






Self-assessment grid

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

Check what you can do with the languages you know or the languages that you are learning. The levels of skills set out by the Council of Europe's Common European Framework Reference for language learning are six in number:

- A1: introduction and discovery level: Breakthrough
- A2: survival: Waystage
- B1: independent user: Threshold
- B2: independent user: Vantage
- C1: proficient user: Effective Operational Proficiency
- C2: proficient user: Mastery

The following lists allow you to find your own level of skill or the level of skill shortly to be reached.

You may add other descriptors based on your own experience.

■ As you progress fill in the boxes which are relevant to your work, respecting the meaning of the symbols used.



I am learning / I am practising doing



I can manage without special help

Note that you can sometimes tick boxes that match different levels or intermediate levels.

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Generally speaking, self-assessment must not be confused with evaluation from your teacher or an institution or with the official validation of a skill level.

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A1 I can communicate in a simple way as long as the speaker agrees to repeat and rephrase his sentences more slowly and helps me say what I want to say. I can ask and answer simple questions on familiar issues and about immediate needs.

- I can introduce myself and introduce someone.

e.g. say my name, my age and where I live.

- I can greet someone, ask him how he is and take leave of him.

e.g. when I meet a person who speaks this language.

- I can speak simply of the people I know and ask questions about someone's identity.

e.g. say or ask about how people are related.

- I can give a precise date or a meeting point thanks to expressions like "next week", "last Friday", "in November", "at three o'clock".

e.g. specify my time table, take an appointment.

- I can ask for, suggest or offer something and thank someone.

e.g. when I need a book or a plan in class.

- I can also

- I can also

A2 I can communicate when simple daily tasks only require simple and direct information about familiar issues and activities. I can have very brief exchanges even if I usually don't understand enough to follow a conversation.

A2-1

- I can say what I like and don't like.

e.g. in a discussion about sport or leisure activities or when I am asked about what food I like.

- I can express agreement or disagreement.

e.g. when I am asked my opinion.

- I can spell a name or say a phone number.

e.g. to dictate a word that has to be written on the board or spelt out to someone over the phone.

- I can say how I feel and express my feelings.

e.g. to say I am cold, hungry or have a headache.

- I can also

- I can also

A2-2

- I can talk about my family, my leisure time, my friends and life at school.

e.g. in a discussion with correspondents or friends.

- I can use polite expressions.

e.g. when I am speaking to a teacher, school staff or someone older than myself.

- I can invite and answer if I am invited.

e.g. when I'm giving a party or a get-together.

- I can set a time and place for an appointment.

e.g. fix a time when I can meet someone, by checking our schedules.

- I can also

- I can also

**A2-3**

- I can have a short conversation with young people of my own age on subjects we are interested in.
e.g. *talking about leisure time and what we like, responding to what the others say and managing to talk about myself.*

- I can ask for and give advice or instructions about everyday issues.
e.g. *advice about spending a weekend or where to spend holidays.*

- I can talk about what's on in the evening or at the weekend.
e.g. *go through what's on.*

- I can make comparisons.
e.g. *compare the behaviour of several characters in a passage or a film.*

- I can also

- I can also

B1 I can cope with most situations one is likely to meet during a journey in a region where the language is spoken. I can take part spontaneously in a conversation about familiar issues and which are of personal interest or everyday life.

B1-1

- I can express feelings like surprise, joy, sadness, curiosity and indifference.
e.g. *in reaction to a statement which concerns or surprises me.*

- I can ask someone what he thinks about a subject of general interest.
e.g. *calling someone to account for something during a class discussion.*

- I can say politely what I think and if I agree or not.
e.g. *to express my disagreement with the teacher's opinion or that of an assistant or another person.*

- I can interrupt the speaker politely when I don't agree or when I have not understood and ask him to repeat what he has just said.
e.g. *by taking turn in speaking while a teacher or an assistant is speaking.*

- I can say politely what I think and whether I agree or not.
e.g. *to express disagreement with the teacher's, the assistant's or anyone else's opinion.*

- I can interrupt politely when I do not agree or when I have not understood and ask him to repeat what has just been said.
e.g. *by taking active part when the teacher or assistant are talking.*

- I can also

- I can also

B1-2

- I can express myself differently if the person I am speaking to does not understand me.
e.g. *by rephrasing my questions to make the vocabulary and the structure simpler.*

- I can talk about a film, a book, music, etc.
e.g. *explain and defend my opinion when I don't agree with other people's views.*

- I can express my disagreement with another's opinion, exchange and measure one opinion against another speaker's.
e.g. *explain why I disagree with a point of view which has been expressed.*

- I can interview someone on a specific subject if I have prepared the questionnaire beforehand and I can also ask spontaneous questions.
e.g. *to know the assistant's or a pen friend's or a native speaker's viewpoint about a topic under debate in class.*



- I can also

- I can also

B1-3

- I can take the initiative in a conversation and broach a familiar topic.

e.g. when I notice that the debate has to be started up again and new elements introduced.

- I can actively participate in any discussion on a familiar topic without any preparation.

e.g. take part, even briefly, every time a theme or a discussion is broached.

- I can explain why certain issues are problematic and discuss how to solve them and compare solutions given.

e.g. during a discussion on a joint project.

- I can compare suggestions, discuss what has to be done, where to go, what to choose, etc.

e.g. during the preparation of an outing or a journey.

- I can also

- I can also

B2 I can interact with some spontaneity and fluency which makes interaction with a native speaker possible. I can actively take part in a conversation in familiar situations, accounting for and standing by my views.

- I can begin, keep up and end a conversation, giving others time to speak.

e.g. being chairperson of a group discussion.

- I can, after a presentation, respond to a series of questions with ease and spontaneity.

e.g. develop an aspect of my presentation, without the need of my notes.

- I can, in a conversation, underline what seems important to me and put over different degrees of emotion.

e.g. express anxiety, astonishment, anger, or satisfaction at certain positions.

- I can express my ideas and opinions with precision and back them up by giving explanations, arguments and commentaries.

e.g. taking turn to speak in a debate and keeping it up until I have had time to develop my position.

- I can interrupt a discussion and sum up the speakers' contribution and highlight the pros and cons of the different positions presented.

e.g. by making intermediary assessments and take stock of questions in a group discussion.

- I can also

- I can also

C1 I can express myself spontaneously and fluently without looking for my words too obviously. I can use the language with flexibility and efficiency for social or professional purposes. I can express my ideas and opinions with precision and skilfully connect up what I say to what other speakers say.

- I can take part in a heated discussion with native speakers.

e.g. when two native speakers do not agree on a current topic.

- I can argue and respond to questions and counter arguments easily.

e.g. react spontaneously to objections, take them into account without losing the thread of my argumentation.



- I can connect what I have to say with what the other speaker has to say by taking up what he has just said.

e.g. by summing up the speaker's point of view, making remarks about it and giving my own point of view.

- I can allude to certain things or express myself humorously during a conversation.

e.g. include discreet references to previous debates in my talk.

- I can also

- I can also

“1 I can participate effortlessly in all conversations or discussions and I am also really comfortable with idiomatic expressions and colloquialisms. I can express myself with finer shades of meaning precisely. If I get into trouble I can go back and correct myself astutely so that no-one notices.

- I can take part in a conversation with skill and precision and use many idiomatic expressions.

- I can take part effortlessly in any conversation with native speakers, whatever the topic, the discussion or register of language used.

- I can stand by my position in a formal discussion about complex issues and argue like a native speaker.

- I can also



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A1 I can use expressions and simple sentences to describe where I live and people I know.

- I can say where I live.

e.g. specify my town or my village as well as the street I live in.

- I can say what I do.

e.g. what school I go to and the subjects I study or if I work.

- I can say what I like to do.

e.g. when I compare my hobbies to other people's.

- I can introduce people I know.

e.g. when I have to speak of characters in a text or a dialogue.

- I can count, give quantities and tell the time.

e.g. give an appointment or order something.

- I can also

- I can also

A2 I can use a series of phrases or expressions to describe my family or other people, the way I live, my educational background and my present or recent professional activity.

A2-1

- I can describe my family.

e.g. introduce my parents, my brothers and sisters, etc.

- I can describe places and things in simple terms.

e.g. my room, my house, my school, etc.

- I can describe people with simple words.

e.g. say their age, what they look like, what they like.

- I can describe how I spend my free time.

e.g. the sports I practise.

- I can also

- I can also

A2-2

- I can say what I did the night before or during the weekend.

e.g. making it clear that what happened was in the past.

- I can narrate a story or an event in a few successive sentences.

e.g. to summarise events in a passage studied in class.

- I can explain why I like or dislike something.

e.g. to accept or refuse an offer or an invitation.

- I can compare things concisely.

e.g. decide on a purchase.

- I can also

- I can also



**A2-3**

- I can relate what has happened to me.

e.g. a meeting or an anecdote specifying when the events took place and showing the sequence of events clearly.

- I can describe what I intend to do and why.

e.g. to justify a choice in one or two sentences.

- I can summarise a subject or a theme on which I have been working.

e.g. to present results from research on the internet to the class.

- I can justify my opinions, my projects, my actions, as long as I have prepared them before very simply.

e.g. in a discussion about different life-styles, etc.

- I can also

- I can also

B1

I can express myself simply to relate experiences and events, my dreams my hopes and my goals. I can give brief explanations about my opinions and my projects. I can tell a story, relate the plot of a book or a film and express how I feel about them.

B1-1

- I can tell a story.

e.g. summarise coherently all the important parts of a passage or a short story.

- I can describe a dream, my hopes, and projects.

e.g. present a personal project about what I want to do and explain why.

- I can do a short presentation of a subject I know well as long as I have prepared it beforehand.

e.g. give a short structured talk on the results of a study I have carried out on a certain subject.

- I can relate the plot of a book or a film.

e.g. recount something I have read showing clearly the main points in order.

- I can also

- I can also

B1-2

- I can give an account of a real or of an imaginary event.

e.g. give an account of a piece of news read or heard, or even present the part of a film I liked.

- I can stand up for or explain my opinions, my intentions or my actions.

e.g. speak up spontaneously in class to explain what I think about attitudes or opinions which seem surprising or debatable.

- I can speak simply without any preparation about varied subjects connected to my field of interests or about something on the syllabus.

e.g. announce what my knowledge on the topic is to the class during a debate.

- I can present a simple prepared report on a familiar subject in which the important points are highly developed.

e.g. give a presentation of an aspect of the history, culture or civilisation of a country I know, whose language I am learning, to develop a theme or work studied in class.

- I can also

- I can also

**B1-3**

- I can explain how to do something by giving detailed instructions.

e.g. explain the strategies I use when I have to write a passage, prepare an oral presentation or understand a text.

- I can relate my experiences in detail by describing my feelings and my reactions.

e.g. give an account of how I behaved in certain amazing or difficult situations when I was abroad or in contact with people from another culture.

- I can relate the main details of a chance event, like an accident.

e.g. explain the exact circumstances of an event which I was witness to or took part in, or which is recounted in a film or a novel.

- I can recount the plot of a book or a film and say whether I liked them or not and explain why.

e.g. I can give an account of something I have read or a film I've seen and recommend them or not with detailed back-up.

- I can also

- I can also

B2

I can express myself clearly and in detail about a wide range of subjects related to my personal interests. I can develop my viewpoint on a topical subject and explain the advantages and drawbacks of various options.

- I can recount in detail what I have experienced, seen or imagined.

e.g. on returning from a trip abroad.

- I can develop and back up my personal position by highlighting what I think the drawbacks and advantages are.

e.g. during a discussion on the method to adopt to do a project or research.

- I can do a report, a presentation or a description insisting on the important and significant points and backing up what I say with relevant examples.

e.g. after personal group research.

- I can give a detailed account of experiences and observations about cultural, intercultural or social topics.

e.g. to highlight the context of an event or a report that was read, listened to and possibly studied in class.

- I can sum up the plot and the follow up of the events from a film or a play, highlighting the motivations of the different characters.

e.g. to explain and comment upon material studied in class.

- I can volunteer further information on a point during a presentation to respond to questions or remarks from the audience.

e.g. change the order of the points I had originally hoped to cover and still remain coherent.

- I can also

- I can also

C1

I can present clear and detailed descriptions of complex subjects and include sub-themes developing particular points and ending my presentation appropriately.

- I can give a clear and detailed description of complex subjects.

e.g. give a detailed description of how an institution or an economic or political system works.

- I can orally present and report data in detail, connecting topical points and treating certain aspects in greater detail and ending my presentation appropriately.

e.g. give an account of a literary work or a film.



- I can give a clear well-structured presentation on a complex topic developing my point of view backed up by sub-themes, justifications and relevant examples.

e.g. make a synopsis of the study of a dossier a topic or an idea.

- I can manage objections appropriately, responding spontaneously and effortlessly.

e.g. after a presentation.

- I can also

- I can also



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WRITING

A1 I can write a short simple postcard, for example during my holiday I can fill in forms with personal details; filling in my name, my nationality and my address on a hotel registration form.

- I can copy short phrases and simple instructions.

e.g. take notes during a class in an exercise book or a file.

- I can write a simple postcard.

e.g. for my pen friend's birthday.

- I can fill in a form concerning my identity, my address and my date of birth.

e.g. I can take part in a game or competition or fill in a registration form.

- I can give information about myself: who I am, where I live, where I come from and what I like and what I like to do.

e.g. in a first letter to a pen friend.

- I can give information about people I know and say what they do.

e.g. sum up in writing what I have learned about the characters in the texts and dialogues.

- I can also

- I can also

A2 I can write notes, short simple messages. I can write a simple personal letter thanking someone for something.

A2-1

- I can write simple letters or messages.

e.g. to thank someone for a letter received or apologise for having waited so long to reply.

- I can describe my family, the place I'm in, and what I'm doing in a short personal letter.

e.g. in a letter to a pen friend.

- I can give a brief elementary description of an event.

e.g. sum up in a few phrases the story of a text which has been studied.

- I can write a message or a simple letter to invite someone or suggest something.

e.g. to suggest working together with a pen-friend on an aspect of the syllabus or invite him to visit me during the holidays.

- I can also

- I can also

A2-2

- I can write a brief text to sum up information I have heard or read.

e.g. give an account of what is essential in a text I've read.

- I can relate what happened to me in the recent or distant past.

e.g. relate what I have been doing since my last letter.

- I can describe simply what I want to do in the near or distant future.

e.g. the training or the studies I want to do.

- I can write about my everyday environment (people, places, my work or my studies).

e.g. compare life in my school with schools in other countries.

- I can record my triumphs and difficulties in the Dossier, in simple and familiar words.

e.g. en connection with the section "How I learn".

- I can also

- I can also

A2-3

- I can write imaginary biographies, short and simple texts on people.

e.g. sum up and complete what I learned about a character in a text or a film.

- I can write up concise notes taken during a debate or a reading.

e.g. write out a text which sums up briefly what was said in class or on a text or another teaching aid.

- I can describe my training, what I study or my work.

e.g. in a letter to request a work placement.

- I can give an account in a narrative text of events described in a dialogue or an extract of a film.

e.g. a written account of the connection between ideas or events.

- I can also

- I can also

B1 I can write a simple coherent text on familiar subjects or which I'm personally interested in. I can write personal letters describing experiences or impressions.

B1-1

- I can write my curriculum vitae (CV) briefly, answering a questionnaire.

e.g. give a precise account of my personal life, my studies and special experiences I might have had.

- I can describe an event, a recent trip, real or imagined.

e.g. give an account of a stay or a trip abroad.

- I can express a personal viewpoint or an opinion.

e.g. give my opinion on a character's behaviour in a text or film.

- I can give an account of the main subject of a film or a short story.

e.g. in notes on a piece of reading or a film I liked.

- I can also

- I can also

B1-2

- I can write messages to ask for information, send facts or state problems.

e.g. I can let my pen friend know what information I need for personal research.

- I can. give an account of experiences writing about my feelings and responses.

e.g. narrate a trip for the school newspaper or a club.

- I can write a summary of a film or a book.

e.g. give an account of the plot and highlight why a film, a short story or a book is interesting.

- I can write short simple essays on general topics.

e.g. write a brief article about the readers' page in a magazine or a paper.

- I can also

- I can also

B1-3

- I can relate events which happened in the past, highlighting their chronological order.

e.g. relate what preceded a particular event in a text or a film.

WRITING

- I can tell a story bringing out the order and coherence of events and behaviour.

e.g. give an account of the reading of a short story or an extract.

- I can sum up facts on familiar or unfamiliar topics quite confidently and give my opinion.

e.g. summarise collected information relevant to the syllabus and say why it is interesting.

- I can write reports on a special field, respecting the special structure of this type of writing.

e.g. present the results of personal or collective research.

- I can also

- I can also

B2 I can communicate with some spontaneity and ease which makes interaction with a native speaker possible. I can actively take part in a conversation in familiar situations, offer and stand by my viewpoints.

- I can describe my workplace, the different functions of the members of my team and how the work is organised.

e.g. give an account of the way I took part in joint action.

- I can write an essay or a report developing the argumentation by backing for or against a special viewpoint and by explaining the advantages and drawbacks of the different options.

e.g. after a debate on a social issue.

- I can describe events and real or imaginary experiences.

e.g. describe in detail the events which happen in an extract of a film.

- I can synthesize information and arguments from various sources.

e.g. present a coherent account of what I have gathered from several different sources on the same subject.

- I can write a review of a film, a book or a play.

e.g. say what I liked or regretted about a film or a book.

- I can take position about events or about different opinions, highlighting clearly different viewpoints.

e.g. giving an account of an argumentative article.

- I can also

- I can also

C1 I can express myself in clear, well-structured text and develop my point of view. I can write about complex subjects in a letter an essay or a report underlining the points I think are important. I can adapt my style to the reader of my letter.

- I can set out my standpoint in detail.

e.g. in a composition, an essay or a commentary.

- I can express myself clearly mastering the means to organise and harmonise the developments in both the content as well as the structure.

e.g. in a commentary of a text.

- I can write texts and choose the style adapted to the readers of the text and mail and respecting the formal characteristics of this kind of text.

e.g. in an argumentative article written for a review or a newspaper.

- I can also

- I can also



WRITING

ENGLISH

62 I can write clear flowing text which is adapted in an appropriate style. I can write complex letters, reports or articles which clearly show the important points to the reader and help him memorise them. I can write reviews and summaries, a professional piece or a literary work.

- I can write an analysis of a text or a project and justify my opinion.
- I can write a review of cultural events (film, concerts, theatre, literature, radio, television).
- I can give a complete overview of a subject in a report or an essay on which I have carried out research, sum up other people's opinions and put forward information I consider to be important.
- I can write a critical article for a specialised review.
- I can also



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The following lists allow you to find your own level of skill or the level of skill shortly to be reached.

You may add other descriptors based on your own experience.

■ As you progress fill in the boxes which are relevant to your work, respecting the meaning of the symbols used.



I am learning / I am practising doing



I can manage without special help

Note that you can sometimes tick boxes that match different levels or intermediate levels.

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LISTENING

A1 I can understand simple words and very simple everyday expressions about myself, my family and the immediate environment, if people speak slowly and clearly.**When people speak slowly and clearly, and pause between sentences...**

- I can understand simple questions about myself or my family.

e.g. what my name is and where I live.

- I can understand when I am asked what I do.

e.g. if I go to school or if I work.

- I can understand when I am asked simple questions about people I know.

e.g. their names, their relationship to me, etc.

- I can understand simple expressions about everyday life.

e.g. when someone thanks me, says hello or goodbye, accepts and refuses something, when I'm asked how I am, etc.

- I can understand information and simple instructions.

e.g. when I am told where to find something or someone or when I am asked to come, to open my book, to go to the board, to wait, etc.

- I can also

- I can also

A2 I can understand very common expressions and vocabulary closely concerning myself (e.g. myself, my family, purchases, close environment, work). I can grasp the essential meaning of simple, clear messages.**A2-1 When the speaker deliberately uses almost uniquely words and expressions that I ought to know...**

- I can understand if he is asking a question, if he is stating something or if he is asking to do something.

e.g. when listening to a dialogue.

- I can understand when he is introducing himself, is speaking about his family and his likes and dislikes.

e.g. when he says his name, his age, where he lives, what he likes and what he likes doing best in his spare time.

- I can understand when he asks me what I like.

e.g. when he asks me what I like to do in my spare time.

- I can recognise words and expressions I know in a narrative or a dialogue.

e.g. the places mentioned, the different characters, what they like and do during their spare time.

- I can also

- I can also

A2-2 When the speaker uses simple sentences to talk about everyday issues because he knows he is talking to someone who is learning the language...

- I can understand when he introduces another person.

e.g. giving his identity, his family or relations, saying what he does for a living, what he likes and / or does not like, what he does in his spare time.

- I can understand simple instructions about how to get from one place to another, on foot or by public transport.

e.g. when I am explained a route in a town with the help of a map.

- I can understand the general subject of a discussion I hear.

e.g. what the characters in the dialogue are talking about, the issues they raise or the decisions they take.

LISTENING

- I can understand the main theme of a short narrative which contains connected sentences.
e.g. by grasping the type of listening passage and the subject raised thanks to the sentences which are understood (event, description...).

- I can also

- I can also

A2-3 When the speaker is addressing a wider audience on issues which I am familiar with, but using sentences which are short and simple...

- I can understand the key information of a short message.

e.g. understand the time and the platform from which a train leaves, a doctor's visiting hours, opening and closing times.

- I can understand a narrative if it is about facts in the present, past or future.

e.g. grasp when the speaker explains what happened before the events he is describing.

- I can understand the logical composition of a narrative.

e.g. recognise when the speaker specifies why an event has taken place.

- I can follow the TV news headings or televised documentaries presented quite slowly and clearly in standard language, even if I do not understand all the details.

e.g. recognise the issue dealt with, the type of news dealt with (political, economical, social, everyday news items, etc.) and the essential meaning of this news.

- I can also

- I can also

B1 I can understand the main points when clear standard language is spoken about familiar issues concerning work, school, spare time activities, etc. I can understand the main points of several TV and radio programmes on current affairs or on issues which I am personally or professionally interested in if the language spoken is relatively slow and clear.

B1-1 When the speaker uses clear standard language and does not speak for too long (about 2-3 minutes)...

- I can understand the main points on familiar matters encountered regularly, including short narratives.

e.g. enough to be able to summarise a passage very briefly on a certain point of the syllabus or on everyday life, given by a pen friend, the assistant or through a recording.

- I can understand the main points of radio news and simple recorded passages.

e.g. understand the main points of essential news items (themes, reported events, the importance of the news..).

- I can have a comprehensive understanding of the main position adopted by someone in a discussion on a theme I know well.

e.g. recognise if two people interviewed share the same viewpoint on the topic presented by the host.

- I can understand a piece of information by recognising the general message and the details.

e.g. if a speaker presents an important fact or illustrates it with details.

- I can also

- I can also

LISTENING

B1-2 When the speaker speaks for a rather long time about the issues related to the programme or current affairs...

- I can understand what arguments a person uses in a discussion about a topic I know well.
e.g. recognise the arguments already raised during a class debate or encountered elsewhere.
- I can understand dialogues about current affairs in simple well-connected language.
e.g. understand easily everything when two speakers talk of their everyday life or about a particular event.
- I can follow a presentation as long as the topic is familiar and the explanation is clear and simple.
e.g. understand the main ideas of an exposition given by a pen friend, an assistant or on a recording.
- I can follow many films when the language is clear and when they are based on action and image.
e.g. understand the main events, the plot and the ending of an adventure film, even if I do not understand all the dialogues.
- I can also
- I can also

B1-3 When I listen to the radio or TV about topics connected to the syllabus or current affairs...

- I can understand the main points of TV programmes about everyday topics if the language is quite clearly connected.
e.g. recognise topics dealt with in reports and documentaries touching on a point in the programme and understand the most essential part of it.
- I can usually follow the main points of a long discussion if the language is clearly connected.
e.g. recognise topics dealt with and have an overall understanding of the opinions stated.
- I can understand simple specific information.
e.g. follow most of the explanations given in a documentary or in a report on an institution.
- I can understand most recordings and radio programmes when the language is clearly connected.
e.g. notice the novelty and the originality of information given in the light of what I know about the topic.
- I can also
- I can also

B2 I can understand conferences and quite long speeches and follow complex argumentation if I am relatively familiar with the topic. I can understand most TV programmes about current affairs and the news. I can understand most films in standard language.**When I am familiar with the topic and even when the speech or the document is rather long and complex...**

- I can tell when the speaker is funny, his tone, etc.
e.g. recognise if he's being ironical, critical or appreciative.
- I can recognise his point and attitude as well as the informative content in what he says.
e.g. perceive in a passage or in a presentation what is personal comment and what is informative.
- I can follow an animated conversation between native speakers.
e.g. when one of the native speakers gets upset, uses more familiar language and speaks faster.
- I can understand announcements and ordinary messages about abstract and concrete topics, if they are delivered at a normal speed.
e.g. recordings of announcements in trains or stations, changes in train timetables and advice to travellers.

LISTENING

- I can grasp a good amount of what is being said without native speakers adapting their speech to my presence.

e.g. when I listen to a TV debate on current affairs.

- I can understand most TV news programmes and magazines, documentaries and interviews.

e.g. easily follow reports about current affairs or connected to points on the programme.

- I can also

- I can also

C1 I can understand a long speech even if it is not well structured and is only implicitly connected. I can understand TV programmes and films without much effort.

Whatever the topic...

- I can easily follow a considerable speech even if it is not clearly set out and the ideas not explicitly connected.

e.g. understand someone's point in a film or a play from comments and opinions given in disorder.

- I can follow films in which slang, idiomatic and trendy language is often used.

e.g. films in which the characters are from the common people.

- I can identify fine details including the implicit aspect of human relations between the speakers.

e.g. in plays and films.

- I can easily follow complex language in a group discussion or debate even if the topic is abstract, complex or unfamiliar.

e.g. while watching sensitive issues on TV debates.

- I can also

- I can also

C2 I have no trouble understanding spoken language in everyday life or in the media and when it is spoken quickly, as long as I have the time to get used to a particular accent.

No matter what the language is and how hard it is...

- I can understand everything said by the speakers.

- I can understand everything said at a conference or long speeches containing many idiomatic expressions and / or regional language.

- I can also

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A1 I can understand familiar words and simple sentences, for example notices, posters and catalogues.

When I read a text which contains simple words and sentences I already know...

- I can understand instructions and very simple comments concerning my work.

e.g. when the teacher writes comments about my work on a paper I have done in the language I'm learning ("very good," "improvement"..) or when the textbook asks me to read a text, answer the questions, look out for certain information, etc.

- I can make out in a programme or poster what they are talking about and where an event is and at what time it will take place.

e.g. information about a concert or a play.

- I can understand a simple message sent to me, for example a post card.

e.g. when my pen friend sends me a holiday postcard or wishes me happy birthday.

- I can recognise words, expressions and simple sentences on a notice, billboard or newspaper or magazine.

e.g. finding words or expressions that I have learned to say and that are easily recognisable.

- I can also

- I can also

A2 I can read short simple texts. I can find a special piece of information, predictable in everyday language found in ads, leaflets, menus and timetables, and I can understand short personal letters.

A2-1 When I read a short text in everyday language or very simple letters...

- I can understand a simple message sent to me.

e.g. on a postcard, an invitation, an appointment.

- I can find specific predictable information in simple everyday language such as in a prospectus, a menu, notices and timetables.

e.g. ordinary dishes on a menu or an itinerary or on a timetable.

- I can understand the contents of a letter or a text when it deals with a topic I know.

e.g. recognise words connected to a theme I am familiar with.

- I can recognise whether a text is a dialogue, a narrative, a description etc.

e.g. tell the difference between a narrative description of events and the reporting the facts.

- I can also

- I can also

A2-2 When I read short simple texts connected with the syllabus or everyday life...

- I can understand important information in a text or a short simple letter.

e.g. what a text is about and the important events reported in it.

- I can follow a short narrative or the brief description of facts about familiar issues.

e.g. recognise the order of events and identify what connects them up (cause and effect).

- I can find specific information in a text when I am familiar with the issue

e.g. find information I need to take part in a discussion or do some research on it.

- I can go through articles in the press and find important information in an ad about a stay or a work placement.

- I can also

- I can also



A2-3 When I read letters or a written narrative in simple terms about a familiar issue...

- I can understand short texts on everyday concrete topics whose vocabulary is mostly familiar.
e.g. understand the best part of a text in my textbook without much help.
- I can understand rules and regulations when they are clearly set out.
e.g. the rules of an institution.
- I can recognise the main points in most simple texts (narrative, letters, and short newspaper articles relating facts).
e.g. work out quickly what the most important information is concerning the issue.
- I can follow a narrative.
e.g. recognise who and where the narrator is referring to.
- I can also
- I can also

B1 I can understand texts written mainly in everyday language or concerning my work. I can understand the description of events, when feelings and wishes are expressed in personal letters.

B1-1 When I read notes, letters or narratives which are less than one page long and well put together...

- I can understand simple information.
e.g. work instructions in a textbook or remarks and comments on papers I have handed in.
- I can understand the descriptions of feelings as well as wishes expressed in everyday language.
e.g. the dialogues in a work of fiction.
- I can understand a passage in a work of fact on a point in the syllabus or in one of my personal interests well enough to be able to recognise the main information it contains.
e.g. read a magazine article on my favourite hobby and derive interesting information.
- I can understand mail I receive well enough to be able to correspond regularly.
e.g. find out what my pen-friend is interested in so that I can prepare my answer.
- I can also
- I can also

B1-2 When I read informative or technical passages of about one page on news items, the syllabus or connected to everyday life...

- I can make out the main idea from the details in an informative passage about a familiar issue.
e.g. sort out the information in a passage and find out what is clearly important to retain.
- I can recognise important points in a well-structured newspaper article about a familiar subject.
e.g. find out what this article has that's new on a subject about which I've read other articles.
- I can find the main points of information quickly in writing such as letters, leaflets, and short official documents.
e.g. run through a public announcement (a document written by an association), understand what it is about and understand the point it is making.
- I can use the information from different parts of the passage or different passages to do a specific task.
e.g. carry out research for a presentation based on different information sources.
- I can also



- I can also

B1-3 When I read articles, short stories or novels...

- I can make out the main conclusions in a text which has clearly defined argumentation.

e.g. recognise the author's point of view on a controversial subject.

- I can recognise the argumentation for presenting a problem without necessarily understanding the details.

e.g. make out the main arguments developed in a passage underpinning a thesis.

- I can find information in different places of a lengthy text (letters, leaflets, official documents, newspaper articles).

e.g. skim through a lengthy passage quickly and see where I can find the information I need.

- I can understand the best part of a narrative passage or a well-structured contemporary literary text, with a dictionary if needs be.

e.g. follow the dénouement of a plot or events in a text of several pages.

- I can also

- I can also

B2 I can read articles and reports on current issues in which the authors take up a certain attitude or viewpoint. I can understand a contemporary literary text in prose.

When I read lengthy literary texts in contemporary language or articles on current issues or contained within the syllabus...

- I can understand a passage in a familiar subject in detail.

e.g. understand the whole passage concerning a point in the syllabus written in standard speech.

- I can quickly tell the contents and relevance of an article or report.

e.g. recognise in a few seconds if a passage deals with the research I am particularly interested in or not.

- I can skim through a lengthy complex passage on various subjects and tell if it's worth a closer reading within certain research or study.

e.g. select information of an interesting viewpoint from a series of passages concerning an item of the syllabus for work I want to do.

- I can understand articles and reports on contemporary issues and in which the authors adopt a particular position or viewpoint.

e.g. single out facts and opinions and separate what differentiates the author's opinion and what I know of the theme and the issue dealt with.

- I can understand what is implied in a narrative or dramatic passage.

e.g. the reasons that make characters do what they do.

- I can understand specialised articles concerning a subject I don't know, as long as I can use a dictionary sometimes.

e.g. read a passage with a view to research in an encyclopaedia with little difficulty and use a dictionary when specialised expressions come up.

- I can also

- I can also



- C1 I can understand lengthy texts and appreciate the differences in style. I can understand specialised articles and lengthy technical instructions, even when they do not concern my area of study.**

When I read factual or lengthy complex literary passages...

- I can understand the most obvious stylistic characteristics in a literary text.

e.g. certain figures of speech (metaphors, etc.) or changes in register.

- I can skim through a lengthy complex text and pick out relevant items.

e.g. read while stopping only at the passages which are relevant to my information, that I must read more attentively.

- I can understand lengthy complex texts concerning or not a topic I know, as long as I can re-read the difficult parts.

e.g. texts in specialised magazines.

- I can understand all types of correspondence, with the help of the dictionary if needs be.

e.g. letters containing precise information about administrative issues.

- I can recognise the social, political, or historical context of a literary text.

e.g. bring out the link between the narrative, the characters' behaviour or the stylistic characteristics with social or artistic reality.

- I can also

- I can also

- C2 I can read any kind of passage effortlessly be it abstract or complex in content or presentation, for example a textbook, a specialised article or a literary work.**

No matter how difficult the language used...

- I can read texts from classical and contemporary literature of different types (poetry, prose, drama).

- I can understand scientific texts in detail, even when they do not concern areas with which I am familiar.

- I can understand texts which contain many idiomatic expressions or slang.

- I can recognise the message implied in expressions, plays on words and appreciate, for example, irony in a text.

- I can also