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|  | A1 | A2 | A2+ | B1 |
| Reading | I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues. | I can ready 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. |
| Interaction | I can interact in a simple way provided the other person is prepared to assist and help me formulate what I’m trying to communicate. 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 interaction going myself. |  | I can deal with most situations likely to arise whilst travelling in an area where the language is used. I can enter into interactions on topics which are familiar, or personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events). |
| Transactions and Information Exchange | I can ask people for things and give people things. I can handle numbers, quantities, cost and time. | Can ask for and provide everyday goods and services. I can get simple information about travel, use public transport, ask and give directions and buy tickets.  Can ask about things and make simple transactions (e.g. in shops, post offices or banks).  Can give and receive information about quantities, numbers and prices etc. I can make simple purchases by stating what is wanted and asking the price. I can order a meal. | I can deal with common aspects of everyday living such as travel, lodgings, eating and shopping. I can get all the information needed from an information point, as long as it is of a straightforward, non-specialised nature. | I can cope with less routine situations in shops, post offices, banks e.g. returning an unsatisfactory purchase. I can make a complaint. I can deal with most situations likely to arise when making travel arrangements through an agent or when actually travelling (e.g. finding out where to get off for an unfamiliar destination). |
| 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 my 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. |
| Writing | I can write a short simple text message, sending 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 relating to matters of immediate need. I can write a very simple e-mail carrying out a simple function (e.g. thanking, accepting, confirming). |  | I can write simple connected text on topics which are familiar or of personal interest. I can write personal e-mails or letters describing experiences and impressions. |
| Taking the Floor (Turntaking) | No descriptor available | Can ask for attention. | Can use simple techniques to start, maintain or end a short interaction. Can initiate, maintain and close simple interactions. | Can initiate, maintain and close simple interactions on topics which are of personal interest. |
| Cooperating | No descriptor available | Can indicate when he/she is following. |  | Can repeat back part of what someone has communicated to confirm mutual understanding and help keep the development of ideas on course. Can invite others into the discussion. |
| Sociolinguistic appropriateness | Can establish basic social contact using the simplest everyday polite forms of greetings and farewells; introductions, use of *please*, *thank you*, *sorry* etc. | Can handle very short social exchanges, using everyday polite forms of greeting and address. Can make and respond to invitations, suggestions, apologies etc. | Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way. Can socialise simply but effectively using simplest common expressions and following basic routines. | Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register. Is aware of salient politeness conventions and act appropriately. Is aware of, and looks out for signs of, the most significant differences between customs, usages, attitudes, values and beliefs prevalent in the community concerned and those of his or her own. |
| Flexibility | No descriptor available | Can expand learned phrases through simple recombinations of their elements. | Can adapt well-rehearsed memorised simple phrases to particular circumstances through limited lexical substitution. | Can exploit a wide range of simple language flexibly to express much of what he/she wants. |
| Coherence & Cohesion | Can link words or groups of words with very basic linear connectors like *and* or *then.* | Can link groups of words with simple connectors like *and*, *but*, and *because.* | Can use the most frequently occurring connectors to link simple sentences in order to tell a story or describe something as a simple list of points. | Can link a series of shorter, discrete simple elements into a connected, linear sequence of points. |
| Orthographic control | Can copy familiar words and short phrases e.g. simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly.  Can spell his/her address, nationality and other personal details. | Can copy short sentences on everyday subjects – e.g. directions on how to get somewhere. Can write with reasonable accuracy but not necessarily fully standard spelling short words that are in his/her oral vocabulary. |  | Can produce continuous writing which is generally intelligible throughout. Spelling, punctuation and layout are accurate enough to be followed most of the time. |