

Language Skills Profile for:

In:

A – Actual (before the course)

I – Intention (the goal)

S – Status (according to the instructor after the course)

Date:

Common European Framework of Reference for Languages (CEFR):

A1 = Beginner. A2 = Elementary. B1 = Intermediate. B2 = Upper Intermediate. C1 = Advanced. C2 = Upper Advanced.

CEFR Levels		A1	A2	B1	B2	C1	C2
U N D E R S T A N D I N G	Listening	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	<b>A</b> 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). <b>I</b> I can catch the main point in short, clear, simple messages and announcements. <b>S</b>	<b>A</b> 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. <b>I</b> <b>S</b>	<b>A</b> I can understand extended speech and lectures and follow even complex lines of argument, provided the topic is reasonably familiar. <b>I</b> I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect. <b>S</b>	<b>A</b> I can understand extended speech, even when it is not clearly structured and when relationships are only implied and not signalled explicitly. <b>I</b> I can understand television programmes and films without too much effort. <b>S</b>	<b>A</b> 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. <b>I</b> <b>S</b>
	Reading	I can understand familiar names, words and very simple sentences – for example, on notices and posters or in catalogues.	<b>A</b> 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. <b>I</b> <b>S</b>	<b>A</b> 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. <b>I</b> <b>S</b>	<b>A</b> 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. <b>I</b> <b>S</b>	<b>A</b> 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. <b>I</b> <b>S</b>	<b>A</b> 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. <b>I</b> <b>S</b>
S P E A K I N G	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.	<b>A</b> 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. <b>I</b> <b>S</b>	<b>A</b> 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). <b>I</b> <b>S</b>	<b>A</b> 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 familiar contexts, accounting for and sustaining my views. <b>I</b> <b>S</b>	<b>A</b> 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. <b>I</b> <b>S</b>	<b>A</b> 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. <b>I</b> <b>S</b>
	Spoken Production	I can use simple phrases and sentences to describe where I live and people I know.	<b>A</b> 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. <b>I</b> <b>S</b>	<b>A</b> 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. <b>I</b> <b>S</b>	<b>A</b> 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. <b>I</b> <b>S</b>	<b>A</b> I can present clear, detailed descriptions of complex subjects, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion. <b>I</b> <b>S</b>	<b>A</b> I can present a clear, smooth-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient notice and remember significant points. <b>I</b> <b>S</b>
W R I T I N G	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.	<b>A</b> I can write short, simple notes and messages relating to matters in areas of immediate need. I can write a very simple personal letter – for example, thanking someone for something. <b>I</b> <b>S</b>	<b>A</b> I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions. <b>I</b> <b>S</b>	<b>A</b> 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. <b>I</b> <b>S</b>	<b>A</b> 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 styles appropriate to the reader. <b>I</b> <b>S</b>	<b>A</b> I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles that present a case with an effective logical structure which helps the recipient notice and remember significant points. I can write summaries and reviews of professional or literary works. <b>I</b> <b>S</b>