

## 'Can do' statements

CEFR	When ...			
	Listening	Reading	Writing	Speaking
	... learners can			
<b>Pre-A1</b>	<ul style="list-style-type: none"> <li>understand short, very simple questions and statements, everyday familiar words, numbers, prices, dates, and days of the week, provided they are delivered slowly and clearly.</li> </ul>	<ul style="list-style-type: none"> <li>recognize familiar words accompanied by pictures, such as a fast-food restaurant menu illustrated with photos, or a picture book using very simple everyday vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>give basic personal information (e.g., name, address, nationality), perhaps with the use of a dictionary.</li> </ul>	<ul style="list-style-type: none"> <li>produce only a very limited range of recognizable sounds, requiring significant effort on the part of the listener.</li> </ul>
<b>A1</b>	<ul style="list-style-type: none"> <li>recognize concrete information (e.g., places and times) on familiar topics encountered in everyday life, provided it is delivered slowly and clearly.</li> </ul>	<ul style="list-style-type: none"> <li>understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases, and rereading as required.</li> </ul>	<ul style="list-style-type: none"> <li>give information about matters of personal relevance (e.g., likes and dislikes, family, interests) using simple words and basic expressions.</li> <li>produce simple isolated phrases and sentences.</li> </ul>	<ul style="list-style-type: none"> <li>correctly reproduce a limited range of sounds as well as the stress on simple, familiar words and phrases, though some effort is required of the listener. Hesitation, repetition, or pauses have a negative effect on the listener's experience.</li> </ul>
<b>A2.1–A2.2</b>	<ul style="list-style-type: none"> <li>understand phrases and expressions related to areas of the most immediate priority (e.g., very basic personal and family information, shopping, local geography, employment), provided people articulate clearly and slowly.</li> </ul>	<ul style="list-style-type: none"> <li>understand the main points of short texts dealing with everyday topics (e.g., lifestyle, hobbies, sports, weather).</li> <li>identify specific information in simpler material they encounter, such as letters, brochures, and short news articles describing events.</li> </ul>	<ul style="list-style-type: none"> <li>produce a series of simple phrases and sentences linked with simple connectors like "and," "but," and "because".</li> </ul>	<ul style="list-style-type: none"> <li>produce speech that is generally intelligible when communicating in simple everyday situations, and provided the listener makes an effort to understand specific sounds. Hesitation, repetition, or pauses may have a negative effect on the listener's experience.</li> </ul>

CEFR	When ...			
	Listening	Reading	Writing	Speaking
	... learners can			
<b>B1.1–B1.2</b>	<ul style="list-style-type: none"> <li>understand straightforward, factual information about common everyday or job-related topics, made in clear standard language, identifying both general messages and specific details.</li> </ul>	<ul style="list-style-type: none"> <li>understand most factual information in straightforward texts on familiar subjects of interest.</li> <li>identify the main conclusions in clearly signaled argumentative texts.</li> </ul>	<ul style="list-style-type: none"> <li>produce straightforward, connected texts on a range of familiar subjects within their field of interest, by linking a series of shorter discrete elements into a linear sequence.</li> </ul>	<ul style="list-style-type: none"> <li>produce speech that is intelligible despite a strong influence on stress, intonation, or rhythm from other languages spoken, or regular mispronunciation of less familiar individual sounds and words. Hesitation, repetition, or pauses may be evidenced, but do not affect the listener's experience.</li> </ul>
<b>B2.1–B2.2</b>	<ul style="list-style-type: none"> <li>understand the main ideas of propositionally and linguistically complex discourse on both concrete and abstract topics, delivered in standard language, provided the topic is reasonably familiar, and the direction of the argument is signposted by explicit markers.</li> </ul>	<ul style="list-style-type: none"> <li>read with a large degree of independence, adapting style and speed of reading to different texts and purposes.</li> <li>recognize when a text provides factual information, and when it seeks to convince readers of something.</li> </ul>	<ul style="list-style-type: none"> <li>produce clear, detailed texts on a variety of subjects related to their field of interest, synthesizing and evaluating information and arguments from a number of sources.</li> </ul>	<ul style="list-style-type: none"> <li>generally use appropriate intonation, place stress correctly, and articulate individual sounds clearly, though with some influence from other languages spoken. Hesitation, repetition, or pauses may be evidenced, but do not affect the listener's experience.</li> </ul>

CEFR	When ...			
	Listening	Reading	Writing	Speaking
	... learners can			
<b>C1.1-C1.2</b>	<ul style="list-style-type: none"> <li>understand enough to follow extended discourse on abstract and complex topics even when relationships are not signaled explicitly.</li> </ul>	<ul style="list-style-type: none"> <li>understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional, or academic life.</li> <li>identify finer points of detail including attitudes and opinions, whether implied or stated.</li> </ul>	<ul style="list-style-type: none"> <li>produce clear, well-structured, coherent texts, expanding and supporting points of view.</li> <li>employ more complex grammatical forms with control and flexibility, and demonstrate a range of vocabulary, including less common lexis.</li> </ul>	<ul style="list-style-type: none"> <li>produce smooth, intelligible speech, varying intonation and stress correctly with only occasional lapses.</li> <li>produce speech that is fluent and shows very little evidence of hesitation, repetition, or pauses.</li> </ul>
<b>C2</b>	<ul style="list-style-type: none"> <li>understand with ease virtually any kind of language, whether live or broadcast, delivered at a fast, natural speed.</li> </ul>	<ul style="list-style-type: none"> <li>understand virtually all types of texts including abstract, structurally complex, or highly colloquial literary and non-literary writings, appreciating subtle distinctions of style, including both implicit and explicit meaning.</li> </ul>	<ul style="list-style-type: none"> <li>produce clear, smoothly flowing, coherent texts that communicate complex ideas in an effective and engaging way.</li> <li>demonstrate flexible, sophisticated control of grammatical forms, and a precise use of a wide range of vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>produce speech with such a high level of control of individual sounds and prosodic features (stress, rhythm, and intonation) that the finer points of the message are clear and precise. Speech is fluent and there is very little evidence of hesitation, repetition, or pauses.</li> </ul>