.
<b>Production</b>	Production activities	Spoken production (overall spoken production)	Can produce clear, smoothly flowing well-structured speech with an effective logical structure which helps the recipient to notice and remember significant points.

		Written production (overall written production)	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.
	Production strategies	Planning	No descriptors available; see C1.
		Compensating	Can substitute an equivalent term for a word he/she can't recall so smoothly that it is scarcely noticeable.
		Monitoring and repair	Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.
<b>Interaction</b>	Interaction activities	Spoken interaction (overall spoken interaction)	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.
		Written interaction (overall spoken interaction)	Can express him/herself in an appropriate tone and style in virtually any type of formal and informal written interaction.
		Online interaction (online conversation and discussion and goal-oriented online transactions and collaborations)	Can express him/herself with clarity and precision in real-time online discussion, adjusting language flexibly and sensitively to context, including emotional, allusive and joking usage. Can anticipate and deal effectively with possible misunderstandings (including cultural ones), communication issues and emotional reactions occurring in an online discussion. Can easily and quickly adapt his/her register and style to suit different online environments, communication purposes and speech acts. Can resolve misunderstandings and deal effectively with frictions that arise during the collaborative process. Can provide guidance and add precision to the work of a group at the redrafting and editing stages of collaborative work.
	Interaction strategies	Taking the floor (turntaking)	No descriptors available; see C1.
		Cooperating	Can link contributions skilfully to those of other speakers, widen the scope of the interaction and help steer it towards an outcome.
		Asking for clarification	No descriptors available; see C1.
<b>Mediation</b>	Mediation activities	Overall mediation	Can mediate effectively and naturally, taking on different roles according to the needs of the people and situation involved, identifying nuances and undercurrents and guiding a sensitive or delicate discussion. Can explain in clear, fluent, well-structured language the way facts and arguments are presented, conveying evaluative aspects and most nuances precisely, and pointing out sociocultural implications (e.g. use of register, understatement, irony and sarcasm).
	Mediation strategies	Strategies to explain a new concept	Can introduce complex concepts (e.g. scientific notions) by providing extended definitions and explanations which draw upon assumed previous knowledge. Can adapt the language of a very wide range of texts in order to present the main content in a register and degree of sophistication and detail appropriate to the audience concerned. Can facilitate understanding of a complex issue by explaining the relationship of parts to the whole and encourage different ways of approaching it.
		Strategies to simplify a text	Can elucidate the information given in texts on complex academic or professional topics by elaborating and exemplifying. Can redraft a complex source text, improving coherence, cohesion and the flow of an argument, whilst removing sections unnecessary for its purpose.

# C1

<b>Reception</b>	Reception activities	Spoken reception (overall listening comprehension)	Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar.
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			<p>Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts.</p> <p>Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.</p>
		Written reception (overall reading comprehension)	<p>Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.</p> <p>Can understand a wide variety of texts including literary writings, newspaper or magazine articles, and specialised academic or professional publications, provided that there are opportunities for re-reading and he/she has access to reference tools.</p>
		Audio-visual Reception (watching film, TV and video)	<p>Can follow films employing a considerable degree of slang and idiomatic usage.</p> <p>Can understand in detail the arguments presented in demanding television broadcasts such as current affairs programmes, interviews, discussion programmes and chat shows.</p> <p>Can understand nuances and implied meaning in most films, plays and TV programmes, provided these are delivered in the standard language.</p>
	Reception strategies	Identifying cues and inferring (spoken & written)	Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.
<b>Production</b>	Production activities	Spoken production (overall spoken production)	Can give clear, detailed descriptions and presentations on complex subjects, integrating sub themes, developing particular points and rounding off with an appropriate conclusion.
		Written production (overall written production)	<p>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.</p> <p>Can employ the structure and conventions of a variety of written genres, varying the tone, style and register according to addressee, text type and theme.</p>
	Production strategies	Planning	Can, when preparing a more formal spoken or written text, consciously adopt the conventions linked to the particular type of text concerned (structure, level of formality and other conventions).
		Compensating	Can exploit his/her range of vocabulary options creatively so as to readily and effectively use circumlocution in almost all situations.
		Monitoring and repair	<p>Can backtrack when he/she encounters a difficulty and reformulate what he/she wants to say without fully interrupting the flow of speech.</p> <p>Can self-correct with a high degree of effectiveness.</p>
<b>Interaction</b>	Interaction activities	Spoken interaction (overall spoken interaction)	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.
		Written interaction (overall written interaction)	Can express him/herself with clarity and precision, relating to the addressee flexibly and effectively.
		Online interaction (online conversation and discussion and goal-oriented online transactions and collaborations)	Can engage in real-time online exchanges with several participants, understanding the communicative intentions and cultural implications of the various contributions. Can participate effectively in live, online professional or academic discussion, asking for and giving further clarification of complex, abstract issues as necessary. Can adapt his/her register according to the context of online interaction, moving from one register to the other within the same exchange if necessary. Can evaluate, re-state and challenge arguments in professional or academic live online chat and discussion.

			Can coordinate a group who are working on a project online, formulating and revising detailed instructions, evaluating proposals from team members and providing clarifications in order to accomplish the shared tasks. Can deal with complex online transactions in a service role (e.g. applications with complicated requirements), adjusting language flexibly to manage the discussion and negotiation. Can participate in complex projects requiring collaborative writing and redrafting as well as other forms of online collaboration, following and relaying instructions with precision in order to reach the goal. Can deal effectively with communication problems and cultural issues that arise in an online collaborative or transactional exchange by reformulating, clarifying and exemplifying through media (visual, audio, graphic).
	Interaction strategies	Taking the floor (turntaking)	Can select a suitable phrase from a readily available range of discourse functions to preface his/her remarks appropriately in order to get the floor, or to gain time and keep the floor whilst thinking.
		Cooperating	Can relate own contribution skilfully to those of other speakers.
		Asking for clarification	Can ask for explanation or clarification to ensure he/she understands complex, abstract ideas in professional or academic contexts, live or online.
<b>Mediation</b>	Mediation activities	Overall mediation	Can act effectively as a mediator, helping to maintain positive interaction by interpreting different perspectives, managing ambiguity, anticipating misunderstandings and intervening diplomatically in order to redirect talk. Can build on different contributions to a discussion, stimulating reasoning with a series of questions. Can convey clearly and fluently in well-structured language the significant ideas in long, complex texts, whether or not they relate to his/her own fields of interest, including evaluative aspects and most nuances.
	Mediation strategies	Strategies to explain a new concept	Can spontaneously pose a series of questions to encourage people to think about their prior knowledge of an abstract issue and to help them establish a link to what is going to be explained. Can explain technical terminology and difficult concepts when communicating with non-experts about matters within his/her field of specialisation. Can adapt his/her language (e.g. syntax, idiomaticity, jargon) in order to make a complex specialist topic accessible to recipients who are not familiar with it. Can paraphrase and interpret complex, technical texts, using suitably non-technical language for a listener who does not have specialist knowledge. Can facilitate understanding of a complex issue by highlighting and categorising the main points, presenting them in a logically connected pattern and reinforcing the message by repeating the key aspects in different ways.
		Strategies to simplify a text	Can make complex, challenging content more accessible by explaining difficult aspects more explicitly and adding helpful detail. Can make the main points contained in a complex text more accessible to the target audience by adding redundancy, explaining and modifying style and register. Can reorganise a complex source text in order to focus on the points of most relevance to target audience.

<b>B2</b>			
<b>Reception</b>	Reception activities	Spoken reception (overall listening comprehension)	Can understand standard spoken language, live or broadcast on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.

			<p>Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in standard speech, including technical discussions in his/her field of specialisation.</p> <p>Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.</p>
		Written reception (overall reading comprehension)	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.
		Audio-visual Reception (watching film, TV and video)	<p>Can extract the main points from the arguments and discussion in news and current affairs programmes.</p> <p>Can understand most TV news and current affairs programmes.</p> <p>Can understand documentaries, live interviews, talk shows, plays and the majority of films in the standard form of the language.</p>
	Reception strategies	Identifying cues and inferring (spoken & written)	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.
<b>Production</b>	Production activities	Spoken production (overall spoken production)	<p>Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.</p> <p>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.</p>
		Written production (overall written production)	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.
	Production strategies	Planning	<p>Can, in preparing for a potentially complicated or awkward situation, plan what to say in the event of different reactions, reflecting on what expression would be appropriate.</p> <p>Can plan what is to be said and the means to say it, considering the effect on the recipient(s).</p>
		Compensating	<p>Can use circumlocution and paraphrase to cover gaps in vocabulary and structure.</p> <p>Can address most communication problems by using circumlocutions, or by avoiding difficult expressions.</p>
		Monitoring and repair	<p>Can often retrospectively self-correct his/her occasional 'slips' or non-systematic errors and minor flaws in sentence structure.</p> <p>Can correct slips and errors if he/she becomes conscious of them or if they have led to misunderstandings.</p> <p>Can make a note of 'favourite mistakes' and consciously monitor speech for it/them.</p>
<b>Interaction</b>	Interaction activities	Spoken interaction (overall spoken interaction)	<p>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.</p> <p>Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with speakers of the target language 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.</p>
		Written interaction (overall spoken interaction)	Can express news and views effectively in writing, and relate to those of others.
		Online interaction (online conversation and discussion and goal-oriented online	Can engage in online exchanges, linking his/her contributions to previous ones in the thread, understanding cultural implications and reacting appropriately.

		transactions and collaborations)	<p>Can participate actively in an online discussion, stating and responding to opinions on topics of interest at some length, provided contributors avoid unusual or complex language and allow time for responses. Can engage in online exchanges between several participants, effectively linking his/her contributions to previous ones in the thread, provided a moderator helps manage the discussion. Can recognise misunderstandings and disagreements that arise in an online interaction and can deal with them, provided that the interlocutor(s) are willing to cooperate.</p> <p>Can take a lead role in online collaborative work within his/her area(s) of expertise, keeping the group on task by reminding them of roles, responsibilities and deadlines in order to achieve established goals. Can engage in online collaborative or transactional exchanges within his/her area(s) of expertise that require negotiation of conditions and explanation of complicated details and special requirements. Can deal with misunderstandings and unexpected problems that arise in online collaborative or transactional exchanges by responding politely and appropriately in order to help resolve the issue.</p> <p>Can collaborate online with a group that is working on a project, justifying proposals, seeking clarification and playing a supportive role in order to accomplish shared tasks.</p>
	Interaction strategies	Taking the floor (turntaking)	<p>Can intervene appropriately in discussion, exploiting appropriate language to do so.</p> <p>Can initiate, maintain and end discourse appropriately with effective turn taking.</p> <p>Can initiate discourse, take his/her turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly.</p> <p>Can use stock phrases (e.g. 'That's a difficult question to answer') to gain time and keep the turn whilst formulating what to say.</p>
		Cooperating	<p>Can give feedback on and follow up statements and inferences and so help the development of the discussion. Can summarise and evaluate the main points of discussion on matters within his/her academic or professional competence.</p> <p>Can help the discussion along on familiar ground, confirming comprehension, inviting others in, etc. Can summarise the point reached at a particular stage in a discussion and propose the next steps.</p>
		Asking for clarification	<p>Can ask follow up questions to check that he/she has understood what a speaker intended to say, and get clarification of ambiguous points.</p> <p>Can, in informal conversation (with friends), ask for explanation or clarification to ensure he/she understands complex, abstract ideas.</p> <p>Can formulate follow-up questions to a member of a group to clarify an issue that is implicit or poorly articulated.</p>
<b>Mediation</b>	Mediation activities	Overall mediation	<p>Can establish a supportive environment for sharing ideas and facilitate discussion of delicate issues, showing appreciation of different perspectives, encouraging people to explore issues and adjusting sensitively the way he/she expresses things. Can build upon other's ideas, making suggestions for ways forward. Can convey the main content of well-structured but long and propositionally complex texts on subjects within his/her fields of professional, academic and personal interest, clarifying the opinions and purposes of speakers</p> <p>Can work collaboratively with people from different backgrounds, creating a positive atmosphere by giving support, asking questions to identify common goals, comparing options for how to achieve them and explaining suggestions for what to do next.</p> <p>Can further develop other people's ideas, pose questions that invite reactions from different perspectives and propose a solution or next steps.</p>

			Can convey detailed information and arguments reliably, e.g. the significant point(s) contained in complex but well-structured texts within his/her fields of professional, academic and personal interest.
	Mediation strategies	Strategies to explain a new concept	<p>Can clearly explain the connections between the goals of the session and the personal or professional interests and experiences of the participant(s).</p> <p>Can formulate questions and give feedback to encourage people to make connections to previous knowledge and experiences. Can explain a new concept or procedure by comparing and contrasting it to one that people are already familiar with.</p> <p>Can explain technical topics within his/her field, using suitably nontechnical language for a listener who does not have specialist knowledge. Can make a specific, complex piece of information in his/her field clearer and more explicit for others by paraphrasing it in simpler language.</p> <p>Can make accessible for others the main contents of a spoken or written text on a subject of interest (e.g. an essay, a forum discussion, a presentation) by paraphrasing in simpler language.</p> <p>Can make a complicated process easier to understand by breaking it down into a series of smaller steps.</p>
		Strategies to simplify a text	<p>Can make the content of a text on a subject in his/her fields of interest more accessible to a target audience by adding examples, reasoning and explanatory comments.</p> <p>Can make concepts on subjects in his/her fields of interest more accessible by giving concrete examples, recapitulating step by step and repeating the main points. Can make new information more accessible by using repetition and adding illustrations.</p> <p>Can edit a source text by deleting the parts that do not add new information that is relevant for a given audience in order to make the significant content more accessible for them. Can identify related or repeated information in different parts of a text and merge it in order to make the essential message clearer.</p>

<b>B1</b>			
<b>Reception</b>	Reception activities	Spoken reception (overall listening comprehension)	<p>Can understand straightforward factual information about common everyday situations or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.</p> <p>Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.</p>
		Written reception (overall reading comprehension)	Can read straightforward factual texts on subjects related to his/her field and interests with a satisfactory level of comprehension.
		Audio-visual Reception (watching film, TV and video)	<p>Can understand a large part of many TV programmes on topics of personal interest such as interviews, short lectures, and news reports when the delivery is relatively slow and clear.</p> <p>Can follow many films in which visuals and action carry much of the storyline, and which are delivered clearly in straightforward language.</p> <p>Can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.</p>
	Reception strategies	Identifying cues and inferring (spoken & written)	<p>Can exploit different types of connectors (numerical, temporal, logical) and the role of key paragraphs in the overall organisation, in order to better understand the argumentation in a text.</p> <p>Can extrapolate the meaning of a section of a text by taking into account the text as a whole.</p> <p>Can identify unfamiliar words from the context on topics related to his/her field and interests.</p>



			<p>Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.</p> <p>Can make basic inferences or predictions about text content from headings, titles or headlines.</p> <p>Can listen to a short narrative and predict what will happen next.</p> <p>Can follow a line of argument or the sequence of events in a story, by focusing on common logical connectors (e.g. however, because) and temporal connectors (e.g. after that, beforehand).</p> <p>Can deduce the probable meaning of unknown words in a written text by identifying their constituent part (e.g. identifying word roots, lexical elements, suffixes and prefixes).</p>
<b>Production</b>	Production activities	Spoken production (overall spoken production)	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.
		Written production (overall written production)	Can write straightforward connected texts on a range of familiar subjects within his/her field of interest, by linking a series of shorter discrete elements into a linear sequence.
	Production strategies	Planning	<p>Can rehearse and try out new combinations and expressions, inviting feedback.</p> <p>Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.</p>
		Compensating	<p>Can define the features of something concrete for which he/she can't remember the word.</p> <p>Can convey meaning by qualifying a word meaning something similar (e.g. a truck for people = bus).</p> <p>Can use a simple word meaning something similar to the concept he/she wants to convey and invites 'correction'.</p> <p>Can foreignise a mother tongue word and ask for confirmation.</p>
		Monitoring and repair	<p>Can correct mix-ups with tenses or expressions which lead to misunderstandings provided the interlocutor indicates there is a problem.</p> <p>Can ask for confirmation that a form used is correct.</p> <p>Can start again using a different tactic when communication breaks down.</p>
<b>Interaction</b>	Interaction activities	Spoken interaction (overall spoken interaction)	<p>Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field.</p> <p>Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem.</p> <p>Can express thoughts on more abstract, cultural topics such as films, books, music etc.</p> <p>Can exploit a wide range of simple language to deal with most situations likely to arise whilst travelling.</p> <p>Can enter unprepared into conversation of 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).</p>
		Written interaction (overall written interaction)	<p>Can convey information and ideas on abstract as well as concrete topics, check information and ask about or explain problems with reasonable precision.</p> <p>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.</p>
		Online interaction (online conversation and discussion and goal-oriented online transactions and collaborations)	Can engage in real-time online exchanges with more than one participant, recognising the communicative intentions of each contributor, but may not understand details or implications without further explanation. Can post online accounts of social events, experiences and activities referring to embedded links and media and sharing personal feelings.

			<p>Can post a comprehensible contribution in an online discussion on a familiar topic of interest, provided that he/she can prepare the text beforehand and use online tools to fill gaps in language and check accuracy. Can make personal online postings about experiences, feelings and events and respond individually to the comments of others in some detail, though lexical limitations sometimes cause repetition and inappropriate formulation.</p> <p>Can engage in online transactions that require an extended exchange of information, provided the interlocutor(s) avoid complex language and are willing to repeat and reformulate when necessary. Can interact online with a group that is working on a project, following straightforward instructions, seeking clarification and helping to accomplish the shared tasks.</p> <p>Can engage in online collaborative or transactional exchanges that require simple clarification or explanation of relevant details, such as registering for a course, tour, event or applying for membership. Can interact online with a partner or small group working on a project, provided there are visual aids such as images, statistics and graphs to clarify more complex concepts. Can respond to instructions and ask questions or request clarifications in order to accomplish a shared task online.</p>
	Interaction strategies	Taking the floor (turntaking)	<p>Can intervene in a discussion on a familiar topic, using a suitable phrase to get the floor.</p> <p>Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.</p>
		Cooperating	<p>Can exploit a basic repertoire of language and strategies to help keep a conversation or discussion going.</p> <p>Can summarise the point reached in a discussion and so help focus the talk.</p> <p>Can repeat back part of what someone has said to confirm mutual understanding and help keep the development of ideas on course. Can invite others into the discussion.</p>
		Asking for clarification	<p>Can ask for further details and clarifications from other group members in order to move a discussion forward.</p> <p>Can ask someone to clarify or elaborate what he or she has just said.</p>
<b>Mediation</b>	Mediation activities	Overall mediation	<p>Can collaborate with people from other backgrounds, showing interest and empathy by asking and answering simple questions, formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches.</p> <p>Can convey the main points made in long texts expressed in uncomplicated language on topics of personal interest, provided that he/she can check the meaning of certain expressions.</p> <p>Can introduce people from different backgrounds, showing awareness that some questions may be perceived differently, and invite other people to contribute their expertise and experience, their views.</p> <p>Can convey information given in clear, well-structured informational texts on subjects that are familiar or of personal or current interest, although his/her lexical limitations cause difficulty with formulation at times.</p>
	Mediation strategies	Strategies to explain a new concept	<p>Can explain how something works by providing examples which draw upon people's everyday experiences</p> <p>Can show how new information is related to what people are familiar with by asking simple questions.</p> <p>Can paraphrase more simply the main points made in short, straightforward spoken or written texts on familiar subjects (e.g. short magazine articles, interviews) to make the contents accessible for others.</p> <p>Can paraphrase short written passages in a simple fashion, using the original order of the text</p>

			<p>Can make a short instructional or informational text easier to understand by presenting it as a list of separate points.</p> <p>Can make a set of instructions easier to understand by saying them slowly, a few words at a time, employing verbal and non-verbal emphasis to facilitate understanding.</p>
		Strategies to simplify a text	<p>Can make an aspect of an everyday topic clearer and more explicit by conveying the main information in another way.</p> <p>Can make an aspect of an everyday topic clearer by providing simple examples.</p> <p>Can identify and mark (e.g. underline, highlight etc.) the essential information in a straightforward, informational text, in order to pass this information on to someone else.</p>

A2			
Reception	Reception activities	Spoken reception (overall listening comprehension)	<p>Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.</p> <p>Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.</p>
		Written reception (overall reading comprehension)	<p>Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.</p> <p>Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.</p>
		Audio-visual Reception (watching film, TV and video)	<p>Can identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary.</p> <p>Can follow a TV commercial or a trailer for or scene from a film, understanding what the actors are talking about, provided that the images are a great help in understanding and the delivery is clear and relatively slow.</p> <p>Can follow changes of topic of factual TV news items, and form an idea of the main content.</p>
	Reception strategies	Identifying cues and inferring (spoken & written)	<p>Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.</p> <p>Can exploit his/her recognition of known words to deduce the meaning of unfamiliar words in short expressions used in routine everyday contexts.</p> <p>Can exploit format, appearance and typographic features in order to identify the type of text: news story, promotional text, article, textbook, chat or forum etc.</p> <p>Can exploit numbers, dates, names, proper nouns etc.to identify the topic of a text.</p> <p>Can deduce the meaning and function of unknown formulaic expressions from their position in a written text (e.g. at the beginning or end of a letter).</p>
Production	Production activities	Spoken production (overall spoken production)	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.
		Written production (overall written production)	Can write a series of simple phrases and sentences linked with simple connectors like 'and,' 'but' and 'because'.
	Production strategies	Planning	Can recall and rehearse an appropriate set of phrases from his/her repertoire.
		Compensating	Can use an inadequate word from his/her repertoire and use gesture to clarify what he/she wants to say.

			Can identify what he/she means by pointing to it (e.g. 'I'd like this, please').
		Monitoring and repair	No descriptors available.
<b>Interaction</b>	Interaction activities	Spoken interaction (overall spoken interaction)	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.
		Written interaction (overall spoken interaction)	Can write short, simple formulaic notes relating to matters in areas of immediate need.
		Online interaction (online conversation and discussion and goal-oriented online transactions and collaborations)	Can introduce him/herself and manage simple exchanges online, asking and answering questions and exchanging ideas on predictable everyday topics, provided enough time is allowed to formulate responses, and that he/she interacts with one interlocutor at a time. Can make short descriptive online postings about everyday matters, social activities and feelings, with simple key details. Can comment on other people's online postings, provided that they are written in simple language, reacting to embedded media by expressing feelings of surprise, interest and indifference in a simple way. Can engage in basic social communication online (e.g. writing a simple message on a virtual card for a special occasion, sharing news and making/confirming arrangements to meet). Can make brief positive or negative comments online about embedded links and media using a repertoire of basic language, though he/she will generally have to refer to an online translation tool and other resources. Can use formulaic language to respond to routine problems arising in online transactions (e.g. concerning availability of models and special offers, delivery dates, addresses, etc.). Can interact online with a supportive partner in a simple collaborative task, responding to basic instructions and seeking clarification, provided there are some visual aids such as images, statistics, or graphs to clarify the concepts involved. Can make simple online transactions (such as ordering goods or enrolling on a course) by filling in an online form or questionnaire, providing personal details and confirming acceptance of terms and conditions, declining extra services, etc. Can ask basic questions about the availability of a product or feature. Can respond to simple instructions and ask simple questions in order to accomplish a shared task online with the help of a supportive interlocutor.
	Interaction strategies	Taking the floor (turntaking)	Can use simple techniques to start, maintain, or end a short conversation. Can initiate, maintain and close simple, face-to-face conversation. Can ask for attention.
		Cooperating	Can indicate when he/she is following.
		Asking for clarification	Can ask very simply for repetition when he/she does not understand. Can ask for clarification about key words or phrases not understood using stock phrases. Can say he/she didn't follow. Can signal non-understanding and ask for a word to be spelt out.
<b>Mediation</b>	Mediation activities	Overall mediation	Can play a supportive role in interaction, provided that other participants speak slowly and that one or more of them helps him/her to contribute and to express his/her suggestions. Can convey relevant information contained in clearly structured, short, simple, informational texts, provided that the texts concern

			concrete, familiar subjects and are formulated in simple everyday language. Can use simple words to ask someone to explain something. Can recognise when difficulties occur and indicate in simple language the apparent nature of a problem. Can convey the main point(s) involved in short, simple conversations or texts on everyday subjects of immediate interest provided these are expressed clearly in simple language.
	Mediation strategies	Strategies to explain a new concept	No descriptors available for linking to previous knowledge. Can repeat the main point of a simple message on an everyday subject, using different words to help someone else understand it (for adapting language). No descriptors available for breaking down complicated information.
		Strategies to simplify a text	No descriptors available for amplifying a dense text. Can identify and mark (e.g. underline, highlight etc.) the key sentences in a short, everyday text.

<b>A1</b>			
<b>Reception</b>	Reception activities	Spoken reception (overall listening comprehension)	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning. Can recognise concrete information (e.g. places and times) on familiar topics encountered in everyday life, provided it is delivered in slow and clear speech.
		Written reception (overall reading comprehension)	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.
		Audio-visual Reception (watching film, TV and video)	Can recognise familiar words and phrases and identify the topics in headline news summaries and many of the products in advertisements, by exploiting visual information and general knowledge.
	Reception strategies	Identifying cues and inferring (spoken & written)	Can deduce the meaning of an unknown word for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject.
<b>Production</b>	Production activities	Spoken production (overall spoken production)	Can produce simple mainly isolated phrases about people and places.
		Written production	Can give information in writing about matters of personal relevance (e.g. likes and dislikes, family, pets) using simple words and basic expressions. Can write simple isolated phrases and sentences.
	Production strategies	Planning	No descriptors available.
		Compensating	Can use gesture to support simple words in expressing a need.
<b>Interaction</b>	Interaction activities	Monitoring and repair	No descriptors available.
		Spoken interaction (overall spoken interaction)	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.
		Written interaction (overall written interaction)	Can ask for or pass on personal details in written form.
		Online interaction (online conversation and discussion and goal-oriented online transactions and collaborations)	Can write very simple messages and personal online postings as a series of very short sentences about hobbies, likes/dislikes, etc., relying on the aid of a translation tool. Can use formulaic expressions and combinations of simple words to post short positive and negative reactions to simple online postings and their embedded links and media, and can respond to further comments with standard expressions of thanks and apology. Can complete a very simple online purchase or application, providing basic personal information (such as name, e-mail address or telephone number).
	Interaction strategies	Taking the floor (turntaking)	No descriptors available.
		Cooperating	No descriptors available.

		Asking for clarification	Can indicate with words, intonation and gestures that he/she does not understand. Can express in a simple way that he/she does not understand.
<b>Mediation</b>	Mediation activities	Overall mediation	Can use simple words and non-verbal signals to show interest in an idea. Can convey simple, predictable information of immediate interest given in short, simple signs and notices, posters and programmes.
	Mediation strategies	Strategies to explain a new concept	No descriptors available.
		Strategies to simplify a text	

## Communicative language competences

1. Linguistic
  - 1.1. General range
  - 1.2. Vocabulary range
  - 1.3. Grammatical accuracy
  - 1.4. Vocabulary control
  - 1.5. Phonological control
    - 1.5.1. overall phonological control
    - 1.5.2. sound articulation
    - 1.5.3. prosodic features
  - 1.6. Orthographic control
2. Sociolinguistic
  - 2.1. Sociolinguistic appropriateness
3. Pragmatic
  - 3.1. Flexibility
  - 3.2. Taking the floor (turntaking) – repeated
  - 3.3. Thematic development
  - 3.4. Coherence
  - 3.5. Propositional precision
  - 3.6. Spoken fluency

## Notes:

Taking the floor (turntaking) - This scale is repeated under Interaction strategies.

\*These three original descriptors also appear on the scale for *Sustained monologue: putting a case*.

<b>C2</b>		
<b>Linguistic</b>	General Range	Can exploit a comprehensive and reliable mastery of a very wide range of language to formulate thoughts precisely, give emphasis, differentiate and eliminate ambiguity. No signs of having to restrict what he/she wants to say.
	Vocabulary range	Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning.
	Grammatical accuracy	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).
	Vocabulary control	Consistently correct and appropriate use of vocabulary.

	Phonological control (overall phonological control, sound articulation, prosodic features)	<p>Can employ the full range of phonological features in the target language with a high level of control – including prosodic features such as word and sentence stress, rhythm and intonation – so that the finer points of his/her message are clear and precise. Intelligibility and effective conveyance of and enhancement of meaning are not affected in any way by features of accent that may be retained from other language(s).</p> <p>Can articulate virtually all the sounds of the target language with clarity and precision.</p> <p>Can exploit prosodic features (e.g. stress, rhythm and intonation) appropriately and effectively in order to convey finer shades of meaning (e.g. to differentiate and emphasise).</p>
	Orthographic control	Writing is orthographically free of error.
<b>Sociolinguistic</b>	Sociolinguistic appropriateness	<p>Can mediate effectively and naturally between speakers of the target language and of his/her own community, taking account of sociocultural and sociolinguistic differences. Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Appreciates virtually all the sociolinguistic and sociocultural implications of language used by proficient speakers of the target language and can react accordingly.</p> <p>Can effectively employ, both orally and in writing, a wide variety of sophisticated language to command, argue, persuade, dissuade, negotiate and counsel.</p>
<b>Pragmatic</b>	Flexibility	Shows great flexibility reformulating ideas in differing linguistic forms to give emphasis, to differentiate according to the situation, interlocutor etc. and to eliminate ambiguity.
	Turntaking	No descriptors available; see C1.
	Thematic development	Can use the conventions of the type of text concerned with sufficient flexibility to communicate complex ideas in an effective way, holding the target reader's attention with ease and fulfilling all communicative purposes.
	Coherence and cohesion	Can create coherent and cohesive text making full and appropriate use of a variety of organisational patterns and a wide range of cohesive devices.
	Propositional precision	Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of qualifying devices (e.g. adverbs expressing degree, clauses expressing limitations). Can give emphasis, differentiate and eliminate ambiguity.
	Spoken fluency	Can express him/herself at length with a natural, effortless, unhesitating flow. Pauses only to reflect on precisely the right words to express his/her thoughts or to find an appropriate example or explanation.

<b>C1</b>		
<b>Linguistic</b>	General Range	<p>Can use a broad range of complex grammatical structures appropriately and with considerable flexibility.</p> <p>Can select an appropriate formulation from a broad range of language to express him/herself clearly, without having to restrict what he/she wants to say.</p>
	Vocabulary range	<p>Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Can select from several vocabulary options in almost all situations by exploiting synonyms of even less common words. Has a good command of common idiomatic expressions and colloquialisms; can play with words fairly well. Can understand and use appropriately the range of technical</p>

		vocabulary and idiomatic expressions common to his/ her area of specialisation.
	Grammatical accuracy	Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.
	Vocabulary control	Uses less common vocabulary idiomatically and appropriately. Occasional minor slips, but no significant vocabulary errors. Can articulate virtually all of the sounds of the target language with a high degree of control. He/she can usually self-correct if he/she noticeably mispronounces a sound. Can produce smooth, intelligible spoken discourse with only occasional lapses in control of stress, rhythm and/or intonation, which do not affect intelligibility or effectiveness. Can vary intonation and place stress correctly in order to express precisely what he/she means to say.
	Phonological control (overall phonological control, sound articulation, prosodic features)	Can employ the full range of phonological features in the target language with sufficient control to ensure intelligibility throughout. Can articulate virtually all the sounds of the target language; some features of accent retained from other language(s) may be noticeable, but they do not affect intelligibility.
	Orthographic control	Layout, paragraphing and punctuation are consistent and helpful. Spelling is accurate, apart from occasional slips of the pen.
<b>Sociolinguistic</b>	Sociolinguistic appropriateness	Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts; may, however, need to confirm occasional details, especially if the accent is unfamiliar. Can understand humour, irony and implicit cultural references and pick up nuances of meaning. Can follow films employing a considerable degree of slang and idiomatic usage. Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage. Can adjust his/her level of formality (register and style) to suit the social context: formal, informal or colloquial as appropriate and maintain a consistent spoken register. Can frame critical remarks or express strong disagreement diplomatically.
<b>Pragmatic</b>	Flexibility	Can make a positive impact on an intended audience by effectively varying style of expression and sentence length, use of advanced vocabulary and word order. Can modify his/her expression to express degrees of commitment or hesitancy, confidence or uncertainty.
	Turntaking	Can select a suitable phrase from a readily available range of discourse functions to preface his/her remarks appropriately in order to get the floor, or to gain time and keep the floor whilst thinking.
	Thematic development	Can use the conventions of the type of text concerned to hold the target reader's attention and communicate complex ideas. Can give elaborate descriptions and narratives, integrating sub themes, developing particular points and rounding off with an appropriate conclusion. Can write a suitable introduction and conclusion to a long, complex text. Can expand and support main points at some length with subsidiary points, reasons and relevant examples.
	Coherence and cohesion	Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices. Can produce well-organised, coherent text, using a variety of cohesive devices and organisational patterns.
	Propositional precision	Can qualify opinions and statements precisely in relation to degrees of, for example, certainty/ uncertainty, belief/doubt, likelihood etc. Can make effective use of linguistic modality to signal the strength of a claim, an argument or a position.



	Spoken fluency	Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language
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B2		
<b>Linguistic</b>	General Range	Can express him/herself clearly and without much sign of having to restrict what he/she wants to say. Has a sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words, using some complex sentence forms to do so.
	Vocabulary range	Can understand and use the main technical terminology of his/her field, when discussing his/her area of specialisation with other specialists. Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. Can produce the appropriate collocations of many words in most contexts fairly systematically. Can understand and use much of the specialist vocabulary of his/her field but has problems with specialist terminology outside of it.
	Grammatical accuracy	Good grammatical control. Occasional 'slips' or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect. Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. Has a good command of simple language structures and some complex grammatical forms, although he/she tends to use complex structures rigidly with some inaccuracy.
	Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.
	Phonological control (overall phonological control, sound articulation, prosodic features)	Can generally use appropriate intonation, place stress correctly and articulate individual sounds clearly; accent tends to be influenced by other language(s) he/she speaks, but has little or no effect on intelligibility. Can articulate a high proportion of the sounds in the target language clearly in extended stretches of production; is intelligible throughout, despite a few systematic mispronunciations. Can generalise from his/her repertoire to predict the phonological features of most unfamiliar words (e.g. word stress) with reasonable accuracy (e.g. whilst reading). Can employ prosodic features (e.g. stress, intonation, rhythm) to support the message he/she intends to convey, though with some influence from other languages he/she speaks.
	Orthographic control	Can produce clearly intelligible continuous writing, which follows standard layout and paragraphing conventions. Spelling and punctuation are reasonably accurate but may show signs of mother tongue influence.
<b>Sociolinguistic</b>	Sociolinguistic appropriateness	Can with some effort keep up with and contribute to group discussions even when speech is fast and colloquial. Can recognise and interpret sociocultural/sociolinguistic cues and consciously modify his/her linguistic forms of expression in order to express him/herself appropriately in the situation. Can express him/herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned. Can adjust his/her expression to make some distinction between formal and informal registers but may not always do so appropriately.

		Can express him/herself appropriately in situations and avoid crass errors of formulation. Can sustain relationships with speakers of the target language without unintentionally amusing or irritating them or requiring them to behave other than they would with another proficient speaker.
<b>Pragmatic</b>	Flexibility	Can adjust what he/she says and the means of expressing it to the situation and the recipient and adopt a level of formality appropriate to the circumstances. Can adjust to the changes of direction, style and emphasis normally found in conversation. Can vary formulation of what he/she wants to say. Can reformulate an idea to emphasise or explain a point.
	Turntaking	Can intervene appropriately in discussion, exploiting appropriate language to do so. Can initiate, maintain and end discourse appropriately with effective turn taking. Can initiate discourse, take his/her turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly. Can use stock phrases (e.g. 'That's a difficult question to answer') to gain time and keep the turn whilst formulating what to say.
	Thematic development	Can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail*.Can present and respond to complex lines of argument convincingly. Can follow the conventional structure of the communicative task concerned, when communicating his/her ideas. Can develop a clear description or narrative, expanding and supporting his/her main points with relevant supporting detail and examples. Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples*.Can evaluate the advantages and disadvantages of various options. Can clearly signal the difference between fact and opinion.
	Coherence and cohesion	Can use a variety of linking words efficiently to mark clearly the relationships between ideas. Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse. Though there may be some 'jumpiness' in a long contribution. Can produce text that is generally well-organised and coherent, using a range of linking words and cohesive devices. Can structure longer texts in clear, logical paragraphs.
	Propositional precision	Can pass on detailed information reliably. Can communicate the essential points even in more demanding situations, though his/her language lacks expressive power and idiomaticity.
	Spoken fluency	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech. Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions, there are few noticeably long pauses. Can interact with a degree of fluency and spontaneity that makes regular interaction with speakers of the target language quite possible without imposing strain on either party.

## B1

<b>Linguistic</b>	General Range	Has a sufficient range of language to describe unpredictable situations, explain the main points in an idea or problem with reasonable precision and express thoughts on abstract or cultural topics such as music and films. Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such
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		as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times.
	Vocabulary range	Has a good range of vocabulary related to familiar topics and everyday situations. Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.
	Grammatical accuracy	Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express. Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.
	Vocabulary control	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations. Uses a wide range of simple vocabulary appropriately when talking about familiar topics.
	Phonological control (overall phonological control, sound articulation, prosodic features)	Pronunciation is generally intelligible; can approximate intonation and stress at both utterance and word levels. However, accent is usually influenced by other language(s) he/she speaks. Is generally intelligible throughout, despite regular mispronunciation of individual sounds and words he/she is less familiar with. Can convey his/her message in an intelligible way in spite of a strong influence on stress, intonation and/or rhythm from other language(s) he/she speaks.
	Orthographic control	Can produce continuous writing which is generally intelligible throughout. Spelling, punctuation and layout are accurate enough to be followed most of the time.
<b>Sociolinguistic</b>	Sociolinguistic appropriateness	Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register. Is aware of the salient politeness conventions and acts appropriately. Is aware of, and looks out for signs of, the most significant differences between the customs, usages, attitudes, values and beliefs prevalent in the community concerned and those of his or her own community.
<b>Pragmatic</b>	Flexibility	Can adapt his/her expression to deal with less routine, even difficult, situations. Can exploit a wide range of simple language flexibly to express much of what he/she wants.
	Turntaking	Can intervene in a discussion on a familiar topic, using a suitable phrase to get the floor. Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.
	Thematic development	Can clearly signal chronological sequence in narrative text. Can develop an argument well enough to be followed without difficulty most of the time*. Shows awareness of the conventional structure of the text type concerned, when communicating his/her ideas. Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. *These three original descriptors also appear on the scale for Sustained monologue: putting a case.
	Coherence and cohesion	Can introduce a counter-argument in a simple discursive text (e.g. with 'however').
	Propositional precision	Can explain the main points in an idea or problem with reasonable precision.

		Can convey simple, straightforward information of immediate relevance, getting across which point he/she feels is most important. Can express the main point he/she wants to make comprehensibly.
	Spoken fluency	Can express him/herself with relative ease. Despite some problems with formulation resulting in pauses and 'cul-de-sacs', he/she is able to keep going effectively without help. Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.

A2		
Linguistic	General Range	Has a repertoire of basic language, which enables him/her to deal with everyday situations with predictable content, though he/she will generally have to compromise the message and search for words. Can produce brief everyday expressions in order to satisfy simple needs of a concrete type: personal details, daily routines, wants and needs, requests for information. Can use basic sentence patterns and communicate with memorised phrases, groups of a few words and formulae about themselves and other people, what they do, places, possessions etc. Has a limited repertoire of short memorised phrases covering predictable survival situations; frequent breakdowns and misunderstandings occur in non-routine situations.
	Vocabulary range	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics. Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs.
	Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.
	Vocabulary control	Can control a narrow repertoire dealing with concrete everyday needs.
	Phonological control (overall phonological control, sound articulation, prosodic features)	Pronunciation is generally clear enough to be understood, but conversational partners will need to ask for repetition from time to time. A strong influence from other language(s) he/she speaks on stress, rhythm and intonation may affect intelligibility, requiring collaboration from interlocutors. Nevertheless, pronunciation of familiar words is clear Pronunciation is generally intelligible when communicating in simple everyday situations, provided the interlocutor makes an effort to understand specific sounds. Systematic mispronunciation of phonemes does not hinder intelligibility, provided the interlocutor makes an effort to recognise and adjust to the influence of the speaker's language background on pronunciation. Can use the prosodic features of everyday words and phrases intelligibly, in spite of a strong influence on stress, intonation and/or rhythm from other language(s) he/she speaks. Prosodic features (e.g. word stress) are adequate for familiar, everyday words and simple utterances.
	Orthographic control	Can copy short sentences on everyday subjects – e.g. directions how to get somewhere. Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary.

<b>Sociolinguistic</b>	Sociolinguistic appropriateness	Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way. Can socialise simply but effectively using the simplest common expressions and following basic routines. Can handle very short social exchanges, using everyday polite forms of greeting and address. Can make and respond to invitations, suggestions, apologies etc.
<b>Pragmatic</b>	Flexibility	Can adapt well-rehearsed memorised simple phrases to particular circumstances through limited lexical substitution. Can expand learned phrases through simple recombinations of their elements.
	Turntaking	Can use simple techniques to start, maintain, or end a short conversation. Can initiate, maintain and close simple, face-to-face conversation. Can ask for attention.
	Thematic development	Can tell a story or describe something in a simple list of points. Can give an example of something in a very simple text using 'like' or 'for example'.
	Coherence and cohesion	Can use the most frequently occurring connectors to link simple sentences in order to tell a story or describe something as a simple list of points. Can link groups of words with simple connectors like 'and', 'but' and 'because'.
	Propositional precision	Can communicate what he/she wants to say in a simple and direct exchange of limited information on familiar and routine matters, but in other situations he/she generally has to compromise the message.
	Spoken fluency	Can make him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident. Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.

<b>A1</b>		
<b>Linguistic</b>	General Range	Has a very basic range of simple expressions about personal details and needs of a concrete type. Can use some basic structures in one-clause sentences with some omission or reduction of elements.
	Vocabulary range	Has a basic vocabulary repertoire of words and phrases related to particular concrete situations.
	Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.
	Vocabulary control	No descriptors available.
	Phonological control (overall phonological control, sound articulation, prosodic features)	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by interlocutors used to dealing with speakers of the language group concerned. Can reproduce correctly a limited range of sounds as well as the stress on simple, familiar words and phrases. Can reproduce sounds in the target language if carefully guided. Can articulate a limited number of sounds, so that speech is only intelligible if the interlocutor provides support (e.g. by repeating correctly and by eliciting repetition of new sounds). Can use the prosodic features of a limited repertoire of simple words and phrases intelligibly, in spite of a very strong influence on stress, rhythm, and/or intonation from other language(s) he/she speaks; his/her interlocutor needs to be collaborative.
	Orthographic control	Can copy familiar words and short phrases e.g. simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly. Can spell his/her address, nationality and

		other personal details. Can use basic punctuation (e.g. full stops, question marks).
<b>Sociolinguistic</b>	Sociolinguistic appropriateness	Can establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry etc.
<b>Pragmatic</b>	Flexibility	No descriptors available.
	Turntaking	No descriptors available.
	Thematic development	No descriptors available.
	Coherence and cohesion	Can link words or groups of words with very basic linear connectors like 'and' or 'then'.
	Propositional precision	Can communicate basic information about personal details and needs of a concrete type in a simple way.
	Spoken fluency	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.

## Plurilingual and pluricultural competence

Plurilingual and pluricultural competence

1. Building on pluricultural repertoire
2. Plurilingual comprehension
3. Building on plurilingual repertoire

### Notes:

Descriptors marked with asterisk (\*\*) represent a high level for B2. They may also be suitable for the C levels.

Plurilingual comprehension: What is calibrated in this scale is the practical functional ability to exploit plurilingualism for comprehension. In any particular context, when specific languages are concerned, users may wish to complete the descriptor by specifying those languages, replacing the expressions underlined and in italic in the descriptor. For example the B1 descriptor *Can deduce the message of a text by exploiting what he/she has understood from texts on the same theme written in different languages (e.g. news in brief, museum brochure, online reviews)* might be presented as: *Can deduce the message of a text in German by exploiting what he/she has understood from texts on the same theme written in French and English (e.g. news in brief, museum brochure, online reviews)*.

Building on plurilingual repertoire: What is calibrated in this scale is the practical functional ability to exploit plurilingualism. In any particular context, when specific languages are concerned, users may wish to complete the descriptor by specifying those languages, replacing the expressions underlined and in italic in the descriptor. For example the B2 descriptor *Can make use of different languages in his/her plurilingual repertoire during collaborative interaction, in order to clarify the nature of a task, the main steps, the decisions to be taken, the outcomes expected.* Might be presented as: *Can make use of English, Spanish and French during collaborative interaction, in order to clarify the nature of a task, the main steps, the decisions to be taken, the outcomes expected.* Descriptors marked with asterisk (\*\*) represent a high level for B2. They may also be suitable for the C levels.

<b>C2</b>	
<b>Building on pluricultural repertoire</b>	Can initiate and control his/her actions and forms of expression according to context, showing awareness of cultural differences and making subtle adjustments in order to prevent and/or repair misunderstandings and cultural incidents.
<b>Plurilingual comprehension</b>	No descriptors available, see B2.
<b>Building on plurilingual repertoire</b>	Can interact in a multilingual context on abstract and specialised topics by alternating flexibly between languages in his/her plurilingual repertoire and if necessary explaining the different contributions made. Can explore similarities and differences between metaphors and other figures of speech in the languages in his/her plurilingual repertoire, either for rhetoric effect or for fun.

<b>C1</b>	
<b>Building on pluricultural repertoire</b>	Can identify differences in socio-linguistic/-pragmatic conventions, critically reflect on them, and adjust his/her communication accordingly. Can sensitively explain the background to, interpret and discuss aspects of cultural values and practices drawing on intercultural encounters, reading, film, etc. Can explain his/her interpretation of the cultural assumptions, preconceptions, stereotypes, and prejudices of his/her own community and of other communities that he/she is familiar with. Can deal with ambiguity in cross-cultural communication and express his/her reactions constructively and culturally appropriately in order to bring clarity.
<b>Plurilingual comprehension</b>	No descriptors available, see B2.
<b>Building on plurilingual repertoire</b>	Can alternate between languages flexibly to facilitate communication in a multilingual context, summarising and glossing in different languages in his/her plurilingual repertoire contributions to the discussion and texts referred to. Can participate effectively in a conversation in two or more languages in his/her plurilingual repertoire, adjusting to the changes of language and catering to the needs and linguistic skills of the interlocutors. Can use and explain specialised terminology from another languages in his/her plurilingual repertoire more familiar to the interlocutor(s), in order to improve understanding in a discussion of abstract and specialised topics. Can respond spontaneously and flexibly in the appropriate language when someone else changes to another language in his/her plurilingual repertoire. Can support comprehension and discussion of a text spoken or written in one language by explaining, summarising, clarifying and expanding it in (an) other language(s) in his/her plurilingual repertoire.

<b>B2</b>	
<b>Building on pluricultural repertoire</b>	<b>**Can describe and evaluate the viewpoints and practices of his/her own and other social groups, showing awareness of the implicit values on which judgments and prejudices are frequently based.**Can interpret and explain a document or event from another culture and relate it to documents or events from his/her own culture(s)/ and/or from cultures he/she is familiar document or event from another culture with. Can discuss the objectivity and balance of information and opinions expressed in the media about his/her own and other communities. Can identify and reflect on similarities and differences in culturally-determined behaviour patterns (e.g. gestures and speech volume) and discuss their significance in order to negotiate mutual understanding. Can, in an intercultural encounter, recognise that what one normally takes for granted in a particular situation is not necessarily shared by others, and can react and express him/herself appropriately. Can generally interpret cultural cues appropriately in the culture concerned. Can reflect on and explain particular ways of communicating in his/her own and other cultures, and the risks of misunderstanding they generate.</b>
<b>Plurilingual comprehension</b>	Can use his/her knowledge of contrasting genre conventions and textual pattern in languages in his/her plurilingual repertoire in order to support comprehension.
<b>Building on plurilingual repertoire</b>	<b>**Can recognise the extent to which it is appropriate to make flexible use of different languages in his/her plurilingual repertoire in a specific situation, in order to increase the efficiency of communication.**Can alternate efficiently between languages in his/her plurilingual repertoire in order to facilitate comprehension with and between third parties who lack a common language.**Can introduce into an utterance an expression from another language in his/her plurilingual repertoire that is particularly apt for the situation/concept being discussed, explaining it for the interlocutor when</b>

	necessary. Can alternate between languages in his/her plurilingual repertoire in order to communicate specialised information and issues on a subject in his field of interest to different interlocutors. Can make use of different languages in his/her plurilingual repertoire during collaborative interaction, in order to clarify the nature of a task, the main steps, the decisions to be taken, the outcomes expected. Can make use of different languages in his/her plurilingual repertoire to encourage other people to use the language in which they feel more comfortable.
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## B1

<b>Building on pluricultural repertoire</b>	Can generally act according to conventions regarding posture, eye contact, and distance from others. Can generally respond appropriately to the most commonly used cultural cues. Can explain features of his/her own culture to members of another culture or explain features of the other culture to members of his/her own culture. Can explain in simple terms how his/her own values and behaviours influence his/her views of other people's values and behaviours. Can discuss in simple terms the way in which things that may look 'strange' to him/her in another sociocultural context may well be 'normal' for the other people concerned. Can discuss in simple terms the way his/her own culturally-determined actions may be perceived differently by people from other cultures.
<b>Plurilingual comprehension</b>	Can use what he/she has understood in one language to understand the topic and main message of a text in another language (e.g. when reading short newspaper articles on the same theme written in different languages). Can use parallel translations of texts (e.g. magazine articles, stories, passages from novels) to develop comprehension in different languages. Can deduce the message of a text by exploiting what he/she has understood from texts on the same theme written in different languages (e.g. news in brief, museum brochure, online reviews). Can extract information from documents written in different languages in his/her field, e.g. to include in a presentation. Can recognise similarities and contrasts between the way concepts are expressed in different languages, in order to distinguish between identical uses of the same word root and 'false friends'. Can use his/her knowledge of contrasting grammatical structures and functional expressions of languages in his/her plurilingual repertoire in order to support comprehension.
<b>Building on plurilingual repertoire</b>	Can exploit creatively his limited repertoire in different languages in his/her plurilingual repertoire for everyday contexts, in order to cope with an unexpected situation.

## A2

<b>Building on pluricultural repertoire</b>	Can recognise and apply basic cultural conventions associated with everyday social exchanges (for example different greetings rituals). Can act appropriately in everyday greetings, farewells, and expressions of thanks and apology, although he/she has difficulty coping with any departure from the routine. Can recognise that his/her behaviour in an everyday transaction may convey a message different to the one he/she intends, and can try to explain this simply. Can recognise when difficulties occur in interaction with members of other cultures, even though he/she may well not be sure how to behave in the situation.
<b>Plurilingual comprehension</b>	Can understand short, clearly articulated spoken announcements by piecing together what he/she understands from the available versions in different languages. Can understand short, clearly written messages and instructions by piecing together what he/she understands from the versions in different languages. Can use simple warnings, instructions and product information given in parallel in different languages to find relevant information.



<b>Building on plurilingual repertoire</b>	Can mobilise his/her limited repertoire in different languages in order to explain a problem or to ask for help or clarification. Can use words and phrases from different languages in his/her plurilingual repertoire to conduct a simple, practical transaction or information exchange. Can use a word from another language in his/her plurilingual repertoire to make him/herself understood in a routine everyday situation, when he/she cannot think of an adequate expression in the language being spoken.
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<b>A1</b>	
<b>Building on pluricultural repertoire</b>	Can recognise differing ways of numbering, measuring distance, telling the time, etc. even though he/she may have difficulty applying this in even simple everyday transactions of a concrete type.
<b>Plurilingual comprehension</b>	Can recognise internationalisms and words common to different languages (e.g. Haus/hus/house) to:- deduce the meaning of simple signs and notices;- identify the probable message of a short, simple, written text;- follow in outline short, simple social exchanges conducted very slowly and clearly in his/her presence;- deduce what people are trying to say directly to him/her, provided they speak very slowly and clearly, with repetition if necessary.
<b>Building on plurilingual repertoire</b>	Can use a very limited repertoire in different languages to conduct a very basic, concrete, everyday transaction with a collaborative interlocutor.