

Self-assessment Checklist

LANGUAGE
BIOGRAPHY
3.1

Language: _____

Date: _____

Use this checklist to record what you think you can do (Column 1). Ask someone else, for example your teacher, to also assess what they think you can do (Column 2). Use Column 3 to mark those things that you cannot yet do which you feel are important for you (Column 3 = Objectives). Add to the list – perhaps with your teacher – other things that you can do, or that are important for your language learning at this level.

Level **A1**

Use the following symbols:

In columns 1 and 2

- ✓ I can do this under normal circumstances
- ✓✓ I can do this easily

In column 3

- ! This is an objective for me
- !! This is a priority for me

If you have over 80% of the points ticked, you have probably reached Level A1.



Listening

	1	2	3
I can understand when someone speaks very slowly to me and articulates carefully, with long pauses for me to assimilate meaning.			
I can understand simple directions on how to get from X to Y, by foot or public transport.			
I can understand questions and instructions addressed carefully and slowly to me and follow short, simple directions.			
I can understand numbers, prices and times.			



Reading

	1	2	3
I can understand information about people (place of residence, age, etc.) in newspapers.			
I can locate a concert or a film on calendars of public events or posters and identify where it takes place and at what time it starts.			
I can understand a questionnaire (entry permit form, hotel registration form) well enough to give the most important information about myself (name, surname, date of birth, nationality).			
I can understand words and phrases on signs encountered in everyday life (for instance "station", "car park", "no parking", "no smoking", "keep left").			
I can understand the most important orders in a computer programme such as "PRINT", "SAVE", "COPY", etc.			
I can follow short simple written directions (e.g. how to go from X to Y).			
I can understand short simple messages on postcards, for example holiday greetings.			
In everyday situations I can understand simple messages written by friends or colleagues, for example "back at 4 o'clock".			



Spoken Interaction

	1	2	3
I can introduce somebody and use basic greeting and leave-taking expressions.			
I can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.			
I can make myself understood in a simple way but I am dependent on my partner being prepared to repeat more slowly and rephrase what I say and to help me to say what I want.			
I can make simple purchases where pointing or other gestures can support what I say.			
I can handle numbers, quantities, cost and time.			
I can ask people for things and give people things.			
I can ask people questions about where they live, people they know, things they have, etc. and answer such questions addressed to me provided they are articulated slowly and clearly.			
I can indicate time by such phrases as "next week", "last Friday", "in November", "three o'clock".			

Self-assessment Checklist

LANGUAGE
BIOGRAPHY
3.2

Language: _____

Date: _____

Level **A2**

Use this checklist to record what you think you can do (Column 1). Ask someone else, for example your teacher, to also assess what they think you can do (Column 2). Use Column 3 to mark those things that you cannot yet do which you feel are important for you (Column 3 = Objectives). Add to the list – perhaps with your teacher – other things that you can do, or that are important for your language learning at this level.

Use the following symbols:

In columns 1 and 2

- ✓ I can do this under normal circumstances
- ✓✓ I can do this easily

In column 3

- ! This is an objective for me
- !! This is a priority for me

If you have over 80% of the points ticked, you have probably reached Level A2.



Listening

- | | 1 | 2 | 3 |
|--|---|---|---|
| I can understand what is said clearly, slowly and directly to me in simple everyday conversation; it is possible to make me understand, if the speaker can take the trouble. | | | |
| I can generally identify the topic of discussion around me when people speak slowly and clearly. | | | |
| I can understand phrases, words and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local area, employment). | | | |
| I can grasp the main point in short, clear, simple messages and announcements. | | | |
| I can understand the essential information in short recorded passages dealing with predictable everyday matters provided they are spoken slowly and clearly. | | | |
| I can identify the main point of TV news items reporting events, accidents etc. when the visual supports the commentary. | | | |



Reading

- | | 1 | 2 | 3 |
|---|---|---|---|
| I can identify important information in news summaries or simple newspaper articles in which numbers and names play an important role, and which are clearly structured and illustrated. | | | |
| I can understand a simple personal letter in which the writer tells or asks me about aspects of everyday life. | | | |
| I can understand simple written messages from friends or colleagues, for example saying when we should meet to play football, or asking me to be at work early. | | | |
| I can find the most important information on leisure time activities, exhibitions, etc. in information leaflets. | | | |
| I can skim small advertisements in newspapers, locate the heading or column I want and identify the most important pieces of information (price and size of apartments, cars, computers). | | | |
| I can understand simple user's instructions for equipment (for example, a public telephone). | | | |
| I can understand feedback messages or simple help indications in computer programmes. | | | |
| I can understand short narratives about everyday things dealing with topics which are familiar to me if the text is written in simple language. | | | |



Spoken Interaction

- | | 1 | 2 | 3 |
|--|---|---|---|
| I can make simple transactions in shops, post offices or banks. | | | |
| I can use public transport : buses, trains and taxis, ask for basic information and buy tickets. | | | |
| I can get simple information about travel. | | | |
| I can order something to eat or drink. | | | |
| I can make simple purchases by stating what I want and asking the price. | | | |
| I can ask for and give directions by referring to a map or plan. | | | |
| I can ask how people are and react to news. | | | |
| I can make and respond to invitations. | | | |
| I can make and accept apologies. | | | |
| I can say what I like and dislike. | | | |
| I can discuss with other people what to do, where to go and make arrangements to meet. | | | |
| I can ask people questions about what they do at work and in free time, and answer such questions addressed to me. | | | |



Spoken Production	1	2	3
I can describe myself, my family and other people.			
I can describe where I live.			
I can give short, basic descriptions of events.			
I can describe my educational background, my present or most recent job.			
I can describe my hobbies and interests in a simple way.			
I can describe past activities and personal experiences (e.g. the last weekend, my last holiday).			
Strategies	1	2	3
I can ask for attention.			
I can indicate when I am following a conversation.			
I can very simply ask somebody to repeat what they said.			
Language Quality	1	2	3
I can make myself understood by using memorised phrases and single expressions.			
I can link groups of words with simple connectors like "and", "but" and "because".			
I can use some simple structures correctly.			
I have sufficient vocabulary to cope with simple everyday situations.			
Writing	1	2	3
I can write short, simple notes and messages.			
I can describe an event in simple sentences and report what happened when and where (for example a party or an accident).			
I can write about aspects of my everyday life in simple phrases and sentences (people, places, job, school, family, hobbies).			
I can fill in a questionnaire giving an account of my educational background, my job, my interests and my specific skills.			
I can briefly introduce myself in a letter with simple phrases and sentences (family, school, job, hobbies).			
I can write a short letter using simple expressions for greeting, addressing, asking or thanking somebody.			
I can write simple sentences, connecting them with words such as "and", "but", "because".			
I can use the most important connecting words to indicate the chronological order of events (first, then, after, later).			



Self-assessment Checklist

LANGUAGE
BIOGRAPHY
3.3

Language:

Date:

Level **B1**

Use this checklist to record what you think you can do (Column 1). Ask someone else, for example your teacher, to also assess what they think you can do (Column 2). Use Column 3 to mark those things that you cannot yet do which you feel are important for you (Column 3 = Objectives). Add to the list – perhaps with your teacher – other things that you can do, or that are important for your language learning at this level.

Use the following symbols:

In columns 1 and 2

- ✓ I can do this under normal circumstances
- ✓✓ I can do this easily

In column 3

- ! This is an objective for me
- !! This is a priority for me

If you have over 80% of the points ticked, you have probably reached Level B1.



Listening

- I can follow clearly articulated speech directed at me in everyday conversation, though I sometimes have to ask for repetition of particular words and phrases.
- I can generally follow the main points of extended discussion around me, provided speech is clearly articulated in standard dialect.
- I can listen to a short narrative and form hypotheses about what will happen next.
- I can understand the main points of radio news bulletins and simpler recorded material on topics of personal interest delivered relatively slowly and clearly.
- I can grasp the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.
- I can understand simple technical information, such as operating instructions for everyday equipment.
- I can understand the main points of a discussion on familiar matters within my own field (e.g., in a seminar, at a round table, or during a television discussion), provided that the participants speak clearly and use standard language.
- I can take notes on the main points of a lecture which are precise enough for my own use at a later date, provided the topic is within my field of study and the talk is clear and well-structured.



Reading

- I can understand the main points in short newspaper articles about current and familiar topics.
- I can guess the meaning of single unknown words from the context thus deducing the meaning of expressions if the topic is familiar.
- I can skim short texts (for example news summaries) and find relevant facts and information (for example who has done what and where).
- I can understand simple messages and standard letters (for example from businesses, clubs or authorities).
- In private letters and e-mails I can understand what is dealing with events, feelings and wishes well enough to correspond regularly with a friend.
- I can understand the plot of a clearly structured story and recognise what the most important episodes and events are and what is significant about them.
- I can identify the main conclusions in clearly written argumentative texts.
- I can read straightforward factual texts on subjects related to my field and interests at a satisfactory level of understanding.
- I can scan longer texts in my field in order to locate desired information and also to gather information from different texts or parts of a text in order to complete a specific task.



Spoken Interaction

- I can start, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.
- I can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what I would like to.
- I can deal with most situations likely to arise when making travel arrangements through an agent or when actually travelling.
- I can ask for and follow detailed directions.
- I can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.
- I can give or seek personal views and opinions in an informal discussion with friends.

My teacher/another
My objectives

1 2 3

1 2 3

1 2 3

I can agree and disagree politely.			
I can speak about topics in my field in informal situations with colleagues or fellow students.			
I can manage most discussions involved in the organisation of my studies, either face to face or by telephone.			



Spoken Production	1	2	3
I can narrate a story.			
I can give detailed accounts of experiences, describing feelings and reactions.			
I can describe dreams, hopes and ambitions.			
I can explain and give reasons for my plans, intentions and actions.			
I can relate the plot of a book or film and describe my reactions.			
I can paraphrase short written passages orally in a simple fashion, using the wording and structure of the original text.			
I can give straightforward descriptions on a variety of familiar subjects related to my own fields of interest or study.			
I can give a simple, prepared presentation on a familiar topic within my field that is clear and precise enough to be followed without difficulty most of the time and in which the main points can be understood.			

Strategies	1	2	3
I can repeat back part of what someone has said to confirm that we understand each other.			
I can ask someone to clarify or elaborate what they have just said.			
When I can't think of the word I want, I can use a simple word meaning something similar and invite "correction".			

Language Quality	1	2	3
I can keep a conversation going comprehensibly, but have to pause to plan and correct what I am saying – especially when I talk freely for longer periods.			
I can convey simple information of immediate relevance, getting across which point I feel is most important.			
I have sufficient vocabulary to express myself with some circumlocutions on most topics pertinent to my everyday life such as family, hobbies and interests, work, travel, and current events.			
I can express myself reasonably accurately in familiar, predictable situations.			



Writing	1	2	3
I can write simple connected texts on a range of topics within my field of interest and can express personal views and opinions.			
I can write simple texts about experiences or events, for example about a trip, for a club newsletter.			
I can write personal letters or e-mails to friends or acquaintances asking for or giving them news and narrating events.			
I can describe, in a personal letter, the plot of a film or a book or give an account of a concert.			
In a letter, I can express feelings such as grief, happiness, interest, regret and sympathy.			
I can reply in written form to advertisements and ask for more complete or more specific information about products (for example a car or an academic course).			
I can convey – via fax, e-mail or a circular – short simple factual information to friends or colleagues or ask for information.			
I can write my CV in summary form.			
I can record the course of a scientific experiment in keywords.			
I can write simple texts in my field, correctly using the most important specialised terms.			

Self-assessment Checklist

LANGUAGE
BIOGRAPHY
3.4

Language: _____

Date: _____

Use this checklist to record what you think you can do (Column 1). Ask someone else, for example your teacher, to also assess what they think you can do (Column 2). Use Column 3 to mark those things that you cannot yet do which you feel are important for you (Column 3 = Objectives). Add to the list – perhaps with your teacher – other things that you can do, or that are important for your language learning at this level.

Level **B2**

Use the following symbols:

In columns 1 and 2

- ✓ I can do this under normal circumstances
- ✓✓ I can do this easily

In column 3

- ! This is an objective for me
- !! This is a priority for me

If you have over 80% of the points ticked, you have probably reached Level B2.



Listening

- | | 1 | 2 | 3 |
|---|---|---|---|
| I can understand in detail what is said to me in standard spoken language even in a noisy environment. | | | |
| I can follow a lecture or talk within my own field, provided the subject matter is familiar and the presentation straightforward and clearly structured. | | | |
| I can understand most radio documentaries delivered in standard language and can identify the speaker's mood, tone etc. | | | |
| I can understand TV documentaries, live interviews, talk shows, plays and the majority of films in standard dialect. | | | |
| I can understand the main ideas of complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in my field of specialisation. | | | |
| I can use a variety of strategies to achieve comprehension, including listening for main points and checking comprehension by using contextual clues. | | | |
| I can understand a clearly structured lecture on a familiar topic and take notes on points that strike me as important, although I sometimes get stuck on words and therefore miss part of the information. | | | |





Reading

- | | 1 | 2 | 3 |
|---|---|---|---|
| I can rapidly grasp the content and the significance of news, articles and reports on topics connected with my interests or my job, and decide if a closer reading is worthwhile. | | | |
| I can read and understand articles and reports on current problems in which the writers express specific attitudes and points of view. | | | |
| I can understand in detail texts within my field of interest or the area of my academic or professional speciality. | | | |
| I can understand specialised articles outside my own field if I can occasionally check with a dictionary. | | | |
| I can read reviews dealing with the content and criticism of cultural topics (films, theatre, books, concerts) and summarise the main points. | | | |
| I can read letters on topics within my areas of academic or professional speciality or interest and grasp the most important points. | | | |
| I can quickly look through a manual (for example, for a computer programme) and find and understand the relevant explanations and advice for a specific problem. | | | |
| I can understand, in a narrative or play, the motives for the characters' actions and their consequences for the development of the plot. | | | |



Spoken Interaction

- | | 1 | 2 | 3 |
|--|---|---|---|
| I can initiate, maintain and end discourse naturally with effective turn-taking. | | | |
| I can exchange considerable quantities of detailed factual information on matters within my fields of interest. | | | |
| I can convey degrees of emotion and highlight the personal significance of events and experiences. | | | |
| I can engage in extended conversation in a clearly participatory fashion on most general topics. | | | |
| I can account for and sustain my opinions in discussion by providing relevant explanations, arguments and comments. | | | |
| I can contribute to a discussion on familiar topics by confirming comprehension, inviting others in, etc. | | | |
| I can carry out a prepared interview, checking and confirming information, following up interesting replies. | | | |
| I can actively participate in conversations on specialised or cultural topics, whether during or outside of courses. | | | |
| I can efficiently solve problems arising from the organisation of my studies, for example, with teachers and the | | | |

	administration.			
	Spoken Production	1	2	3
	I can give clear, detailed descriptions on a wide range of subjects related to my fields of interest.			
	I can understand and summarise orally short extracts from news items, interviews or documentaries containing opinions, argument and discussion.			
	I can understand and summarise orally the plot and sequence of events in an extract from a film or play.			
	I can construct a chain of reasoned argument, linking my ideas logically.			
	I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.			
	I can speculate about causes, consequences, and hypothetical situations.			
	I can give a short talk in my field, either without notes or using keywords.			
	I can summarise information and arguments from various written sources and reproduce them orally.			
	Strategies	1	2	3
	I can use standard phrases like "That's a difficult question to answer" to gain time and keep my turn while formulating what to say.			
	I can make a note of "my common mistakes" and consciously monitor speech for them.			
	I can generally correct slips and errors if I become aware of them or if they have led to misunderstandings.			
	Language Quality	1	2	3
	I can produce stretches of language with a fairly even tempo; although I can be hesitant as I search for expressions, there are few noticeably long pauses.			
	I can pass on detailed information reliably.			
	I have sufficient vocabulary to express myself on matters connected to my field, and on most general topics.			
	I can communicate with reasonable accuracy and can correct mistakes if they have led to misunderstandings.			
	Writing	1	2	3
	I can write clear and detailed texts (compositions, reports or texts of presentations) on various topics related to my field of interest.			
	I can write summaries of articles on topics of general interest.			
	I can summarise information from different sources and media.			
	I can develop an argument systematically in a composition or report, emphasising decisive points and including supporting details.			
	I can write about events and real or fictional experiences in a detailed and easily readable way.			
	I can write a short review of a film or a book.			
	I can express, in a personal letter or e-mail, different feelings and attitudes and can report the news of the day making clear what – in my opinion – are the important aspects of an event.			
	I can write summaries of scientific texts in my field for use at a later date.			
	I can write seminar papers on my own, although I must have them checked for linguistic accuracy and appropriateness.			

Self-assessment Checklist

LANGUAGE
BIOGRAPHY
3.5

Language: _____

Date: _____

Use this checklist to record what you think you can do (Column 1). Ask someone else, for example your teacher, to also assess what they think you can do (Column 2). Use Column 3 to mark those things that you cannot yet do which you feel are important for you (Column 3 = Objectives). Add to the list – perhaps with your teacher – other things that you can do, or that are important for your language learning at this level.

Level **C1**

Use the following symbols:

In columns 1 and 2

- ✓ I can do this under normal circumstances
- ✓✓ I can do this easily

In column 3

- ! This is an objective for me
- !! This is a priority for me

If you have over 80% of the points ticked, you have probably reached Level C1.



Listening

- | | 1 | 2 | 3 |
|---|---|---|---|
| I can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. | | | |
| I can understand a wide range of idiomatic expressions and colloquialisms, appreciating shifts in style and register. | | | |
| I can extract specific information from even poor quality, audibly distorted public announcements, e.g. in a station, sports stadium etc. | | | |
| I can understand complex technical information, such as operating instructions, specifications for familiar products and services. | | | |
| I can understand lectures, talks and reports in my field of professional or academic interest even when they are propositionally and linguistically complex. | | | |
| I can, without too much effort, understand films which contain a considerable degree of slang and idiomatic usage. | | | |
| I can understand radio and television programs in my field, even when they are demanding in content and linguistically complex. | | | |
| I can understand in detail speech on abstract and complex topics of a specialist nature outside my own field, although on occasion I need to confirm details, especially when the accent is unfamiliar. | | | |
| I can take detailed notes during a lecture on a familiar topic in my field of interest, recording the information so accurately and so closely to the original that they are also useful to other people. | | | |
| | | | |



Reading

- | | 1 | 2 | 3 |
|---|---|---|---|
| I can understand fairly long demanding texts and summarise them orally. | | | |
| I can read complex reports, analyses and commentaries where opinions, viewpoints and implications are discussed. | | | |
| I can extract information, ideas and opinions from highly specialised texts in my own field, for example, research reports. | | | |
| I can understand long complex instructions, for example, for the use of a new piece of equipment, even if these are not related to my job or field of interest, provided I have enough time to reread them. | | | |
| I can read any correspondence with occasional use of a dictionary. | | | |
| I can read contemporary literary texts with ease. | | | |
| I can go beyond the concrete plot of a narrative and grasp implicit meanings, ideas, and connections. | | | |
| I can recognise the social, political, or historical background of a literary work. | | | |
| | | | |



Spoken Interaction

- | | 1 | 2 | 3 |
|---|---|---|---|
| I can keep up with an animated conversation between native speakers. | | | |
| I can use the language fluently, accurately, and effectively on a wide range of general, professional, or academic topics. | | | |
| I can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage. | | | |
| I can express my ideas and opinions clearly and precisely and can present and respond to complex lines of reasoning convincingly. | | | |
| | | | |



Spoken Production	1	2	3
I can give clear, detailed descriptions of complex subjects.			
I can orally summarise long, demanding texts.			
I can give an extended description or account of something, integrating themes, developing particular points and concluding appropriately.			
I can give a clearly developed presentation on a subject in my fields of personal or professional interest, departing when necessary from the prepared text and spontaneously following up points raised by members of the audience.			

Strategies	1	2	3
I can use fluently a variety of appropriate expressions to preface my remarks in order to get the floor, or to gain time and keep the floor while thinking.			
I can skilfully relate my own contribution to those of other speakers.			
I can substitute an equivalent term for a word I can't recall without distracting the listener.			

Language Quality	1	2	3
I can express myself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.			
I can produce clear, smoothly-flowing, well-structured speech, showing control over ways of developing what I want to say in order to link both my ideas and my expression of them into coherent text.			
I have a good command of a broad vocabulary allowing gaps to be readily overcome with circumlocutions; I rarely have to search obviously for expressions, or compromise on saying exactly what I want to.			
I can consistently maintain a high degree of grammatical accuracy; errors are rare and difficult to spot.			



Writing	1	2	3
I can express myself in writing on a wide range of general or professional topics in a clear and user-friendly manner.			
I can present a complex topic in a clear and well-structured way, highlighting the most important points, for example in a composition or a report.			
I can present points of view in a comment on a topic or an event, underlining the main ideas and supporting my reasoning with detailed examples.			
I can put together information from different sources and present it in a coherent summary.			
I can give a detailed description of experiences, feelings and events in a personal letter.			
I can write formally correct letters, for example to complain or to take a stand in favour of or against something.			
I can write texts which show a high degree of grammatical correctness, and vary my vocabulary and style according to the target reader, the kind of text and the topic.			
I can select a style appropriate to the target reader.			
I can use the specialised terms and idiomatic expressions in my field without major difficulty.			

Self-assessment Checklist

LANGUAGE
BIOGRAPHY
3.6

Language: _____

Date: _____

Use this checklist to record what you think you can do (Column 1). Ask someone else, for example your teacher, to also assess what they think you can do (Column 2). Use Column 3 to mark those things that you cannot yet do which you feel are important for you (Column 3 = Objectives). Add to the list – perhaps with your teacher – other things that you can do, or that are important for your language learning at this level.

Level **C2**

Use the following symbols:

In columns 1 and 2

- ✓ I can do this under normal circumstances
- ✓✓ I can do this easily

In column 3

- ! This is an objective for me
- !! This is a priority for me

If you have over 80% of the points ticked, you have probably reached Level C2.



Listening

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 become familiar with the accent.

I can follow specialised lectures and presentations that contain a high degree of colloquial expressions, regional usage, or unfamiliar terminology.

I notice, during a lecture or seminar, what is only implicitly said and alluded to and can take notes on this as well as what the speaker directly expresses.



Reading

I can recognise puns and appreciate texts whose real meaning is not explicit (for example irony, satire).

I can understand texts written in a very colloquial style and containing many idiomatic expressions or slang.

I can understand manuals, regulations and contracts even within unfamiliar fields.

I can understand contemporary and classical literary texts of different genres (poetry, prose, drama).

I can read texts such as literary columns or satirical glosses where much is said in an indirect and ambiguous way and which contain hidden value judgements.

I can recognise different stylistic means (puns, metaphors, symbols, connotations, ambiguity) and appreciate and evaluate their function within the text.

I can understand in detail lengthy and complex scientific texts, whether or not they relate to my own field.



Spoken Interaction

I can take part effortlessly in all conversations and discussions with native speakers.

I have a good command of idiomatic expressions and colloquialisms as well as the specialised language of my field, with connotative levels of meaning. I can also convey finer shades of meaning.

I can hold my own in formal discussions of complex issues, arguing articulately and persuasively and without being at a disadvantage compared with native speakers

I can handle difficult and even hostile questioning after a speech or a presentation.




Spoken Production

I can summarise orally information from different sources, reconstructing arguments and accounts in a coherent presentation.

I can present ideas and viewpoints in a very flexible manner in order to give emphasis, to differentiate, and to avoid ambiguity.

I can present a complex topic confidently and articulately to an audience unfamiliar with it, structuring and adapting the talk flexibly to meet the audience's needs.

	1	2	3
		My teacher/another	My objectives
Listening	1	2	3
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 become familiar with the accent.			
I can follow specialised lectures and presentations that contain a high degree of colloquial expressions, regional usage, or unfamiliar terminology.			
I notice, during a lecture or seminar, what is only implicitly said and alluded to and can take notes on this as well as what the speaker directly expresses.			
Reading	1	2	3
I can recognise puns and appreciate texts whose real meaning is not explicit (for example irony, satire).			
I can understand texts written in a very colloquial style and containing many idiomatic expressions or slang.			
I can understand manuals, regulations and contracts even within unfamiliar fields.			
I can understand contemporary and classical literary texts of different genres (poetry, prose, drama).			
I can read texts such as literary columns or satirical glosses where much is said in an indirect and ambiguous way and which contain hidden value judgements.			
I can recognise different stylistic means (puns, metaphors, symbols, connotations, ambiguity) and appreciate and evaluate their function within the text.			
I can understand in detail lengthy and complex scientific texts, whether or not they relate to my own field.			
Spoken Interaction	1	2	3
I can take part effortlessly in all conversations and discussions with native speakers.			
I have a good command of idiomatic expressions and colloquialisms as well as the specialised language of my field, with connotative levels of meaning. I can also convey finer shades of meaning.			
I can hold my own in formal discussions of complex issues, arguing articulately and persuasively and without being at a disadvantage compared with native speakers			
I can handle difficult and even hostile questioning after a speech or a presentation.			
Spoken Production	1	2	3
I can summarise orally information from different sources, reconstructing arguments and accounts in a coherent presentation.			
I can present ideas and viewpoints in a very flexible manner in order to give emphasis, to differentiate, and to avoid ambiguity.			
I can present a complex topic confidently and articulately to an audience unfamiliar with it, structuring and adapting the talk flexibly to meet the audience's needs.			

Strategies	1	2	3
I can backtrack and restructure around a difficulty so smoothly that the interlocutor is hardly aware of it.			
Language Quality	1	2	3
I can express myself naturally and effortlessly; I only need to pause occasionally in order to select precisely the right words.			
I can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of expressions to qualify statements and pinpoint the extent to which something is the case.			
I have a good command of idiomatic expressions and colloquialisms together with an awareness of implied meaning and meaning by association.			
I can consistently maintain grammatical control of complex language even when my attention is otherwise engaged.			
 Writing	1	2	3
I can write well-structured and easily readable reports and articles on complex topics.			
In a report or an essay I can give a complete account of a topic based on research I have carried out, make a summary of the opinions of others, and give and evaluate detailed information and facts.			
I can write a well-structured review of a paper or a project giving reasons for my opinion.			
I can write a critical review of cultural events (film, music, theatre, literature, radio, TV).			
I can write summaries of factual texts and literary works.			
I can write narratives about experiences in a clear, fluent style appropriate to the genre.			
I can write clear, well-structured, complex letters in an appropriate style, for example an application or request, an offer to authorities, superiors or commercial clients.			
In a letter or an e-mail I can express myself in a consciously ironical, ambiguous and humorous way.			
I can write scientific texts in my field, with a view to being published, that are generally correct and stylistically appropriate.			
I can write a critical essay (e.g., a review) of scientific literature for publication in my field.			
I can take accurate and complete notes during a lecture, seminar, or tutorial.			
I can summarise information from different sources, reconstructing arguments in such a way that the overall result is a coherent presentation.			
I can edit colleagues' texts, improving them grammatically and stylistically, with little hesitation.			