



# English Language & Skills Curriculum

*Comparison of Student language environment in Mainland China, Hong Kong, and Macao*

|   | <b>China Mainland</b>            | <b>Hong Kong SAR</b>  | <b>Macao SAR:<br/>University of Macau</b>   |
|---|----------------------------------|---|---|
| University<br>Medium of Instruction                   | Chinese                          | English (except<br>CUHK)  | English   |
| Secondary School<br>Medium of Instruction             | Chinese                          | The majority of<br>university students<br>came from English-<br>medium schools.                 | 95% of University of Macau students<br>came from Chinese-medium schools   |
| Status of English                                     | No official status               | English is one of two<br>official languages   | No official status  |
| English usage<br>environment                          | English as<br>a foreign language | English as<br>a second language   | English as<br>a foreign language  |
| Minimum University<br>entrance English<br>requirement | Varies                           | All Hong Kong<br>Government (UGC)<br>funded Universities<br>require DSE level 3<br>or IELTS 5.5 | Varies (24% reached IELTS5.5 or<br>above)<br>Admission channels<br>44% Join Admission Exam<br>16% Principal Recommended<br>29% Gaokao<br>11% Direct Admission |

# Comparing Common European Framework (CEF), IELTS and HKDSE


Each row represents 100 guided teaching hours

**Guided teaching hours** recommended by **The Association of Language Testers of Europe** are the hours during which the learner is in a formal learning context such as the classroom. (Pearson Longman 2013)

| Cumulative Guided Teaching Hours | Guided Teaching Hours per CEF level* | Common European Framework CEF | IELTS | IELTS User description | Hong Kong DSE       |                     |    |
|----------------------------------|--------------------------------------|-------------------------------|-------|------------------------|---------------------|---------------------|----|
| 3300                             | 1000-1200                            | C2 Proficient                 | 9.0   | Expert User 專家水平       |                     |                     |    |
| 3200                             |                                      |                               |       |                        |                     |                     |    |
| 3100                             |                                      |                               |       |                        |                     |                     |    |
| 3000                             |                                      |                               |       |                        |                     |                     |    |
| 2900                             |                                      |                               |       |                        |                     |                     |    |
| 2800                             |                                      |                               |       |                        | 8.5                 |                     |    |
| 2700                             |                                      |                               |       |                        |                     |                     |    |
| 2600                             |                                      |                               |       |                        |                     |                     |    |
| 2500                             |                                      |                               |       |                        | 8.0                 | Very Good User 優秀水平 |    |
| 2400                             |                                      |                               |       |                        |                     |                     |    |
| 2300                             |                                      |                               |       |                        |                     |                     |    |
| 2200                             |                                      |                               |       |                        |                     |                     |    |
| 2100                             | 700-800                              | C1 Advanced                   | 7.5   |                        | 5**                 |                     |    |
| 2000                             |                                      |                               |       |                        |                     |                     |    |
| 1900                             |                                      |                               |       |                        |                     |                     |    |
| 1800                             |                                      |                               |       |                        |                     |                     | 5* |
| 1700                             |                                      |                               |       |                        | 7.0                 | Good User 良好水平      |    |
| 1600                             |                                      |                               |       |                        |                     |                     | 5  |
| 1500                             |                                      |                               |       |                        |                     |                     |    |
| 1400                             |                                      |                               |       |                        |                     |                     |    |
| 1300                             |                                      |                               | 6.5   | UM Test out            | 4                   |                     |    |
| 1200                             | 500-600                              | B2 Upper Intermediate         |       |                        |                     |                     |    |
| 1100                             |                                      |                               |       | 6.0                    | Competent User 合格水平 |                     |    |
| 1000                             |                                      |                               |       |                        |                     |                     |    |
| 900                              |                                      |                               |       | 5.5                    |                     | 3                   |    |
| 800                              |                                      |                               |       |                        |                     |                     |    |
| 700                              | 350-400                              | B1 Intermediate               | 5.0   | Modest User 基礎水平       | 2                   |                     |    |
| 600                              |                                      |                               |       |                        |                     |                     |    |
| 500                              |                                      |                               |       | 4.5                    |                     |                     |    |
| 400                              |                                      |                               |       | 4.0                    | Limited User 有限水平   |                     |    |
| 300                              | 180-200                              | A2 Elementary                 | 3.5   | Extremely Limited User |                     |                     |    |
| 200                              |                                      |                               |       | 3.0                    | 極有限水平               |                     |    |
| 100                              | 90-100                               | A1                            | 2.0   | Intermittent User 初學水平 |                     |                     |    |

# Comparing Common European Framework (CEF), IELTS and HKDSE

Each row represents 100 guided teaching hours




The number of hours needed for different learners varies and depends on:

- age
- ability
- motivation
- time spent in self-study
- exposure to language outside classroom
- first language and cultural backgrounds
- other factors

| Cumulative Guided Teaching Hours | Guided Teaching Hours per CEF level* | Common European Framework CEF | IELTS | IELTS User description | Hong Kong DSE       |                     |   |
|----------------------------------|--------------------------------------|-------------------------------|-------|------------------------|---------------------|---------------------|---|
| 3300                             | 1000-1200                            | C2 Proficient                 | 9.0   | Expert User 專家水平       |                     |                     |   |
| 3200                             |                                      |                               |       |                        |                     |                     |   |
| 3100                             |                                      |                               |       |                        |                     |                     |   |
| 3000                             |                                      |                               |       |                        |                     |                     |   |
| 2900                             |                                      |                               |       |                        |                     |                     |   |
| 2800                             |                                      |                               |       |                        | 8.5                 |                     |   |
| 2700                             |                                      |                               |       |                        |                     |                     |   |
| 2600                             |                                      |                               |       |                        |                     |                     |   |
| 2500                             |                                      |                               |       |                        | 8.0                 | Very Good User 優秀水平 |   |
| 2400                             |                                      |                               |       |                        |                     |                     |   |
| 2300                             |                                      |                               |       |                        |                     |                     |   |
| 2200                             |                                      |                               |       |                        |                     |                     |   |
| 2100                             | 700-800                              | C1 Advanced                   | 7.5   |                        | 5**                 |                     |   |
| 2000                             |                                      |                               |       |                        |                     |                     |   |
| 1900                             |                                      |                               |       |                        |                     |                     |   |
| 1800                             |                                      |                               |       |                        |                     | 5*                  |   |
| 1700                             |                                      |                               |       |                        | 7.0                 | Good User 良好水平      |   |
| 1600                             |                                      |                               |       |                        |                     |                     | 5 |
| 1500                             |                                      |                               |       |                        |                     |                     |   |
| 1400                             |                                      |                               |       |                        |                     |                     |   |
| 1300                             |                                      |                               | 6.5   | UM Test out            | 4                   |                     |   |
| 1200                             | 500-600                              | B2 Upper Intermediate         |       |                        |                     |                     |   |
| 1100                             |                                      |                               |       | 6.0                    | Competent User 合格水平 |                     |   |
| 1000                             |                                      |                               |       |                        |                     |                     |   |
| 900                              |                                      |                               |       | 5.5                    |                     | 3                   |   |
| 800                              |                                      |                               |       |                        |                     |                     |   |
| 700                              | 350-400                              | B1 Intermediate               | 5.0   | Modest User 基礎水平       | 2                   |                     |   |
| 600                              |                                      |                               |       |                        |                     |                     |   |
| 500                              |                                      |                               |       | 4.5                    |                     |                     |   |
| 400                              |                                      |                               |       | 4.0                    | Limited User 有限水平   |                     |   |
| 300                              | 180-200                              | A2 Elementary                 | 3.5   | Extremely Limited User |                     |                     |   |
| 200                              |                                      |                               |       | 3.0                    | 極有限水平               |                     |   |
| 100                              | 90-100                               | A1                            | 2.0   | Intermittent User 初學水平 |                     |                     |   |

# Comparing Common European Framework (CEF), IELTS and HKDSE

Each row represents 100 guided teaching hours



| Cumulative Guided Teaching Hours | Guided Teaching Hours per CEF level* | Common European Framework CEF | IELTS   | IELTS User description | Hong Kong DSE           |                     |    |
|----------------------------------|--------------------------------------|-------------------------------|---------|------------------------|-------------------------|---------------------|----|
| 3300                             | 1000-1200                            | C2 Proficient                 | 9.0     | Expert User 專家水平       |                         |                     |    |
| 3200                             |                                      |                               |         |                        |                         |                     |    |
| 3100                             |                                      |                               |         |                        |                         |                     |    |
| 3000                             |                                      |                               |         |                        |                         |                     |    |
| 2900                             |                                      |                               |         |                        |                         |                     |    |
| 2800                             |                                      |                               |         |                        | 8.5                     |                     |    |
| 2700                             |                                      |                               |         |                        |                         |                     |    |
| 2600                             |                                      |                               |         |                        |                         |                     |    |
| 2500                             |                                      |                               |         |                        | 8.0                     | Very Good User 優秀水平 |    |
| 2400                             |                                      |                               |         |                        |                         |                     |    |
| 2300                             |                                      |                               |         |                        |                         |                     |    |
| 2200                             |                                      |                               |         |                        |                         |                     |    |
| 2100                             | 700-800                              | C1 Advanced                   | 7.5     |                        | 5**                     |                     |    |
| 2000                             |                                      |                               |         |                        |                         |                     |    |
| 1900                             |                                      |                               |         |                        |                         |                     |    |
| 1800                             |                                      |                               |         |                        |                         |                     |    |
| 1700                             |                                      |                               |         |                        | 7.0                     | Good User 良好水平      | 5* |
| 1600                             |                                      |                               |         |                        |                         |                     |    |
| 1500                             |                                      |                               |         |                        |                         |                     |    |
| 1400                             |                                      |                               |         |                        |                         |                     |    |
| 1300                             |                                      |                               | 500-600 | B2 Upper Intermediate  | 6.5                     | M Test out          | 4  |
| 1200                             |                                      |                               |         |                        |                         |                     |    |
| 1100                             |                                      | 6.0                           |         |                        | Competent User 合格水平     |                     |    |
| 1000                             |                                      |                               |         |                        |                         |                     |    |
| 900                              |                                      | 5.5                           |         |                        |                         | 3                   |    |
| 800                              |                                      |                               |         |                        |                         |                     |    |
| 700                              | 350-400                              | B1 Intermediate               | 5.0     | Modest User 基礎水平       | 2                       |                     |    |
| 600                              |                                      |                               |         |                        |                         |                     |    |
| 500                              |                                      |                               |         | 4.5                    |                         |                     |    |
| 400                              |                                      |                               |         |                        | 4.0                     | Limited User 有限水平   |    |
| 300                              | 180-200                              | A2 Elementary                 | 3.5     | Extremely Limited User |                         |                     |    |
| 200                              |                                      |                               |         | 3.0                    | Very Limited User 極有限水平 |                     |    |
| 100                              | 90-100                               | A1                            | 2.0     | Intermittent User 初學水平 |                         |                     |    |

## Comparison of UM English Language Levels and IELTS Scores and the International Language Standards (CEFR)

| Current ELC levels and Classroom hours | Current placement |
|--|-------------------|
|  | Test Out          |
| AE 37.5                                | 3 credits         |
|  |                   |
| IE2 75 hrs      Co 37.5                | 6 credits         |
|  |                   |
| IE1 75 hrs                             | 9 -12 credits     |
|  |                   |
| Summer 60 hrs                          |                   |
|  |                   |

| Cumulative Guided Teaching Hours | Guided Teaching Hours per CEF level* | Common European Framework CEF   | IELTS |
|----------------------------------|--------------------------------------|---------------------------------|-------|
| 1300                             |                                      |                                 | 6.5   |
| 1200                             | 500-600                              | <b>B2</b><br>Upper intermediate |       |
| 1100                             |                                      |                                 | 6.0   |
| 1000                             |                                      |                                 |       |
| 900                              |                                      |                                 | 5.5   |
| 800                              |                                      |                                 |       |
| 700                              | 350-400                              | <b>B1</b><br>Intermediate       | 5.0   |
| 600                              |                                      |                                 |       |
| 500                              |                                      |                                 | 4.5   |
| 400                              |                                      |                                 | 4.0   |
| 300                              | 180-200                              | <b>A2</b><br>Elementary         | 3.5   |
| 200                              |                                      |                                 | 3.0   |
| 100                              | 90-100                               | <b>A1</b>                       | 2.0   |

## Comparison of UM English Language Levels and IELTS Scores and the International Language Standards (CEFR)

| Current ELC levels and Classroom hours |         | Current placement | Proposed New ELC course levels |         | New placement | Cumulative Guided Teaching Hours | Guided Teaching Hours per CEF level* | Common European Framework CEF | IELTS |
|--|---------|-------------------|--------------------------------|---------|---------------|----------------------------------|--------------------------------------|-------------------------------|-------|
|  |         | Test Out          |                                |         | Test Out      | 1300                             |                                      |                               | 6.5   |
| AE 37.5                                |         | 3 credits         |                                |         |               | 1200                             | 500-600                              | B2<br>Upper intermediate      |       |
|  |         |                   |                                |         |               | 1100                             |                                      |                               | 6.0   |
|  |         |                   |                                |         |               | 1000                             |                                      |                               | 5.5   |
|  |         |                   | E5 37.5                        |         | 3 credits     | 900                              |                                      |                               |       |
|  |         |                   |                                |         |               | 800                              |                                      |                               |       |
| IE2 75 hrs                             | Co 37.5 | 6 credits         | E4 37.5                        |         | 6 credits     | 700                              | 350-400                              | B1<br>Intermediate            | 5.0   |
|  |         |                   | E3 37.5                        |         |               | 600                              |                                      |                               | 4.5   |
|  |         |                   |                                |         |               | 500                              |                                      |                               | 4.0   |
| IE1 75 hrs                             |         | 9 -12 credits     | E2 75 hrs                      |         | 9 credits     | 400                              |                                      |                               | 3.5   |
|  |         |                   | E1 75 hrs                      | Co 37.5 | 9-12 credits  | 300                              |                                      |                               | 3.0   |
| Summer 60 hrs                          |         |                   | Summer 60 hrs                  |         |               | 200                              | 180-200                              | A2<br>Elementary              | 3.0   |
|  |         |                   |                                |         |               | 100                              | 90-100                               | A1                            | 2.0   |



# Goals of the New Curriculum

- 01 To provide a quality University English Curriculum for UM students' academic needs
- 02 To enable a practical progressive structure for effective teaching and learning
- 03 To resolve problems in content and structure of the current curriculum





## Major Changes and Characteristics ■

- ❑ Change from General English to **English for Academic Purposes (EAP) curriculum**
- ❑ Change from 3 levels to **5 levels** with practical progression and varied exit points
- ❑ Incorporate **Global Skills** development such as communication and collaboration, creativity and critical thinking, global citizenship, learner wellbeing, and digital literacies
- ❑ EAP and major-specific **e-programme** for additional learning hours (pending resources availability)

| Level | Course level and course titles (3 credits each)   | Transitional plan for current students |
|-------|---|--|
| EngCW | Students can test out of all English language courses   | EngCW                                  |
| E5    | English for Specific Academic Purposes. 3 courses to choose from:<br>- English Speaking for Academic Research 學術研究英語: 口語訓練 (EELC2xxx)<br>- English Writing for Academic Research 學術研究英語: 寫作訓練 (EELC2xxx)<br>- English Integrated Skills for Academic Research 學術研究英語: 綜合技能訓練 (EELC2xxx) |  |
| E4    | Academic English. 3 courses to choose from:<br>- Academic English: Speaking 學術英語: 口語訓練 (EELC2xxx)<br>- Academic English: Writing 學術英語: 寫作訓練(EELC2xxx)<br>- Academic English: Project-based Learning 學術英語: 專題式學習 (EELC2xxx)  |  |
| E3    | University English: University English III 大學英語 III (EELC1xxx)  | EELC1003 AE                            |
| E2    | University English: University English II 大學英語 II (EELC1xxx)  | EELC1002 IE2                           |
| E1b   | University English: University English I 大學英語 I (EELC1xxx)  | EELC1001 IE1                           |
| E1a   | University English: University English I 大學英語 I (EELC1xxx)<br>Co-requisite: Grammar and Writing Improvement I 語法與寫作訓練 I (EELC1008)  |  |

# THANK YOU!

## References:

*Teacher's guide to the Common European Framework*. Pearson Longman 2013. <https://lcci.hu/hun/wp-content/uploads/cefguide.pdf>

IELTS to CEFR conversion from IELTS official website  
<https://www.ielts.org/ielts-for-organisations/common-european-framework>

IELTS to HKDSE conversion from Hong Kong Examination Authority  
<https://www.hkeaa.edu.hk/eng/index.asp?1=recognition&2=benchmarking&3=hkdse&4=ielts>

IELTS to Toefl conversion from Toefl official website  
<https://www.ets.org/toefl/score-users/scores-admissions/compare/>

Oxford University Press ELT (2019) *Global Skills – Create Empowered 21st Century Learners*  
<https://oupeltglobalblog.com/2019/11/04/empowered-21stcentury-learners/>





# Appendices for Q&A

## UM Test Out Policy

| English Language Levels            |                    | E1a  | E1b       | E2      | E3                                    | E5                                     | EngCW   |
|------------------------------------|--------------------|--|-----------|---------|---------------------------------------|--|---|
| Examinations / Qualifications      |                    | No English language course can be tested out |           |         | Test out of 1 English language course | Test out of 2 English language courses | Test out of <u>ALL</u> English language courses |
| * JAE Examination (JE01 raw score) | Current            | 0-64   |           |         | 65-79                                 | 80-94                                  | 95-100  |
|                                    | Proposed Revisions | Bottom 120 students                          | 0-64      | 65-74   | 75-84                                 | 85-96                                  | 97-100  |
| * <u>Gaokao</u> English Score      | Current            | Below 120                                    |           |         | 120-129                               | 130-139                                | 140 or above                                    |
|                                    | Proposed Revisions | N/A  | Below 110 | 110-124 | 125-135                               | 136-145                                | 146 or above                                    |
| IELTS                              | No Revision        | Below 5.0                                    |           |         | 5.0                                   | 5.5-6.0                                | 6.5 or above                                    |
| TOEFL                              | Current            | Below 500                                    |           |         | 500-510                               | 513-547                                | 550 or above                                    |
|                                    | Proposed Revisions | Below 417                                    |           |         | 417-452                               | 453-549                                | 550 or above                                    |
| TOEFL <u>iBT</u>                   | Current            | Below 60                                     |           |         | 60-64                                 | 65-78                                  | 79 or above                                     |
|                                    | Proposed Revisions | Below 35                                     |           |         | 35-45                                 | 46-78                                  | 79 or above                                     |
| TOEIC                              | No Revision        | Below 600                                    |           |         | 600-649                               | 650-699                                | 700 or above                                    |
| IGCSE English Language Score       | No Revision        | Below Grade B                                |           |         | Grade B                               | Grade A                                | --  |

\* Adjustment for an individual student may be necessary up to the decision of the Director of ELC.

## Current Structure

| IELTS          | CEFR                     | UM Levels | Placement/Course level                          | Study Plan | Summer | Semester 1      | Semester 2            | Semester 3 | Semester 4  | Total Credits |
|----------------|--------------------------|-----------|---|------------|--------|-----------------|-----------------------|------------|-------------|---------------|
| 6.5            | C1                       | 6         | TEST OUT  |            |        |                 |                       |            |             |               |
| Lower-Advanced |                          |           |   |            |        |                 |                       |            |             |               |
| 6.0<br>5.5     | B2<br>Upper Intermediate | 3         | Academic English<br>3 hrs                       | →          |        | AE<br>3 hrs     |                       |            |             | 3             |
| 5.0            | B1<br>Intermediate       | 2         | Interactive English 2<br>6 hrs                  | →          |        | IE2<br>6 hrs    | AE<br>3 hrs           |            |             | 6             |
| 4.0            | A2<br>Elementary         | 1b        | Interactive English 1b<br>6 hrs + 1 hr tutorial | →          |        | IE1b<br>6+1 hrs | IE2<br>6+1 hrs        |            | AE<br>3 hrs | 9             |
| 3.0            | A2<br>Elementary         | 1a        | Interactive English 1a<br>6 hrs + 1 hr tutorial | →          | Summer | IE1a<br>6+1 hrs | IE2 + Co<br>6+1+3 hrs |            | AE<br>3 hrs | 12            |

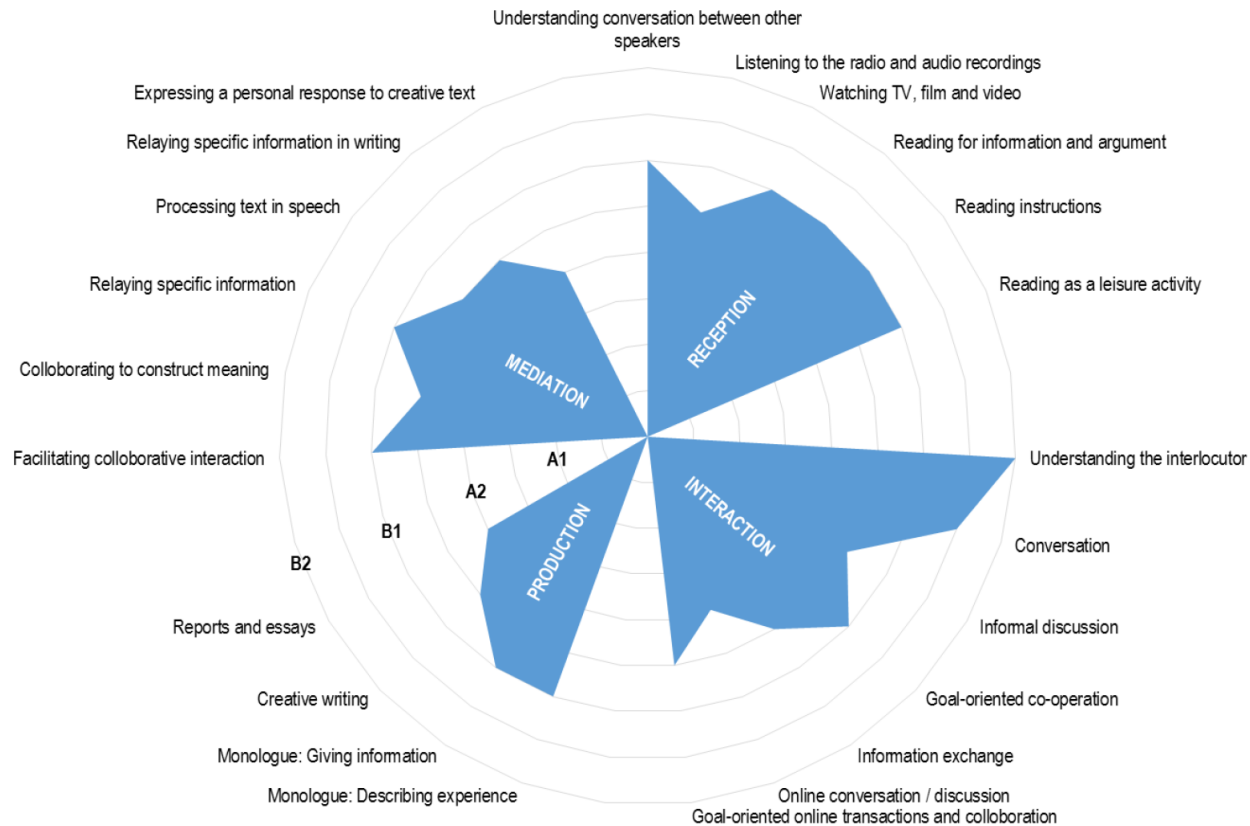
## New Structure

| IELTS          | CEFR                     | UM Levels | Placement/Course level  | Study Plan | Summer | Semester 1           | Semester 2    | Semester 3  | Semester 4  | Total Credits |
|----------------|--------------------------|-----------|---|------------|--------|----------------------|---------------|-------------|-------------|---------------|
| 6.5            | C1                       | 6         | TEST OUT  |            |        |                      |               |             |             |               |
| Lower-Advanced |                          |           |   |            |        |                      |               |             |             |               |
| 6.0<br>5.5     | B2<br>Upper Intermediate | E5        | English for Specific Academic Purposes<br>3 hrs (3 course choice) | →          |        |                      | E5<br>3 hrs   |             |             | 3             |
|                | B1+<br>Intermediate      | E4        | Academic English<br>3 hrs (3 course choice)                       |            |        |                      |               |             |             |               |
| 5.0            | B1<br>Intermediate       | E3        | University English III<br>3 hrs                                   | →          |        | E3<br>3 hrs          | E4<br>3 hrs   |             |             | 6             |
| 4.5<br>4.0     | B1<br>Lower Intermediate | E2        | University English II<br>6 hrs + 1 hr tutorial                    | →          |        | E2<br>6+1 hrs        | E3<br>3 hrs   |             | E4<br>3 hrs | 9             |
| 3.5            | A2<br>Elementary         | E1b       | University English I<br>6 hrs + 1 hr tutorial                     | →          |        | E1<br>6+1 hrs        | E2<br>6+1 hrs | E3<br>3 hrs |             | 9             |
| 3.0            | A2<br>Elementary         | E1a       | University English I<br>6 hrs + 1 hr tutorial                     | →          | Summer | E1 + Co<br>6+1+3 hrs | E2<br>6+1 hrs | E3<br>3 hrs |             | 12            |

COMMON EUROPEAN FRAMEWORK  
OF REFERENCE FOR LANGUAGES:  
LEARNING, TEACHING, ASSESSMENT

**COMPANION VOLUME  
WITH NEW DESCRIPTORS**

2018 Council of Europe



**Figure 6** – A fictional profile of needs in an additional language – lower secondary CLIL (*Content and Language Integrated Learning*)



# CEFR Level descriptor

## Listening in lecture

### LISTENING AS A MEMBER OF A LIVE AUDIENCE

|        |   |
|--------|---|
| C2     | <p>Can follow specialised lectures and presentations employing colloquialism, regional usage or unfamiliar terminology.</p> <p>Can make appropriate inferences when links or implications are not made explicit.</p> <p>Can get the point of jokes or allusions in a presentation.</p>  |
| C1     | <p>Can follow most lectures, discussions and debates with relative ease.</p>  |
| B2     | <p>Can follow the essentials of lectures, talks and reports and other forms of academic/professional presentation which are propositionally and linguistically complex.</p> <p>Can understand the speaker's point of view on topics that are of current interest or that relate to his/her specialised field, provided that the talk is delivered in standard spoken language.</p> <p>Can follow complex lines of argument in a clearly articulated lecture provided the topic is reasonably familiar.</p> <p>Can distinguish main themes from asides, provided that the lecture or talk is delivered in standard spoken language.</p> <p>Can recognise the speaker's point of view and distinguish this from facts that he/she is reporting.</p>   |
| B1     | <p>Can follow a lecture or talk within his/her own field, provided the subject matter is familiar and the presentation straightforward and clearly structured.</p> <p>Can distinguish between main ideas and supporting details in standard lectures on familiar subjects, provided these are delivered in clearly articulated standard speech.</p> <p>Can follow in outline straightforward short talks on familiar topics, provided these are delivered in clearly articulated standard speech.</p> <p>Can follow a straightforward conference presentation or demonstration with visual support (e.g. slides, handouts) on a topic or product within his/her field, understanding explanations given.</p> <p>Can understand the main points of what is said in a straightforward monologue like a guided tour, provided the delivery is clear and relatively slow.</p> |
| A2     | <p>Can follow the general outline of a demonstration or presentation on a familiar or predictable topic, where the message is expressed slowly and clearly in simple language and there is visual support (e.g. slides, handouts).</p> <p>Can follow a very simple, well-structured presentation or demonstration, provided that it is illustrated with slides, concrete examples or diagrams, it is delivered slowly and clearly with repetition and the topic is familiar.</p> <p>Can understand the outline of simple information given in a predictable situation, such as on a guided tour, e.g. 'This is where the President lives.'</p>  |
| A1     | <p>Can understand in outline very simple information being explained in a predictable situation like a guided tour, provided that speech is very slow and clear and that there are long pauses from time to time.</p>   |
| Pre-A1 | <p>No descriptors available</p>   |

# CEFR Level descriptor

## Reading

### for information and argument

| READING FOR INFORMATION AND ARGUMENT |  |
|--------------------------------------|--|
| C2                                   | Can understand the finer points and implications of a complex report or article even outside his/her area of specialisation.   |
| C1                                   | Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.  |
|                                      | 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.  |
| B2                                   | Can obtain information, ideas and opinions from highly specialised sources within his/her field.   |
|                                      | Can understand specialised articles outside his/her field, provided he/she can use a dictionary occasionally to confirm his/her interpretation of terminology.   |
|                                      | Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.<br>Can recognise when a text provides factual information and when it seeks to convince readers of something.<br>Can recognise different structures in discursive text: contrasting arguments, problem-solution presentation and cause-effect relationships. |
| B1                                   | Can understand straightforward, factual texts on subjects relating to his/her interests or studies.  |
|                                      | Can understand short texts on subjects that are familiar or of current interest, in which people give their points of view (e.g. critical contributions to an online discussion forum or readers' letters to the editor).  |
|                                      | Can identify the main conclusions in clearly signalled argumentative texts.  |
|                                      | Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.  |
| A2                                   | Can recognise significant points in straightforward newspaper articles on familiar subjects.   |
|                                      | Can understand most factual information that he/she is likely to come across on familiar subjects of interest, provided he/she has sufficient time for re-reading.   |
|                                      | Can understand the main points in descriptive notes such as those on museum exhibits and explanatory boards in exhibitions.  |
|                                      | Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events.   |
|                                      | Can follow the general outline of a news report on a familiar type of event, provided that the contents are familiar and predictable.  |
| A1                                   | Can pick out the main information in short newspaper reports or simple articles in which figures, names, illustrations and titles play a prominent role and support the meaning of the text.   |
|                                      | Can understand the main points of short texts dealing with everyday topics (e.g. lifestyle, hobbies, sports, weather).   |
|                                      | Can understand texts describing people, places, everyday life, and culture, etc., provided that they are written in simple language.   |
|                                      | Can understand information given in illustrated brochures and maps, e.g. the principal attractions of a city or area.  |
|                                      | Can understand the main points in short news items on subjects of personal interest (e.g. sport, celebrities).   |
| A1                                   | Can understand a short factual description or report within his/her own field, provided that it is written in simple language and does not contain unpredictable detail.   |
|                                      | Can understand most of what people say about themselves in a personal ad or post and what they say they like in other people.  |
| Pre-A1                               | Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.   |
|                                      | Can understand short texts on subjects of personal interest (e.g. news flashes about sports, music, travel, or stories etc.) written with simple words and supported by illustrations and pictures.  |
| Pre-A1                               | Can understand the simplest informational material that consists of familiar words and pictures, such as a fast-food restaurant menu illustrated with photos or an illustrated story formulated in very simple, everyday words   |

CEFR  
Level descriptor

Writing

Lecture  
note-taking

NOTE-TAKING (LECTURES, SEMINARS, MEETINGS ETC.)

|               |   |
|---------------|---|
| <b>C2</b>     | <p>Can, whilst continuing to participate in a meeting or seminar, create reliable notes (or minutes) for people who are not present, even when the subject matter is complex and/or unfamiliar.</p> <p><i>Is aware of the implications and allusions of what is said and can make notes on them as well as on the actual words used by the speaker.</i></p> <p>Can make notes selectively, paraphrasing and abbreviating successfully to capture abstract concepts and relationships between ideas.</p>   |
| <b>C1</b>     | <p><i>Can take detailed notes during a lecture on topics in his/her field of interest, recording the information so accurately and so close to the original that the notes could also be used by other people.</i></p> <p>Can make decisions about what to note down and what to omit as the lecture or seminar proceeds, even on unfamiliar matters.</p> <p>Can select relevant, detailed information and arguments on complex, abstract topics from multiple spoken sources (e.g. lectures, podcasts, formal discussions and debates, interviews etc.), provided that standard language is delivered at normal speed in one of the range of accents familiar to the listener.</p> |
| <b>B2</b>     | <p><i>Can understand a clearly structured lecture on a familiar subject, and can take notes on points which strike him/her as important, even though he/she tends to concentrate on the words themselves and therefore to miss some information.</i></p> <p>Can make accurate notes in meetings and seminars on most matters likely to arise within his/her field of interest.</p>  |
| <b>B1</b>     | <p><i>Can take notes during a lecture, which are precise enough for his/her own use at a later date, provided the topic is within his/her field of interest and the talk is clear and well structured.</i></p> <p><i>Can take notes as a list of key points during a straightforward lecture, provided the topic is familiar, and the talk is both formulated in simple language and delivered in clearly articulated standard speech.</i></p> <p>Can note down routine instructions in a meeting on a familiar subject, provided they are formulated in simple language and he/she is given sufficient time to do so.</p>  |
| <b>A2</b>     | <p>Can make simple notes at a presentation/demonstration where the subject matter is familiar and predictable and the presenter allows for clarification and note-taking.</p>   |
| <b>A1</b>     | <p><i>No descriptors available</i></p>  |
| <b>Pre-A1</b> | <p><i>No descriptors available</i></p>  |

# CEFR Level descriptor

## Writing

### Reports and Essays

#### WRITTEN REPORTS AND ESSAYS

|               |   |
|---------------|---|
| <b>C2</b>     | <p>Can produce clear, smoothly flowing, complex reports, articles or essays which present a case, or give critical appreciation of proposals or literary works.</p> <p>Can provide an appropriate and effective logical structure which helps the reader to find significant points.</p> <p>Can set out multiple perspectives on complex academic or professional topics, clearly distinguishing his/her own ideas and opinions from those in the sources.</p>  |
| <b>C1</b>     | <p>Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues.</p> <p>Can expand and support points of view at some length with subsidiary points, reasons and relevant examples.</p> <p>Can write a suitable introduction and conclusion to a longer report, article or dissertation on a complex academic or professional topic provided that the topic is within his/her field of interest and there are opportunities for redrafting and revision.</p> |
| <b>B2</b>     | <p>Can write an essay or report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail.</p> <p>Can write a detailed description of a complex process.</p> <p>Can evaluate different ideas or solutions to a problem.</p>   |
|               | <p>Can write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options.</p> <p>Can synthesise information and arguments from a number of sources.</p>  |
| <b>B1</b>     | <p>Can write short, simple essays on topics of interest.</p> <p>Can write a text on a topical subject of personal interest, using simple language to list advantages and disadvantages, give and justify his/her opinion.</p> <p>Can summarise, report and give his/her opinion about accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence.</p>  |
|               | <p>Can write very brief reports to a standard conventionalised format, which pass on routine factual information and state reasons for actions.</p> <p>Can present a topic in a short report or poster, using photographs and short blocks of text.</p>   |
| <b>A2</b>     | <p>Can write simple texts on familiar subjects of interest, linking sentences with connectors like 'and,' 'because,' or 'then.'</p> <p>Can give his/her impressions and opinions in writing about topics of personal interest (e.g. lifestyles and culture, stories), using basic everyday vocabulary and expressions.</p>  |
| <b>A1</b>     | <i>No descriptors available</i>   |
| <b>Pre-A1</b> | <i>No descriptors available</i>   |

# CEFR Level descriptor

## Speaking

### Giving a Presentation

#### ADDRESSING AUDIENCES

**PROSIGN**

|               |  |
|---------------|--|
| <b>C2</b>     | <p>Can present a complex topic confidently and articulately to an audience unfamiliar with it, structuring and adapting the talk flexibly to meet the audience's needs.</p> <p>Can handle difficult and even hostile questioning.</p>  |
| <b>C1</b>     | <p>Can give a clear, well-structured presentation of a complex subject, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples.</p> <p>Can structure a longer presentation appropriately in order to help the audience follow the sequence of ideas and understand the overall argumentation.</p> <p>Can speculate or hypothesise in presenting a complex subject, comparing and evaluating alternative proposals and arguments.</p> <p>Can handle interjections well, responding spontaneously and almost effortlessly.</p>   |
| <b>B2</b>     | <p>Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail.</p> <p>Can depart spontaneously from a prepared text and follow up interesting points raised by members of the audience, often showing remarkable fluency and ease of expression.</p> <p>Can give a clear, prepared presentation, giving reasons in support of or against a particular point of view and giving the advantages and disadvantages of various options.</p> <p>Can take a series of follow up questions with a degree of fluency and spontaneity which poses no strain for either him/herself or the audience.</p> |
| <b>B1</b>     | <p>Can give a prepared presentation on a familiar topic within his/her field, outlining similarities and differences (e.g. between products, countries/regions, plans).</p> <p>Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.</p> <p>Can take follow up questions, but may have to ask for repetition if the speech was rapid.</p>  |
| <b>A2</b>     | <p>Can give a short, rehearsed presentation on a topic pertinent to his/her everyday life, briefly give reasons and explanations for opinions, plans and actions.</p> <p>Can cope with a limited number of straightforward follow up questions.</p> <p>Can give a short, rehearsed, basic presentation on a familiar subject.</p> <p>Can answer straightforward follow up questions if he/she can ask for repetition and if some help with the formulation of his/her reply is possible.</p>   |
| <b>A1</b>     | <p>Can read a very short, rehearsed statement – e.g. to introduce a speaker, propose a toast.</p>  |
| <b>Pre-A1</b> | <p><i>No descriptors available</i></p>   |

# CEFR Level descriptor

## Speaking

### Discussion

#### FORMAL DISCUSSION (MEETINGS)

|    |   |
|----|---|
| C2 | Can hold his/her own in formal discussion of complex issues, putting an articulate and persuasive argument, at no disadvantage to other speakers.   |
|    | Can advise on/handle complex, delicate or contentious issues, provided he/she has the necessary specialised knowledge.<br>Can deal with hostile questioning confidently, hold on to his/her turn to speak and diplomatically rebut counter-arguments.   |
| C1 | Can easily keep up with the debate, even on abstract, complex unfamiliar topics.  |
|    | Can argue a formal position convincingly, responding to questions and comments and answering complex lines of counter argument fluently, spontaneously and appropriately.   |
|    | Can restate, evaluate and challenge contributions from other participants about matters within his/her academic or professional competence.<br>Can make critical remarks or express disagreement diplomatically.<br>Can follow up questions by probing for more detail and can reformulate questions if these are misunderstood.  |
| B2 | Can keep up with an animated discussion, identifying accurately arguments supporting and opposing points of view.<br>Can use appropriate technical terminology, when discussing his/her area of specialisation with other specialists.<br>Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly.   |
|    | Can participate actively in routine and non-routine formal discussion.  |
|    | Can follow the discussion on matters related to his/her field; understand in detail the points given prominence by the speaker.   |
|    | Can contribute, account for and sustain his/her opinion, evaluate alternative proposals and make and respond to hypotheses.   |
| B1 | Can follow much of what is said that is related to his/her field, provided interlocutors avoid very idiomatic usage and articulate clearly.<br>Can put over a point of view clearly, but has difficulty engaging in debate.   |
|    | Can take part in routine formal discussion of familiar subjects which is conducted in clearly articulated speech in the standard form of the language and which involves the exchange of factual information, receiving instructions or the discussion of solutions to practical problems.<br>Can follow argumentation and discussion on a familiar or predictable topic, provided the points are made in relatively simple language and/or repeated, and opportunity is given for clarification. |
| A2 | Can generally follow changes of topic in formal discussion related to his/her field which is conducted slowly and clearly.<br>Can exchange relevant information and give his/her opinion on practical problems when asked directly, provided he/she receives some help with formulation and can ask for repetition of key points if necessary.  |
|    | Can say what he/she thinks about things when addressed directly in a formal meeting, provided he/she can ask for repetition of key points if necessary.   |
| A1 | <i>No descriptors available</i>   |

# CEFR Level descriptor

## Speaking

### Interviewing and being interviewed

#### INTERVIEWING AND BEING INTERVIEWED

|        |  |
|--------|--|
| C2     | Can keep up his/her side of the dialogue extremely well, structuring the talk and interacting authoritatively with effortless fluency as interviewer or interviewee, at no disadvantage to other speakers.                 |
| C1     | Can participate fully in an interview, as either interviewer or interviewee, expanding and developing the point being discussed fluently without any support, and handling interjections well.                             |
| B2     | Can carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies.   |
|        | Can take initiatives in an interview, expand and develop ideas with little help or prodding from an interviewer.   |
| B1     | Can provide concrete information required in an interview/consultation (e.g. describe symptoms to a doctor) but does so with limited precision.  |
|        | Can carry out a prepared interview, checking and confirming information, though he/she may occasionally have to ask for repetition if the other person's response is rapid or extended.                                    |
|        | Can take some initiatives in an interview/consultation (e.g. to bring up a new subject) but is very dependent on interviewer in the interaction.   |
| A2     | Can describe symptoms in a simple way and ask for advice when using health services; can understand the answer, provided this is given clearly in everyday language.   |
|        | Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions.   |
|        | Can make him/herself understood in an interview and communicate ideas and information on familiar topics, provided he/she can ask for clarification occasionally, and is given some help to express what he/she wants to.  |
| A1     | Can describe to a doctor very basic symptoms and ailments such as cold and flu.  |
|        | Can answer simple questions and respond to simple statements in an interview.  |
|        | Can indicate in simple language the nature of a problem to a health professional, perhaps using gestures and body language.  |
| Pre-A1 | Can reply in an interview to simple direct questions spoken very slowly and clearly in direct non-idiomatic speech about personal details.   |
|        | Can state in simple language the nature of a problem to a health professional and answer simple questions such as 'Does that hurt?' even though he/she has to rely on gestures and body language to reinforce the message. |
| Pre-A1 | <i>No descriptors available</i>  |

# CEFR Level descriptor

## Speaking and Listening

### Collaboration

#### COLLABORATING IN A GROUP

|               | FACILITATING COLLABORATIVE INTERACTION WITH PEERS  | COLLABORATING TO CONSTRUCT MEANING  |
|---------------|--|---|
| <b>C2</b>     | <i>No descriptors available</i>  | Can summarize, evaluate and link the various contributions in order to facilitate agreement for a solution or way forward.  |
| <b>C1</b>     | Can show sensitivity to different perspectives within a group, acknowledging contributions and formulating any reservations, disagreements or criticisms in such a way as to avoid or minimize any offence.<br>Can develop the interaction and tactfully help steer it towards a conclusion.   | Can frame a discussion to decide a course of action with a partner or group, reporting on what others have said, summarising, elaborating and weighing up multiple points of view.<br>Can evaluate problems, challenges, and proposals in a collaborative discussion in order to decide the way forward.<br>Can highlight inconsistencies in thinking, and challenge others' ideas in the process of trying to reach a consensus.                                     |
| <b>B2</b>     | Can, based on people's reactions, adjust the way he/she formulates questions and/or intervenes in a group interaction.<br>Can act as rapporteur in a group discussion, noting ideas and decisions, discussing these with the group and later giving a summary of the group's view(s) in a plenary.   | Can highlight the main issue that needs to be resolved in a complex task and the important aspects that need to be taken into account.<br>Can contribute to collaborative decision-making and problem-solving, expressing and co-developing ideas, explaining details and making suggestions for future action.<br>Can help organise the discussion in a group by reporting what others have said, summarising, elaborating and weighing up different points of view. |
|               | Can ask questions to stimulate discussion on how to organise collaborative work.<br>Can help to define goals for teamwork and compare options for how to achieve them.<br>Can refocus a discussion by suggesting what to consider next, and how to proceed.  | Can further develop other people's ideas and opinions.<br>Can present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives.<br>Can consider two different sides of an issue, giving arguments for and against, and propose a solution or compromise.  |
| <b>B1</b>     | Can collaborate on a shared task, for example formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches.<br>Can collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions.<br>Can define the task in basic terms in a discussion and ask others to contribute their expertise and experience. | Can organise the work in a straightforward collaborative task by stating the aim and explaining in a simple manner the main issue that needs to be resolved.<br>Can use questions, comments and simple reformulations to maintain the focus of a discussion.  |
|               | Can invite other people in a group to speak.   | Can ask a group member to give the reason(s) for their views.<br>Can repeat back part of what someone has said to confirm mutual understanding and help keep the development of ideas on course.  |
| <b>A2</b>     | Can collaborate in simple, shared tasks, provided that other participants speak slowly and that one or more of them help him/her to contribute and to express his/her suggestions.   | Can ensure that the person he/she is talking to understands what he/she means by asking appropriate questions.  |
|               | Can collaborate in simple, practical tasks, asking what others think, making suggestions and understanding responses, provided he/she can ask for repetition or reformulation from time to time.   | Can make simple remarks and pose occasional questions to indicate that he/she is following.<br>Can make suggestions in a simple way in order to move the discussion forward.  |
| <b>A1</b>     | Can invite others' contributions to very simple tasks using short, simple phrases. Can indicate that he/she understands and ask whether others understand.   | Can express an idea with very simple words and ask what others think.   |
| <b>Pre-A1</b> | <i>No descriptors available</i>  | <i>No descriptors available</i>   |



# CEFR Level descriptor

## Linguistic Range

### GENERAL LINGUISTIC RANGE

**PROSIGN**

|        |  |
|--------|--|
| C2     | 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.  |
| C1     | Can use a broad range of complex grammatical structures appropriately and with considerable flexibility.<br>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.  |
| B2     | 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.   |
| B1     | 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 as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times.   |
| A2     | 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.<br>Has a limited repertoire of short memorised phrases covering predictable survival situations; frequent breakdowns and misunderstandings occur in non-routine situations. |
| A1     | 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.   |
| Pre-A1 | Can use isolated words and basic expressions in order to give simple information about him/herself.  |

|        |   |
|--------|---|
| C2     | Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).  |
| C1     | Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.  |
| B2     | 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.<br>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. |
| B1     | 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.   |
| A2     | 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.   |
| A1     | Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.   |
| Pre-A1 | Can employ very simple principles of word order in short statements.  |

|        |  |
|--------|--|
| C2     | Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning.  |
| C1     | <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.</p> <p>Can select from several vocabulary options in almost all situations by exploiting synonyms of even less common words.</p> <p>Has a good command of common idiomatic expressions and colloquialisms; can play with words fairly well.</p> <p>Can understand and use appropriately the range of technical vocabulary and idiomatic expressions common to his/ her area of specialisation.</p>  |
| B2     | <p>Can understand and use the main technical terminology of his/her field, when discussing his/her area of specialisation with other specialists.</p> <p>Has a good range of vocabulary for matters connected to his/her field and most general topics.</p> <p>Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.</p> <p>Can produce the appropriate collocations of many words in most contexts fairly systematically.</p> <p>Can understand and use much of the specialist vocabulary of his/her field but has problems with specialist terminology outside of it.</p> |
| B1     | <p>Has a good range of vocabulary related to familiar topics and everyday situations.</p> <p>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.</p>   |
| A2     | <p>Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.</p> <p>Has a sufficient vocabulary for the expression of basic communicative needs.</p> <p>Has a sufficient vocabulary for coping with simple survival needs.</p>   |
| A1     | Has a basic vocabulary repertoire of words and phrases related to particular concrete situations.  |
| Pre-A1 | <i>No descriptors available</i>  |

## PHONOLOGICAL CONTROL

|           | OVERALL PHONOLOGICAL CONTROL  | SOUND ARTICULATION   | PROSODIC FEATURES   |
|-----------|---|--|---|
| <b>C2</b> | 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). | Can articulate virtually all the sounds of the target language with clarity and precision.   | 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).  |
| <b>C1</b> | 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.  | 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.<br><br>Can vary intonation and place stress correctly in order to express precisely what he/she means to say. |
| <b>B2</b> | 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.<br><br>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.  |
| <b>B1</b> | 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.  |
| <b>A2</b> | 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.<br><br>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.<br><br>Prosodic features (e.g. word stress) are adequate for familiar, everyday words and simple utterances.   |
| <b>A1</b> | 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.<br><br>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.                                    |