



ITEC



VTCT



ESOL Handbook

ES2C24 – VTCT (ITEC) Level 2 Certificate in
ESOL International (C1)

603/6798/2

Level: 2

Guided Learning (GL) hours: 250

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 the VTCT (ITEC) Level 2 Certificate in ESOL International (C1), learners will be able to comply with the C1 language descriptor as referenced in the (CEFR).

C1
<ul style="list-style-type: none"> • The learner can <ul style="list-style-type: none"> - Understand a wide range of demanding, longer texts and recognise implicit meaning - Express him/herself fluently and spontaneously without much obvious searching for expressions - Use language flexibly and effectively for social, academic and professional purposes - Produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices

Mode content

Listening level descriptors

- The learner can
 - Understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar
 - Recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts
 - Follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly
- In conversation between other speakers the learner can
 - Easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics
 - Identify the attitude of each speaker in an animated discussion characterised by overlapping turns, digressions and colloquialisms that is delivered at a natural speed in accents that are familiar to the listener
 - Follow most lectures, discussions, and debates with relative ease
 - Extract specific information from poor quality, audibly distorted public announcements, e.g. in a station, in a sports stadium, etc.
 - Understand complex technical information, such as operating instructions, specifications for familiar products and services
 - Understand a wide range of recorded and broadcast audio material, including some non-standard usage
 - Identify finer points of detail including implicit attitudes and relationships between speakers
 - Follow films employing a considerable degree of slang and idiomatic usage
 - Understand in detail the arguments presented in demanding television broadcasts such as current affairs programmes, interviews, discussion programmes and chat shows
 - Understand nuances and implied meaning in most films, plays and TV programmes, provided these are delivered in the standard language

Reading level descriptors

- The learner can
 - Understand in detail lengthy, complex texts, whether they relate to his/her own area of speciality or not, provided he/she can reread difficult sections
 - Understand a wide variety of texts including literary writings, newspaper or magazine articles, and specialised academic or professional publications, provided that there are opportunities for rereading, and he/she has access to reference tools
 - Understand any correspondence given the occasional use of a dictionary
 - Understand implicit as well as explicit attitudes, emotions and opinions expressed in emails, discussion forums, blogs etc., provided that there are opportunities for re-reading and he/she has access to reference tools
 - Understand slang, idiomatic expressions, and jokes in private correspondence
 - Understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional, or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions
 - Understand in detail lengthy, complex instructions on a new machine or a new procedure, whether or not the instructions relate to his/her own area of speciality, provided he/she can reread difficult sections
 - Read and appreciate a variety of literary texts, provided that he/she can reread certain sections and that he/she can access reference tools if he/she wishes
 - Read contemporary literary texts and non-fiction written in the standard form of the language with little difficulty and with appreciation of implicit meanings and ideas. Is skilled at using contextual, grammatical, and lexical cues to infer attitude, mood and intentions and anticipate what will come next

Writing level descriptors

- The learner can
 - Write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples and rounding off with an appropriate conclusion
 - Employ the structure and conventions of a variety of written genres, varying the tone, style and register according to addressee, text type and theme
 - Express him/herself with clarity and precision, relating to the addressee flexibly and effectively
 - Write clear, detailed, well-structured, and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind
 - Write with good expression and accuracy; write formal correspondence such as letters of clarification, application, recommendation, reference, complaint, sympathy, and condolence
 - Produce well-organised, coherent text, using a variety of cohesive devices and organisational patterns
 - Incorporate idioms and humour into their writing
 - Write a suitable introduction and conclusion to a longer report, article, or dissertation on a complex academic or professional topic providing that the topic is within his/her field of interest and there are opportunities for redrafting and revision

Speaking level descriptors

- The learner can
 - Show 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
 - Use language flexibly and effectively for social purposes, including emotional, allusive, and joking usage
 - Easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics
 - Show occasional minor slips, but no significant vocabulary errors
 - Express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions
 - Express him/herself with little obvious searching for expressions. There are few avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language
 - Understand in detail speech on abstract and complex topics of a specialist nature beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar
 - Select a suitable phrase from a readily available range of discourse functions to preface his/her remarks appropriately to get the floor, or to gain time and keep the floor whilst thinking
 - Easily follow and contribute to complex interactions between third parties in group discussion, even on abstract, complex unfamiliar topics
 - Consistently maintain a high degree of grammatical accuracy; errors are rare, difficult to spot and generally corrected when they do occur
 - Express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language
 - Deliver announcements fluently, almost effortlessly, using stress and intonation to convey finer shades of meaning precisely
 - Produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors, and cohesive devices
 - Engage in real-time online exchanges with several participants, understanding the communicative intentions and cultural implications of the various contributions
 - Participate effectively in live, online professional or academic discussion, asking for and giving further clarification of complex, abstract issues as necessary
 - Adapt his/her register according to the context of online interaction, moving from one register to the other within the same exchange if necessary
 - Evaluate, re-state and challenge arguments in professional or academic live online chat and discussion
 - Modulate his/her register and give critical evaluations diplomatically

Assessment requirements

The VTCT (ITEC) Level 2 Certificate in ESOL International (C1), listening, reading, use of English and writing modes of assessment are assessed by either a paper based or online examination which is externally set and quality assured by VTCT (ITEC). Learners are required to take all five assessment modes in order to receive an overall grade and be eligible for certification. The speaking mode of the qualification is internally assessed by the centres 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 grammatical structures, vocabulary and other lexical structures required to perform at CEFR level 	The learner will demonstrate knowledge by choosing the correct option (Four options gap multiple choice items)	10	5
Use of English – Section B	The learner can <ul style="list-style-type: none"> Identify language functions; identify and use different structural patterns Demonstrate understanding and use of phrasal verbs and idioms, general grammar and vocabulary: modals of deduction; idioms; connecting words; commonly confused words 	The learner will demonstrate the ability to rephrase sentence structure by choosing the correct word option (Four options gap multiple choice items)	10	5
Use of English – Section C	The learner can <ul style="list-style-type: none"> Identify language functions and use different structural patterns; rephrasing sentence structure including phrasal verbs, conditionals, have/get done, reported speech using alternative introductory verbs (e.g. accused of), inversion, wishes 	The learner will demonstrate the ability to rephrase sentence structure by choosing the correct option for the sentence (four options – multiple choice items) (Cloze task)	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 texts such as newspaper articles Scan through a text, identify content and locate relevant details 	The learner can scan through a text, identify content and locate relevant details (Four option multiple choice items)	10	10
Reading – Section B	The learner can <ul style="list-style-type: none"> Can understand an authentic text Identify correct vocabulary structure in context 	The learner will read one text with gaps, the learner can identify the correct lexical word fit (Four 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 on a complex subject Demonstrate competence in developing an argument and explaining the advantages and disadvantages of various options Express him/herself with reasonable fluency, using a range of lexical and grammatical structures targeted at this level 	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 250 words 	1	20
Total marks			20	

Mode	Assessment criteria	Task type	Number of items	Marks
Listening – Part A	<p>The learner can</p> <ul style="list-style-type: none"> • Understand natural speech/standard spoken English relating to topics normally encountered in personal or social situations • Recognise a wide range of idiomatic expressions and colloquialisms and appreciate register shifts • Follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled openly 	<p>The learner will listen to a dialogue and identify the correct answer</p> <p>The focus is on detailed understanding, specifically understanding roles and relationships, mood, attitude, feelings, opinion, and intention</p> <p>(True/False item)</p>	10	10
Listening – Part B	<p>The learner can</p> <ul style="list-style-type: none"> • Understand authentic recordings, or material outside learner’s immediate sphere of interest • Understand a full oral report about current events, scientific review or academic report 	<p>The learner will listen to an oral report and complete the sentences choosing the correct answer among those given</p> <p>(Multiple choice item)</p>	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 the prompts, asking and answering questions 	Oral Interaction This phase is dedicated to a natural interaction between the learners Approximately 2 minutes per learner	
Oral examination – Part C	The learner will be able to <ul style="list-style-type: none"> Use extended speech and discuss a topic at length 	Extended speech Approximately 3 minutes for each learner	
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. Learners are able to perform in social interaction, the world of work, of learning. The command of the English language supports the development of communicative and practical life skills. Following are a variety of functions that learners should be able to perform having achieved C1 level. The following is not an exhaustive list.
 - Agreeing/disagreeing
 - Approximating
 - Clarifying, rephrasing for clarification or emphasis
 - Comparing and contrasting people, things, and ideas
 - Complimenting someone
 - Critique and review
 - Denying or granting permissions/denying something
 - Describing and giving specifications about people, things, and ideas
 - Developing an argument, respond to counterargument
 - Developing an argument systematically
 - Exemplifying or emphasising a point
 - Expressing opinions tentatively, hedging
 - Expressing regret, wishes, hopes, expectations, desires, needs
 - Expressing thoughts, feelings, attitudes
 - Expressing, denying, or asking about necessity
 - Expressing shades of opinion, certainty, probability, doubt
 - Giving and asking for advice
 - Giving factual accounts
 - Giving instructions
 - Hypothesising
 - Inviting
 - Making complaints
 - Making formal and informal requests
 - Narrating, talking and asking about past events
 - Persuading
 - Praising
 - Reacting expressing indifference, approval, gratitude, disappointment
 - Reporting facts, actions
 - Speculating

- Stating and enquiring about obligations, abilities
- Stating facts and actions
- Suggesting something
- Summarising

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 C1 illustrative descriptor scale
 - The learner can consistently maintain a high degree of grammatical accuracy; errors are rare and difficult to spot
- Grammar/language items included in the learner's repertoire include the items in the list below.
 - Adjectives as intensifiers/intensifiers with particular adjectives and compound adjectives
 - Adverbials (adverbs, adverb with quantifier, phrase with preposition)
 - Cleft sentences for emphasis
 - Conditionals (revision and variations/mixed, e.g. "were to" in type 2 to express remote responsibility, etc.)
 - Collocations. Adverb/verb collocations (e.g. strongly recommended/greatly appreciated/categorically denied, etc.)
 - Conjunctions, including on condition that, provided that
 - Connectors and cohesive devices (connecting words expressing cause and effect, contrast)
 - Discourse markers to structure and signpost formal and informal in speech and writing
 - Embedded questions in questions and statements
 - Emphatic structures (e.g. No sooner had I.../Under no circumstances must you... So thick was the fog, that...)
 - Fronting and inversions for emphasis with negative adverbials
 - Idioms (commonly used idioms)
 - Modals past obligation, possibility, rejected conditions
 - Multi-word verbs – phrasal verbs, prepositional verbs, phrasal-prepositional verbs, and objects.
 - Narrative tenses for experience
 - Noun phrases
 - Participle clauses (active and passive sentence forms)
 - Present, past, and perfect tenses – all
 - Passive forms all tenses and causative
 - Reported speech and reported questions

- The future in the past
- The use of “ever“ for emphasis (whatever, whenever, however, whoever, etc.)

Vocabulary control

- Vocabulary control concerns the learner’s ability to choose an appropriate expression from their repertoire. The C1 illustrative descriptor scale
- The learner can
 - Use less common vocabulary idiomatically and appropriately. Occasional minor slips, but no significant vocabulary errors
 - Show a good command of a broad lexical repertoire, allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies
 - Select from several vocabulary options in almost all situations by exploiting synonyms of even less common words. Has a good command of common idiomatic expressions and colloquialisms; can play with words fairly well
 - Understand and use appropriately the range of technical vocabulary and idiomatic expressions common to his/her area of specialisation. Uses less common vocabulary idiomatically and appropriately
 - Make occasional minor slips, but there are no significant vocabulary errors
- 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, Homonyms/Homophones/Homographs)
- Compound words, idiomatic expressions, colloquialisms, and collocations are also considered part of the lexicon learners should be familiar with at a C1 level. The learner is expected to have a range of lexical knowledge relating to C1 level topics such as

Arts	Free time and entertainment	Media
Modern and classical art, architecture, theatre, books and literature, popular culture, architecture, reviews or interviews relating to paintings, sculptures, classical music, dance, literature/ fiction	Films, radio, TV, internet, sports, music, photography, museums, leisure activities, hobbies and interests, lifestyles, fashion	News, lifestyles and current affairs, internet, communication, crime, business and economics, law and order, social issues
Beliefs and science	Relations	Nature and environment
Supernatural and paranormal, superstitions, human rights, equality, citizenship, ethics, scientific development, important inventions and technology	Family, parental responsibilities, work and colleagues, friendship, social behaviour, conventions and social responsibilities, culture and tradition, globalisation	Climate change, environmental issues, animals and plants, geographical features, natural disasters and phenomena
Personal	Medicine and health	
Eating habits, physical appearance, language,	Illnesses, medical treatment, wellness and things to	

personality, body and mind, occupation, personal feelings, opinions, and experiences, sports	improve our health, scientific developments, animal testing, genetic modification	
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Phonological control

- Phonological areas that are included in the C1 illustrative descriptor scales include full range of phonological features, intonation, stress, accent, and features of connected speech such as elision, intrusion, and catenation

Overall phonological control	Prosodic features
Can employ the full range of phonological features in the target language with sufficient control to ensure intelligibility throughout. Can articulate virtually all the sounds of the target language; some features of accent retained from other language(s) may be noticeable, but they do not affect intelligibility	Can produce smooth, intelligible spoken discourse with only occasional lapses in control of stress, rhythm and/or intonation, which do not affect intelligibility or effectiveness. Can vary intonation and place stress correctly to express precisely what he/she means to say

Writing proficiency scales

- Development of more formal writing skills is a product of literacy learnt through education and experience. It involves learning the expectations and conventions of the genre concerned, both informal and formal. In achieving C1 writing standards the CEFR illustrative descriptor scales indicate that the learner can
 - Write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding, and supporting points of view at some length with subsidiary points, reasons, and relevant examples, and rounding off with an appropriate conclusion
 - Employ the structure and conventions of a variety of written genres, varying the tone, style and register according to addressee, text type and theme
 - Express him/herself with clarity and precision, relating to the addressee flexibly and effectively
 - Write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind
 - Write with good expression and accuracy, write formal correspondence such as letters of clarification, application, recommendation, reference, complaint, sympathy, and condolence
 - Produce well-organised, coherent text, using a variety of cohesive devices and organisational patterns
- The illustrative descriptor scales which refer to written production include categories such as
 - Creative writing** which involves personal, imaginative expression in a variety of text types. The illustrative descriptor scale takes into consideration the aspects described, the types of texts, the complexity of discourse used (following established conventions of the genre concerned in clear, well-structured, smoothly flowing text)

and the use of language (natural style appropriate to both the genre adopted and the reader). The learner can

- Incorporate idioms and humour, though use of the latter is not always appropriate. Can write a detailed critical review of cultural events (e.g. plays, films, concerts) or literary works
- **Written reports and essays** that cover more formal types of transactional and evaluative writing. The illustrative descriptor scale takes into consideration content, types of texts and complexity of discourse. The learner can
 - write a suitable introduction and conclusion to a longer report, article, or dissertation on a complex academic or professional topic provided that the topic is within his/her field of interest and there are opportunities for redrafting and revision
- **Online conversation and discussion** which focus on conversation and discussion online as a multi-modal phenomenon, with an emphasis on how interlocutors communicate online to handle both serious issues and social exchanges in an open-ended way. The illustrative descriptor scale: the learner can
 - Engage in real-time online exchanges with several participants, understanding the communicative intentions and cultural implications of the various contributions
 - Participate effectively in live, online professional, or academic discussion, asking for and giving further clarification of complex, abstract issues as necessary
 - Adapt his/her register according to the context of online interaction, moving from one register to the other within the same exchange if necessary
 - Evaluate, re-state and challenge arguments in professional or academic live online chat and discussion
- By C1, the user/learner can modulate his/her register and give critical evaluations diplomatically

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	09/06/2022	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