

# 'Can Do' Statements<sup>1</sup> for VTest English for Schools: Ages 11–15

| VTest<br>Levels (CEFR) | Listening                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Reading                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Writing                                                                                                                                                                                                                                                                                                                         | Speaking                                                                                                                                                                                                                                                                                                                                                                                         |
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|                        | Students can                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                  |
| Pre-A1                 | <p>recognize and understand</p> <ul style="list-style-type: none"> <li>everyday, familiar words in simple questions and answers when they are spoken slowly and clearly.</li> <li>numbers, prices, dates, and days of the week when spoken slowly and clearly in simple questions and answers.</li> <li>simple descriptions of rooms and familiar places with the help of pictures.</li> <li>simple factual information in short conversations.</li> </ul> | <p>read and</p> <ul style="list-style-type: none"> <li>recognize familiar everyday words with the help of pictures.</li> <li>understand information about the days, times, and locations of events they are being invited to in short letters, cards, emails, or text messages.</li> <li>understand basic information such as menus with the help of pictures.</li> <li>understand simple personal letters, emails, and other short messages.</li> </ul>                                                                                              | <ul style="list-style-type: none"> <li>spell a number of familiar words with the help of pictures.</li> <li>write some simple phrases and short sentences using the correct word order.</li> <li>write answers to very simple questions and give basic personal information about themselves and other people.</li> </ul>       | <ul style="list-style-type: none"> <li>understand and reply to simple questions and name some familiar people, objects, animals, and actions.</li> <li>give a basic description of situations at home or school, or of their free-time activities.</li> <li>talk about a picture story in simple words and phrases.</li> </ul>                                                                   |
| A1.1 & A1.2 (A1)       | <ul style="list-style-type: none"> <li>identify when people give important and specific information, for example about places, dates, and times.</li> <li>understand simple descriptions of rooms, familiar places, and objects with the help of pictures.</li> <li>understand important information about people, their likes and dislikes, and everyday activities in short conversations when speakers speak slowly and clearly.</li> </ul>             | <p>read and understand</p> <ul style="list-style-type: none"> <li>the main points of a short simple text with the help of pictures.</li> <li>short texts on a number of subjects of personal interest such as news, travel, and music, when they are written with simple words and supported by illustrations or pictures.</li> <li>simple text messages or emails, for example those with details such as what to do, or when and where to meet.</li> <li>short, illustrated stories about everyday activities described in simple words.</li> </ul> | <ul style="list-style-type: none"> <li>spell familiar words with the help of pictures.</li> <li>recognize and use the correct word order in some simple phrases.</li> <li>write simple phrases and sentences to give information about themselves and other people.</li> <li>write simple messages, cards or emails.</li> </ul> | <ul style="list-style-type: none"> <li>use some English sounds and stress patterns clearly.</li> <li>answer questions on everyday topics with simple phrases and sentences.</li> <li>describe pictures of familiar scenes with simple phrases and sentences.</li> <li>tell simple stories using basic words and expressions to give information about people and what they are doing.</li> </ul> |

<sup>1</sup>Adapted from: Council of Europe (2020), Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion volume, Council of Europe Publishing, Strasbourg, available at [www.coe.int/lang-cefr](http://www.coe.int/lang-cefr).

| VTest<br>Levels (CEFR) |                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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|                        | Listening                                                                                                                                                                                                                                                                                                                                                                                        | Reading                                                                                                                                                                                                                                                                                                                                                                       | Writing                                                                                                                                                                                                                                                                                                                                                                                                                                            | Speaking                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|                        | Students can                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| A2.1 & A2.2 (A2)       | <ul style="list-style-type: none"> <li>understand the most important information from short recordings when people are talking about familiar, everyday situations.</li> <li>follow short conversations about people, their lives and daily routines, and what they like or don't like.</li> <li>understand basic details in descriptions of people, places, objects, and activities.</li> </ul> | <p>read and</p> <ul style="list-style-type: none"> <li>understand short, simple personal letters.</li> <li>understand short narratives and descriptions of people's lives and everyday situations.</li> <li>find factual information in short texts about familiar topics and situations.</li> </ul>                                                                          | <ul style="list-style-type: none"> <li>spell a range of words and phrases about basic and familiar situations correctly.</li> <li>use simple grammatical structures with some control.</li> <li>write short, simple stories based on pictures and using their own ideas.</li> <li>write notes, emails and text messages to friends, family, and other people, for example replying to questions, and making or accepting invitations.</li> </ul>   | <ul style="list-style-type: none"> <li>pronounce familiar words and phrases clearly, and generally use correct stress, rhythm, and intonation.</li> <li>answer a range of questions about everyday objects, places, and activities that people do.</li> <li>describe people, places, possessions, daily routines, and everyday activities shown in pictures, and give a simple opinion about what they see.</li> <li>tell a very short story using a range of words and phrases and simple grammatical structures.</li> </ul>                                                                                                                                    |
| B1.1 & B1.2 (B1)       | <ul style="list-style-type: none"> <li>follow the main points of extended discussions on everyday familiar topics.</li> <li>identify the most important information about people, places, objects, and activities when people are having everyday conversations on familiar topics.</li> </ul>                                                                                                   | <ul style="list-style-type: none"> <li>understand descriptions of places, events, feelings, and people's opinions in a range of different types of text, including short stories.</li> <li>find the key factual information in different types of short texts.</li> <li>understand letters, notes, messages, and emails sent by friends, family, and other people.</li> </ul> | <ul style="list-style-type: none"> <li>use in writing a range of vocabulary related to familiar topics and everyday situations.</li> <li>write sentences about familiar situations using the correct grammar.</li> <li>write detailed descriptions of people, places, objects, and activities in predictable situations.</li> <li>write and reply to personal letters and messages adding some details, and using an appropriate style.</li> </ul> | <ul style="list-style-type: none"> <li>pronounce words clearly enough for their overall message to be understood, using stress, rhythm, and intonation effectively.</li> <li>use a range of common grammatical structures with reasonable accuracy when talking about familiar topics and situations.</li> <li>use a range of vocabulary to talk about a variety of familiar topics and everyday situations, and can usually describe what they mean when they do not know a particular word.</li> <li>speak with reasonable fluency about familiar topics, giving straightforward descriptions or narratives, and expressing opinions and reactions.</li> </ul> |

| VTest<br>Levels (CEFR)      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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|                             | Listening                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Reading                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Writing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Speaking                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|                             | Students can                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>B2.1 &amp; B2.2 (B2)</b> | <ul style="list-style-type: none"> <li>understand the main ideas of complex conversations on a range of familiar and less familiar topics.</li> <li>understand specific details in what people say, including reasons, explanations, and examples.</li> <li>follow extended talks and conversations and understand how speakers develop their ideas and arguments.</li> <li>understand podcasts, interviews, videos, and other audio on both concrete and abstract topics, including speakers' opinions, attitudes, and points of view.</li> </ul> | <ul style="list-style-type: none"> <li>recognize when a text provides factual information, and when it intends to convince or persuade the reader of something.</li> <li>use a variety of strategies to help understand a text, including using contextual clues to identify the main points and to check their own understanding.</li> <li>understand personal letters, emails, and other texts even when some colloquial or idiomatic language is used.</li> <li>recognize how texts are structured, for example, when they present contrasting arguments, offer problems and solutions, or deal with cause and effect.</li> <li>scan quickly through longer and more complex texts to find the most relevant details.</li> </ul> | <ul style="list-style-type: none"> <li>use a range of grammar structures accurately.</li> <li>spell with reasonable accuracy.</li> <li>write clear and detailed descriptions on a variety of subjects related to things they are interested in.</li> <li>write letters, texts, and emails for a variety of purposes, such as expressing emotions, explaining why events or experiences are important to them, or giving their opinions.</li> <li>write essays that develop an argument by giving reasons for or against a particular point of view, or explaining the advantages and disadvantages of different options.</li> </ul> | <ul style="list-style-type: none"> <li>articulate individual sounds clearly and use stress, rhythm, and intonation effectively, so that their speech is generally easy to understand.</li> <li>use a range of simple and complex grammatical structures with generally accurate control.</li> <li>use a broad enough range of vocabulary to discuss familiar and less familiar topics, with little obvious searching for words.</li> <li>speak in detail about a range of topics, comparing and contrasting situations, expressing viewpoints, and developing ideas with supporting reasons.</li> </ul> |

| VTest<br>Levels (CEFR) |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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|                        | Listening                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Reading                                                                                                                                                                                                                                                                                                                                                          | Writing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Speaking                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Students can           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| C1                     | <ul style="list-style-type: none"> <li>• follow extended speech on a range of topics even when the information is not clearly presented.</li> <li>• understand detailed discussions and debates even when the topics are abstract, complex, or unfamiliar.</li> <li>• understand talks and conversations that use a wide range of idiomatic expressions.</li> <li>• follow a wide range of audio content and understand both main points and supporting details.</li> <li>• understand speakers' attitudes and opinions even when they are not mentioned explicitly.</li> </ul> | <ul style="list-style-type: none"> <li>• understand main points and supporting details in a wide range of long, complex texts.</li> <li>• identify and understand both explicit and implied opinions, attitudes, and emotions in a range of text types.</li> <li>• follow how ideas and arguments are organized and developed in long, complex texts.</li> </ul> | <ul style="list-style-type: none"> <li>• use grammar with a high degree of accuracy across different types of writing.</li> <li>• spell most words accurately.</li> <li>• write clear, detailed, and well-structured texts, such as descriptions and imaginative pieces, developing ideas fully and using a natural style.</li> <li>• write clear and precise emails or messages to friends and acquaintances, adjusting their tone and wording to suit the situation.</li> <li>• write clear, well-structured essays on complex topics, developing ideas and identifying the most important issues.</li> </ul> | <ul style="list-style-type: none"> <li>• use language flexibly and effectively to express feelings, attitudes, and subtle meanings.</li> <li>• speak with clear pronunciation and effective stress, rhythm, and intonation, so that their speech is readily understood.</li> <li>• use a wide range of vocabulary and grammatical structures with strong control, allowing them to express ideas clearly and precisely with little need to rephrase.</li> <li>• compare and contrast pictures in detail, making fine distinctions between the situations, ideas, and themes they represent.</li> <li>• give extended, well-organized responses to complex questions, developing different aspects of a topic and supporting their ideas with relevant details and reasons.</li> </ul> |