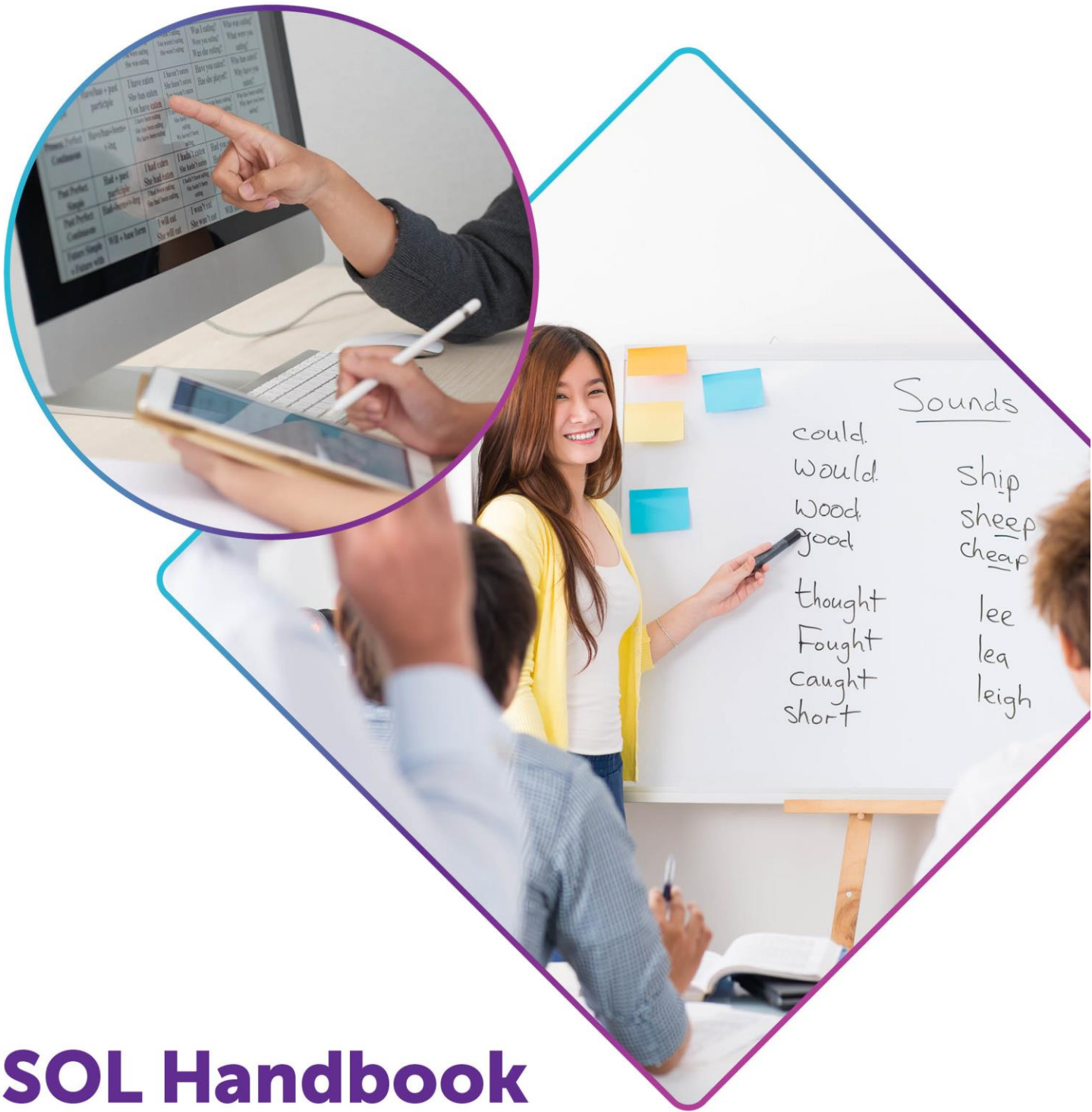




ITEC



VTCT



ESOL Handbook

**ESEC22 – VTCT (ITEC) Entry Level Certificate in
ESOL International (Entry 3) (B1)**

603/6800/7

Level: **Entry Level (Entry 3)**
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 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 VTCT (ITEC) Entry Level Certificate in ESOL International (Entry 3) (B1), learners will be able to comply with the B1 language descriptor as referenced in the (CEFR).

B1
<ul style="list-style-type: none">• The learner can<ul style="list-style-type: none">- Understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.- Deal with most situations likely to arise whilst travelling in an area where the language is spoken- Produce simple connected text on topics, which are familiar, or of personal interest- Describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans

Mode content

Listening level descriptors

- The learner can
 - Understand straightforward information about common everyday or job-related topics, identifying both general messages and specific detail, provided speech is clearly articulated in a generally familiar accent
 - Generally follow the main points of extended discussion around them, provided speech is clear and in standard language
 - Follow clear speech in everyday conversation, though in real life situations they will sometimes have to ask for repetition of particular words and phrases
 - Understand straightforward information about job-related topics, identifying both general messages and specific details, provided that speech is clear and a familiar accent is used
 - Follow a lecture or a talk within their own field, provided that the subject matter is familiar. The learner can understand simple technical information, such as operating instructions for everyday equipment
 - Understand the information content of the majority of recorded or broadcast audio material about familiar subjects spoken relatively slowly and clearly
 - Follow many films in which visuals and action carry much of the storyline, and in which the story is straightforward and the language clear
 - Catch the main points in broadcasts on familiar topics and topics of personal interest when the language is relatively slow and clear

Reading level descriptors

- The learner can
 - Read straightforward factual texts on subjects related to his/her field and interests with a satisfactory level of comprehension
 - Find and understand general information he/she needs in everyday material, such as letters, brochures and short official documents
 - Search one long or several short texts to locate specific information he/she needs to help him/her complete a task
 - Recognise significant points in straightforward newspaper articles on familiar subjects and identify the main conclusions in clearly-written argumentative texts
 - Understand clearly-written, straightforward instructions for a piece of equipment
 - Understand authentic reading material when about familiar topics

Writing level descriptors

- The learner can
 - 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 accounts of experiences and events, describing feelings and reactions. Texts are generally coherent and understandable but occasional unclear expressions or inconsistencies may cause a break up in reading
 - Compose simple connected texts on topics which are familiar or of personal interest
 - Write letters describing experiences and impressions; write letters in a formal or semi-formal register; take notes whilst listening to familiar or predictable topics
 - Complete forms giving personal details, write short descriptive essays, narrate a story, summarise, report and give an opinion about factual information. Learners can link a series of shorter discrete elements into a connected linear text
 - Write with reasonable accuracy, a repertoire of frequently used routines and patterns associated with more common situations. Writing may contain non-impeding errors

Speaking level descriptors

- The learner can
 - Use reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations
 - Keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production
 - Initiate, maintain and close simple face-to-face conversations on topics that are familiar or of personal interest. Can repeat back part of what someone has said to confirm mutual understanding
 - Link a series of shorter, discrete simple elements into a connected, linear sequence of points
 - Initiate and maintain a simple yet fluent conversation, even though pausing for grammatical and lexical planning and repair can be very evident, especially in longer stretches of free production
 - Make himself/herself understood in short contributions, even with occasional pauses, false starts and reformulation
 - Use enough language and sufficient vocabulary to express himself/herself with some hesitation at times, and circumlocutions on topics such as hobbies and interests, work, travel, current events and everyday transactions involving familiar situations and topics; lexical limitations may cause repetition and even difficulty with formulation at times

Show good control of common vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations

 - Use reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations
 - Show a repertoire of basic language which enables him/her to deal with everyday situations with predictable content, though he/she may generally have to compromise the message and search for words

- Use pronunciation which is clearly intelligible even if some L1 interference is sometimes evident and occasional mispronunciations occur.
- Use simple techniques to start, maintain, or end a short conversation and link a series of shorter, discrete simple elements into a connected, linear sequence of points during interaction
- 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, a process, a sequence of events, etc.
- Repeat back part of what someone has said to confirm mutual understanding

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	<p>The learner can</p> <ul style="list-style-type: none"> Identify appropriate structural words from grammar areas: verb tenses and structures required to perform at CEFR level. 	<p>The learner will demonstrate knowledge of structural language use by choosing the correct option.</p> <p>(Four option multiple choice gap fill sentences)</p>	10	5
Use of English – Section B	<p>The learner can</p> <ul style="list-style-type: none"> Identify language functions and using different structural patterns; rephrasing sentence structure. 	<p>The learner will demonstrate the ability to rephrase sentence structure by choosing the correct option.</p> <p>(Four option multiple choice (Cloze task))</p>	5	5
Use of English – Section C	<p>The learner can</p> <ul style="list-style-type: none"> Understand and use vocabulary and grammar in a short text written in the form of a dialogue. Understand and use lexical and structural patterns. 	<p>The learner will demonstrate the ability to use vocabulary and grammar structures by choosing the correct word option for the text.</p> <p>(Four option multiple choice (Cloze task))</p>	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 text may include unfamiliar vocabulary. The reading task includes about 400 words. The questions target the learner's understanding of content and specific information (Multiple choice item)	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 will identify the word form to use in context. (Three option multiple choice items)	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, using appropriate punctuation, spelling and register 	Writing task (minimum 80 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 the main points of clear standard speech on familiar topics. 	Listen to a dialogue and identify the correct answer (True/False item)	10	10
Listening – Part B	The learner can <ul style="list-style-type: none"> Listen to a brief news item; demonstrate the ability to understand gist and details of a news brief 	Listen to a news brief and choose the correct answer (Three option multiple choice item)	6	6
Listening – Part C	The learner can <ul style="list-style-type: none"> Listen to a vocal message and identify important message details 	Listen to a message and complete the sentence (Three option multiple choice gap fill sentences)	4	4
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 Give personal details 	Oral interaction with the interlocutor Approximately 1-2 minutes per learner	20
Oral examination – Part B	The learner will be able to <ul style="list-style-type: none"> describe pictures using 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 and give opinions and facts 	This phase is dedicated to a natural interaction between the candidates Approximately 1-2 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 B1 level. This is not an exhaustive list.

Personal environment	Expressing thoughts and feelings	Making things happen	Social contact
<ul style="list-style-type: none"> • Asking for and giving personal information • Describing where one lives (accommodation, area, etc.) • Asking and answering questions for confirmation, information, identification • Describing people, places and things • Correcting information • Explaining daily routines • Describing past events • Comparing things, people 	<ul style="list-style-type: none"> • Expressing agreement or disagreement • Denying something • Expressing views and feelings with reasons • Stating and asking about knowledge or ignorance of something or someone • Stating and asking about ability or inability to do something • Stating and asking about certainty or uncertainty of something • Seeking, granting or denying permission • Expressing and asking about wishes and hopes expressing and asking about wants, desires, needs • Stating and asking about intention • Stating a preference 	<ul style="list-style-type: none"> • Responding to a request • Requesting something or requesting someone to do something inviting someone to do something • Accepting or declining an offer or invitation • Giving instructions • Giving advice • Warning others to be careful or to stop doing something • Offering and requesting assistance • Suggesting a course of action 	<ul style="list-style-type: none"> • Getting someone's attention • Greeting people and responding to greetings • Expressing thanks • Addressing somebody • Introducing oneself, family and close friends • Opening, closing a conversation • Congratulating someone • Indicating lack of understanding • Asking someone to clarify or explain something • Asking someone to repeat all or part of something • Asking someone to speak more slowly • Asking for help in finding words or phrases • Asking for and giving the spelling and meaning of words

	<ul style="list-style-type: none"> • Expressing and asking about likes and dislikes, with reasons • Expressing and asking about (dis)pleasure, (un)happiness • Expressing gratitude • Offering and accepting an apology • Expressing approval or appreciation • Expressing regret 		<ul style="list-style-type: none"> • Counting and using numbers • Asking for and telling people the time, day, date • Interrupting politely • Summing up • Taking leave • Observing telephone conventions
--	---	--	---

Grammatical accuracy

- Grammatical accuracy concerns both the user/learner’s ability to recall ‘prefabricated’ expressions correctly and the capacity to focus on grammatical forms whilst articulating thought. This is difficult because when formulating thoughts or performing more demanding tasks, the user/learner has to devote most of their mental processing capacity to fulfilling the task. The B1 illustrative descriptor scale indicates that the learner can:
 - Communicate with reasonable accuracy in familiar contexts; generally show good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express.
 - Use reasonably accurately a repertoire of frequently used ‘routines’ and patterns associated with more predictable situations
- 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)
As vs like vs such as	To express similarity and comparisons. Consolidation
Be/get used to + ing	To express habits
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>
Connectors	Although, even though, however, in case, despite, in spite of, in case, due to, because of, unless and other cohesive devices to continue, in other words, for example...
Gerunds	Gerunds and Infinitives : Infinitives with and without to after verbs /gerunds after verbs and prepositions/gerunds as subjects and objects

Had better + infinitive	To give a piece of advice
If/when/unless	With no future, using the present simple for the future
Indirect questions	Indirect and embedded questions: Know, wonder, etc.
Intensifiers	Broad range of intensifiers (extremely, much, too, so)
Interrogatives	'Wh' words and the interrogative forms of all tenses and modals listed
Make, do and let	To allow or give permission / make something possible, make suggestions(let) Force or cause someone to do something (make)/ different uses of make. Different uses of do (do vs make)
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) • Obligation (have to, ought to, must, supposed to, need to) • Permission (can, be allowed to) • 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 (must, can't, might, could)
Neither...nor / either...or	To refer to two people or things; agreeing and disagreeing (both...and, so (do I), neither,, nor (do I))
Passive	Present, past, present perfect and future forms
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)
Question tags	Present, past and future tenses - to confirm what has been said
Reflexive pronouns	Myself, yourself, itself, himself, herself, ourselves, yourselves, themselves, oneself, etc.
Relative pronouns and clauses	Defining / non-defining or extra information clauses
Reported speech	Requests/reporting verbs and their various patterns/indirect questions: agree to, remind someone to, suggest that, accuse of, deny + ing, refuse to
So vs such	It was so sunny that .../ it was such a sunny day
Say and tell	Statements, questions and commands
Used to / would	For past habits, routines and states. To be used to / to get used to
Verb tenses Affirmative, negative, interrogative, short answers, regular, irregular, passives and imperatives, gerunds and infinitives	<ul style="list-style-type: none"> • Conditionals: "0"/ 1st and 2nd • Understands context in which 3rd Conditional is used. Is not required to use it • Future: future simple; present continuous; "going to" for intentions and predicting the future based on present evidence ; will and shall, will vs going to • Past simple (past events) • Past continuous (past actions, continuous actions interrupted by the past simple) • Past simple vs continuous

	<ul style="list-style-type: none"> • Present simple (states and habits, systems and processes) • Present continuous (future plans, present actions) present simple vs continuous • Past perfect simple (narrative, action which occurs before another in the past) • Present perfect simple (recent and indefinite past; unfinished past with for and since) • Present perfect continuous (unfinished action with for – visible result of an action)
Verbs with 2 objects	Indirect and direct objects/ prepositional phrases with to or for
Wish and hope	To express wishes and regrets about the past
Would you mind	To make polite requests
Would	For imaginary situations

Topics and lexical areas

- Vocabulary control concerns the user/learner’s ability to choose an appropriate expression from their repertoire. The B1 illustrative descriptor scale indicates that the learner can
 - Show good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.
 - Use a wide range of simple vocabulary appropriately when talking about familiar topics
- 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 (Synonyms/Antonyms). Common idiomatic expressions and phrasal verbs are also considered part of the lexicon candidates should be familiar with at a B1 level. The candidate is expected to have a range of lexical knowledge relating to B1 level topics such as:
 - Careers/work/education
 - Entertainment (books, films, culture and art)
 - Environment/pollution and weather
 - Feelings and opinions
 - Food and drink
 - Health and fitness/sports
 - Ideals and icons
 - Interests and free time
 - Lifestyles (town and country life)
 - Monuments and landmarks (including places and buildings)
 - Society and living standards
 - Technology and media
 - Travel and tour

Reading genres

- At B1 level, the learner is expected to have exposure to a wide variety of academic and authentic, or semi-authentic texts and comprehension test styles
 - Advertising material (in printed media, on billboards and posters, online advertising)
 - Broadcast and recorded spoken text
 - Business letters/email
 - Contracts
 - Dictionaries
 - Instruction manuals (how to use products)
 - Instructional materials (handouts, textbooks)
 - Job advertisements
 - Journal articles
 - Magazines
 - Menus
 - Messages and short memos
 - Newspapers
 - Novels
 - Personal letters/email
 - PowerPoint presentations
 - Recipes
 - Reports and memorandums
 - Reviews in printed media (TV dramas, plays, movies)
 - Textbooks and readers for language learning
 - Tickets and timetables
 - Travel guides and brochures
 - Warranties

Listening genres

- At B1 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
 - Advertising material (on broadcast media, recorded announcements)
 - Debates and discussions (both live and on broadcast media)
 - Entertainment (TV dramas, plays, movies)
 - Interpersonal dialogues and conversations
 - Interviews (both live and on broadcast media)
 - Listening materials for language learning
 - News broadcasts, public announcements and instructions
 - Public speeches, lectures, presentations
 - Radio phone-in, recorded tourist information
 - Reviews on TV and radio (restaurants, books, movies)
 - Routine commands (instructions by police, customs officials, airline personnel)
 - Short features and documentaries on TV and radio Sports commentaries
 - Telephone — pre-recorded information services
 - Telephone — voicemail and answering machine messages, telephone conversations

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
V2.0	17/06/2022	Amendments published	Head of Standards