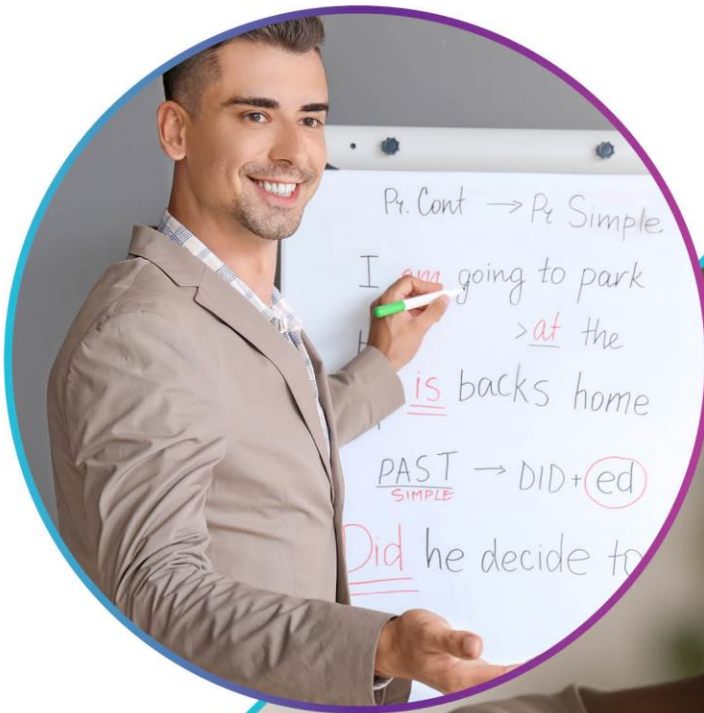




ITEC



VTCT



ESOL Handbook

ES1C23 – VTCT (ITEC) Level 1 Certificate in
ESOL International (B2)

603/6797/0

Level: 1

Guided Learning (GL) hours: 180

Overview

The purpose of the qualification is to provide learners with a nationally recognised qualification in English language, referenced to the descriptions of language proficiency in the Common European Framework Reference for Languages (CEFR). The CEFR was devised together by the Council of Europe as a way of standardising the levels of language competency. The CEFR organises language proficiency in six levels which can be regrouped into three broad levels: Basic User, Independent User and Proficient and User. The levels are defined through 'can-do' descriptors.

| Common European Framework of Reference (CEFR) Level | VTCT (ITEC) ESOL International qualifications | Equivalent UK Levels |
|---|--|----------------------|
| Basic user | VTCT (ITEC) Entry Level Certificate in ESOL International (Entry 1) (A1) | Entry Level 1 |
| Basic user | VTCT (ITEC) Entry Level Certificate in ESOL International (Entry 2) (A2) | Entry Level 2 |
| Independent user | VTCT (ITEC) Entry Level Certificate in ESOL International (Entry 3) (B1) | Entry Level 3 |
| Independent user | VTCT (ITEC) Level 1 Certificate in ESOL International (B2) | Level 1 |
| Proficient user | VTCT (ITEC) Level 2 Certificate in ESOL International (C1) | Level 2 |
| Proficient user | VTCT (ITEC) Level 3 Certificate in ESOL International (C2) | Level 3 |

On completion of the VTCT (ITEC) Level 1 Certificate in ESOL International (B2), learners will be able to comply with the B2 language descriptor as referenced in the (CEFR).

| B2 |
|---|
| <ul style="list-style-type: none"> • The learner can <ul style="list-style-type: none"> - Understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation - Interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party - Produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options |

Mode content

Listening level descriptors

- The learner can
 - Understand the main points of standard speech on familiar matters regularly encountered at work, school, leisure, etc.
 - Understand factual information about familiar topics, common everyday topics identifying the gist and the specific details, given that speech is clearly articulated
 - Understand interaction between native speakers and follow the main points of an extended discussion
 - Understand most TV news and current affairs programmes, documentaries, live interviews, talk shows, plays and the majority of films in standard dialect and pace

Reading level descriptors

- The learner can
 - Read with a large degree of independence, adapting style and speed of reading to different texts (articles, stories, reports) and purposes, and using appropriate reference sources selectively
 - Show a broad active reading vocabulary, but may experience some difficulty with low frequency idioms or lexicon in general
 - Extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning, provided the topic discussed is familiar
 - Understand and find information in everyday written material such as emails, brochures or short documents
 - Understand the gist of an argumentative text; Understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints

Writing level descriptors

- The learner can
 - Convey information and ideas on abstract as well as concrete topics, check information and ask about or explain problems with reasonable precision
 - Write straightforward connected texts on a range of familiar subjects within his/her field of interest by linking a series of shorter discrete elements into a linear sequence
 - Write detailed descriptions on a range of familiar subjects within his/her field of interest
 - Write short, simple essays on topics of interest
 - 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
 - Write very brief reports to a standard conventionalised format, which pass on routine factual information and state reasons for action

Speaking level descriptors

- The learner can
 - Use language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas; communicate spontaneously with high degree of grammatical control, adopting appropriate register according to the circumstances; engage in extended conversation on most general topics in a participatory fashion
 - Take an active part in or enter unprepared into informal discussion in familiar contexts, commenting, expressing opinions and points of view, making proposals and hypothesising
 - Express his/her ideas and opinions with some precision, and participate actively in argumentative discussions sustaining his/her opinions and providing relevant explanations, arguments and comments
 - Express the main point he/she wants to communicate and keep going comprehensibly, even though he/she may have to pause for grammatical and lexical planning and repair, especially in longer stretches of free production
 - Control of vocabulary but errors still occur when expressing more complex thoughts or handling unfamiliar topics and situation

Assessment requirements

Learners must complete all five modes in order to receive an overall grade and be eligible for certification. The speaking mode of the qualification is internally assessed by the Centre’s speech assessor and interlocutor and externally quality assured by VTCT.

| Mode of Assessment (Paper-based or online) | Assessment Method | Examination Conditions | Speaking Assessment – Controlled |
|--|---|------------------------|----------------------------------|
| Use of English | Written Examination | ✓ | |
| Listening | | ✓ | |
| Reading | | ✓ | |
| Writing | | ✓ | |
| Speaking | Practical Oral Examination (Face to Face) | | ✓ |

| Mode | Assessment criteria | Task type | Number of items | Marks |
|----------------------------|---|---|-----------------|-------|
| Use of English – Section A | The learner can <ul style="list-style-type: none"> Identify appropriate structural words from grammar area. Emphasis on grammatical structures, vocabulary and other lexical structures required to perform at CEFR level. | The learner will demonstrate knowledge of structural language use by choosing the correct option (Four option multiple choice gap fill sentences) | 10 | 5 |
| Use of English – Section B | The learner can <ul style="list-style-type: none"> Identify language functions and different structural patterns; Rephrase sentence structure | The learner will demonstrate ability to rephrase sentence structure by choosing the correct option (Four option multiple choice gap fill sentences) | 5 | 5 |
| Use of English – Section C | The learner can <ul style="list-style-type: none"> Use phrasal verbs and idioms | The learner will demonstrate ability to use vocabulary and grammar structures by choosing the correct word option (Four option multiple choice gap fill sentences) | 10 | 10 |
| Total marks | | | 20 | |

| Mode | Assessment criteria | Task type | Number of items | Marks |
|------------------------|---|--|-----------------|-------|
| Reading – Section A | The learner can <ul style="list-style-type: none"> Understand the details of a text | The learner can scan a text, approximately 500 words long. The text is adapted from an original source and may include unfamiliar vocabulary, which will not interfere with the ability to complete the task (Three option multiple choice items) | 10 | 10 |
| Reading – Section B | The learner can <ul style="list-style-type: none"> Use correct vocabulary structure in context | The learner will read a short text or a series of texts with gaps, the learner can identify the word form to use in context (three option gap filled sentence) | 10 | 10 |
| Total marks | | | 20 | |

| Mode | Assessment criteria | Task type | Number of items | Marks |
|------------------------|---|---|-----------------|-------|
| Writing – Section A | The learner can <ul style="list-style-type: none"> Demonstrate the ability to communicate in writing a clear, well-organised and detailed text | Learner has to select one writing task from two options Options given may include: <ul style="list-style-type: none"> summary, transactional letter (formal/ semi-formal register) essay article, review or report minimum 200 words | 1 | 20 |
| Total marks | | | 20 | |

| Mode | Assessment criteria | Task type | Number of items | Marks |
|--------------------|--|---|-----------------|-------|
| Listening – Part A | The learner can <ul style="list-style-type: none"> Understand natural speech/standard spoken English relating to topics normally encountered in personal or social situations | The learner will listen to two dialogues and identify the correct answer Focus is on detailed understanding, specifically understanding roles and relationships, mood, attitude, feelings, opinion, and intention (True/False item) | 10 | 10 |
| Listening – Part B | The learner can <ul style="list-style-type: none"> Understand authentic recordings, or material outside candidate’s immediate sphere of interest | The learner will listen to several news items and choose the correct answer (Multiple choice item) | 10 | 10 |
| Total marks | | | 20 | |

| Mode | Assessment criteria | Task type | Marks |
|---------------------------|---|--|-------|
| Oral examination – Part A | The learner will be able to <ul style="list-style-type: none"> Greet the examiner Provide personal details and information | Oral interaction with the interlocutor Approximately 2 minutes per learner | 20 |
| Oral examination – Part B | The learner will be able to <ul style="list-style-type: none"> Discuss a topic, give factual information and express ideas and options Use a range of language structures and lexicon | Oral discourse Approximately 2 per learner | |
| Oral examination – Part C | The learner will be able to <ul style="list-style-type: none"> Ask and answer questions about a topic Give opinions and facts | This phase is dedicated to a natural interaction between the candidates Approximately 3 minutes overall | |
| Total marks | | | 20 |

Indicative Content

This section gives an indication of language and structures which should be covered during a taught course at this level.

Functions

- Functions contribute to the development and maintenance of language skills. Through functional skills, learners are able to perform in social interaction, the world of work, or learning. The command of the English language supports the development of communicative and practical life skills. The following are a variety of functions that learners should be able to perform having achieved B2 level. This is not an exhaustive list:
 - Advising and warning
 - Apologising, criticising and complaining
 - Arguing a point, presenting an argument (e.g. on the one hand...but on the other hand)
 - Asking for and giving information on a variety of topics
 - Carrying out a prepared interview, checking and confirming information
 - Checking understanding and self-correcting if there is a misunderstanding
 - Comparing and contrasting, expressing degrees of difference
 - Complaining
 - Conveying degrees of emotion and significance of personal events and experiences/ responding to feelings such as surprise, happiness, sadness
 - Confirming comprehension during interaction and inviting others to join interaction
 - Describing routines and habits in the present and the past/past events and states in the past /recent activities and completed actions/describing a sequence of events
 - Describing people and personalities/landscapes and cities
 - Describing education, qualifications and skills
 - Drawing conclusions
 - Engaging in transactions/complaints in the field of goods and services
 - Exchanging, checking and confirming information
 - Explaining an argument to a counterpart
 - Expressing ability and inability in the present, future and past/expressing purpose, cause and result/needs and desires
 - Expressing thoughts about abstract and cultural topics such as music and films
 - Giving advice in the present, future and past
 - Giving instructions and following instructions
 - Giving explanations and offering solutions to problems
 - Interrupting and turn-taking during a discussion
 - Making arrangements/predictions/talking about future plans and intentions/making predictions (also based on evidence)/making spontaneous decisions
 - Making recommendations and suggestions

- Negotiating and mediation
- Offering and inviting
- Praising and criticising
- Speculating about causes, consequences and hypothetical situations
- Tentative expressions

Grammatical accuracy

- B2 candidates should demonstrate accuracy relating to all basic structures covered in lower levels. At this level, candidates should be confident with and demonstrate accuracy in more complex structures although errors may occur when attempting to use a combination of structures across sentence boundaries. The B2 illustrative descriptor scale indicates that the learner can:
 - Show 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
 - Show a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding
 - Show a good command of simple language structures and some complex grammatical forms, although he/she tends to use complex structures rigidly with some inaccuracy
- Grammar/language items included in the learner’s repertoire include the items in the table below.

| | |
|-------------------------------|--|
| Adverbs | Regular and irregular forms of the 5 types of adverbs: frequency, degree, time, place and manner. Sentence adverbs (ideally, ironically). Focus adverbs (also, as well) |
| Adverbial clauses | Using adverbial –ing clauses of time, of place, of manner and purpose |
| As vs like vs such as | To express similarity and comparisons. Consolidation |
| Aux verb to be | Progressive forms of the auxiliary verb to be e.g. you are being silly |
| Causative have and get | Causative constructions with have and get: have something done, get something done <i>I had a plumber fix the toilet/I got my trousers mended</i> |
| Clauses of purpose | <p>Infinitive of purpose: to + infinitive; Jerry went to the shop to buy a bottle of wine</p> <p>Adverbial clauses of purpose in order to/so as to + infinitive (formal); <i>We were asked to stay over in order to finish the project</i> so that + can/will/ for + noun – used to express purpose – <i>We went out for a pizza.</i></p> <p>Prepositional phrases of purpose (for, due to, because of) for + -ing – used to express purpose and/or function of something – <i>This function on the air conditioner is for reducing humidity</i></p> |

| | |
|--------------------------------------|--|
| Comparatives and superlatives | For adjectives and adverbs |
| Connectors and linkers | To express contrast, reason and cause, purpose, consequence, addition, exemplification; Linkers also for: succession, result, order Contrasting conjunctions Connecting ideas that contrast. But/although/however/despite/in spite of/even though, etc. |
| Gerunds and infinitives | Gerunds and Infinitives: <ul style="list-style-type: none"> • Verb+to+ infinitive (<i>She offered to help out with the party</i>) • Verb+object+ infinitive without to (<i>Glen helped us move to a new flat</i>) • Verb+ing: gerunds after verbs and prepositions <ul style="list-style-type: none"> - He suggested taking another route to the airport - Thank you for helping out - Gerunds as subjects and objects - Jogging is good for you |
| Had better + infinitive | To give a piece of advice (should and ought to vs. had better) |
| If/when/unless | With no future, using the present simple for the future (even if, as long as, provided that, make sure) |
| Indirect questions | Indirect and embedded questions: Know, wonder, etc. Consolidation and extension |
| Infinitives | Infinitive of purpose (<i>He is here to see the manager</i>) Perfect infinitive (<i>I am sorry to have caused you trouble</i>) Passive infinitive (<i>There is a lot of work to be done</i>) After adjectives (<i>I am pleased to see that you are happy</i>) |
| Intensifiers | Broad range of intensifiers (extremely, much, too, so) Intensifiers with strong adjectives |
| Inversion | Inversion for emphasis |
| Modals | <ul style="list-style-type: none"> • Ability (can, be able to manage to) • Ability, possibility in the past (could, was allowed to) • Possibility (may/might/could/should) in the present and in the past (+ have + past participle) • Obligation (have to, ought to, must, supposed to, need to) • Permission (can, to be allowed to / let someone do something) • Prohibition (mustn't, not allowed to, can't) • Necessity or lack of (need or needn't) • Suggestion (ought to, should) • Drawing conclusions in the present and the past, speculate (must, can't, may, might, could + have + past participle) • Predictions (will, could, may, might) • State the truth using must |
| Noun phrases | Articles, adjectives, participles, possessive pronouns, and determiners. Noun phrases as subjects and direct objects |
| Passive voice | Present, continuous, past, present perfect and future forms passive infinitive |

| | |
|--|---|
| Prepositions | To indicate: location (on, inside...)/time (in, during...)/direction (in, out of...)/prepositional phrases (at the beginning...)/prepositions preceding and following nouns (by bus, at last...or phrasal verbs miscellaneous) Prepositions + gerund (after having ...before getting ...) Consolidation and extension |
| Question tags | Substitution in confirmation questions, positive and negative Tenses: to be, present simple, continuous, past simple, present perfect, simple and continuous, past perfect simple, will and modals |
| Relative pronouns and clauses | Defining / non-defining or extra information clauses (whoever, whichever, whatever, whomever, etc.) Consolidation and extension |
| Reported speech | Requests/reporting verbs and their various patterns/indirect questions: agree to, remind someone to, suggest that, accuse of, deny + ing, refuse to Passive reporting verbs (<i>it was said that the children had no food/ it is believed that/ it is understood that they will come home in ...</i>) |
| Subjunctive forms | The subjunctive in subordinate clauses that follow verbs expressing a desire, a demand, a formal recommendation, or a resolve <i>I only ask that he stop misbehaving</i> <i>It is vital that they be informed at once</i> <i>I demand that he do something about the problem!</i> As opposed to use of modals (<i>He suggested that Jane call him</i>) |
| Time Clauses | Clauses starting with conjunctions: when, whenever, while, once, before, after, as, (ever) since, until, as soon as, now (that), the moment (that) |
| Used to/Be used to – get used to + ing | Used to +infinitive for past habits Be used to, to talk about habits Get used to +ing for habits that are becoming familiar Would to express past habits. Consolidation |
| Verb tenses Affirmative, negative, interrogative, short answers, regular, irregular, passives and imperatives, gerunds and infinitives + Negative questions and open questions | Present tenses <ul style="list-style-type: none"> • Present simple (states and habits, systems and processes) – stative verbs • Present continuous (plans, present actions) present simple vs continuous. Situations which are in the process of change • Present perfect simple (recent and indefinite past; unfinished past with for and since, actions which happened recently, actions that will happen soon) • Present perfect continuous (unfinished or recent continuous actions; visible results of an action) present perfect continuous vs. present perfect simple Past tenses <ul style="list-style-type: none"> • Past simple (past events) • Past continuous (past actions, continuous actions interrupted by the past simple), past simple vs continuous • Past perfect simple (narrative, action which occurs before another in the past) |

| | |
|---------------------------|--|
| | <ul style="list-style-type: none"> • Past perfect continuous (for actions in progress before or up to the main event in the past) <p>Future forms</p> <ul style="list-style-type: none"> • Will, going to, about to – present continuous, present simple • Future simple: present continuous; “going to” for plans and intentions, for predicting the future based on present evidence; • Will and shall, will vs going to vs present continuous • Future progressive for continuous actions happening in the future • Future Perfect (will have + verb) • Future in the past, was, were going to (<i>I was going to come but then...</i>)(would+infinitive/would have + past participle: <ul style="list-style-type: none"> - <i>She said she would phone you/He promised he wouldn't have missed the celebration)</i> <p>Conditionals</p> <ul style="list-style-type: none"> • Conditionals: “0”/ 1st / 2nd and 3rd conditional • Mixed conditionals • Unreal past after conditional words and expressions like if, supposing, if only, what if; after the verb to wish; after the expression like: <i>it's time/ it's high time+ past tense/ I'd rather +past tense</i> |
| Verbs of sensation | Verbs that describe the senses. Verbs of the senses and adjectives describing them |
| Wish and hope | To express wishes and regrets about the past |

Topics and Lexical Areas

- Vocabulary control concerns the user/learner’s ability to choose an appropriate expression from their repertoire. The B2 illustrative descriptor scale indicates that
- The learner can
 - display a generally high level of lexical accuracy, though some confusion and incorrect word choice does occur without hindering communication
- Animals and habitats
- Body and mind
- Crime
- Culture and traditions
- Education and science
- Entertainment: music, art, cinema, theatre, restaurants, the arts
- Fashion and style
- Feelings, emotions and opinions
- Festivals and celebrations
- Food; eating and drinking habits
- Health and medicine
- Hobbies, fitness and sports
- Houses, towns, cities and living standards
- Language (including the English-speaking world)
- People in general: relationships, living conditions, descriptions (appearance and character)

- Personal experiences and lifestyles
- Politics, social issues and current events
- Services in town: banks, hotels, customer relations, post offices, etc.
- Science and technology
- The environment: The natural world, natural disasters, geographical areas, environmental issues, the ecosystem, etc.
- The media: newspapers, social media, blogs, etc.
- Work and occupations, the world of business, marketing
- Travel and tourism (including all forms of modern tourism e.g. 'Voluntourism', Ecotourism, etc.)

Vocabulary relating to the topics covered at B2 level

- The lexical knowledge that a learner has about the English language includes information about the form and meanings of words and phrases; lexical categorisation; appropriate use of words and phrases; relationships between words and phrases, lexicon candidates should be familiar with at a B2 level includes
 - Cohesive devices used in recapping and recovering an argument e.g. *As I was saying...; Anyway*
 - Collocations relating to targeted topics/collocations: verbs+ prepositions/nouns + prepositions/prepositional phrase (preposition+ noun)
 - Descriptions (language of description: misc. adjectives and set phrases)
 - False friends (sensible/sensitive; actually/currently; inconvenient/improper, nice/sympathetic, etc.)
 - Homophones e.g. aisle/isle; beech/beach/ bored/board, etc.
 - Homonyms e.g. poach; pitch; etc.
 - Hesitation fillers: Stock phrases to gain time for thought and turn taking e.g. *Um...; .Well ...; let me think...*
 - Idiomatic expressions relating to targeted topics
 - Intensifiers, e.g. absolutely, totally, utterly, completely
 - Modifying words, e.g. basically, quite, certainly
 - Phrasal verbs relating to targeted topics
 - Synonyms and antonyms relating to targeted topics
 - Signposting words e.g. firstly;
 - Word formation/Word families

Reading skills

- At B2 level, the learner is expected to have exposure to a wide variety of academic and authentic, or semi-authentic texts and comprehension test styles, and be able to demonstrate an ability to
 - Guess the meaning of unknown words from the context
 - Carry out an initial scan of a text, and know when it is appropriate to either skim or scan
 - Read for specific information from a text appropriate to this level. (i.e. scanning strategies)
 - Skim read a text quickly and be able to establish the main idea of the passage, the writer's purpose, the target audience/readers, and the type/genre of text
 - Understand the main points in the text and their relationship in the passage
 - Understand inferred information from a text
 - Take notes from a text and summarise it verbally or in writing
 - Order a jumbled text appropriate to the level by making connections (grammatical, lexical or contextual) within the text
 - Collect linked information from various parts of a text e.g. 'What are the reasons for xxx disappearance?'
 - Recognise the function of a text (e.g. informative, educational, etc.)
 - Label graphics using information from the text

Listening skills

- At B2 level, the learner is expected to have exposure to a wide variety of authentic and scripted dialogues, monologues, etc. normally encountered in personal, social, academic or vocational life
- Learners should be exposed to different varieties of the language, as well as a large variety of voice types and accents, and, therefore, they have the ability to
 - Understand spoken instructions
 - Listen for the main idea of a recorded text
 - Listen for detailed understanding of roles, relationships, attitude, feelings, opinion and intention.
 - Listen for specific information
 - Listen for key details in the recorded text
 - 'Jigsaw' information from a number of related recordings, or mini-recordings (i.e. jigsaw listening)
 - Interpret situational material, although they may not be able to understand everything
 - Infer meaning and bias from accentuation, intonation and pronunciation.
 - Transfer knowledge acquired from the recording to a gapped summary of the text (i.e. note-taking)

Appendix - Common Reference Levels

1. Global scale

| | | |
|------------------|----|---|
| Proficient user | C2 | Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations. |
| | C1 | Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices. |
| Independent user | B2 | Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. |
| | B1 | Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics, which are familiar, or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans. |
| Basic user | A2 | Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need. |
| | A1 | Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help. |

2. Self-assessment grid

| | Reception | | Interaction | | Production | |
|----|--|--|--|---|--|---|
| | Listening | Reading | Spoken interaction | Written interaction | Spoken production | Written production |
| C2 | 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. | 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. | 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. | I can express myself with clarity and precision, relating to the addressee flexibly and effectively in an assured, personal, style. | I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points. | I can write clear, smoothly flowing text in an appropriate style. I can write complex letters, reports or articles, which present a case with an effective logical structure, which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works. |
| C1 | I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort. | 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. | 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. | | I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion. | I can express myself in clear, well-structured text, expressing points of view at some length. I can write detailed expositions of complex subjects in an essay or a report, underlining what I consider to be the salient issues. I can write different kinds of texts in a style appropriate to the reader in mind. |
| B2 | I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect. | I can read articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. I can understand contemporary literary prose. | 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 discussion in familiar contexts, accounting for and sustaining my views. | I can write letters highlighting the personal significance of events and experiences. | 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. | 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. |

| | Reception | | Interaction | | Production | |
|----|---|--|--|---|--|--|
| | Listening | Reading | Spoken interaction | Written interaction | Spoken production | Written production |
| B1 | 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. | I can understand texts that consist mainly of high frequency every day or job-related language. I can understand the description of events, feelings and wishes in personal letters. | 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). | I can write personal letters describing experiences and impressions. | I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes & 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. | I can write straightforward connected text on topics, which are familiar, or of personal interest. |
| A2 | 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 geography, employment). I can catch the main point in short, clear, simple messages and announcements. | 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. | 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. | 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. | 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 write a series of simple phrases and sentences linked with simple connectors like, "and", "but" and "because". |
| A1 | I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly. | I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues. | 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. | 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. | I can use simple phrases and sentences to describe where I live and people I know. | I can write simple isolated phrases and sentences. |

3. Qualitative aspects of spoken language use

| | Range | Accuracy | Fluency | Interaction | Coherence |
|----|--|--|---|--|---|
| C2 | Shows great flexibility reformulating ideas in differing linguistic forms to convey finer shades of meaning precisely, to give emphasis, to differentiate and to eliminate ambiguity. Also has a good command of idiomatic expressions and colloquialisms. | Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions). | Can express him/herself spontaneously at length with a natural colloquial flow, avoiding or backtracking around any difficulty so smoothly that the interlocutor is hardly aware of it. | Can interact with ease and skill, picking up and using non-verbal and intentional cues apparently effortlessly. Can interweave his/her contribution into the joint discourse with fully natural turn taking, referencing, allusion making etc. | Can create coherent and cohesive discourse making full and appropriate use of a variety of organisational patterns and a wide range of connectors and other cohesive devices. |
| C1 | Has a good command of a broad range of language allowing him/her to select a formulation to express him/ herself clearly in an appropriate style on a wide range of general, academic, professional or leisure topics without having to restrict what he/she wants to say. | Consistently maintains a high degree of grammatical accuracy; errors are rare, difficult to spot and generally corrected when they do occur. | Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language. | Can select a suitable phrase from a readily available range of discourse functions to preface his remarks in order to get or to keep the floor and to relate his/her own contributions skilfully to those of other speakers. | Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices. |
| B2 | Has a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words, using some complex sentence forms to do so. | Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding, and can correct most of his/her mistakes. | Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he or she searches for patterns and expressions, there are few noticeably long pauses. | Can initiate discourse, take his/her turn when appropriate and end conversation when he / she needs to, though he /she may not always do this elegantly. Can help the discussion along on familiar ground confirming comprehension, inviting others in, etc. | Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some "jumpiness" in a long contribution. |
| B1 | 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. | Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations. | Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production. | Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. Can repeat back part of what someone has said to confirm mutual understanding. | Can link a series of shorter, discrete simple elements into a connected, linear sequence of points. |

| | Range | Accuracy | Fluency | Interaction | Coherence |
|-----------|--|--|---|--|---|
| A2 | Uses basic sentence patterns with memorised phrases, groups of a few words and formulae in order to communicate limited information in simple everyday situations. | Uses some simple structures correctly, but still systematically makes basic mistakes. | Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident. | Can answer questions and respond to simple statements. Can indicate when he/she is following but is rarely able to understand enough to keep conversation going of his/her own accord. | Can link groups of words with simple connectors like "and", "but" and "because". |
| A1 | Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations. | Shows only limited control of a few simple grammatical structures and sentence patterns in a memorised repertoire. | Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication. | Can ask and answer questions about personal details. Can interact in a simple way but communication is totally dependent on repetition, rephrasing and repair. | Can link words or groups of words with very basic linear connectors like "and" or "then". |

Document History

| Version | Issue Date | Changes | Role |
|---------|------------|-----------------------|------------------------------------|
| V1.0 | 08/06/2022 | First published | Product and Regulation Coordinator |
| V1.1 | 14/06/2022 | Amendments for review | Quality Assurance Administrator |
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