

EAQUALS BANK OF DESCRIPTORS - COMPARISON WITH CEFR DESCRIPTORS

| Level | Category | CEFR Descriptor | Portfolio Descriptors | EQUALS 2008 Version (colours refer to stages in the drafting process) |
|------------|----------------------------|--|---|---|
| C.2 | | | | |
| C2 | 1. LISTEN | Has no difficulty in understanding any kind of spoken language, whether live or broadcast, delivered at fast native speed. | 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. [1.2000-CH] | I can understand any kind of spoken language, whether live or broadcast, delivered at fast speed, even in a noisy environment. |
| C2 | 2. LISTEN | | I can appreciate irony and sarcasm and draw appropriate conclusions about their use. | I can appreciate irony and sarcasm and draw appropriate conclusions about their use. |
| C2 | 3. LISTEN TO INTERLOCUTOR | Can understand any native speaker interlocutor, even on abstract and complex topics of a specialist nature beyond his/her own field, given an opportunity to adjust to a non-standard accent or dialect. | I can understand any native speaker interlocutor, given an opportunity to adjust to a non-standard accent or dialect. [29.2002-CERCLES] | I can understand any interlocutor, given an opportunity to adjust to a non-standard accent or dialect. [29.2002-CERCLES- adapted] |
| C2 | 4. LISTEN TO LIVE AUDIENCE | | I can follow specialised lectures and presentations that contain a high degree of colloquial expressions, regional usage, or unfamiliar terminology. [35.2002-ELC] | I can follow debates, discussions, specialised lectures and presentations that contain a high degree of colloquial expressions, regional usage, or unfamiliar terminology. [35.2002-ELC adapted] |
| C2 | 5. LISTEN TO ANNOUNCEMENTS | Can extract specific information from poor quality, audibly distorted public announcements e.g. in a station, sports stadium etc. (C1) | I can extract specific information from poor quality, audibly distorted public announcements (e.g., in a station, sports stadium, etc.) [29.2002-CERCLES] | I can extract necessary information from poor quality, audibly distorted public announcements or instructions, e.g. in a station with a train going past, in a sports stadium, etc. |
| C2 | 6. LISTEN TO TV | | I can fully appreciate films, plays, TV and the radio, including humour, nuance, and implied meaning. (ALTE 2003 AB) | I can fully appreciate films, plays, TV and the radio, including humour, nuance, and implied meaning. (ALTE 2003 AB) |
| C2 | 7. READ FOR ORIENTATION | | | I can scan quickly through complex texts from a variety of genres, including unfamiliar ones; I can read several texts in parallel to integrate information from them. |

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| C2 | 8. | READ | Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. | I can understand texts written in a very colloquial style and containing many idiomatic expressions or slang. [1.2000-CH] | I can understand any kind of text including those written in a very colloquial style and containing many idiomatic expressions or slang. [1.2000-CH adapted] |
| C2 | 9. | READ | Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning. | 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. [1.2000-CH] | I can understand texts (for example newspaper columns and satirical glosses) in which much is said in an indirect and ambiguous way and which contain hidden value judgements. [1.2000-CH adapted] |
| C2 | 10. | READ LITERATURE | Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. | I can understand and interpret critically classical as well as contemporary literary texts in different genres. [New] | I can understand and interpret critically classical as well as contemporary literary texts in different genres. [New] |
| C2 | 11. | READ | | I can understand the reports that (s)he is likely to come across, including the finer points, implications etc. of a complex report. (ALTE 2002) | I can understand complex reports, manuals and contracts, including finer shades of meaning and differentiation, plus issues that are implied rather than stated. (ALTE 2002) |
| C2 | 12. | READ CORRESPONDENCE | | | I can easily understand any formal correspondence, including on specialized or legal matters. |
| C2 | 13. | SPOKEN INTERACTION CONVERSATION | Can converse comfortably and appropriately, unhampered by any linguistic limitations in conducting a full social and personal life. | I can converse comfortably and appropriately. (Eurocentres) | I can converse comfortably, appropriately and without limitations in casual conversation, at social events and in more formal discussions and debates. |
| C2 | 14. | SPOKEN INTERACTION CONVERSATION | Can converse comfortably and appropriately, unhampered by any linguistic limitations in conducting a full social and personal life. | I can employ irony and understatement in an appropriate manner (Eurocentres) | I can employ irony and understatement in an appropriate manner. |

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| C2 | 15. FORMAL MEETINGS | Can hold his/her own in formal discussion of complex issues, putting an articulate and persuasive argument, at no disadvantage to native speakers. | | I can easily keep up with extended debate, even when this is highly idiomatic. I can contribute to formal discussion of complex issues articulately and persuasively. |
| C2 | 16. FORMAL MEETINGS | Can hold his/her own in formal discussion of complex issues, putting an articulate and persuasive argument, at no disadvantage to native speakers. | | When arguing for or against a case, I can convey finer shades of meaning precisely in order to give emphasis, differentiate and eliminate ambiguity. (EAQUALS C-2008) |
| C2 | 17. SPOKEN PRODUCTION - DESCRIPTION | Can give clear, smoothly flowing, elaborate and often memorable descriptions. | | I can give clear, smoothly flowing, elaborate and often memorable descriptions. |
| C2 | 18. SPOKEN PRODUCTION – ARGUE A CASE | | | I can argue a case on a complex issue, adapting the structure, content and emphasis in order to to convince particular listeners of the validity of my argument.. |
| C2 | 19. SPOKEN PRODUCTION - PRESENTATIONS | 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. Can give clear, smoothly flowing, elaborate and often memorable descriptions. | I can present a complex topic in my field confidently and articulately, and can handle difficult and even hostile questioning. [29.2002-CERCLES] | I can give a smoothly flowing, elaborate presentation on a complex topic, and can handle difficult, unpredictable and even hostile questioning. [29.2002-CERCLES edited] |

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| C2 | 20. SPOKEN PRODUCTION - SUMMARISE | Can summarise information from different sources, reconstructing arguments and accounts in a coherent presentation of the overall result. | I can reconstruct arguments and accounts accurately, coherently and concisely without including unnecessary detail. (ALTE 2003 JN edited) | I can summarise orally information from different sources, reconstructing arguments and accounts accurately, coherently and concisely without including unnecessary detail. (ALTE 2003 JN edited) [1.2000-CH] |
| C2 | 21. WRITING REPORTS | Can produce clear, smoothly flowing, complex reports, articles or essays which present a case, or give critical appreciation of proposals or literary works. | I can write a report or academic paper that shows good organizational structure, with an understanding of the style and content appropriate to the task. I can produce text which is proof-read and laid out in accordance with relevant conventions. (ALTE 2002 edited) | I can produce written work that shows good organizational structure, with an understanding of the style and content appropriate to the task. I can produce text which is proof-read and laid out in accordance with relevant conventions. (ALTE 2002 edited) |
| C2 | 22. WRITING CREATIVE | Can write clear, smoothly flowing, and fully engrossing stories and descriptions of experience in a style appropriate to the genre adopted. | I can write narratives about experiences in a clear, fluent style appropriate to the genre. [1.2000-CH] | I can write stories and descriptions in a clear, sophisticated style appropriate to the genre. [1.2000-CH edited] |
| C2 | 23. WRITING REPORTS | Can produce clear, smoothly flowing, complex reports, articles or essays which present a case, or give critical appreciation of proposals or literary works. | I can write a well-structured review of a paper or a project giving reasons for my opinion. [1.2000-CH] | I can write a well-structured review of a paper or a project giving reasons for my opinion. [1.2000-CH] |
| C2 | 24. WRITING REPORTS | Can provide an appropriate and effective logical structure which helps the reader to find significant points. | I can write up an account of an experiment appropriately, presenting the theoretical background, the procedures followed and the conclusions, whilst displaying sensitivity to the conventions concerned. (ALTE 2002 edited) | I can write papers that present the background and context, describing procedures and/or proposals, evaluating outcomes and drawing conclusions, whilst following the appropriate conventions throughout. |
| C2 | 25. WRITING CORRESPONDENCE | <i>No Descriptor Available</i> | 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. [1.2000-CH] | I can write clear, well-structured complex letters in an appropriate style, for example an application, request, or offer to authorities or commercial clients. [1.2000-CH] |

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| C2 | 26. WRITING CORRESPONDENCE | <i>No Descriptor Available</i> | In a letter I can express myself in a consciously ironical, ambiguous and humorous way. [1.2000-CH] | In a letter I can express myself in a consciously ironical, ambiguous and humorous way. [1.2000-CH] |
| C2 | 27. STRATEGY - INTERACTION | | | I can interact naturally, picking up and using non-verbal and intonational cues without effort, and interweaving my contribution into the joint discourse with fully natural turntaking, referencing, etc. |
| C2 | 28. STRATEGY - COMPENSATE | Can substitute an equivalent term for a word he/she can't recall so smoothly that it is scarcely noticeable. | I can substitute an equivalent term for a word I can't recall without distracting the listener. [1.2000-CH] | I can substitute an equivalent term for a word I can't recall without distracting the listener. [1.2000-CH] |
| C2 | 29. STRATEGY - REPAIR | Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it. | I can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it. [1.2000-CH] | I can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it. [1.2000-CH] |
| C2 | 30. STRATEGY - REPAIR | | | I can edit my written work to achieve the effect I want in a more differentiated and appropriate style. |
| C2 | 31. QUALITY - FLUENCY | Can express him/herself at length with a natural, effortless, unhesitating flow. Pauses only to reflect on precisely the right words to express his/her thoughts or to find an appropriate example or explanation. | I can express myself naturally and effortlessly; I only need to pause occasionally in order to select precisely the right words. [1.2000-CH] | I can express myself naturally and effortlessly; I only need to pause occasionally in order to select precisely the right words. [1.2000-CH] |
| C2 | 32. QUALITY - RANGE | 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 | | I can reformulate ideas in differing ways to give emphasis, to differentiate and to eliminate ambiguity |

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| C2 | 33. QUALITY- PRECISION | Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of qualifying devices (e.g. adverbs expressing degree, clauses expressing limitations). | 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. [1.2000-CH] | 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. [1.2000-CH] |
| C2 | 34. QUALITY - APPROPRIACY | Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. | I have a good command of idiomatic expressions and colloquialisms with an awareness of implied meaning and meaning by association. [1.2000-CH] | I have a good command of idiomatic expressions and colloquialisms with an awareness of implied meaning and meaning by association. [1.2000-CH] |
| C2 | 35. QUALITY - ACCURACY | Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions). | I can consistently maintain grammatical control of complex language even when my attention is otherwise engaged. [1.2000-CH] | I can consistently maintain grammatical control of complex language even when my attention is otherwise engaged. [1.2000-CH] |
| C2 | 36. QUALITY - LINKING | 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. | | I can make full and appropriate use of a variety of organisational patterns and a wide range of connectors in order to organize what I say and write. |
| C2 | 37. QUALITY - INTERACTION | Can interact with ease and skill, picking up and using non-verbal and intonational cues apparently effortlessly. Can interweave his/her contribution into the joint discourse with fully natural turntaking, referencing, allusion making, etc. | | I can interact naturally, picking up and using non-verbal and intonational cues without effort, and interweaving my contribution into the joint discourse with fully natural turntaking, referencing, allusion making, etc. |
| C2 | 38. SOCIOCULTURAL | Appreciates fully the sociolinguistic and sociocultural implications of language used by native speakers and can react accordingly. | | I have a good command of idiomatic expressions and colloquialisms, including emotional, allusive and joking usage. with a high degree of awareness of implied meaning and meaning by association. |

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| C1.2 | | | | |
| C1.2 | 1. LISTEN | Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. | I can understand a wide range of idiomatic expressions and colloquialisms, appreciating shifts in style and register. [1.2000-CH] | I can understand a wide range of idiomatic expressions and colloquialisms, appreciating shifts in style and register. [1.2000-CH] |
| C1.2 | 2. LISTEN TO INTERLOCUTOR | Can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics. | I can easily follow complex interactions between third parties in group discussion and debate, even on abstract and unfamiliar topics. [29.2002-CERCLES] | I can easily follow complex interactions in group discussion and debate, even on abstract and unfamiliar topics. [29.2002-CERCLES edited] |
| C1.2 | 3. LISTEN TO INTERLOCUTOR | | | I can understand everybody I talk to, given the opportunity to occasionally confirm something, especially if the accent or dialect is non-standard and unfamiliar. |
| C1.2 | 4. LISTEN TO LIVE AUDIENCE | Can follow most lectures, discussions and debates with relative ease. | I can follow lectures, presentations and demonstrations with ease, and can ask detailed questions. (ALTE 2002 edited) I can follow much of what is said in-a lecture, presentation or demonstration, making decisions about what to note down and what to omit as the lecture proceeds and ask detailed questions. (ALTE 2002 edited) | I can follow lectures, presentations and demonstrations with relative ease, making decisions about what to note down and what to omit as the lecture proceeds and ask detailed questions. |
| C1.2 | 5. LISTEN TO ANNOUNCEMENTS | Can extract specific information from poor quality, audibly distorted public announcements, e.g. in a station, sports stadium etc. | I can understand public announcements (, e.g. in a station, sports stadium etc.) even when the audio quality is very distorted. (Bergen edited) | I can understand public announcements (, e.g. in a station, sports stadium etc.) even when the audio quality is distorted. (Bergen edited) |
| C1.2 | 6. LISTEN TO TV | Can follow films employing a considerable degree of slang and idiomatic usage. | | I can easily understand films which contain a large amount of slang and idiomatic usage. [1.2000-CH] |

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| C1.2 | 7. READ | Can 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. | I can read complex reports, analyses and commentaries where opinions, viewpoints and connections are discussed. (Expanded Swiss) | I can understand complex reports, analyses and commentaries in which opinions, viewpoints and connections are discussed, recognizing contradictions, inconsistencies, or illogical arguments. (Expanded Swiss-merged) |
| C1.2 | 8. READ | Can 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. | Even in difficult texts, I can recognize whether they contain contradictions, inconsistencies, or illogical arguments. (Expanded Swiss) | |
| C1.2 | 9. READ | Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections. | I can understand long complex texts, even if these are not related to my job or field of interest, provided I have enough time to reread them. [1.2000-CH] | I can understand in detail lengthy, complex texts, whether or not they relate to my area of speciality. [1.2000-CH edited] |
| C1.1 | 10. READ FOR ORIENTATION | | | I can scan quickly through a variety of sources both within and outside my field and assess their relevance to my needs. |
| C1.2 | 11. READ LITERATURE | | I can appreciate shifts of tone and style in contemporary literary texts and recognise their significance. (New) | I can appreciate shifts of tone and style in contemporary literary texts and recognise their significance. |
| | 12. READ CORRESPONDENCE | | | I can understand any formal or informal correspondence. |
| C1.2 | 13. READ INSTRUCTIONS | Can understand in detail lengthy, complex instructions on a new machine or procedure, whether or not the instructions relate to his/her own area of speciality, provided he/she can reread difficult sections. | I can understand complex manuals, regulations and contracts even within unfamiliar fields. [1.2000-CH] | I can understand complex manuals, regulations and contracts even within unfamiliar fields if I can reread difficult sections. [1.2000-CH] edited |

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| C1.2 | 14 | CONVERSATION | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | I can participate fully and appropriately in conversation and discussion with a good understanding of humour, irony, implicit cultural references and nuances of meaning. (ALTE 2002 edited). | I can participate easily and appropriately in conversation and discussion. (ALTE 2002 edited). |
| C1.2 | 15 | CONVERSATION | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | I can participate fully and appropriately in conversation and discussion with a good understanding of humour, irony, implicit cultural references and nuances of meaning. (ALTE 2002 edited). | I have a good understanding of humour, irony and implicit cultural references. (ALTE 2002 edited). |
| C1.2 | 16 | FORMAL DISCUSSION | Can easily keep up with the debate, even on abstract, complex unfamiliar topics. | I can easily keep up with and contribute to an extended debate on an abstract and complex topics, even when these are unfamiliar to me. (New) | I can easily keep up with and contribute to an extended debate on an abstract and complex topics, even when these are unfamiliar to me, and when people start talking simultaneously. |
| C1.2 | 17 | FORMAL DISCUSSION | Can argue a formal position convincingly, responding to questions and comments and answering complex lines of counter argument fluently, spontaneously and appropriately. | I can argue a formal position convincingly, responding to questions and comments and answering complex lines of counter argument fluently, spontaneously and appropriately. [29.2002-CERCLES] | I can formulate a convincing argument and respond to questions, comments and complex counter arguments fluently, spontaneously and appropriately. [29.2002-CERCLES edited] |
| C1.2 | 18 | SPOKEN PRODUCTION - DESCRIPTION | Can give elaborate descriptions and narratives, integrating sub themes, developing particular points and rounding off with an appropriate conclusion. | I can give an extended description or account of something, integrating themes, developing particular points and concluding appropriately. [1.2000-CH] | I can give an elaborate description or account of an experience or topic of relevance, integrating themes, developing particular points and concluding appropriately. 1.2000-CH] |
| C1.2 | 19 | SPOKEN PRODUCTION - ARGUE A CASE | | | I can confidently put forward a systematically developed argument, taking account of the audience's perspective, evaluating areas of ambiguity and selecting appropriate supporting examples. |

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| C1.2 | 20 | SPOKEN PRODUCTION - PRESENTATIONS | Can give a clear, well-structured presentation of a complex subject, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples. | 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 following up spontaneously points raised by members of the audience. [1.2000-CH] | I can give a clear, well-structured presentation of a complex subject, expanding and supporting points of view with reasons and relevant examples. I can confidently handle detailed questions and spontaneously follow up points raised by members of the audience. |
| C1.2 | 21 | SPOKEN PRODUCTION - PRESENTATIONS | | | I can confidently handle detailed questions and spontaneously follow up points raised by members of the audience. |
| C.1.2 | 22 | SPOKEN PRODUCTION - SUMMARISE | Can summarise information from different sources, reconstructing arguments and accounts in a coherent presentation of the overall result. | I can summarise orally information from different sources, reconstructing arguments and accounts in a coherent presentation. [1.2000-CH edited] | I can summarise orally information from different sources, selecting the most salient and relevant ideas, and reconstructing arguments in a coherent presentation. [1.2000-CH edited] |
| C1.2 | 23 | WRITTEN PRODUCTION | | I can write texts which show a high degree of grammatical correctness and vary my vocabulary and style according to the addressee, the kind of text and the topic. [1.2000-CH] | I can write well-structured texts which show a high degree of grammatical correctness and vary my vocabulary and style according to the addressee, the kind of text and the topic. [1.2000-CH] |
| C1.2 | 24 | WRITTEN PRODUCTION | 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. | I can write well-structured texts on complex topics highlighting the main issues and supporting points of view with relevant examples and important details and concluding appropriately. | I can write papers on complex topics, developing an argument systematically by highlighting the main issues and supporting points with relevant examples and details and rounding off with an appropriate conclusion.. |

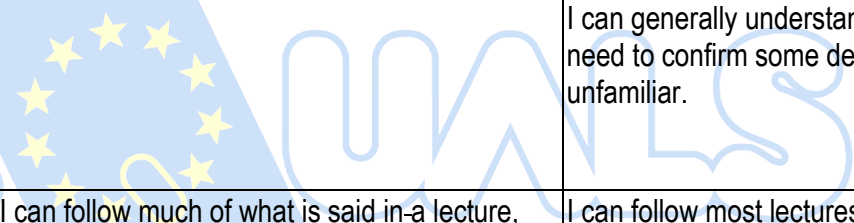
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| C1.2 | 25 | WRITING - CREATIVE | Can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind. | I can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind. [29.2002-CERCLES] | I can write clear, detailed, well-developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind. [29.2002-CERCLES] |
| C1.2 | 26 | WRITE CORRESPONDENCE | Can express him/herself with clarity and precision in personal correspondence, using language flexibly and effectively, including emotional, allusive and joking usage. | I can write formally correct letters, for example to complain or to take a stand in favour of or against something. [1.2000-CH] . I could send them confidently without getting another person to check the language. (ECML/BERGEN) | I can express myself with clarity and precision in formal correspondence. (ECML/BERGEN edited) |
| C1.2 | 27 | STRATEGY - INTERACTION | Can select a suitable phrase from a readily available range of discourse functions to preface his/her remarks appropriately in order to get the floor, or to gain time and keep the floor whilst thinking. | 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. [1.2000-CH] | I can use fluently a variety of appropriate expressions to introduce my remarks in order to get the floor, or to gain time and keep the floor while thinking. [1.2000-CH] |
| C1.2 | 28 | STRATEGY - INTERACTION | Can relate own contribution skilfully to those of other speakers. | I can relate own contribution skilfully to those of other speakers. [1.2000-CH] | I can relate my contribution skilfully to those of other speakers. [1.2000-CH] |
| C1.2 | 29 | STRATEGY - COMPENSATION | | | I can quickly substitute an equivalent term for a word I can't recall. |
| C1.2 | 30 | STRATEGY - REPAIR | | | I can monitor what I say or write, finding more precise and more sophisticated ways of expressing what I want to. |
| C1.2 | 31 | QUALITY - FLUENCY | Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language. | I can express myself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language. [1.2000-CH] | I can express myself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language. [1.2000-CH] |

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| C1.2 | 32 | QUALITY - PRECISION | | I can reformulate ideas differently in order to ensure that people understand exactly what I mean, eliminating the possibility of misunderstandings. (New) | I can reformulate ideas differently in order to ensure that people understand exactly what I mean, eliminating the possibility of misunderstandings. |
| C1.2 | 33 | QUALITY - LINKING | Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices. | 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. [1.2000-CH] | I can produce clear, well-structured speech and writing, showing control over ways of developing what I want to say in order to link my ideas into smoothly-flowing, coherent text. [1.2000-CH edited] |
| C1.2 | 34 | QUALITY - VOCABULARY | 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. | 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. [1.2000-CH] | I have a good command of a broad vocabulary, including collocations and idiomatic expressions; I can overcome gaps in my vocabulary with alternatives. |
| C1.2 | 35 | QUALITY - ACCURACY | Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.3333 | I can consistently maintain a high degree of grammatical accuracy ; errors are rare and difficult to spot. [1.2000-CH] | I can consistently maintain a high degree of grammatical accuracy ; errors are rare and difficult to spot. [1.2000-CH] |
| C1.2 | 36 | SOCIOCULTURAL | Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage. | I can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage. [1.2000-CH] | I can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage. [1.2000-CH] |

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| C1.1 | | | | |
| C1.1 | 1. LISTEN | 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. | I can understand enough to follow extended speech on abstract and complex topics of academic or vocational relevance, though I may need to confirm some details, especially if the accent is unfamiliar. [29.2002-CERCLES] | I can understand enough to follow extended speech on abstract and complex topics of academic or vocational relevance, though I may need to confirm some details, especially if the accent is unfamiliar. [29.2002-CERCLES edited] |
| C1.1 | 2. LISTEN | Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. | I can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. [1.2000-CH] | I can follow extended discussion even when it is not clearly structured and when relationships are only implied and not signalled explicitly. [1.2000-CH] |
| C1.1 | 3. LISTEN TO INTERLOCUTOR | Can 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. |  | I can generally understand everybody I talk to, though I may need to confirm some details, especially if the accent is unfamiliar. |
| C1.1 | 4. LISTEN TO LIVE AUDIENCE | | I can follow much of what is said in a lecture, presentation or demonstration, making decisions about what to note down and what to omit as the lecture proceeds and ask detailed questions. (ALTE 2002 edited) | I can follow most lectures, discussions and debates both within and outside my field. |
| C1.1 | 5. LISTEN TO ANNOUNCEMENTS | Can understand complex technical information, such as operating instructions, specifications for familiar products and services. | I can understand complex technical information, such as instructions for operating equipment and specifications for products and services I know about. [1.2000-CH] | I can understand complex technical information, such as instructions for operating equipment and specifications for products and services I know about. [1.2000-CH edited] |

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| Level | | Category | CEFR Descriptor | Portfolio Descriptors | EQUALS 2008 Version (colours refer to stages in the drafting process) |
|-------|----|----------------------|---|---|---|
| C1.1 | 6. | LISTEN TO TV | Can follow films employing a considerable degree of slang and idiomatic usage. | I can without too much effort follow films which contain a large amount of slang and a wide range of idioms. [1.2000-CH] | I can without too much effort follow films which contain a large amount of slang and a wide range of idioms. [1.2000-CH edited] |
| C1.1 | 7. | LISTEN TO TV | | I can understand in detail an argument in a discussion programme. (ALTE 2002) | I can understand in detail an argument in a discussion programme. (ALTE 2002) |
| C1.1 | 8. | READ FOR ORIENTATION | | I can scan relatively quickly through books and articles in my field and assess their relevance to my needs. (ALTE 2002 edited) | I can scan relatively quickly through books and articles within my field of interests my field and assess their relevance to my needs. (ALTE 2002 edited) |
| C1.1 | 9. | READ INFO & ARGUMENT | Can 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. | I can extract information, ideas and opinions from highly specialised texts in my own field, or on familiar topics. [1.2000-CH] | I can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, though I may need time to reread them. |
| C1.1 | 10 | READ INFO & ARGUMENT | Can 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. | I can read complex texts where stated opinions, viewpoints and connections and implied points of view are discussed. [1.2000-CH] | I can understand complex texts where stated opinions and implied points of view are discussed. [1.2000-CH edited] |
| C1.1 | 11 | READ INSTRUCTIONS | | | I can understand lengthy, complex manuals, instructions, regulations and contracts in my field. |
| C1.1 | 12 | READ CORRESPONDENCE | Can understand any correspondence given the occasional use of a dictionary. | I can understand any correspondence with occasional use of a dictionary. [1.2000-CH] | I can easily understand any correspondence with occasional use of a dictionary. [1.2000-CH] |
| C1.1 | 13 | READ LITERATURE | | I can understand contemporary literary texts provided I have time to read difficult sections. (Eurocentres) | I can read extensively, for example enjoying novels without consulting a dictionary unless I want to note precise meaning, usage or pronunciation. |

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| Level | | Category | CEFR Descriptor | Portfolio Descriptors | EQUALS 2008 Version (colours refer to stages in the drafting process) |
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| C1.1 | 14 | CONVERSATION | | | I can express myself fluently and appropriately, adopting a level of formality appropriate to the circumstances and my relationship to the person I am talking to. |
| C1.1 | 15 | INFO EXCHANGE | | | I can understand and exchange complex, detailed information on topics with which I am not personally familiar, pinpointing key areas where further explanation or clarification is needed. |
| C1.1 | 16 | DISCUSSION | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | I can join in most lively conversations with several fast speakers, even if the subject is not very familiar. [ECML/BERGEN] | I can keep up with animated discussions on abstract and complex topics with a number of speakers and can participate effectively even when people start talking simultaneously. |
| C1.1 | 17 | TELEPHONE | | | I can use the telephone for a variety of purposes, including solving problems and misunderstandings though I may need to ask for clarification if the accent is unfamiliar. |
| C1.1 | 18 | SPOKEN PRODUCTION - DESCRIPTION | Can give clear, detailed descriptions of complex subjects. Can give a clear, well-structured presentation of a complex subject, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples | I can give clear, detailed descriptions of complex subjects. [1.2000-CH] | I can give clear, well-structured, detailed descriptions of complex subjects. [1.2000-CH] |
| C1.1 | 19 | SPOKEN PRODUCTION - ARGUE A CASE | | | I can develop an argument systematically in well-structured speech, highlighting significant points and concluding appropriately. |
| C1.1 | 20 | SPOKEN PRODUCTION - PRESENTATIONS | | | I can give a clear, well-structured presentation on a complex subject in my field, expanding and supporting points of view with appropriate reasons and examples. [29.2002-CERCLES] |

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| C1.1 | 21 SPOKEN PRODUCTION - SUMMARISE | Can summarise long, demanding texts. | I can put together information from different sources and relate it in a coherent summary. [1.2000-CH] | I can put together information from different sources and relate it in a coherent summary. [1.2000-CH] |
| C1.1 | 22 SPOKEN PRODUCTION - SUMMARISE | Can summarise long, demanding texts. | I can orally summarise long, demanding texts. [1.2000-CH] | I can summarise long, demanding texts. (1.2000-CH) |
| C1.1 | 23 WRITING - CREATIVE | Can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind. | I can write on a range of general topics in a clear, imaginative and user-friendly manner. [1.2000-CH] | I can write clear, detailed, well-structured and developed descriptions of personal experiences. |
| C1.1 | 24 WRITING | | | I can write clear, well-structured texts on complex topics in an appropriate style with good grammatical control. |
| C1.1 | 25 WRITING - CREATIVE | Can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind. | I can write on a range of general topics in a clear, imaginative and user-friendly manner. [1.2000-CH] | I can write clear, detailed, well- developed short stories and descriptions of personal experiences. |
| C1.1 | 26 WRITING REPORTS | Can expand and support points of view at some length with subsidiary points, reasons and relevant examples. | 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. [1.2000-CH] | I can present points of view in a paper, developing an argument, highlighting the most important points, and supporting my reasoning with examples. [1.2000-CH edited] |
| C1.1 | 27 WRITE CORRESPONDENCE | Can express him/herself with clarity and precision in personal correspondence, using language flexibly and effectively, including emotional, allusive and joking usage. | I can give a detailed description of experiences, feelings and events in a personal letter. [1.2000-CH] Is this more a B2? | I can express myself clearly and appropriately in personal correspondence, describing experiences, feelings and reactions in depth. |

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| Level | Category | CEFR Descriptor | Portfolio Descriptors | EQUALS 2008 Version (colours refer to stages in the drafting process) |
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| C1.1 | 28 | STRATEGY - INTERACTION 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 | | I can select from a readily available range of expressions to preface my remarks appropriately and to follow up what other people say. |
| C1.1 | 29 | STRATEGY - COMPENSATION | | I do not have to restrict what I want say at all; if I can't find one expression I can substitute with another. |
| C1.1 | 30 | STRATEGY - REPAIR | | I can monitor my speech and writing to repair slips and improve formulation. |
| C1.1 | 31 | QUALITY - RANGE Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | I have a good command of a broad vocabulary and can overcome gaps with alternatives ; I sometimes have to search obviously for expressions or compromise on saying exactly what I want to. [1.2000-CH] | I have a good command of a broad vocabulary. I do sometimes have to search for expressions but can then find alternatives to express what I want to say. |
| C1.1 | 32 | QUALITY - FLUENCY Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language. | I can express myself fluently and spontaneously with a smooth flow of language, except sometimes when speaking about a conceptually difficult subject. (New) | I can express myself fluently and spontaneously, except occasionally, when speaking about a conceptually difficult subject. |
| C1.1 | 33 | QUALITY - ACCURACY Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot. | I can maintain a high degree of grammatical control. (New) | I maintain a high degree of grammatical control in speech and writing. |
| C1.1 | 34 | QUALITY- PRECISION Can qualify opinions and statements precisely in relation to degrees of, for example, certainty/ uncertainty, belief/doubt, likelihood etc. | | I can formulate opinions and statements in a very precise manner in order to indicate my degree of agreement, certainty, concern, satisfaction, etc. |

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| C1.1 | 35 | QUALITY - LINKING | Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices. | 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. [1.2000-CH] | I can produce clear, well-structured speech and writing, linking my ideas into coherent text. [1.2000-CH edited] |
| C1.1 | 36 | SOCIOCULTURAL | Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage. | I can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage. [1.2000-CH] Should we have a descriptor at C1.2? | I can use language flexibly and appropriately, adjusting my expression depending who I am talking or writing to. |



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| B2.2 | | | | |
| B2.2 | 1. LISTEN | Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influences the ability to understand. | I can understand standard spoken language on both familiar and unfamiliar topics in everyday situations even in a noisy environment. [29.2002-CERCLES] | I can understand standard spoken language, live or broadcast, even in a noisy environment. [29.2002-CERCLES] |
| B2.1 | 2. LISTEN TO INTERLOCUTOR | Can understand in detail what is said to him/her in the standard spoken language even in a noisy environment. | I can understand in detail what is said to me in standard spoken language even in a noisy environment. [1.2000-CH] | I can understand in detail what is said to me in standard spoken language, even with an element of background noise.. [1.2000-CH edited] |
| B2.2 | 3. LISTEN TO INTERLOCUTOR | Can keep up with an animated conversation between native speakers. | I can keep up with an animated conversation between native speakers. [1.2000-CH] | I can keep up with an animated conversation between native speakers. [1.2000-CH] |
| B2.2 | 4. LISTEN TO INTERLOCUTOR | Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand. | | I can generally understand people I talk to. Only background noise, disorganized speech or idiomatic, non-standard usage influence my ability to understand. |
| B2.2 | 5. LISTEN TO LIVE AUDIENCE | Can follow the essentials of lectures, talks and reports and other forms of academic/professional presentation which are propositionally and linguistically complex. | I can follow lectures, talks and reports and other forms of academic or professional presentation in my field, which are propositionally and linguistically complex. (New) | I can follow lectures and presentations in my field, even if the organisation and language are both complex. |

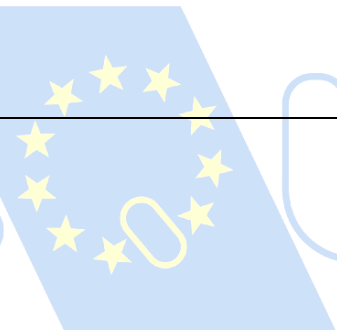
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| B2.2 | 6. LISTEN TO AUDIO | Can understand recordings in standard dialect likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content. | I can identify speaker viewpoints and attitudes as well as the information content in recordings on social, professional or academic subjects. (New) | I can understand viewpoints and attitudes in discussions on social, professional or academic subjects. |
| B2.2 | 7. LISTEN TO ANNOUNCEMENTS | Can understand announcements and messages on concrete and abstract topics spoken in standard dialect at normal speed. | I can understand announcements and messages on concrete and abstract topics spoken in standard dialect at normal speed. [10.2001-IE/Auth] | I can understand announcements, instructions, telephone messages etc. even when they are spoken fast, provided they are in standard dialect. |
| B2.2 | 8. LISTEN TO TV & FILM | Can understand most TV news and current affairs programmes. (B2) Can understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect. (B2) | I can understand TV documentaries, live interviews, talk shows, plays and films in standard dialect. (Eurocentres) | I can understand in detail TV documentaries, interviews, talk shows, plays and films in standard language. (Eurocentres edited) |
| B2.2 | 9. READ | Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low frequency idioms. | I can understand in a narrative or play the motives for the characters' actions and their consequences for the development of the plot. [1.2000-CH] | I have a broad active reading vocabulary, which means I can read with a large degree of independence, adapting style and speed of reading to different texts and purposes. |
| B2.2 | 10. READ FOR ORIENTATION | Can scan quickly through long and complex texts, locating relevant details. | I can quickly scan through long and complex texts on a variety of topics in my field to locate relevant details. [29.2002-CERCLES] | I can quickly scan through long and complex texts on topics of interest to locate relevant details. [29.2002-CERCLES edited] |

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| B2.2 | 11 READ INFO & ARGUMENT | Can obtain information, ideas and opinions from highly specialised sources within his/her field. | I can understand in detail texts within my field of interest or the area of my academic or professional speciality. [1.2000-CH] | I can understand in detail texts within my field of interest or speciality. [1.2000-CH edited] |
| B2.2 | 12 READ INFO & ARGUMENT | Can understand specialised articles outside his/her field, provided he/she can use a dictionary occasionally to confirm his/her interpretation of terminology. | I can understand specialised articles outside my own field if I can occasionally check with a dictionary. [1.2000-CH] | I can understand specialised articles outside my own field if I can occasionally check with a dictionary. [1.2000-CH] |
| B2.2 | 13 READ CORRESPONDENCE | Can read correspondence relating to his/her field of interest and readily grasp the essential meaning. (B1) | I can understand the main points in formal letters of any type that I can expect to receive, e.g. from clubs or travel agencies. [ECML/BERGEN] | I can understand relating to my personal and professional interests if I can occasionally check with a dictionary. |
| B2.2 | 14 READ INSTRUCTIONS | Can understand lengthy, complex instructions in his field, including details on conditions and warnings, provided he/she can reread difficult sections. | I can follow longer instructions, e.g. in a user manual for TV or digital camera, as long as I can reread difficult sections. [ECML/BERGEN] | I can understand lengthy, complex instructions, (e.g. for formal procedures in an academic, professional or health context) including details on conditions and warnings, as long as I can reread difficult sections. [ECML/BERGEN] |
| B2.2 | 15 READ LITERATURE | | I can read most books and short stories that I want to, with little difficulty when I have got used to the writer's language style. [ECML/BERGEN] | I can read novels and short stories with little use of a dictionary, after I have got used to the writer's style. [ECML/BERGEN] |
| B2.2 | 16 CONVERSATION | | | I can converse spontaneously without much sign of restricting what I say. I can reformulate ideas in different ways to ensure people understand exactly what I mean. |

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| B2.2 | 17 INFORMAL DISCUSSION | Can express his/her ideas and opinions with precision, and present and respond to complex lines of argument convincingly. | I can express my ideas and opinions clearly and precisely, and can present and respond to complex lines of reasoning convincingly. [1.2000-CH] | I can keep up with a discussion and express my ideas and opinions clearly, precisely and convincingly even in formal meetings. [1.2000-CH edited] |
| B2.2 | 18 INFORMATION EXCHANGE | Can carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies. | | I can carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies. |
| B2.2 | 19 INFORMATION EXCHANGE | Can understand and exchange complex information and advice on the full range of matters related to his/her occupational role. | | I can understand and exchange complex information and advice in fields with which I have some familiarity. |
| B2.2 | 20 TELEPHONE | | | I can use the telephone for a variety of purposes, including to establish contact with people I do not know, though I may need to ask for clarification if the accent is unfamiliar. |
| B2.2 | 21 SPOKEN PRODUCTION | Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail. Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples. |  | I can give clear, well-developed, detailed descriptions on a wide range of subjects related to my interests, expanding and supporting my ideas with subsidiary points and relevant examples. |
| B2.2 | 22 SPOKEN PRODUCTION – MAKING A CASE | Can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail. | I can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail. (New) | I can develop an argument systematically, highlighting significant points and including supporting detail where necessary. |
| B2.2 | 23 SPOKEN PRODUCTION - PRESENTATIONS | Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail. | I can give a clear, systematically developed presentation, with highlighting of significant points and relevant supporting detail. [10.2001-IE/Auth] | I can give a clear, well-structured presentation, with highlighting of significant points and can answer questions about the content. [10.2001-IE/Auth edited] |

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| B2.2 | 24 SPOKEN PRODUCTION - PRESENTATIONS | Can depart spontaneously from a prepared text and follow up interesting points raised by members of the audience, often showing remarkable fluency and ease of expression. | | When giving a presentation, I can depart spontaneously from my prepared text and follow up interesting points raised by members of the audience. |
| B2.2 | 25 SPOKEN PRODUCTION - SUMMARISE | | | I can summarise information and arguments from a variety of sources, highlighting significant points. |
| B2.2 | 26 WRITING | | | I can use a range of language to express abstract ideas as well as topical subjects, correcting most of my mistakes in the process. |
| B2.2 | 27 WRITING - CREATIVE | Can write clear, detailed descriptions of real or imaginary events and experiences, marking the relationship between ideas in clear connected text, and following established conventions of the genre concerned. | I can write about events and real or fictional experiences in a detailed and easily readable way. [1.2000-CH] | I can write clear, detailed descriptions of real or imaginary events and experiences. |
| B2.2 | 28 WRITING REPORTS | Can write an essay or report which develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail. | I can write an essay or report which develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail. (New) | I can write a paper developing my argument with appropriate highlighting of significant points and relevant supporting detail. |
| B2.2 | 29 WRITING CORRESPONDENCE | Can write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views. | | I can write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on my correspondent's news and views. |
| B2.2 | 30 STRATEGY - COMPENSATE | Can use circumlocution and paraphrase to cover gaps in vocabulary and structure. | If I don't know a word or expression I can find another way of saying what I mean. [ECML/BERGEN] | I can overcome gaps in vocabulary with paraphrase and alternative expression. |

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| B2.2 | 31 STRATEGY - INTERACTION | Can intervene appropriately in discussion, exploiting a variety of suitable language to do so, and relating his/her own contribution to those of other speakers. | | I can intervene appropriately in discussion, exploiting a variety of suitable language to do so |
| B2.2 | 32 STRATEGY - INTERACTION | Can give feedback on and follow up statements and inferences by other speakers and so help the development of the discussion | | I can help the development of a discussion by giving feedback, follow up what people say and relating my contribution to theirs |
| B2.2 | 33 STRATEGY - REPAIR | but they are rare and can often be corrected in retrospect. | | I can monitor my speech and writing and correct slips and mistakes that I make. |
| B2.2 | 34 QUALITY - RANGE | | | I can express myself clearly and without much sign of having to restrict what I want to say. I can reformulate ideas in different ways to ensure people understand exactly what I mean. |
| B2.2 | 35 QUALITY - FLUENCY | Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech. | I can communicate spontaneously and easily, even when talking at length about complex subjects. (New) | I can communicate fluently and spontaneously, even when talking at length about complex subjects. |
| B2.2 | 36 QUALITY - PRECISION | | I can express exactly what I want to, focusing on both what I say and how I say it. (New) | I can focus attention effectively on how I formulate things, in addition expressing the message. |
| B2.2 | 37 QUALITY - COHERENCE | Can use a variety of linking words efficiently to mark clearly the relationships between ideas. | | I can use a variety of linking words efficiently to mark clearly the relationships between ideas. |
| B2.2 | 38 QUALITY - ACCURACY | Shows good grammatical control; occasional "slips" or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect. | | I can maintain good grammatical control. I may sometimes make mistakes but I can correct them afterwards. |
| B2.2 | 39 SOCIOCULTURAL | Can express him or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned. | I can choose different ways of saying things, depending on who I'm talking to, where, what about, etc. [ECML/BERGEN] | I can choose different ways of saying things, depending on the person I am talking to and the context concerned. [ECML/BERGEN edited] |

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| B2.1 | | | | |
| B2.1 | 1. LISTEN | Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in his/her field of specialisation. | I can understand the main ideas of complex speech delivered in a standard dialect, including technical discussions in my field of specialisation. [1.2000-CH] | I can understand the main ideas of complex speech on concrete and abstract topics delivered in a standard dialect, including technical discussions in my field of specialisation. [1.2000-CH] |
| B2.1 | 2. LISTEN TO INTERLOCUTOR | Can understand in detail what is said to him/her in the standard spoken language even in a noisy environment. | I can understand in detail what is said to me in standard spoken language even in a noisy environment. [1.2000-CH] | I can understand in detail what is said to me in standard spoken language. [1.2000-CH edited] |
| B2.1 | 3. LISTEN AROUND ME | Can with some effort catch much of what is said around him/her, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way. | I can with some effort catch much of what is said around me, but may find it difficult to understand a discussion between several native speakers who do not modify their language in any way.[29.2002-CERCLES] | I can with some effort catch much of what is said around me, but may find it difficult to understand a discussion between several speakers who do not modify their language in any way.[29.2002-CERCLES] |
| B2.1 | 4. LISTEN TO LIVE AUDIENCE | Can follow the essentials of lectures, talks and reports and other forms of academic/professional presentation which are propositionally and linguistically complex. | I can follow the essentials of lectures, talks and reports and other forms of academic or professional presentation in my field. [29.2002-CERCLES] | I can follow the essentials of lectures, talks and reports and other forms of complex academic or professional presentation in my field. [29.2002-CERCLES] |
| B2.1 | 5. LISTEN TO ANNOUNCEMENTS | Can understand announcements and messages on concrete and abstract topics spoken in standard dialect at normal speed. | I can understand announcements and messages on concrete and abstract topics spoken in standard dialect at normal speed. [10.2001-IE/Auth] | I can understand announcements and messages spoken in standard dialect at normal speed. [10.2001-IE/Auth edited] |
| B2.1 | 6. LISTEN TO TV | Can understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect. | I can understand TV documentaries, live interviews, talk shows, plays and the majority of films in standard dialect. [1.2000-CH] | I can understand TV news, current affairs, documentaries, interviews, talk shows etc. [1.2000-CH edited] |

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| B2.1 | 7. | LISTEN TO TV | Can understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect. | I can understand TV documentaries, live interviews, talk shows, plays and the majority of films in standard dialect. [1.2000-CH] | I can follow TV drama and the majority of films in standard dialect. [1.2000-CH] |
| B2.1 | 8. | READ | Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low frequency idioms. | I can understand in a narrative or play the motives for the characters' actions and their consequences for the development of the plot. [1.2000-CH] | I can read with a large degree of independence, using dictionaries and other reference sources selectively when necessary. |
| B2.1 | 9. | READ FOR ORIENTATION | Can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile. | 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. [1.2000-CH] | 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. [1.2000-CH] |
| B2.1 | 10. | READ INFO & ARGUMENT | Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. | I can read and understand articles and reports on current problems in which the writers express specific attitudes and-points of view (e.g., arts reviews, political commentary). [1.2000-CH] | I can understand articles, reports and reviews in which the writers express specific points of view (e.g., political commentary, critiques of exhibitions, plays, films etc). [1.2000-CH edited] |
| B2.1 | 11. | READ INSTRUCTIONS | Can understand lengthy, complex instructions in his field, including details on conditions and warnings, provided he/she can reread difficult sections. | I can follow longer instructions, e.g. in a user manual for TV or digital camera, as long as I can reread difficult sections. [ECML/BERGEN] | I can understand lengthy instructions, for example in a user manual for a TV or digital camera, for installing software, as long as I can reread difficult sections. [ECML/BERGEN] |
| B2.1 | 12. | READ LITERATURE | | | I can read short stories and novels written in a straightforward language and style, making use of a dictionary, if I am familiar with the story and/or the writer. |

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| Level | Category | CEFR Descriptor | Portfolio Descriptors | EQUALS 2008 Version (colours refer to stages in the drafting process) |
|-------|----------------------------|--|---|---|
| B2.1 | 13 READ CORRESPONDENCE | Can read correspondence relating to his/her field of interest and readily grasp the essential meaning. | I can understand the main points in formal letters of any type that I can expect to receive, e.g. from clubs or travel agencies. [ECML/BERGEN] | I can understand the main points in formal and informal letters relating to my personal and professional interests, with occasional use of a dictionary.. [ECML/BERGEN edited] |
| B2.1 | 14 INFORMAL DISCUSSION | Can with some effort catch much of what is said around him/her in discussion, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way. | I can follow lively conversations with several fast speakers, although I may have a problem joining in. [ECML/BERGEN] | I can follow lively conversations and discussions with several fast speakers, although I may have a problem joining in. [ECML/BERGEN] |
| B2.1 | 15 CONVERSATION | Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment. | I can take an active part in extended conversation on most general topics. (New) | I can take an active part in extended conversation and discussion, expressing clearly my points of view, ideas or feelings naturally with effective turn-taking. |
| B2.1 | 16 STRATEGY INTERACTION | Can initiate, maintain and end discourse appropriately with effective turntaking. | I can initiate, maintain and end conversation naturally with effective turn-taking. [1.2000-CH] | |
| B2.1 | 17 INFORMAL DISCUSSION | Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. | I can evaluate advantages & disadvantages, and participate in reaching a decision. (Eurocentres) | I can evaluate advantages & disadvantages, and participate in reaching a decision in formal or informal discussion.. (Eurocentres) |
| B2.1 | 18 INFORMAL DISCUSSION | Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. | I can account for and sustain my opinions in discussion by providing relevant explanations, arguments and comments. [1.2000-CH] | I can sustain my opinions in discussion by providing relevant explanations, arguments and comments. [1.2000-CH] |
| B2.1 | 19 TRANSACTION | Can explain a problem which has arisen and make it clear that the provider of the service/customer must make a concession. | I can explain a problem which has arisen in a complaint and make it clear that I expect action to solve my problem. (New) | I can make a complaint effectively, explaining the problem and demanding appropriate action. |

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|-------|----|----------------------------------|---|---|---|
| B2.1 | 20 | INFO EXCHANGE | Can pass on detailed information reliably. | I can pass on detailed information reliably. [1.2000-CH] | I can find out and pass on detailed information reliably, face-to-face and on the phone, asking follow up questions and getting clarification or elaboration when necessary. [1.2000-CH edited] |
| B2.1 | 21 | TELEPHONE | | | I can use the telephone to find out detailed information, provided the other person speaks clearly, and ask follow up questions to check that I have understood a point fully. |
| B2.1 | 22 | SPOKEN PRODUCTION - DESCRIPTION | Can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest. | I can give clear, detailed descriptions on a wide range of subjects related to my fields of interest. [1.2000-CH] | I can give clear, detailed descriptions on a wide range of subjects related to my fields of interest. |
| B2.1 | 23 | SPOKEN PRODUCTION | Can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches. | I can speculate about causes, consequences, hypothetical situations. [1.2000-CH] | I can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches. |
| B2.1 | 24 | SPOKEN PRODUCTION - CASE | Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples. | I can develop a clear, coherent argument, linking ideas logically and expanding and supporting my points with appropriate examples. [10.2001-IE/Auth] | I can develop a clear argument, linking my ideas logically and expanding and supporting my points with appropriate examples. [10.2001-IE/Auth] |
| B2.1 | 25 | SPOKEN PRODUCTION - PRESENTATION | Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. | I can present a topical issue in a critical manner and weigh up the advantages and disadvantages of various options. | I can present a topical issue in a critical manner and weigh up the advantages and disadvantages of various options. |
| B2.1 | 26 | SPOKEN PRODUCTION - SUMMARISE | Can summarise extracts from news items, interviews or documentaries containing opinions, argument and discussion. | I can understand and summarise orally short extracts from news items, interviews or short documentaries containing opinions, argument and discussion. [1.2000-CH] | I can summarise information and arguments from a number of sources (such as articles or reports, discussions, interviews, presentations etc.). |
| B2.1 | 27 | SPOKEN PRODUCTION - SUMMARISE | Can summarise the plot and sequence of events in a film or play. | I can understand and summarise orally the plot and sequence of events in an extract from a film or play. [1.2000-CH] | I can summarise orally the plot and sequence of events in a film or play. [1.2000-CH] |

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| Level | | Category | CEFR Descriptor | Portfolio Descriptors | EQUALS 2008 Version (colours refer to stages in the drafting process) |
|-------|----|-------------------------|---|---|---|
| B2.1 | 28 | WRITING | | | I can write at length about topical issues, even though complex concepts may be oversimplified, and can correct many of my mistakes in the process. |
| B2.1 | 29 | WRITING - CREATIVE | Can write clear, detailed descriptions on a variety of subjects related to his/her field of interest. | I can write clear, detailed descriptions on a variety of subjects related to his/her field of interest. (New) | I can write clear, detailed descriptions on a variety of subjects related to my field of interest. |
| B2.1 | 30 | WRITING REPORTS | Can write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options. | I can develop an argument systematically in a composition or report, emphasising decisive points and including supporting details. [1.2000-CH] | I can write a paper which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options. [1.2000-CH edited] |
| B2.1 | 31 | WRITE CORRESPONDENCE | Can write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views. | I can express news, views and feelings effectively in correspondence, and respond to those of the other person. [29.2002-CERCLES] | I can express news, views and feelings effectively in correspondence, and respond to those of the other person. [29.2002-CERCLES] |
| B2.1 | 32 | WRITE CORRESPONDENCE | | I can write standard formal letters requesting or communicating relevant information, with appropriate use of register and conventions. [29.2002-CERCLES] | I can write standard formal letters requesting or communicating relevant information, following a template. [29.2002-CERCLES] |
| B2.1 | 33 | STRATEGY - INTERACTION | Can use stock phrases (e.g. 'That's a difficult question to answer') to gain time and keep the turn whilst formulating what to say. | I can use standard phrases like "That's a difficult question to answer" to gain time and keep the turn while formulating what to say. [1.2000-CH] | I can use standard phrases like "That's a difficult question to answer" to gain time and keep the turn while formulating what to say. [1.2000-CH] |
| B2.1 | 34 | STRATEGY - INTERACTION | Can help the discussion along on familiar ground, confirming comprehension, inviting others in, etc. | I can help a discussion along on familiar ground confirming comprehension, inviting others in, etc. [1.2000-CH] | I can help a discussion along on familiar ground confirming comprehension, inviting others in, etc. [1.2000-CH] |
| B2.1 | 35 | STRATEGY - COMPENSATION | | | I can generally cover gaps in vocabulary and structure with paraphrases. |

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|-------|----|---------------------------|---|--|--|
| B2.1 | 36 | STRATEGY - REPAIR | Can correct slips and errors if he/she becomes conscious of them or if they have led to misunderstandings. | I can generally correct slips and errors if I become aware of them or if they have led to misunderstandings. [1.2000-CH] | I can generally correct slips and errors if I become aware of them or if they have led to misunderstandings. [1.2000-CH] |
| B2.1 | 37 | STRATEGY - REPAIR | Can make a note of 'favourite mistakes' and consciously monitor speech for it/them. | I can make a note of "favourite mistakes" and consciously monitor speech for them. [1.2000-CH] | I can make a note of "favourite mistakes" and consciously monitor speech for them. [1.2000-CH] |
| B2.1 | 38 | QUALITY - VOCABULARY | Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. | I have sufficient vocabulary and can vary formulation when expressing myself on matters connected to my field and on most general topics. [1.2000-CH] | I have a sufficient range of vocabulary to vary formulation and avoid repetition when expressing myself on matters connected to my field and on most general topics. [1.2000-CH edited] |
| B2.1 | 39 | QUALITY - PRECISION | | | I can explain the details of an event, idea or problem reliably. |
| B2.1 | 40 | QUALITY - FLUENCY | Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions, there are few noticeably long pauses. | 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. [1.2000-CH] | 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. [1.2000-CH] |
| B2.1 | 41 | QUALITY - ACCURACY | Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. | I can communicate with reasonable accuracy and can correct mistakes if they have led to misunderstandings. [1.2000-CH] | I can communicate with reasonable accuracy and can correct mistakes if they have led to misunderstandings. [1.2000-CH] |
| B2.1 | 42 | QUALITY - COHERENCE | 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. | | I can link what I say or write into clear, well-organised text, though I may not always do this smoothly so there may be some "jumps." |
| B2.1 | 43 | QUALITY - SOCIOLINGUISTIC | Can sustain relationships with native speakers without unintentionally amusing or irritating them or requiring them to behave other than they would with a native speaker. | | I can sustain relationships with native speakers without unintentionally amusing or irritating them or requiring them to behave other than they would with a native speaker. |

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|-------------|----------------------------|--|---|---|
| B1.2 | | | | |
| B1.2 | 1. LISTEN | Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent. | I can understand straightforward factual information about everyday, study- or work-related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent. [29.2002-CERCLES] | I can understand straightforward information about everyday, study- or work-related topics. , identifying both general messages and specific details, provided people speak clearly in a familiar accent. [29.2002-CERCLES edited] |
| B1.2 | 2. LISTEN | | I can follow clear speech directed at me in everyday conversation. (Eurocentres) | I can follow clear speech directed at me in everyday conversation, in an accent that is familiar to me. (Eurocentres edited) |
| B1.2 | 3. LISTEN | | I can generally follow the main points of extended discussion around me, provided people talk clearly. (Eurocentres) | I can generally follow the main points of extended discussion around me, if people talk clearly. (Eurocentres) |
| B1.2 | 4. LISTEN TO LIVE AUDIENCE | Can follow a lecture or talk within his/her own field, provided the subject matter is familiar and the presentation straightforward and clearly structured. | I can follow a lecture or talk within my own field, provided the subject matter is familiar and the presentation straightforward and-clearly structured. [1.2000-CH edited] | I can follow a lecture or talk within my own field, if the subject matter is familiar and the presentation clearly structured. [1.2000-CH edited] |
| B1.2 | 5. LISTEN TO AUDIO | Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech. | I can understand the information in audio material on topics that interest me provided the it is spoken clearly in a standard accent. (New) | I can understand information in announcements and other recorded, factual texts, if they are delivered in clear standard speech. |
| B1.2 | 6. LISTEN TO TV | Can understand a large part of many TV programmes on topics of personal interest such as interviews, short lectures, and news reports when the delivery is relatively slow and clear. | I can follow many TV programmes on topics of personal or cultural interest broadcast in standard dialect. [29.2002-CERCLES] | I can follow TV programmes on topics of personal interest when people speak clearly. |

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| B1.2 | 7. READ FOR ORIENTATION | Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task. | I can take a quick look through simple, factual texts in magazines, brochures or on a website, and identify whether they contain information that might be of practical use to me. | I can look quickly through simple, factual texts in magazines, brochures or on a website, and identify information that might be of practical use to me. (Bergen edited) |
| B1.2 | 8. READ | Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension. (B1) | I can understand short texts on topical subjects or familiar subjects in which people give their opinions and points of view (for example comment columns in newspapers, viewpoints on a web discussion forum or readers' letters to the editor) | I can understand the main points in straightforward texts on subjects of personal or professional interest. |
| B1.2 | 9. READ INFO & ARGUMENT | Can identify the main conclusions in clearly signalled argumentative texts. | I can identify the main conclusions in clearly written texts which argue a point of view. [35.2002-ELC edited] | I can identify the main conclusions in texts which clearly argue a point of view. [35.2002-ELC edited] |
| B1.2 | 10. READ INSTRUCTION | | I can follow clear, written instructions (for example for a game, the use of a cosmetic or medicine or when using a piece of electronic equipment for the first time). | I can understand clear instructions, for example for a game, for the use of medicines or for installing computer software. |
| B1.2 | 11. READ LITERATURE | | | I can read simplified versions of novels, plus stories with a clear structure, with little use of a dictionary. |
| B1.2 | 12. READ CORRESPENCE | | | I can understand the main points in short, clear, formal letters relating to my personal and professional interests, provided I can use a dictionary. |
| B1.2 | 13. INFORMAL DISCUSSION | Can follow much of what is said around him/her on general topics provided interlocutors avoid very idiomatic usage and articulate clearly. | I can follow a lot of what is said around me, when people speak clearly and without using idioms and special expressions. [ECML/BERGEN edited] | I can follow much of what is said around me, when people speak clearly and don't speak too idiomatically. [ECML/BERGEN edited] |
| B1.2 | 14. INFORMAL DISCUSSION | | I can start up a conversation or disussion, help it to keep going, express my opinion and ask other people what they think. | I can start a conversation on topics that are familiar or of personal interest and can help to keep it going by by expressing and responding to suggestions, opinions, attitudes, advice, feelings. |

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|-------|----|--------------------------|--|--|---|
| B1.2 | 15 | INFORMAL DISCUSSION | Can express his/her thoughts about abstract or cultural topics such as music, films. Can explain why something is a problem. | I can talk about abstract things like films and music and describe my reactions to them. [ECML/BERGEN] | I can express my opinions on abstract topics like films and music, describe my reactions to them and ask other people what they think. [ECML/BERGEN] |
| B1.2 | 16 | INFORMAL DISCUSSION | Can compare and contrast alternatives, discussing what to do, where to go, who or which to choose etc. | I can compare and contrast alternatives, discuss what to do, where to go, which to choose, etc. (Eurocentres) | I can compare and contrast alternatives, discuss what to do, where to go, etc. (Eurocentres edited) |
| B1.2 | 17 | INFO EXCHANGE | Can describe how to do something, giving detailed instructions. | I can give detailed practical instructions on how to do something I know well, e.g. making food, looking after a pet. [ECML/BERGEN] | I can give practical instructions on how to do something, for example cooking, buying a ticket from a machine or using software. [ECML/BERGEN revised] |
| B1.2 | 18 | TRANSACTION | Can explain why something is a problem. | I can explain why something is a problem and comment on what other people think. [ECML/BERGEN] | I can explain why something is a problem. |
| B1.2 | 19 | TRANSACTION | | I can make an effective complaint in person (for example in a shop or hotel) because something is of poor quality or broken. | I can make an effective complaint, for example in a shop or hotel. |
| B1.2 | 20 | TELEPHONE | | | I can make routine telephone calls, e.g. to make or cancel an order, booking or appointment. |
| B1.2 | 21 | SPOKEN PRODUCTION | Can describe unpredictable occurrences - such as an accident in some detail. | I can give important details concerning an unexpected incident like an accident. | I can describe an incident or an accident, making the main points clear. |
| B1.2 | 22 | SPOKEN PRODUCTION | | I can clearly express my feelings about something that I have experienced and I can also give reasons to explain and justify those feelings. | I can express my feelings about something that I have experienced, and explain why I felt that way. |
| B1.2 | 23 | SPOKEN PRODUCTION - CASE | Can develop an argument well enough to be followed without difficulty most of the time. | I can develop an argument well enough to be followed without difficulty most of the time. [10.2001-IE/Auth] | I can develop an argument well enough to be followed without difficulty most of the time. [10.2001-IE/Auth] |

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| | 24 SPOKEN PRODUCTION - PRESENTATION | | | I can give a prepared presentation and answer clear questions. |
| B1.2 | 25 SPOKEN PRODUCTION - SUMMARISE | Can summarise, report and give his/her opinion about accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence. | I can summarize, report and give my opinion about accumulated factual information on familiar matters in my field with some confidence. [29.2002-CERCLES] | I can summarise non-routine information on familiar subjects from various sources and present it to others. [29.2002-CERCLES / Eurocentres edited] |
| B1.2 | 26 WRITE NOTE | Can take messages communicating enquiries, explaining problems. | I can take down messages communicating enquiries and factual information, explaining problems. [29.2002-CERCLES] | I can take down messages about enquiries, problems, etc. [29.2002-CERCLES edited] |
| B1.2 | 27 WRITE | Can write straightforward descriptions on a variety of familiar subjects within his/her field of interest. | I can give straightforward descriptions on a variety of familiar subjects related to my own fields of interest or study. [35.2002-ELC] | I can write about a variety of familiar subjects related to my own fields of interest well enough for others to follow my story or argument. |
| B1.2 | 28 WRITE | Can develop an argument well enough to be followed without difficulty most of the time. (Spoken) | I can develop an argument in writing well enough to be followed without difficulty most of the time. [10.2001-IE/Auth] | I can write about familiar topics, comparing and contrasting different opinions. |
| B1.2 | 29 WRITE | Can give detailed accounts of experiences, describing feelings and reactions. | | I can write a detailed description of an experience, dream or imaginary event, including my feelings and reactions. |
| B1.2 | 30 WRITE | | I can write letters expressing opinions and giving a detailed account of personal experiences and feelings. | I can write letters and emails expressing opinions and describing my experiences and feelings. |
| B1.2 | 31 WRITE | | I can write a standard formal letter of enquiry. (Eurocentres) | I can write standard formal letters relating to my field, following a template. |
| B1.2 | 32 STRATEGY - INTERACTION | Can intervene in a discussion on a familiar topic, using a suitable phrase to get the floor. | I can intervene in a discussion on a familiar topic, using a suitable phrase to do so. (New) | I can join in a discussion on a familiar topic, using a suitable phrase to do so. |

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| B1.2 | 33 | STRATEGY - INTERACTION Can summarise the point reached in a discussion and so help focus the talk. | I can sum up what has been said about something we are discussing. [ECML/BERGEN] | I can sum up what has been said in order to help the discussion to move forward. [ECML/BERGEN edited] |
| B1.2 | 34 | STRATEGY - COMPENSATION Can define the features of something concrete for which he/she can't remember the word. Can convey meaning by qualifying a word meaning something similar (e.g. a truck for people = bus). | | When I can't think of a word, I can explain what I mean with another word (e.g. a big car for transport things = truck). |
| B1.2 | 35 | STRATEGY - REPAIR | | I can repeat what I said in a different way if people do not understand me. |
| B1.2 | 36 | STRATEGY - REPAIR Can correct mix-ups with tenses or expressions which lead to misunderstandings provided the interlocutor indicates there is a problem. | | I can often correct my mistakes when people help me to see I made a mistake. |
| B1.2 | 37 | QUALITY - RANGE Has a sufficient range of language to describe unpredictable situations, explain the main points in an idea or problem with reasonable precision and express thoughts on abstract or cultural topics such as music and films. | | I have a sufficient range of language to describe unusual and predictable situations and to express my thoughts on abstract or cultural as well as everyday topics (such as music, films). |
| B1.2 | 38 | QUALITY - ACCURACY Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influences. | | I can communicate with reasonable accuracy in familiar contexts, though with noticeable influences from my mother tongue. |
| B1.2 | 39 | QUALITY - FLUENCY Can express him/herself with relative ease. Despite some problems with formulation resulting in pauses and 'cul-de-sacs', he/she is able to keep going effectively without help. | I can express myself relatively easily and can keep conversation going effectively without help, despite occasional pauses. (New) | I can express myself relatively easily when talking freely and keep the conversation going effectively without help, despite occasional pauses to plan and correct what I am saying. |
| B1.2 | 40 | QUALITY - PRECISION Can explain the main points in an idea or problem with reasonable precision. | I can explain the main points in an idea or problem. (New) | I can explain the main points relating to an idea, problem, or argument with reasonable precision. |
| B1.2 | 41 | QUALITY - COHERENCE | | I can use connecting words to link sentences into a coherent sequence, though there may be some "jumps". |
| B1.2 | 42 | QUALITY - SOCIOLINGUISTIC | | I can use uncomplicated language to interact in a wide range of situations in a neutral way. |

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| B1.1 | | | | | |
| B1.1 | 1. | LISTEN | Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives. | I can understand a short narrative well enough to be able to guess what may happen next. [7.2001-CZ/11-15] I can understand the main points of clear standard speech on familiar matters. (New) | I can understand the main points of clear standard speech on familiar, everyday subjects, provided there is an opportunity to get repetition or clarification sometimes. |
| B1.1 | 2. | LISTEN TO INTERLOCUTOR | Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect. | I can understand the main points of discussion on familiar topics in everyday situations when people speak clearly in standard dialect. [10.2001-IE/Auth] | I can understand the main points of discussion on familiar topics in everyday situations when people speak clearly, but I sometimes need help in understanding details. [10.2001-IE/Auth/ CML/BERGEN] |
| B1.1 | 3. | LISTEN TO INTERLOCUTOR | Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases. | I can follow the main points of what is said to me in everyday conversations, but I sometimes need help in understanding details. [ECML/BERGEN] | I can understand the main points of what is said to me in everyday conversations, but I sometimes need help in clarifying particular details. [ECML/BERGEN edited] |
| B1.1 | 4. | LISTEN TO ANNOUNCEMENTS | Can understand simple technical information, such as operating instructions for everyday equipment. | I can understand simple technical information, such as operating instructions for everyday equipment. [1.2000-CH] | I can understand simple technical information, such as operating instructions for familiar types of equipment. [1.2000-CH edited] |
| B1.1 | 5. | LISTEN TO LIVE AUDIENCE | Can follow in outline straightforward short talks on familiar topics provided these are delivered in clearly articulated standard speech. | I can understand the outline of clearly spoken, straightforward short talks on familiar topics. (New) | I can follow clearly spoken, straightforward short talks on familiar topics. |
| B1.1 | 6. | LISTEN TO TV | Can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear. | I can understand the main points in TV programmes on familiar topics when the delivery is relatively slow and clear. [1.2000-CH] | I can understand the main points in TV programmes on familiar topics when the delivery is relatively slow and clear. [1.2000-CH] |
| B1.1 | 7. | READ | Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension. | 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. [1.2000-CH] | I can understand the main points in straightforward factual texts on subjects of personal or professional interest well enough to talk about them afterwards. |

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|-------|-------------------------|---|---|--|
| B1.1 | 8. READ FOR ORIENTATION | Can find and understand relevant information in everyday material, such as letters, brochures and short official documents. | I can find and understand the most important information in short simple everyday information brochures.-[1.2000-CH edited] | I can find and understand the information I need in brochures, leaflets and other short texts relating to my interests.. [1.2000-CH edited] |
| B1.1 | 9. READ INFO & ARGUMENT | Can recognise significant points in straightforward newspaper articles on familiar subjects. | I can understand the main points in short newspaper and magazine articles about current and familiar topics. [1.2000-CH] | I can understand the main points in short newspaper and magazine articles about current and familiar topics. [1.2000-CH] |
| B1.1 | 10. READ INSTRUCTIONS | Can understand clearly written, straightforward instructions for a piece of equipment. | I can follow clear instructions, e.g. for a game, using equipment, making food or installing computer software. [ECML/BERGEN] | I can follow simple instructions, for example for a game, using familiar types of equipment or cooking a meal. [ECML/BERGEN] |
| B1.1 | 11. READ LITERATURE | | | I can understand simplified versions of novels, and follow the story line in short stories with a clear structure, with some effort and regular use of a dictionary. |
| B1.1 | 12. READ CORRESPONDENCE | Can understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen friend. | In private letters I can understand those parts dealing with events, feelings and wishes well enough to correspond regularly with a pen friend. [1.2000-CH] | I can understand private letters about events, feelings and wishes well enough to write back. [1.2000-CH edited] |
| B1.1 | 13. CONVERSATION | 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. | I can start, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. [1.2000-CH] | I can start, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. [1.2000-CH] |
| B1.1 | 14. CONVERSATION | Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to. | I can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what I would like to. [1.2000-CH] | I can maintain a conversation or discussion but others may have trouble at times understanding what I mean to say.. [1.2000-CH edited] |
| B1.1 | 15. CONVERSATION | Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference. | I can express and respond to feelings and attitudes like surprise, happiness, sadness, interest and disinterest. [ECML/BERGEN edited] | I can express and respond to feelings and attitudes like surprise, happiness, sadness, interest and disinterest. [ECML/BERGEN edited] |

EAQUALS BANK OF DESCRIPTORS - COMPARISON WITH CEFR DESCRIPTORS

| Level | Category | CEFR Descriptor | Portfolio Descriptors | EAQUALS 2008 Version (colours refer to stages in the drafting process) |
|-------|----------|--|---|--|
| B1.1 | 16 | INFORMAL DISCUSSION Can give or seek personal views and opinions in discussing topics of interest. | I can give or seek personal views and opinions in an informal discussion with friends. [1.2000-CH] | I can give or seek personal opinions in an informal discussion with friends, agreeing and disagreeing politely. [1.2000-CH] |
| B1.1 | 17 | INFORMAL DISCUSSION Can express belief, opinion, agreement and disagreement politely. | I can agree and disagree politely. [1.2000-CH] | |
| B1.1 | 18 | INFORMAL DISCUSSION Can make his/her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organise an event (e.g. an outing). | I can help to solve practical problems, e.g. when doing a project, saying what I think and asking others what they think. [ECML/BERGEN edited] | I can help to solve practical problems, saying what I think and asking others what they think. [ECML/BERGEN edited] |
| B1.1 | 19 | TRANSACTION Can deal with most transactions likely to arise whilst travelling, arranging travel or accommodation, or dealing with authorities during a foreign visit. | I can cope with unexpected things that could happen on holiday, e.g. needing a dentist or getting a bike repaired. [ECML/BERGEN] | I can manage unexpected things that could happen on holiday, e.g. needing a dentist or getting a bike repaired. [ECML/BERGEN] |
| B1.1 | 20 | TRANSACTION Can deal with most situations likely to arise when making travel arrangements through an agent or when actually travelling, e.g. asking passenger where to get off for an unfamiliar destination. | I can make making travel arrangements through an agent. (New) | I can make arrangements on the telephone or in person, e.g. booking flights, hotels, rental cars, restaurants, cinemas etc. |
| B1.1 | 21 | INFO EXCHANGE Can find out and pass on straightforward factual information. | I can find out and pass on straightforward factual information. (New) | I can find out and pass on uncomplicated factual information. |
| B1.1 | 22 | INFO EXCHANGE Can ask for and follow detailed directions. | I can ask for and follow detailed directions. [1.2000-CH] | I can ask for and follow detailed directions. [1.2000-CH] |
| B1.1 | 23 | TELEPHONE | I can maintain simple telephone conversations with people I know personally. | I can have simple telephone conversations with people I know. |
| B1.1 | 24 | SPOKEN PRODUCTION - DESCRIPTION Can give straightforward descriptions on a variety of familiar subjects within his/her field of interest. | I can give straightforward descriptions on a variety of familiar subjects related to my own fields of interest or study. [35.2002-ELC] | I can give descriptions on a variety of familiar subjects related to my interests. [35.2002-ELC edited] |

EAQUALS BANK OF DESCRIPTORS - COMPARISON WITH CEFR DESCRIPTORS

| Level | Category | CEFR Descriptor | Portfolio Descriptors | EQUALS 2008 Version (colours refer to stages in the drafting process) |
|-------|--------------------------------------|---|---|---|
| B1.1 | 25 SPOKEN PRODUCTION - DESCRIPTION | Can give detailed accounts of experiences, describing feelings and reactions. | I can talk in detail about my experiences, feelings and reactions. [7.2001-CZ/11-15] | I can talk in detail about my experiences, feelings and reactions. [7.2001-CZ/11-15] |
| B1.1 | 26 SPOKEN PRODUCTION - CASE | Can briefly give reasons and explanations for opinions, plans and actions. | I can briefly explain and justify my points of view. | I can briefly explain and justify my opinions. |
| B1.1 | 27 SPOKEN PRODUCTION - PRESENTATIONS | Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision. | I can give a short prepared presentation, without practising word for word, and answer clear questions. | I can give a short prepared presentation, on a very familiar area (e.g. "My country"), and answer clear questions. |
| B1.1 | 28 SPOKEN PRODUCTION - SUMMARISE | Can paraphrase short written passages in a simple fashion, using the original text wording and ordering. | I can paraphrase short written passages orally in a simple fashion, using the original text wording and ordering. [1.2000-CH] | I can relate the main content of short texts I have read. |
| B1.1 | 29 WRITTEN PRODUCTION | Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence. | I can express personal views and opinions in writing. [1.2000-CH] | I can express personal opinions in writing. [1.2000-CH edited] |
| B1.1 | 30 WRITTEN PRODUCTION | Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence. | I can write my CV in summary form. [1.2000-CH] | I can write short, comprehensible connected texts on familiar subjects. |
| B1.1 | 31 WRITING - CREATIVE | Can write a description of an event, a recent trip – real or imagined. | I can write simple texts about experiences or events, for example about a trip. [1.2000-CH] | I can write simple texts about experiences or events, for example about a trip, describing my feelings and reactions. [1.2000-CH edited] |

EAQUALS BANK OF DESCRIPTORS - COMPARISON WITH CEFR DESCRIPTORS

| Level | | Category | CEFR Descriptor | Portfolio Descriptors | EQUALS 2008 Version (colours refer to stages in the drafting process) |
|-------|----|------------------------|--|---|---|
| B1.1 | 32 | WRITING REPORTS | Can write very brief reports to a standard conventionalised format, which pass on routine factual information and state reasons for actions. | I can write very brief reports to a standard conventionalized format, which pass on routine factual information on matters relating to my field. [29.2002-CERCLES] | Working to a standard format, I can write very brief reports which pass on routine factual information on matters relating to my field. [29.2002-CERCLES edited] |
| B1.1 | 33 | WRITTEN CORRESPONDENCE | | | I can write a short formal letter asking for or giving simple information. |
| B1.1 | 34 | WRITE CORRESPONDENCE | Can write personal letters describing experiences, feelings and events in some detail. | I can write longer letters or e-mails to people I know, telling about what I think about things and how I feel. [ECML/BERGEN] | I can write emails, faxes or text messages to friends or colleagues, relating news and giving or asking for simple information. |
| B1.1 | 35 | STRATEGY - INTERACTION | Can ask someone to clarify or elaborate what they have just said. | I can ask someone to clarify or elaborate what they have just said. [1.2000-CH] | I can ask someone to clarify or elaborate what they have just said. [1.2000-CH] |
| B1.1 | 36 | STRATEGY - INTERACTION | Can repeat back part of what someone has said to confirm mutual understanding and help keep the development of ideas on course. Can invite others into the discussion. | I can repeat back part of what someone has said to confirm that we understand each other. [1.2000-CH] | I can repeat back part of what someone has said to confirm that we understand each other. [1.2000-CH] |
| B1.1 | 37 | STRATEGY - COMPENSATE | Can use a simple word meaning something similar to the concept he/she wants to convey and invites 'correction'. | When I can't think of the word I want, I can use a simple word meaning something similar and invite "correction". [1.2000-CH] | When I can't think of a word, I can use a word meaning something similar and invite "correction" from the person I am talking to. |
| B1.1 | 38 | STRATEGY - REPAIR | Can ask for confirmation that a form used is correct. | | I can ask for confirmation that a form is correct and correct some basic mistakes if I have time to do so. |

EAQUALS BANK OF DESCRIPTORS - COMPARISON WITH CEFR DESCRIPTORS

| Level | | Category | CEFR Descriptor | Portfolio Descriptors | EQUALS 2008 Version (colours refer to stages in the drafting process) |
|-------|----|---------------------------|--|---|--|
| B1.1 | 39 | QUALITY - RANGE | 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. | I know enough vocabulary to talk about my family, hobbies and interests, work, travel, news and current events. [New] | I know enough vocabulary to talk about my family, hobbies and interests, work, travel, news and current events. |
| B1.1 | 40 | QUALITY - FLUENCY | Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production. | 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. [1.2000-CH] | I can keep a conversation going, but sometimes have to pause to plan and correct what I am saying. [1.2000-CH edited] |
| B1.1 | 41 | QUALITY - PRECISION | Can convey simple, straightforward information of immediate relevance, getting across which point he/she feels is most important. | I can convey simple information of immediate relevance, getting across which point I feel is most important. [1.2000-CH] | When I explain something, I can make the other person understand the points that are most important to me. |
| B1.1 | 42 | QUALITY - ACCURACY | Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations. | I can express myself reasonably accurately in familiar, predictable situations. [1.2000-CH] | I can express myself reasonably accurately in familiar, predictable situations. [1.2000-CH] |
| B1.1 | 43 | QUALITY - COHERENCE | Can link a series of shorter, discrete simple elements into a connected, linear sequence of points. | | I can link a series of short phrases into a connected, sequence of points. |
| B1.1 | 44 | QUALITY - SOCIOLINGUISTIC | | | I can use simple expressions politely in a neutral way in everyday situations. |

EAQUALS BANK OF DESCRIPTORS - COMPARISON WITH CEFR DESCRIPTORS

| Level | Category | CEFR Descriptor | Portfolio Descriptors | EQUALS 2008 Version (colours refer to stages in the drafting process) |
|-------|----------------------------|---|--|---|
| A2.2 | | | | |
| A2.2 | 1. LISTEN | Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated. | | I can understand enough of what people say to be able to meet immediate needs, provided people speak slowly and clearly. |
| A2.2 | 2. LISTEN TO INTERLOCUTOR | Can generally understand clear, standard speech on familiar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time. | I can understand when people talk to me about everyday things, as long as I can ask for help. [ECML/BERGEN] | I can understand when people talk to me about everyday things, as long as I can ask for help. [ECML/BERGEN] |
| A2.2 | 3. LISTEN TO INTERLOCUTOR | Can generally identify the topic of discussion around him/her, when it is conducted slowly and clearly. | I can generally identify the topic of discussion around me when people speak slowly and clearly. [1.2000-CH] | I can generally identify changes in the topic of discussion around me when people speak slowly and clearly. [1.2000-CH] |
| A2.2 | 4. LISTEN TO INTERLOCUTOR | | I can understand how to get somewhere by bus or train if the route I should take is explained to me slowly and clearly. | I can understand how to get somewhere by bus or train if the route is explained to me slowly and clearly. |
| A2.2 | 1. LISTEN TO LIVE AUDIENCE | <i>No Descriptor Available</i> | I can understand short, simple stories when told clearly and slowly. [ECML/BERGEN] | I can understand short, simple stories when told clearly and slowly. [ECML/BERGEN] |
| A2.2 | 5. LISTEN TO TV | Can identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary. | I can follow the main points in a TV news bulletin, if people talk slowly and clearly, provided that I know something about the subject. | I can follow the main points of TV news, if people talk slowly and clearly, if I am familiar with the subject and if the TV pictures help me to understand the story. |
| A2.2 | 6. READ | Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language. | | I can understand short, simple texts on familiar subjects, which consist of high-frequency, everyday or job-related language. |

EAQUALS BANK OF DESCRIPTORS - COMPARISON WITH CEFR DESCRIPTORS

| Level | Category | CEFR Descriptor | Portfolio Descriptors | EQUALS 2008 Version (colours refer to stages in the drafting process) |
|-------|-------------------------|--|---|--|
| A2.2 | 7. READ | Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language. | I can understand short narratives about everyday things dealing with topics which are familiar to me if the text is written in simple language. [1.2000-CH] | I can understand short everyday stories about familiar subjects if the text is written in simple language. [1.2000-CH] |
| A2.2 | 8. READ FOR ORIENTATION | Can locate specific information in lists and isolate the information required (e.g. use the 'Yellow Pages' to find a service or tradesman). | 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). [1.2000-CH] | I can use telephone directories and other reference books to find what I want and understand the most important pieces of information, for example price, size (apartments), power (cars, computers). [1.2000-CH edited] |
| A2.2 | 9. READ INFO & ARGUMENT | Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events. | I can identify key information in short newspaper/magazine reports recounting stories or events, especially when they are illustrated.. [29.2002-CERCLES] | I can understand the main points in short newspaper / magazine stories, especially when they are illustrated.. [29.2002-CERCLES edited] |
| A2.2 | 10. READ INSTRUCTIONS | Can understand regulations, for example safety, when expressed in simple language. | I can understand regulations when expressed in simple language (e.g., safety, attendance at lectures). [29.2002-CERCLES] | I can understand instructions expressed in simple language ((for example public telephones, public transport ticket machines, safety information, directions). [29.2002-CERCLES] |
| A2.2 | 11. READ CORRESPONDENCE | Can understand basic types of standard routine letters and faxes (enquiries, orders, letters of confirmation etc.) on familiar topics. | 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. [1.2000-CH] | I can understand simple texts, emails and letters from friends or colleagues, for example saying when we should meet for lunch/dinner or asking me to be at work early. [1.2000-CH] |
| A2.2 | 12. SPOKEN INTERACTION | | I can ask and answer simple questions about familiar topics (e.g., weather, hobbies, pets, music, sport). [10.2001-IE/Auth] | |
| A2.2 | 13. CONVERSATION | Can participate in short conversations in routine contexts on topics of interest. | I can have short conversations with friends about things that interest us if I can get help when I need it. [ECML/BERGEN] | I can have short conversations with friends, and ask and answer simple questions about familiar topics (e.g., weather, hobbies, pets, music, sport). [ECML/BERGEN / 10.2001-IE/Auth] |

EAQUALS BANK OF DESCRIPTORS - COMPARISON WITH CEFR DESCRIPTORS

| Level | Category | CEFR Descriptor | Portfolio Descriptors | EQUALS 2008 Version (colours refer to stages in the drafting process) |
|-------|----------|---|---|--|
| A2.2 | 14 | INFORMAL DISCUSSION Can discuss what to do in the evening, at the weekend. | I can discuss different things to do, places to go etc. [ECML/BERGEN] | I can discuss different things to do, places to go etc. [ECML/BERGEN] |
| A2.2 | 15 | INFORMAL DISCUSSION | I can ask for and give opinions in a simple way. (Eurocentres) | I can ask for and give opinions and agree or disagree in a simple way. [Eurocentres / ECML/BERGEN] |
| A2.2 | 16 | INFORMAL DISCUSSION Can agree and disagree with others. | I can agree or disagree with someone. [ECML/BERGEN] | |
| A2.2 | 17 | TRANSACTION Can deal with common aspects of everyday living such as travel, lodgings, eating and shopping. | I can handle most typical tourist situations, e.g. buying, eating out and checking travel times. [ECML/BERGEN] | I can handle most everyday situations, e.g. shopping, eating out and checking travel times. [ECML/BERGEN] |
| A2.2 | 18 | TRANSACTION Can get all the information needed from a tourist office, as long as it is of a straightforward, nonspecialised nature. | I can get simple information about travel., , buying tickets and finding out and passing on information on places, times, costs etc. [1.2000-CH] | I can get simple information about travel, buying tickets and finding out and passing on information on places, times, costs etc. [1.2000-CH] |
| A2.2 | 19 | INFO EXCHANGE Can ask and answer questions about pastimes and past activities. | I can ask and answer simple questions about things that have happened (e.g., yesterday, last week, last year). [10.2001-IE/Auth] | I can ask and answer simple questions about things in the past. (e.g., yesterday, last week, last year). [10.2001-IE/Auth] |
| A2.2 | 20 | INFO EXCHANGE Can give and follow simple directions and instructions, e.g. explain how to get somewhere. | I can give and follow simple directions and instructions, e.g. explain how to get somewhere. | I can give and follow simple directions and instructions, e.g. explain how to get somewhere. |
| A2.2 | 21 | TELEPHONE | | I can ring friends to exchange news, discuss plans and arrange to meet. |
| A2.2 | 22 | SPOKEN PRODUCTION - DESCRIPTION Can describe everyday aspects of his/her environment e.g. people, places, a job or study experience. | I can describe places I like (for example towns, holiday resorts). and I can briefly explain why. (MP62) | I can describe places I like (for example towns, holiday resorts) (MP62 edited) |
| A2.2 | 23 | SPOKEN PRODUCTION - DESCRIPTION Can describe everyday aspects of his/her environment e.g. people, places, a job or study experience. | | I can describe, a job or a study experience. |

EAQUALS BANK OF DESCRIPTORS - COMPARISON WITH CEFR DESCRIPTORS

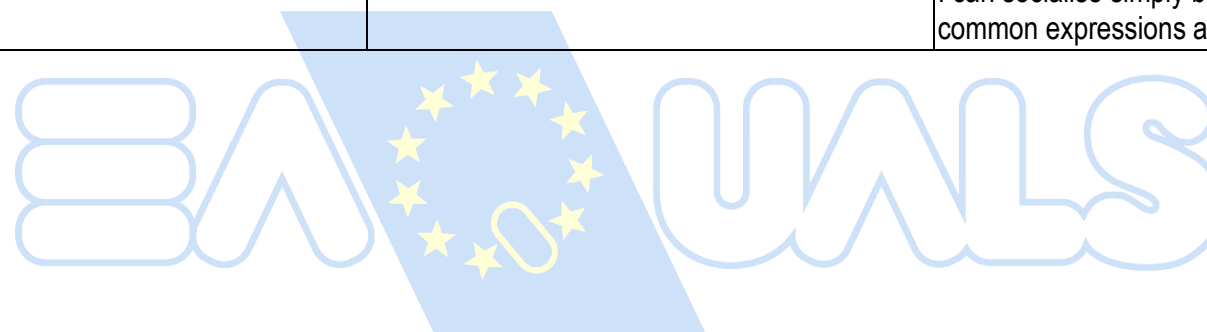
| Level | | Category | CEFR Descriptor | Portfolio Descriptors | EQUALS 2008 Version (colours refer to stages in the drafting process) |
|-------|----|----------------------------------|--|---|--|
| A2.2 | 24 | SPOKEN PRODUCTION - DESCRIPTION | Can describe plans and arrangements, habits and routines, past activities and personal experiences. | I can say what I usually do at home, in school , in my free time. [split] | I can say what I usually do at home, at work, in my free time. |
| A2.2 | 25 | SPOKEN PRODUCTION - DESCRIPTION | Can describe plans and arrangements, habits and routines, past activities and personal experiences. | I can describe plans, arrangements and alternatives. [split] | I can describe plans, arrangements and alternatives. |
| A2.2 | 26 | SPOKEN PRODUCTION - DESCRIPTION | Can describe plans and arrangements, habits and routines, past activities and personal experiences. | I can describe past activities and personal experiences (e.g., what I did at the weekend). [10.2001-IE/Auth] | I can describe past activities, events and personal experiences (e.g., what I did at the weekend, on holiday). [10.2001-IE/Auth] |
| A2.2 | 27 | SPOKEN PRODUCTION - CASE | | | If I have time to prepare, I can briefly explain and give reasons for my actions and plans. |
| A2.2 | 28 | SPOKEN PRODUCTION - PRESENTATION | | | I can briefly present a country, a sports team, a band, etc. to listeners. |
| A2.2 | 29 | SPOKEN PRODUCTION - SUMMARISE | | | I can summarise simple stories I have read, relying on the language used in the story. |
| A2.2 | 30 | WRITING - CREATIVE | Can write about everyday aspects of his/her environment, e.g. people, places, a job or study experience in linked sentences. | I can write about aspects of my everyday life in simple phrases and sentences (people, places, job, school, family, hobbies). [1.2000-CH] | I can write about my everyday life in simple sentences (people, places, job, school, family, hobbies, etc.). [1.2000-CH] |
| A2.2 | 31 | WRITING - CREATIVE | Can write very short, basic descriptions of events, past activities and personal experiences. | I can write very short basic descriptions of past activities and personal experiences [29.2002-CERCLES] | I can write very short, basic descriptions of past activities and personal experiences, for example a recent holiday. [29.2002-CERCLES edited] |
| A2.2 | 32 | WRITING - CREATIVE | Can write very short, basic descriptions of events, past activities and personal experiences. | I can write a short description of an event. [7.2001-CZ/11-15] | I can write a short description of an event. [7.2001-CZ/11-15] |
| A2.2 | 33 | WRITING REPORTS | | | I can complete a simple questionnaire or standardized report form using short sentences. |

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| Level | Category | CEFR Descriptor | Portfolio Descriptors | EQUALS 2008 Version (colours refer to stages in the drafting process) |
|-------|----------------------------|---|---|--|
| A2.2 | 34 WRITE CORRESPONDENCE | Can write very simple personal letters expressing thanks and apology. | I can inform friends in writing about problems that often occur, for example that I will arrive later than expected, that I won't be able to come or that I am ill. | I can write messages, short letters and emails making arrangements or giving reasons for changing them. |
| A2.2 | 35 WRITE CORRESPOND | Can write very simple personal letters expressing thanks and apology. | I can write short letters or e-mails, telling about everyday things to people I know well. [ECML/BERGEN] | I can write short letters or e-mails, telling about everyday things to people I know well. [ECML/BERGEN] |
| A2.2 | 36 STRATEGY - INTERACTION | Can use simple techniques to start, maintain, or end a short conversation. | I can start, maintain, or end a short conversation in a simple way. | I can start, maintain, or end a short conversation in a simple way. |
| A2.2 | 37 STRATEGY - INTERACTION | Can ask very simply for repetition when he/she does not understand. | I can very simply ask somebody to repeat what they said. [1.2000-CH] | I can ask somebody to repeat what they said in a simpler way. [1.2000-CH edited] |
| A2.2 | 38 STRATEGY - COMPENSATION | Can use an inadequate word from his repertoire and use gesture to clarify what he/she wants to say. | | When I can't think of a word, I can use a "wrong" or simpler word and ask for help. |
| A2.2 | 39 STRATEGY - REPAIR | | | I can often correct basic mistakes in simple structures I have learnt, if I have time and a little help. |
| A2.2 | 40 QUALITY - RANGE | Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics, though he/she will generally have to compromise the message and search for words. | | I know enough vocabulary for familiar everyday situations and topics, but I need to search for the words and sometimes must simplify what I say. |
| A2.2 | 41 QUALITY - PRECISION | | | I can generally communicate the main points of what I want to say, though I sometimes have to simplify it. |
| A2.2 | 42 QUALITY - FLUENCY | Can make him/herself understood in short contributions even though pauses, false starts and reformulations are very evident. | | I can participate in a longer conversation about familiar topics, but I often need to stop and think or start again in a different way. |

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| Level | Category | CEFR Descriptor | Portfolio Descriptors | EQUALS 2008 Version (colours refer to stages in the drafting process) |
|-------|----------|---|---|---|
| A2.2 | 43 | QUALITY - LINKING Can 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. | I can use the most important connecting words to indicate the chronological order of events (first, then, after, later). [1.2000-CH] | I can use the most important connecting words to tell a story (for example, first, then, after, later). [1.2000-CH edited] |
| A2.2 | 44 | QUALITY - ACCURACY Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. | I can use some simple structures correctly. [1.2000-CH] | I can use some simple structures correctly in common everyday situations. [1.2000-CH edited] |
| A2.2 | 45 | QUALITY - SOCIOLINGUISTIC | | I can socialise simply but effectively using the simplest common expressions and routines. |



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| Level | | Category | CEFR Descriptor | Portfolio Descriptors | EQUALS 2008 Version (colours refer to stages in the drafting process) |
|-------|----|-------------------------|--|--|---|
| A2.1 | | | | | |
| A2.2 | 1. | LISTEN | Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated. | | I can understand enough of what people say to be able to meet immediate needs, provided people speak slowly and clearly. |
| A2.1 | 2. | LISTEN | Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated. | I can understand basic information about people, their family, home, work and hobbies. [7.2001-CZ/11-15] | I can understand simple information and questions about family, people, homes, work and hobbies. [7.2001-CZ/11-15 edited] |
| A2.1 | 3. | LISTEN TO INTERLOCUTOR | Can understand what is said clearly, slowly and directly to him/her in simple everyday conversation; can be made to understand, if the speaker can take the trouble. | I can understand what is said clearly, slowly and directly to me in simple everyday conversation if I get help from the speaker. [1.2000-CH] | I can understand what people say to me in simple everyday conversation, if they speak clearly and slowly and give me help. [1.2000-CH edited] |
| A2.1 | 4. | LISTEN TO DISCUSSION | | | I can understand short conversations about family, hobbies and daily life, provided that people speak slowly and clearly. |
| A2.1 | 5. | LISTEN TO ANNOUNCEMENTS | Can catch the main point in short, clear, simple messages and announcements. | I can understand short, clear and simple messages I can hear at the airport/railway station etc., like "The train to London leaves at 4:30". [ECML/BERGEN] [split] | I can understand short, clear and simple messages at the airport, railway station etc. For example: "The train to London leaves at 4:30". ECML/BERGEN edited] |
| A2.1 | 6. | LISTEN TO AUDIO | | I can identify the main information in weather forecast, concert announcements or sports results, provided that people talk very clearly. | I can understand the main information in announcements if people talk very clearly. For example: weather reports, sports results, etc |
| A2.1 | 7. | LISTEN TO TV | Can follow changes of topic of factual TV news items, and form an idea of the main content. | I can follow changes of topic in factual TV news items and form an idea of the main content. [29.2002-CERCLES] | I can follow changes of topic in TV news reports and understand the main information. [29.2002-CERCLES edited] |

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| Level | | Category | CEFR Descriptor | Portfolio Descriptors | EQUALS 2008 Version (colours refer to stages in the drafting process) |
|-------|----|----------------------|---|--|--|
| A2.1 | 8. | READ | Can understand short, simple texts containing the highest frequency vocabulary including a proportion of shared international vocabulary items. | | I can understand short, simple texts containing familiar vocabulary including international words. |
| A2.1 | 9. | READ FOR ORIENTATION | Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables. | I can find the most important information on leisure time activities, exhibitions, etc. in information leaflets. [1.2000-CH] | I can find the most important information in advertisements, information leaflets, webpages, catalogues, timetables etc. [1.2000-CH edited] |
| A2.1 | 10 | READ INFO & ARGUMENT | | I can understand the main points in short, simple news items on subjects like sport and famous people. | I can understand the main points in short, simple news items and descriptions if I already know something about the subject. For example: news about sport or famous people. |
| A2.1 | 11 | READ INFO & ARGUMENT | | I can more or less understand what is happening in a simple story. | I can understand the main points in short, simple, everyday stories, especially if there is visual support. |
| A2.1 | 12 | READ INSTRUCTIONS | Can understand simple instructions on equipment encountered in everyday life – such as a public telephone. | I can follow clear, step-by-step instructions, e.g. for using a telephone, taking out cash or buying a drink from a machine. [ECML/BERGEN] | I can understand clear instructions. For example: how to use a telephone, a cash machine or a drinks machine. [ECML/BERGEN edited] |
| A2.1 | 13 | READ LITERATURE | | | I can understand the main points in short, simple, everyday stories, especially if there is visual support. |
| A2.1 | 14 | READ CORRESPONDENCE | Can understand short simple personal letters. | I can understand short simple messages from people who share my interests (e-mails, webchats, postcards or short letters from pen-friends). [ECML/BERGEN] | I can understand short simple messages from friends. For example: e-mails, webchats, postcards or short letters. [ECML/BERGEN edited] |
| A2.1 | 15 | CONVERSATION | | | I can ask people how they feel in different situations, for example: “Are you hungry?” or “Are you ok?” I can say how I feel. |

EAQUALS BANK OF DESCRIPTORS - COMPARISON WITH CEFR DESCRIPTORS

| Level | | Category | CEFR Descriptor | Portfolio Descriptors | EQUALS 2008 Version (colours refer to stages in the drafting process) |
|-------|----|---------------------|--|--|--|
| A2.1 | 16 | CONVERSATION | | I can ask other people questions concerning their home or the country they come from. | I can ask and answer simple questions about home and country, work and free time, likes and dislikes. |
| A2.1 | 17 | CONVERSATION | Can make and respond to invitations, suggestions and apologies. | I can make and respond to invitations. [split] | I can make and accept invitations, or refuse invitations politely. [1.2000-CH edited] |
| A2.1 | 18 | CONVERSATION | Can make and respond to invitations, suggestions and apologies. | I can make and accept apologies. [1.2000-CH] | I can make and accept apologies. [1.2000-CH] |
| A2.1 | 19 | CONVERSATION | | I can ask simple questions about an event, for example where and when a party took place, who was at the party and what it was like. | I can ask and answer simple questions about a past event. For example the time and place of a party, who was at the party and what happened there. |
| A2.1 | 20 | INFORMAL DISCUSSION | Can discuss what to do, where to go and make arrangements to meet. | I can discuss with other people what to do, where to go and make arrangements to meet. [1.2000-CH] | I can discuss plans with other people. For example: what to do, where to go and when to meet. 1.2000-CH] |
| A2.1 | 21 | INFO EXCHANGE | Can ask for and give directions referring to a map or plan. | I can ask for and give directions referring to a map or plan. [1.2000-CH] | I can ask for and give directions using a map or plan. [1.2000-CH] |
| A2.1 | 22 | TRANSACTION | Can deal with common aspects of everyday living such as travel, lodgings, eating and shopping. | I can order something to eat or drink. [1.2000-CH] | I can communicate in everyday situations, for example: ordering food and drink, shopping or using post offices and banks. |
| A2.1 | 23 | TRANSACTION | Can get simple information about travel, use public transport: buses, trains, and taxis, ask and give directions, and buy tickets. | I can use public transport : buses, trains, and taxis, ask for basic information and buy tickets. [1.2000-CH] | I can use buses, trains and taxis, ask for basic information about travel and buy tickets. [1.2000-CH edited] |
| A2.1 | 24 | TELEPHONE | | I can have a short telephone conversation, which I have prepared in advance, with people I know – for example to arrange to meet them. | I can have a short telephone conversation with people I know if I have time to prepare first. For example to arrange to meet them |

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| Level | | Category | CEFR Descriptor | Portfolio Descriptors | EQUALS 2008 Version (colours refer to stages in the drafting process) |
|-------|----|---------------------------------|---|--|--|
| A2.1 | 25 | TELEPHONE | | | I can use standard phrases to answer the phone, exchange simple information, and have a short telephone conversation with someone I know. For example to arrange to meet them. |
| A2.1 | 26 | SPOKEN PRODUCTION - DESCRIPTION | Can describe his/her family, living conditions, educational background, present or most recent job. | I can describe myself, my family and other people. [split] | I can describe myself, my family and other people. [split] |
| A2.1 | 27 | SPOKEN PRODUCTION - DESCRIPTION | Can describe his/her family, living conditions, educational background, present or most recent job. | I can describe my education, my present or last job. (Eurocentres) | I can describe my education, my present or last job. (Eurocentres) |
| A2.1 | 28 | SPOKEN PRODUCTION - DESCRIPTION | Can describe people, places and possessions in simple terms. | I can describe my hobbies and interests in a simple way. | I can describe my hobbies and interests. |
| A2.1 | 29 | SPOKEN PRODUCTION - DESCRIPTION | Can describe people, places and possessions in simple terms. | I can describe my home and where I live. [29.2002-CERCLES] | I can describe my home and where I live. [29.2002-CERCLES] |
| A2.1 | 30 | SPOKEN PRODUCTION - DESCRIPTION | | I can describe what I did at the weekend or on my last holiday. (Eurocentres) | I can describe what I did at the weekend or on my last holiday. (Eurocentres) |
| A2.1 | 31 | SPOKEN PRODUCTION - DESCRIPTION | | I can briefly talk about what I plan to do at the weekend or on my next holiday. | I can talk about my plans for the weekend or on my next holiday. |
| A2.2 | 2. | SPOKEN PRODUCTION CASE | Can explain what he/she likes or dislikes about something. | I can explain what I like or dislike about something. | I can explain why I like or dislike something. |
| A2.1 | 32 | SPOKEN PRODUCTION PRESENTATION | Can describe people, places and possessions in simple terms. | I can talk about something I know well (a country, a sports team, a band), provided I can prepare it in advance. | If I have time to prepare, I can give basic information about something I know well. For example: a country, a sports team, a band, etc. |

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| Level | | Category | CEFR Descriptor | Portfolio Descriptors | EQUALS 2008 Version (colours refer to stages in the drafting process) |
|-------|----|-------------------------|---|---|---|
| A2.1 | 33 | WRITING - CREATIVE | Can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job. | I can briefly introduce myself in a letter with simple phrases and sentences (family, school, job, hobbies). [1.2000-CH] | I can write about myself using simple language. For example: information about my family, school, job, hobbies, etc [1.2000-CH edited] |
| A2.1 | 34 | WRITING - CREATIVE | Can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job. | I can write short texts about myself or things and people I know well. [ECML/BERGEN] | I can write about things and people I know well using simple language. For example: descriptions of friends, what happened during the day, |
| A2.1 | 35 | WRITE NOTE | Can write short, simple notes and messages relating to matters in areas of immediate need. | I can fill in a questionnaire giving an account of my educational background, my job, my interests and my specific skills. [1.2000-CH] | I can complete a questionnaire with information about my educational background, my job, my interests and my skills. [1.2000-CH edited] |
| A2.1 | 36 | WRITE CORRESPONDENCE | Can write short, simple formulaic notes relating to matters in areas of immediate need. | I can text an invitation (for example to a party) and reply to an invitation, cancel or change an appointment. | I can write a simple message, for example to make or change an invitation or an appointment to meet. |
| A2.1 | 37 | WRITE CORRESPONDENCE | Can write a short simple postcard. | I can write a short message (for example a text message) to friends to inform them of something or to ask them a question. (Sc09) | I can write a short message to friends to give them personal news or to ask them a question. For example: a text message or a postcard. |
| A2.1 | 38 | STRATEGY - INTERACTION | Can ask for attention. | I can ask for attention. [1.2000-CH] | I can start a conversation. |
| A2.1 | 39 | STRATEGY - INTERACTION | Can say he/she didn't follow | I can say when I don't understand. [1.2000-CH] | I can say what I don't understand and ask the person simply to explain. [1.2000-CH edited] |
| A2.1 | 40 | STRATEGY - COMPENSATION | Can identify what he/she means by pointing to it (e.g. "I'd like this, please). | | When I can't think of a word in a shop, I can point to something and ask for help. |
| A2.1 | 41 | STRATEGY - REPAIR | | | I can check written sentences to look for mistakes (e.g. subject-verb agreement; pronoun and article agreement). |

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| Level | | Category | CEFR Descriptor | Portfolio Descriptors | EAQUALS 2008 Version (colours refer to stages in the drafting process) |
|-------|----|---------------------------|---|---|---|
| A2.1 | 42 | QUALITY - RANGE | Has a sufficient vocabulary for the expression of basic communicative needs. | I have a sufficient vocabulary for coping with simple everyday situations. [1.2000-CH] | I have a enough vocabulary to communicate in simple everyday situations. [1.2000-CH edietd] |
| A2.1 | 43 | QUALITY - PRECISION | | | I can communicate what I want to say in a simple and direct exchange of limited information; in other situations I generally have to compromise the message. |
| A2.1 | 44 | QUALITY - LINKING | Can link groups of words with simple connectors like 'and', 'but' and 'because'. | I can link groups of words with simple connectors like "and", "but" and "because". [1.2000-CH] | I can link ideas with simple connectors. For example: "and", "but" and "because". [1.2000-CH edietd] |
| A2.1 | 45 | QUALITY - FLUENCY | Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident. | | I can make myself understood with short simple phrases, but I often need to stop, try with different words – or repeat more clearly what I said. |
| A2.1 | 46 | QUALITY - ACCURACY | Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. | I can use some simple structures correctly. [1.2000-CH] | I can use correctly simple phrases I have learnt for specific situations, but I often make basic mistakes – for example mixing up tenses and forgetting to use the right endings. |
| A2.1 | 47 | QUALITY - SOCIOLINGUISTIC | | | I talk to people politely in short social exchanges, using everyday forms of greeting and address. |

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| Level | Category | CEFR Descriptor | Portfolio Descriptors | EQUALS 2008 Version (colours refer to stages in the drafting process) |
|-------|---------------------------|--|---|---|
| A1.2 | | | | |
| A1.2 | 1. LISTEN | Can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning. | I can understand people if they use simple words and if they speak slowly and clearly with long pauses (New) | I can understand people if they speak very slowly and clearly about simple everyday topics. |
| A1.2 | 2. LISTEN | | I can understand simple questions about myself, my family, school, hobbies or my surroundings when people speak slowly and clearly. | I can understand very simple questions about myself, my abilities, my family, school, or hobbies, when people speak very slowly and clearly. |
| A1.2 | 3. LISTEN | | I can understand when people are talking about themselves and their families if they speak very slowly and clearly, using simple words. | I can understand when people are talking about themselves and their families if they speak very slowly and clearly, using simple words. |
| A1.2 | 4. LISTEN | | I can understand what people are saying about the colour and size of cars, houses, etc | I can understand people describing objects and possessions (e.g. colour and size). |
| A1.2 | 5. LISTEN TO INTERLOCUTOR | | I can understand short conversations about family, hobbies and daily life, provided that people speak slowly and clearly. | I can understand people talking about themselves (e.g. their jobs and nationalities)provided that they speak very slowly and clearly. |
| A1.2 | 6. LISTEN TO INTERLOCUTOR | Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. | I can understand questions and instructions addressed carefully and slowly to me and follow short, simple directions. [1.2000-CH] | I can understand questions and instructions addressed carefully and slowly to me. [1.2000-CH edited] |
| A1.2 | 7. LISTEN TO INTERLOCUTOR | | In a shop I can understand the price of an article, if the salesperson helps me understand. | In a shop I can understand the price of an article, if the salesperson helps me understand. |
| A1.2 | 8. LISTEN TO INTERLOCUTOR | Can understand simple directions relating to how to get from X to Y, by foot or public transport. | I can understand simple directions how to get from X to Y, on foot or by public transport. [1.2000-CH] | I can understand simple directions how to get from X to Y, on foot or by public transport, provided that people speak very slowly and very clearly. [1.2000-CH] |

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| Level | | Category | CEFR Descriptor | Portfolio Descriptors | EQUALS 2008 Version (colours refer to stages in the drafting process) |
|-------|----|-------------------------|--|---|---|
| A1.2 | 9. | LISTEN TO ANNOUNCEMENTS | Can understand instructions addressed carefully and slowly to him/her and follow short, simple directions. | I can understand questions and instructions given to me in clear, slow speech. [split] [ECML/BERGEN] | I can understand instructions given to me in clear, slow speech. [split] [ECML/BERGEN] |
| A1.2 | 10 | LISTEN TO ANNOUNCEMENTS | Can understand instructions addressed carefully and slowly to him/her and follow short, simple directions. | I can understand figures, prices and times given in clear announcements, for example at a railway station or in a shop. | I can understand figures, prices and times given in clear announcements, for example at a railway station or in a shop. |
| A1.2 | 11 | READ | Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and reading as required. | | I can very slowly read very short, simple texts by understanding familiar names, words and basic phrases. |
| A1.2 | 12 | READ FOR ORIENTATION | Can recognise familiar names, words and very basic phrases on simple notices in the most common everyday situations. | I can find basic information in posters and adverts, such as where a film is on, when it starts and what it costs. | I can find basic information in posters, adverts or catalogues. |
| A1.2 | 13 | READ INFO & ARGUMENT | Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support. | I can understand information about people (place of residence, age, etc.) in newspapers. [1.2000-CH] | I can understand information about people (place of residence, age, etc.) in a text if there is visual support. [1.2000-CH edited] |
| A1.2 | 14 | READ INFO & ARGUMENT | Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support. | I can understand the main points in short stories accompanied by simple pictures that help me to guess many things. | I can understand the main points in short stories if there is visual support that help me to guess many things. |
| A1.2 | 15 | READ INSTRUCTIONS | Can follow short, simple written directions (e.g. to go from X to Y). | I can follow short simple written directions (e.g. how to go from X to Y). [1.2000-CH] | I can follow short simple written directions (e.g. how to go from X to Y). [1.2000-CH] |
| A1.2 | 16 | READ CORRESPONDENCE | Can understand short, simple messages on postcards. | I can understand short simple greetings and messages e.g. on birthday cards, party invitations or in SMS phone messages. [ECML/BERGEN] | I can understand short simple greetings and messages e.g. on birthday cards, party invitations or in SMS phone messages. [ECML/BERGEN] |
| A1.2 | 17 | CONVERSATION | Can ask how people are and react to news. | I can ask how people are and react to news. [1.2000-CH] | I can ask how people are and react to news. [1.2000-CH] |

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| Level | Category | CEFR Descriptor | Portfolio Descriptors | EQUALS 2008 Version (colours refer to stages in the drafting process) |
|-------|----------|---------------------------------|--|--|
| | 18 | CONVERSATION | | I can ask and answer simple questions and respond to simple statements, on very familiar topics (e.g., family, student life), if I can get help. |
| A1.2 | 19 | INFORMAL DISCUSSION | Can ask people for things, and give people things. | I can ask people for things and give people things. [1.2000-CH] |
| A1.2 | 20 | INFO EXCHANGE | | I can describe the colour of clothes or other familiar objects and I can ask the colour of an object (for example the colour of someone's new car). |
| A1.2 | 21 | INFO EXCHANGE | Can indicate time by such phrases as next week, last Friday, in November, three o'clock. | I can indicate time by such phrases as "next week", "last Friday", "in November", "three o'clock". [1.2000-CH] |
| A1.2 | 22 | INFO EXCHANGE | | I can ask where to find a book or other familiar objects and can also answer such questions. |
| A1.2 | 23 | TRANSACTION | | I can ask simply for directions ("Where is the bank?". (Eurocentres) |
| A1.2 | 24 | TELEPHONE | | I can understand simple phone messages, e.g. 'We're arriving tomorrow at half past four'. |
| A1.2 | 25 | TELEPHONE | | On the phone I can provide basic, prepared information, e.g. my name, address, telephone number, my request. |
| A1.2 | 26 | SPOKEN PRODUCTION - DESCRIPTION | Can describe him/herself, what he/she does and where he/she lives. | I can introduce myself very briefly, for example say my name, where I come from and what I do. |
| A1.2 | 27 | SPOKEN PRODUCTION - DESCRIPTION | Can describe him/herself, what he/she does and where he/she lives. | I can describe my family. I can give some basic information about my family, for example who the members of my family are, how old they are and what they do. |

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|-------|----|---------------------------------|---|---|--|
| A1.2 | 28 | SPOKEN PRODUCTION - DESCRIPTION | Can describe him/herself, what he/she does and where he/she lives. | I can describe where I live. | I can describe where I live. |
| A1.2 | 29 | SPOKEN PRODUCTION - DESCRIPTION | | I can tell other people what I like and what I don't like (for example with regard to sports, music, school, colours) | I can describe what I like and what I don't like (for example with regard to sports, music, school, colours) |
| A1.2 | 30 | SPOKEN PRODUCTION - DESCRIPTION | | I can use simple words to describe things, (for example a car: the colour, the make, whether it is big or small ...). | I can use simple words to describe something, (for example its size, shape or colour). |
| A1.2 | 31 | SPOKEN PRODUCTION - DESCRIPTION | | I can use simple words to describe things, (for example a car: the colour, the make, whether it is big or small ...). | I can describe what I can do and can't do and what other people or animals can or can't do. |
| A1.2 | 32 | WRITING CREATIVE | Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do. | I can write sentences and simple phrases about myself, for example where I live and what I do. [1.2000-CH] | I can write simple sentences about myself, for example where I live and what I do. [1.2000-CH] |
| A1.2 | 33 | WRITE CORRESPONDENCE | Can write a short simple postcard. | I can write a simple postcard (for example with holiday greetings) [1.2000-CH] | I can write a simple postcard (for example where I am, how the weather is and my feelings about my holiday). [1.2000-CH edited] |
| A1.2 | 34 | WRITE NOTE | Can write numbers and dates, own name, nationality, address, age, date of birth or arrival in the country, etc. such as on a hotel registration form. | I can fill in a questionnaire with my personal details (job, age, address, hobbies). [1.2000-CH] | I can complete a questionnaire with my personal details. [1.2000-CH edietd] |
| A1.2 | 35 | STRATEGY - INTERACTION | No Descriptor Available | I can very simply ask somebody to speak more slowly. [1.2000-CH] | I can very simply ask somebody to speak more slowly. [1.2000-CH] |
| A1.2 | 36 | STRATEGY - INTERACTION | No Descriptor Available | I can very simply ask somebody to repeat what they said. [1.2000-CH] | I can very simply ask somebody to repeat what they said more slowly. [1.2000-CH] |
| A1.2 | 37 | STRATEGY - COMPENSATION | No Descriptor Available | | When I don't know a word I can invite help with gesture.. |

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|-------|----|---------------------------|---|-----------------------|---|
| A1.2 | 38 | QUALITY - RANGE | Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations. | | I have a basic repertoire of phrases to talk about myself and communicate in common everyday situations. |
| A1.2 | 39 | QUALITY - PRECISION | | | I can communicate limited information about myself, my family and my job in a simple and direct exchange. |
| A1.2 | 40 | QUALITY - ACCURACY | Shows only limited control of a few simple grammatical structures and sentence patterns in a memorised repertoire. | | I can use correctly some simple structures that I have memorized. |
| A1.2 | | QUALITY - FLUENCY | 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. | | I can speak slowly in a series of very short phrases, stopping and starting as I try and say different words. |
| A1.2 | 41 | QUALITY - INTERACTION | Can ask and answer questions about personal details. Can interact in a simple way but communication is totally dependent on repetition, rephrasing and repair. | | I can ask and answer simple questions and respond to simple statements, if I can get help. . |
| A1.2 | 42 | QUALITY - LINKING | Can link words or groups of words with very basic linear connectors like "and" or "then". | | I can join phrases with words like "and" "but", or "because" "then". |
| A1.2 | 43 | QUALITY - SOCIOLINGUISTIC | | | I can greet people, ask for things and say goodbye correctly. |

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|-------|---------------------------|-----------------|--|---|
| A1.1 | | | | |
| A1.1 | 1. LISTEN | | I can understand simple questions about myself and my family when people speak slowly and clearly (e.g. "What's your name?" "How old are you?" "How are you?" etc.). [ECML/BERGEN] | I can understand simple personal questions when people speak slowly and clearly. (e.g. What's your name?" "How old are you?" "What's your address?" etc.) [ECML/BERGEN edietd] |
| A1.1 | 2. LISTEN | | I can understand days of the week and months of the year. [10.2001-IE/Auth] | I can understand days of the week and months of the year. [10.2001-IE/Auth] |
| A1.1 | 3. LISTEN | | I can understand times and dates. [10.2001-IE/Auth] | I can understand times and dates. [10.2001-IE/Auth] |
| A1.1 | 4. LISTEN | | I can understand numbers and prices. [10.2001-IE/Auth] | I can understand numbers and prices. [10.2001-IE/Auth] |
| A1.1 | 5. LISTEN | | I can understand basic greetings, offers and requests. [Eurocentres] | I can understand basic greetings and leave taking like "Hello", "good bye", "good morning", etc. |
| A1.1 | 6. LISTEN TO INTERLOCUTOR | | I can understand simple words and phrases, like "excuse me", "sorry", "thank you", etc. [ECML/BERGEN] | I can understand simple words and phrases, like "excuse me", "sorry", "thank you", etc. [ECML/BERGEN] |
| A1.1 | 7. LISTEN TO INTERLOCUTOR | | When listening to a conversation, I can understand words and short sentences, provided that people speak very slowly and very clearly. | When listening to a conversation, I can understand words and short sentences, provided that people speak very slowly and very clearly. |
| A1.1 | 8. READ | | I can understand simple forms well enough to give basic personal details (e.g., name, address, date of birth). [10.2001-IE/Auth] | I can understand simple forms well enough to give basic personal details (e.g., name, address, date of birth). [10.2001-IE/Auth] |

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|-------|--------------------------|--|---|--|
| A1.1 | 9. READ CORRESPONDENCE | Can understand short, simple messages on postcards. | I can understand short simple greetings and messages e.g. on birthday cards, party invitations or in SMS phone messages. [ECML/BERGEN] | I can understand short simple greetings and messages e.g. on birthday cards, party invitations or in SMS phone messages. [ECML/BERGEN] |
| A1.1 | 10. READ FOR ORIENTATION | Can recognise familiar names, words and very basic phrases on simple notices in the most common everyday situations. | I can understand words and phrases on signs encountered in everyday life (for instance "station", "car park", "no parking", "no smoking", "keep left"). [1.2000-CH] | I can understand words and phrases on everyday signs (for example "station", "car park", "no parking", "no smoking", "keep left"). [1.2000-CH edited] |
| A1.1 | 11. READ INFO & ARGUMENT | | In everyday situations I can understand simple messages written by friends or colleagues, for example "back at 4 o'clock". [1.2000-CH] | In everyday situations I can understand simple messages written by friends or colleagues, for example "back at 4 o'clock". [1.2000-CH] |
| A1.1 | 12. READ INSTRUCTIONS | | I can understand certain very brief instructions on how to do something provided that they are supported by pictures if I have already come across the instructions before in the same or a similar form. (LL edited) | I can understand very simple instructions if they are supported by pictures and if I know this type of instructions. |
| A1.1 | 13. CONVERSATION | Can establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry, etc. | I can use some words and phrases to be friendly and polite, like "hello", "goodbye", "excuse me", "thank you". [ECML/BERGEN edited] | I can use basic greeting and leave taking expressions. |
| A1.1 | 14. CONVERSATION | | | I can ask how people are.. |
| A1.1 | 15. INFO EXCHANGE | Can ask and answer questions about themselves and other people, where they live, people they know, things they have. | I can ask and answer (simple personal) questions, like "What's your name?", "How old are you?" if the other person speaks slowly and is very helpful. [ECML/BERGEN] | I can ask and answer (simple personal) questions, like "What's your name?", "How old are you?" if the other person speaks slowly and is very helpful. [ECML/BERGEN] |

EAQUALS BANK OF DESCRIPTORS - COMPARISON WITH CEFR DESCRIPTORS

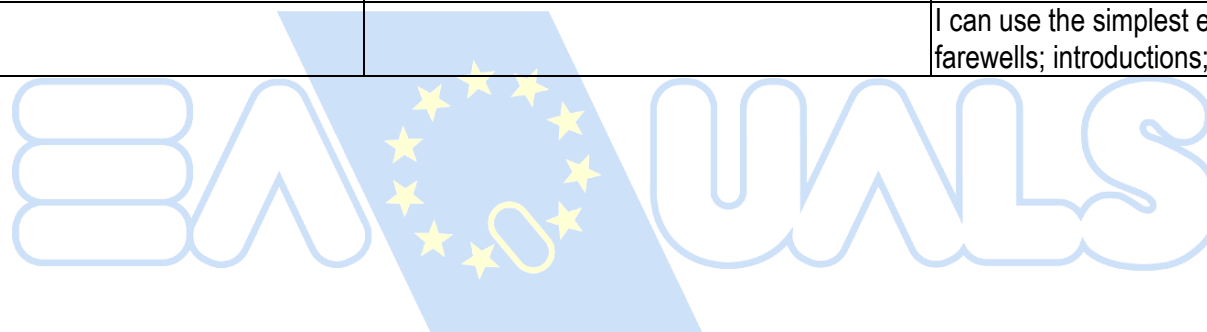
| Level | | Category | CEFR Descriptor | Portfolio Descriptors | EAQUALS 2008 Version (colours refer to stages in the drafting process) |
|-------|----|---------------------------------|--|---|---|
| A1.1 | 16 | CONVERSATION | Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. | | I can interact in a simple way, asking and answering basic questions, if I can repeat, repair and get help. |
| A1.1 | 17 | INFO EXCHANGE | Can ask and answer questions about themselves and other people, where they live, people they know, things they have. | 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. [1.2000-CH] | 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. [1.2000-CH] |
| A1.1 | 18 | TRANSACTION | Can ask people for things and give people things. | I can make simple purchases where pointing or other gestures can support what I say. [1.2000-CH] | I can buy things in shops where pointing or other gestures can support what I say. [1.2000-CH] |
| A1.1 | 19 | TRANSACTION | Can handle numbers, quantities, cost and time. | I can use and understand simple numbers in everyday conversations (for example in prices of telephone numbers). | I can use and understand simple numbers in everyday conversations (for example in prices of telephone numbers). |
| A1.1 | 20 | TELEPHONE | | | I can answer the phone, give my name and answer very simple questions (e.g. "When is Mrs Jones back?") |
| A1.1 | 21 | SPOKEN PRODUCTION - DESCRIPTION | Can produce simple mainly isolated phrases about people and places. | I can give personal information (address, telephone number, nationality, age, family, and hobbies). | I can give personal information (address, telephone number, nationality, age, family, and hobbies). |
| A1.1 | 22 | SPOKEN PRODUCTION - DESCRIPTION | Can describe him/herself, what he/she does and where he/she lives. | I can describe myself and my family | I can very simply describe myself and my family |
| A1.1 | 23 | SPOKEN PRODUCTION - DESCRIPTION | Can describe him/herself, what he/she does and where he/she lives. | I can describe where I live. | I can very simply describe where I live. |

EAQUALS BANK OF DESCRIPTORS - COMPARISON WITH CEFR DESCRIPTORS

| Level | | Category | CEFR Descriptor | Portfolio Descriptors | EQUALS 2008 Version (colours refer to stages in the drafting process) |
|-------|----|------------------------|---|--|--|
| A1.1 | 24 | WRITE NOTE | Can write numbers and dates, own name, nationality, address, age, date of birth or arrival in the country, etc. such as on a hotel registration form. | I can understand a hotel registration form well enough to give the most important information about myself (name, surname, date of birth, nationality). [1.2000-CH] | I can understand a hotel registration form well enough to give the most important information about myself (name, surname, date of birth, nationality). [1.2000-CH] |
| A1.1 | 25 | WRITE | | I can write very simple words and sentences with the help of a dictionary or textbook. | I can write about myself and where I live, using short, simple sentences. |
| A1.1 | 26 | WRITE | | I can write about myself and where I live, using short, simple sentences. | I can write about myself and where I live, using short, simple phrases. |
| A1.1 | 44 | WRITE CORRESPONDENCE | Can write a short simple postcard. | I can write a greeting card, for instance a birthday card] [1.2000-CH] | I can write a greeting card, for instance a birthday card] [1.2000-CH] |
| A1.1 | 27 | STRATEGY - INTERACTION | No Descriptor Available | I can establish contact with people using simple words and phrases and gestures. [19.2001-SWE] | I can establish contact with people using simple words and phrases and gestures. (19. 2001-SWE) |
| A1.1 | 28 | STRATEGY - INTERACTION | | I can say when I do not understand. | I can say when I do not understand. |
| A1.1 | 29 | STRATEGY - INTERACTION | No Descriptor Available | I can very simply ask somebody to repeat what they said. [1.2000-CH] | I can very simply ask somebody to repeat what they said. [1.2000-CH] |
| A1.1 | 30 | QUALITY - RANGE | Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations. | | I have a very basic repertoire of words and simple phrases about family and personal details, plus simple everyday situations. |
| A1.1 | 31 | QUALITY - ACCURACY | Shows only limited control of a few simple grammatical structures and sentence patterns in a memorised repertoire. | | I can use memorised, short phrases for specific purposes with reasonable accuracy. |
| A1.1 | 32 | QUALITY - PRECISION | | | I can communicate very basic information about myself and my family in a simple way. |

EAQUALS BANK OF DESCRIPTORS - COMPARISON WITH CEFR DESCRIPTORS

| Level | Category | CEFR Descriptor | Portfolio Descriptors | EAQUALS 2008 Version (colours refer to stages in the drafting process) |
|-------|------------------------------|---|-----------------------|--|
| A1.1 | 33 QUALITY FLUENCY | 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. | | I can speak in very short phrases and isolated words. |
| A1.1 | 34 QUALITY - INTERACTION | Can ask and answer questions about personal details. Can interact in a simple way but communication is totally dependent on repetition, rephrasing and repair. | | I can interact in a simple way, asking and answering basic questions, if I can repeat, repair and get help. . |
| A1.1 | 35 QUALITY - LINKING | Can link words or groups of words with very basic linear connectors like “and” or “then”. | | I can join simple phrases with words like “and” or “then”. |
| A1.1 | 36 QUALITY - SOCIOLINGUISTIC | | | I can use the simplest everyday polite forms of greetings and farewells; introductions; saying please, thank you, sorry etc. |



EAQUALS BANK OF DESCRIPTORS - COMPARISON WITH CEFR DESCRIPTORS

THE EAQUALS “CAN DO” SPECIAL INTEREST PROJECT - NOTES

The revision of EAQUALS/ALTE European Language Portfolio (ELP) descriptors was undertaken in order to:

- a. develop descriptors for “plus levels”
- b. fill gaps in the original EAQUALS/ALTE ELP checklists by looking back at the original CEFR descriptors, and also at entries in other ELPs
- c. provide systematic coverage of a specific number of categories, and
- d. further develop the descriptors for strategies.

As with the original Swiss and EAQUALS/ALTE checklists, formulation of descriptors remains close to the CEFR original: Listening and Reading each have overall comprehension plus 5 sub-categories; Spoken Interaction has 5 categories; Spoken and Written Production each have 4 categories; Strategies has 3 categories, and Quality of Language has 6 categories. The total numbers of descriptors for each level and area are as follows:

| | Listening | Reading | Spoken interaction | Spoken production | Writing | Strategies | Quality | TOTAL |
|------------|-----------|---------|--------------------|-------------------|---------|------------|---------|-----------|
| C2 | 7 | 6 | 4 | 4 | 6 | 4 | 6 | 37 |
| C1+ | 5 | 6 | 4 | 5 | 4 | 4 | 6 | 34 |
| C1 | 6 | 6 | 4 | 5 | 4 | 3 | 6 | 34 |
| B2+ | 6 | 7 | 6 | 5 | 4 | 4 | 6 | 38 |
| B2 | 7 | 6 | 6 | 5 | 5 | 5 | 6 | 40 |
| B1+ | 6 | 6 | 8 | 5 | 5 | 5 | 6 | 41 |
| B1 | 6 | 6 | 9 | 5 | 5 | 4 | 6 | 41 |
| A2+ | 6 | 6 | 8 | 7 | 5 | 4 | 6 | 42 |
| A2 | 6 | 6 | 10 | 8 | 5 | 4 | 6 | 45 |
| A1+ | 7 | 5 | 9 | 6 | 3 | 3 | 6 | 39 |
| A1 | 8 | 5 | 8 | 3 | 3 | 3 | 6 | 36 |

Produced through:

- Analysis of the Council of Europe’s Portfolio Descriptor Bank
- Drafting of missing descriptors
- Workshops:
 - o Paris, April 2008
 - o London, June 2008
 - o Cambridge, September 2008
 - o Lisbon, November 2008

NB: Descriptors for Strategies did not go through this process.

Brian North, Zürich, 1st December 2008

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