

**COLLATED REPRESENTATIVE SAMPLES OF DESCRIPTORS OF
LANGUAGE COMPETENCES DEVELOPED FOR YOUNG LEARNERS
AGED 11-15 YEARS**

DRAWN FROM EUROPEAN LANGUAGE PORTFOLIOS AND OTHER SOURCES AND
MAPPED TO THE EXTENDED SET OF ILLUSTRATIVE DESCRIPTORS OF THE
COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES (CEFR),
ORGANISED BY CEFR LEVEL.

RESOURCE FOR EDUCATORS

**Version 1: developed through Eurocentres consultancy
for the Council of Europe**

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Preliminary consultative edition

Context of this document (shaded below)

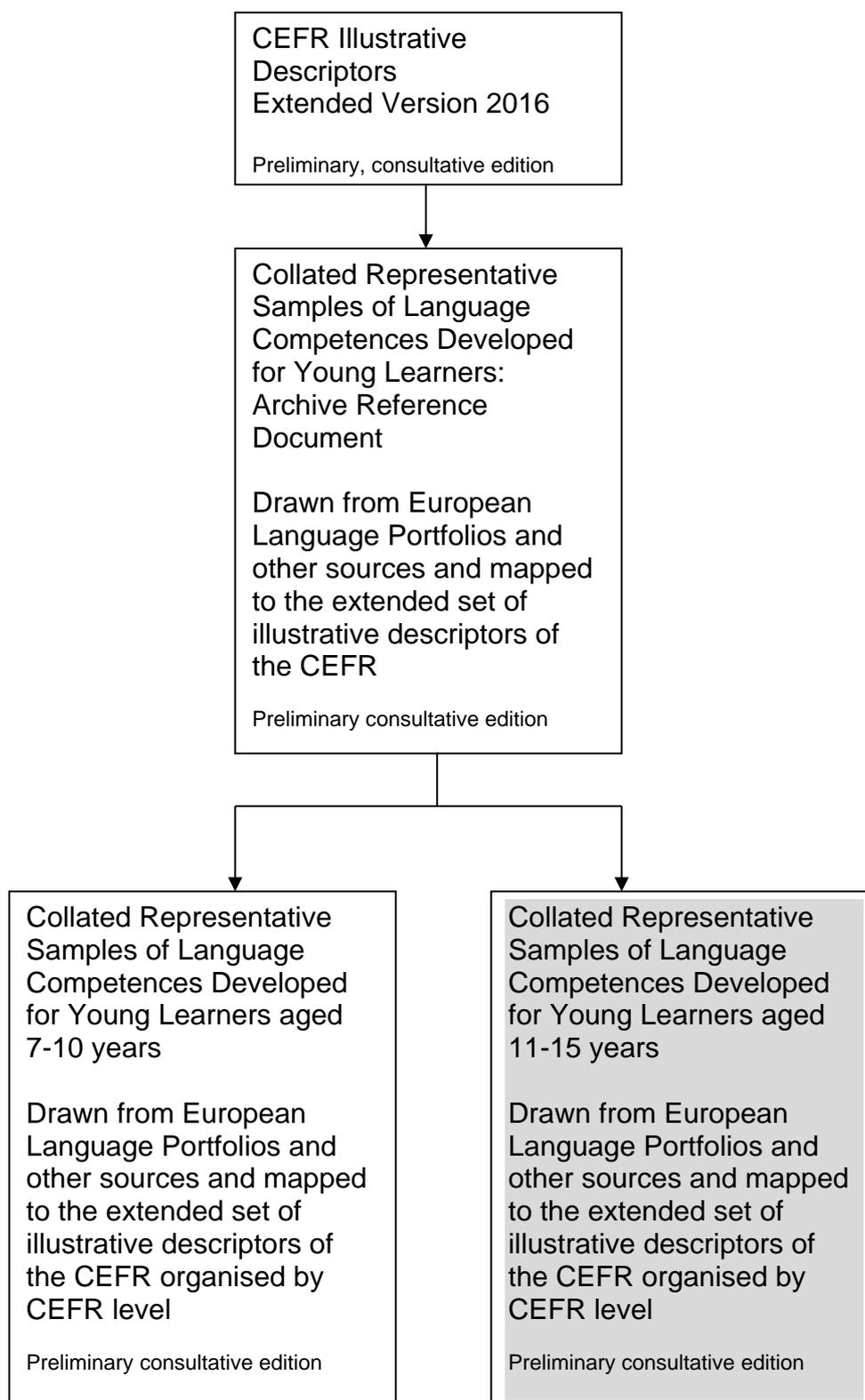


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Introduction

1. Background

The European Language Portfolio (ELP) and the Common European Framework of Reference for Languages (CEFR) have been closely related in both development and implementation since their inception as parallel proposals at the Rüşchlikon Symposium in 1991. One key feature of this relationship has been the inclusion of self-assessment checklists of action-oriented 'Can Do' statements in the language biography section of the ELP, according to the ELP Principles and Guidelines set out in 2000 by the Education Committee of the Council of Europe. These checklists describe contextually relevant competences benchmarked to the CEFR Common Scale, drawing on the same core principles of positive formulation and stand-alone integrity demonstrated by the CEFR bank of illustrative descriptors.

The pilot ELP projects conducted in 15 Council of Europe member states between 1998 and 2000 pre-dated the publication of the CEFR in 2001, and from 2000 the ELP Validation Committee was set up to establish conformity of draft ELPs to the ELP Principles and Guidelines. This process facilitated the accreditation of ELPs across numerous member states and educational contexts, including ELPs containing descriptor checklists aimed at specific young learner age groups not explicitly represented by the CEFR bank of illustrative descriptors. Following the replacement of the validation process with online registration in 2011, detailed instructions are provided on the ELP website, offering (among other resources) generic self-assessment checklists as a template for learners aged 15+. A paper is also available considering the issues involved in producing self-assessment descriptors suitable for use by young learners, entitled 'ELP Checklists for Young Learners'.

Thus educators developing new young learner-oriented descriptors for ELPs self-assessment checklists and for definition of language syllabus objectives may consult these resources along with a range of sample accredited ELPs made available for download from the website. However, there is not yet in existence a set of CEFR illustrative descriptors for young learners that has been developed with the same methodology of empirical calibration applied to the CEFR adult illustrative descriptors, a process which is described in Appendix B of the CEFR.

During 2014/2015 work was undertaken to extend the existing 2001 set of illustrative descriptors contained in the CEFR. This extension incorporated relevant descriptors from an existing pool of further calibrated material provided by a variety of sources, to better address the illustration of A1, of the C-levels and of reception at all levels. In parallel, three further projects concentrated on areas under-represented in the original set of CEFR illustrative descriptors:

- i. (2014) Collation of descriptors for young learners from existing validated sources, in relation to CEFR illustrative descriptors.
- ii. (2014-15) Development of descriptors in line with an expanded concept of Mediation. These descriptors are grouped under the headings: Cognitive mediation, Relational mediation and Mediation strategies.
- iii. (2015-16) Development of new scales in the areas of online interaction, response to text, plurilingual competence, pluricultural competence, reception strategies and phonological competence, for inclusion with the new mediation descriptors in the extended set of CEFR illustrative descriptors.

Significantly the project did not undertake the development of a new set of calibrated descriptors of language competences for young learners to add to the extended set of CEFR illustrative descriptors. This was for the following reasons:

- i. The CEFR illustrative descriptors have been developed, validated and calibrated irrespective of specified age groups, whereas descriptors of language competence for young learners represent selective adaptations of the existing CEFR illustrative descriptors and scales, and only where relevant to a given age group and context.
- ii. A first step in addressing this area should therefore be to identify to what extent the available set of calibrated CEFR illustrative descriptors are relevant for young learner age groups, either in their original form or by reasonable adaptation for context.
- iii. This should be based on real contextual practice with young learners, hence the decision to gather a representative sample from existing validated ELPs and assessment descriptors developed by language professionals across member states.
- iv. As this work was scheduled prior to / parallel to the development and validation of the extended set of CEFR illustrative descriptors, it would not have been logical to attempt a large scale project to adapt all of the relevant CEFR illustrative descriptors multiple times for different age groups of young learners, before the main 'extended set' was even completed and published.
- v. The age groups indicated by this collation should be considered a road map for reflection rather than a comprehensive definitive scheme. For example, descriptors for pre-primary ages up to 6 years were not included due to scarcity of useable validated sources, but such work could be undertaken in the future.

Therefore in summary the objective of this document is to provide an overview of how existing validated descriptors of language competence for young learners relate in content and focus to the calibrated CEFR illustrative descriptors, as a first step towards the possible future development and/or calibration of young learner illustrative descriptors.

2. Rationale for the collation of descriptors taken from European Language Portfolios for Young Learners

The rationale for this collation acknowledges the following key considerations:

- i. **The need for sharing of experience and transfer of knowhow between Council of Europe member states, regarding numerous parallel implementations of the European Language Portfolio for young learners since 2001.**

It is important to acknowledge that such exchange of knowhow exists already across many contexts and domains, and the pool of written information in this area extends well beyond ELPs themselves to include user manuals, training programmes, learning and testing materials, questionnaires, reports and studies, dissertations and press releases (Schärer, 2012). A very wide range of ELPs have been developed since the validation of ELPs ended in 2010, and the collection of publicly available samples is so broad now that registration of new ELPs on the Council of Europe website also stopped in 2014 (for more information see www.coe.int/portfolio). This project has not set out to be a comprehensive compilation, but rather a selective and illustrative collation.

- ii. **An acknowledgement of the basis of ELP ‘Can Do’ statements in the CEFR illustrative scales, which should therefore be used as the organising principle for the collation and sharing of descriptors of language competences specific for young learners taken from ELP models.**

Given the challenge felt by many educators in relating ELP ‘Can Do’ descriptors for self-assessment to the outcomes of official examinations (Little, 2012), this collation can serve as a review of the possible links between typical ELP checklists for young learners and the calibrated illustrative scales, which form the basis of language examination benchmarking to the CEFR.

- iii. **The consideration of how descriptors in ELPs for young learners may (or may not) be relevant to the development of competences described in the extended set of CEFR illustrative scales, as a feature of life-long learning pathways.**

Two main solutions have traditionally been applied to address the length of time it can often take for language learners in schools to progress from one CEFR level to the next: subdividing CEFR levels and/or developing part of a curriculum within one level (see <http://www.coe.int/en/web/portfolio/the-language-biography> , ‘ELP checklists for Young Learners’). An important consideration for either solution is to what extent young learner ELP descriptors for different age groups clearly address the same area of competence in an age-appropriate way, or conversely the extent to which the level of cognitive challenge implied by a calibrated illustrative descriptor is appropriate or not for a given age group.

The illustrative collation provided here aims to better inform evaluation of these issues by allowing direct comparison of young learner ELP descriptor samples for primary and post-primary age groups, placed in parallel with the extended set of CEFR illustrative descriptors. In addition, (non-prescriptive) recommendations are given regarding the likely relevance of each CEFR descriptor to these age groups.

ELP descriptors have not been mapped to the new scales added to the extended set of CEFR illustrative descriptors, as this should be regarded as a possible future phase conducted in collaboration with practitioners with access to the new scales. Therefore these scales (entered in blue font) only have recommendations as to relevance for age groups.

- iv. **In the absence of a calibrated bank of CEFR illustrative descriptors for young learners, such a collation can provide a useful reference document for educators developing objectives for language learning curricula for young learners in the age groups described.**

Though it can never be fully comprehensive, the project brings together a representative selection of young learner ELP samples from a range of Council of Europe member states, using in particular materials drawn from accredited models in the Council of Europe ELP bank and/or samples registered on the Council of Europe website, along with young learner assessment descriptors supplied by Cambridge English Language Assessment and LinguaLevel (see a complete list of sources in section 4). The organisation of mapped descriptors into two broad age groups reflects the general age emphasis of the ELPs themselves (see section 3 of this introduction for an explanation of this), and also permits the user to identify areas of competence in the extended set of CEFR illustrative descriptors that have not yet been elaborated into young learner ELP descriptors, but feasibly could be.

3. Scope and structure of the collated set of descriptors for young learners taken from ELPs

3.1 Objectives of the document

With reference to the rationale given above, this collation serves the following functions:

- i. Provision of a representative range of sample descriptors that may be drawn upon and adapted to context, with clear benchmarking to the CEFR reference levels by means of qualitative correspondence to the calibrated adult illustrative descriptors.
- ii. A 'heat map' of existing young learner portfolio descriptors that have such correspondence to the CEFR illustrative descriptors.
- iii. A qualitative evaluation of the relevance of each of the descriptors of the extended set to the broad age groups represented by the collated ELPs.
- iv. Through this evaluation, indication of the extent to which the extended CEFR illustrative descriptors are relevant to young learners, many of which may be under-represented in existing portfolio examples and could be newly adapted.
- v. A road map for educators to identify competences in the CEFR illustrative descriptors that may inform young learner syllabus learning objectives, as a consideration for life-long learning pathways.

This collation is presented in 3 ways:

- i. **Archive reference table** (in current document), organised into columns for:
 - the extended set of CEFR descriptors organised by **scale**
 - their suggested relevance (**or not**) to primary and post-primary young learner age groups
 - examples of young learner ELP descriptors for both age groups showing a clear correspondence to a given CEFR descriptor.
- ii. **Relevant descriptors for the 'primary' age group (ages 7-10):** a table organised into columns for:
 - the extended set of CEFR descriptors organised by **level**
 - their suggested relevance to the 7-10 age group (non-relevant descriptors omitted)
 - examples of young learner ELP descriptors for the 7-10 age group showing a clear correspondence to relevant CEFR descriptors.
- iii. **Relevant descriptors for the 'post-primary' age group (ages 11-15):** a table organised into columns for:
 - the extended set of CEFR descriptors organised by **level**
 - their suggested relevance to the 11-15 age group (non-relevant descriptors omitted)
 - examples of young learner ELP descriptors for the 11-15 age group showing a clear correspondence to relevant CEFR descriptors.

3.2 Selection of sources

The selection of ELP samples and other sources can be viewed in full in section 4, providing an abbreviated code used to identify the source against each descriptor in the document.

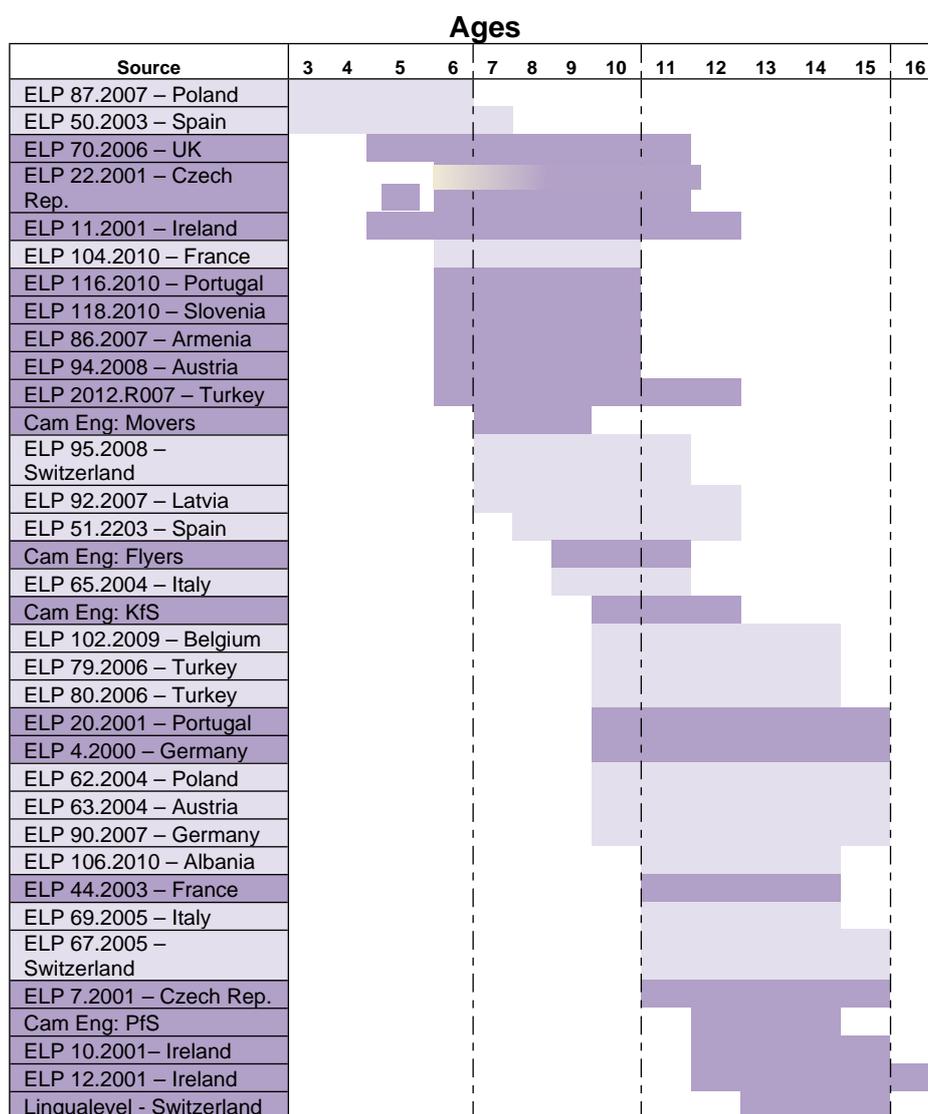
The process of selection balanced the following objectives:

- i. **An emphasis on accredited and validated models:** several of the sources were therefore taken from 'A bank of descriptors for self-assessment in European Language Portfolios' (2004), and supplemented with a range accredited models spanning the period of Council of Europe validation from 2001 to 2010.
- ii. **A healthy sample size:** it became clear during the collation process that the majority of accredited young learner portfolio samples covered age ranges between 6 and 15 years old. Therefore, although Cambridge English Language Assessment descriptors and some ELP descriptors were available targeting age ranges below 6 years old, it was not practical for this collation to include them, as there would have been too many gaps in the mapping to CEFR descriptors.
- iii. **A healthy geographic mix:** A conscious effort was made to include ELP samples from a range of geographic contexts, and to avoid a possible dominance of ELPs written in English. However, it was not feasible to include ELP descriptors written in the languages of all Council of Europe member states.

3.3 Organisation by age group

The descriptors are organised into two broad age groups: 7-10 and 11-15. This was based on the following conclusions:

- i. The majority of samples followed the age grouping pattern of 'primary' and 'post-primary' education. Although the age thresholds for primary and secondary school ELPs differed across samples, there were insufficient samples specifically spanning the age range between 9 and 12 to create a 'middle' category. The table below illustrates the age coverage of the majority of ELPs samples collected:



- ii. Given the key consideration of 'level of cognitive challenge' in evaluating relevance of CEFR illustrative descriptors to age groups, it was important to acknowledge, even if only in a broad sense, established insights from the field of cognitive developmental psychology. The age categories suggested by the collation were seen to roughly correspond with the age thresholds of around 7 and 11 years indicated by Jean

Piaget's theory of cognitive development for the 'concrete operational' and 'formal operational' stages respectively (Schaffer & Kipp, 2013).

- iii. 7 years was chosen as the lower threshold of the 'primary' group, not to exclude 6 year old learners from this group, but to acknowledge a threshold in the judgements of relevance that can apply to the majority of primary education systems.
- iv. 15 years was chosen as the cut-off for the older age group, given that a high proportion of sampled ELPs for secondary were used for ages up to 15, and also given that ELPs intended for ages above 15 tended to be indistinguishable in content from ELPs for adults.

3.4 Issues and responses

This collation makes reference to the extended set of CEFR descriptors developed and validated between 2014 and 2016, including completely new sections such as that for mediation competences and strategies. During the course of this related project, a great amount of feedback was given by participants in the validation activities and during the wider consultation meetings. The mapping of portfolio and assessment descriptors for young learners happened prior to this work, and was therefore revisited in 2016 with updates and further evaluations of relevance of newly validated descriptors to the specified age groups, in order to reflect all of the updates to the CEFR illustrative scales. This section focuses on the following points in parallel:

(i) the most relevant issues which were raised over the duration of the project extending the CEFR illustrative descriptors, and how each issue was addressed in that project.

(ii) key issues related to (i) that are specific to the young learner descriptor mapping process, over and above the points already dealt with in the rationale.

Relationship of mediation scales to existing CEFR scales: Some aspects of mediation, in the broader interpretation now being adopted, are already present in the original illustrative descriptor scales. This is discussed in the introduction to the CEFR extended set of illustrative descriptors with examples provided, acknowledging the inevitability of fuzzy boundaries in any such scheme of categorisation.

Cross-linguistic mediation: The introduction to the CEFR extended set of illustrative descriptors explains in some detail the complex problem of developing workable descriptors that explicitly define the roles of more than one language in cross-linguistic mediation. The project group decided to take the line that, as with the original illustrative descriptors, what is calibrated is the perceived difficulty of the functional language ability – irrespective of whatever languages are involved. It is recommended that those languages should be specified by the user as part of the adaptation for practical use.

Given that this area is a new addition to the CEFR illustrative scales, there are no existing young learner portfolio descriptors exemplifying such adaptation to context. However, as with all the illustrative scales, comments are included as to the perceived relevance of these new descriptors to the stated age ranges for developing new portfolio descriptors.

Individual differences: In any CEFR descriptor scale, the descriptors at a particular level define what can reasonably be achieved when the user/learner has a communicative language competence (CEFR Section 5.2) in the language(s) concerned corresponding to the CEFR level given, provided that the person concerned also has the personal characteristics, knowledge, cognitive maturity and experience – that is to say the general

competences (CEFR Section 5.1) – necessary to do so successfully. The CEFR scales are intended to be used to profile ability. It is unlikely that all users who are globally ‘B1’ are capable of doing exactly what is defined at B1 on all CEFR descriptor scales, no more and no less. It is far more likely that people whose overall level is at B1 will in fact be A2 or A2+ in relation to some activities and B1+ or even B2 in relation to others, depending upon their personal profile of general competences, in turn dependent on age, experience etc. Further discussion of this point can be found in the introduction to the CEFR extended set of illustrative descriptors with respect to plurilingual and pluricultural competences.

The consideration of personal characteristics is particularly important for young learners, where judgements of the relevance of CEFR illustrative descriptors for adaptation to the age ranges 7-10 and 11-15 should acknowledge the extent of potential individual differences in cognitive and social development within each group. Therefore where comments are entered about the positive relevance or partial relevance of a descriptor to a given age range, this is based on the perception of what is reasonable / possible rather than ‘expected’ or ‘necessary’ in terms of cognitive and/or social development. In this way the documentation provides a roadmap of options for educators, with exemplars mapped from a selection of existing portfolio and assessment sources. While the relevant contents of the CEFR illustrative scales are thus narrowed down for the consideration of each age group, the result is not intended as a ready-made curriculum.

Literacy: Related to the point above, it should be acknowledged that levels of development of literacy can vary considerably for the age ranges given, not only due to individual differences, but according to national, social and educational context. The treatment of descriptors relating to written reception, production and integrated skills therefore takes a ‘bias for best’ approach, assuming what is reasonable / possible for the age range given optimum literacy support.

Level in relation to integrated skills: All of the descriptors in the categories under conveying received information involve integrated skills, a mixture of reception, production and in some cases interaction. The focus is not on reception, for which CEFR scales already exist. The level at which descriptors are calibrated reflects the expert judgment of the working groups and the hundreds of informants as to the level of the processing and the production required.

Level in relation to integrated languages: As stated above users are advised to specify the precise languages involved in cross-linguistic mediation, as part of the adaptation of the descriptor for practical use. When the reception and the production or interaction are in different languages, then, as stated in the previous point, the level is that of the processing and the production required. One needs to be able to process and articulate the source message in the target language(s).

Languages and level in the two scales on plurilingualism: Ability in plurilingual comprehension usually involves activities like exploiting one’s receptive ability in one language (however partial) to deduce the meaning of texts in another language. Again it is the minimum functional level needed in each of the languages concerned to perform these activities that the descriptor scaling refers to. Proximity of languages naturally helps. Therefore, again, in any specific context, users are advised to specify the languages concerned as part of the adaptation of the descriptor for practical use.

In *Exploiting plurilingual repertoire*, the level given is that of the weaker language in the combination, and users are advised to specify the languages concerned as part of the adaptation of the descriptor for practical use.

Languages used in sample young learner portfolio descriptors: As this project is a collation of the contributions of language professionals working directly with young learners, no attempt has been made in the documentation to translate portfolio descriptors written in languages other than English, despite the CEFR illustrative descriptors being presented in English and French. This is because the aim of the project is to present a representative selection of available evidence, rather than adapt it, and there is no bias intended towards English or French as target languages for young learner language teaching and learning.

Organisation of the cross-referenced tables: The original mapping of sample young learner portfolio and assessment descriptors was completed in a table showing each CEFR illustrative scale in full, and both age groups side by side, becoming an 'archive' reference document (see section 3.5 for a visualisation). It was found however that this would be very cumbersome for educators to work with, who are usually concerned with developing syllabi and/or portfolios at a given CEFR band for a given age range. Therefore two further documents were produced for each age range separately, grouping the information mapped to CEFR illustrative descriptors by each broad CEFR band (e.g. Pre-A1 to A1, A2 to A2+ etc.). Given that this effectively broke up the scales, there was no real reason to comparatively display non-relevant descriptors or indicate levels for which there is no CEFR illustrative descriptor available, as this would have created excessive redundancy in documents that were intended to be streamlined for practical use. Therefore all such entries were removed, leaving only those with positive or partial relevance at each level. This does mean that for several sections at the 'B' and 'C' levels the 'overall' descriptors are not displayed, as they encompass a degree of cognitive and social maturity that was not judged relevant to the age group. These descriptors can nevertheless be viewed in the 'archive' document.

Very limited relevance of the 'C' levels to the 7-10 age group: It is not assumed that there is a 'glass ceiling' for learners aged 7-10 in terms of language acquisition, but the majority of descriptors for the C1 and C2 levels were found to imply a degree of cognitive and social maturity that has little or no relevance to the communicative needs of this age range. For this reason the C2 level is not addressed at all in the streamlined document for ages 7-10 organised by level. In addition, only a very limited number of C1 descriptors are referenced for this age range, which relate to receptive communicative language activities and linguistic / sociolinguistic communicative language competences only.

Statements of partial relevance to an age range: In many cases CEFR illustrative descriptors are evaluated as partially relevant for adaptation to the stated age range, given age appropriate tasks. This does not guarantee that user adaptations of these descriptors for young learners will represent the same level of challenge, or indeed retain level calibration, but rather indicates the feasibility of working *towards* the descriptor calibrated at that CEFR level, as a feature of lifelong learning.

3.5 Organisation of the 'archive' table

Overview: The collated table of descriptors for both age groups serves as an archive reference document SEPARATE TO THIS DOCUMENT, and contains the following components:

Columns indicating perceived relevance of the CEFR descriptors to adaptation for the two broad age groups.

Columns containing the collated ELP / validated descriptors that correspond to the CEFR extended set of illustrative descriptors, with cells left blank where there is no evident correspondence. Each ELP descriptor mapped to the original ELP source and original stated level, though the level allocated by row may have been re-interpreted in the mapping process.

CEFR Descriptor (2015 Extended Set)	Relevance for adaptation to 7-10	Relevance for adaptation to 11-15	Accredited / registered ELP pseudo statements 7-10	Accredited / registered ELP pseudo statements 11-15
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Left hand column containing the CEFR extended set of illustrative descriptors, with rows for each CEFR level, including 'plus levels', pre-A1, and new scales as features of the extended set.

CEFR Descriptor (2015 Extended Set)	Relevance for adaptation to 7-10	Relevance for adaptation to 11-15	Accredited / registered ELP pseudo statements 7-10	Accredited / registered ELP pseudo statements 11-15
			Je peux demander à quelqu'un comment il va et je peux répondre à des questions de ce type. [22.2001-CZ-11]	
Pre A1			Pre A1	Pre A1
Can understand and use some basic, formulaic expressions such as "Yes", "No", "Excuse me", "Please", "Thank you", "No thank you", "Sorry".	Relevant.	Relevant.	I can apologise. I can say thank you. [118.2010-SLO/6-10] (A1) I can say please and thank you. [116.2010-POR/6-10] (A1) I can apologise and thank someone. (Use words like "excuse me", "sorry", "thank you", etc.). [36.2007-ARM/6-10] (A1) I can give thanks and excuses by using simple sentences such as Thank you, Excuse me, Sorry, etc. [2012R.007-TUR/6-12] (A1)	I can say basic greetings and please (e.g., "please", "thank you"), ask how someone is and say how I am. [10.2001-IE/Aust] - ND (A1) I can say thank you using very simple words. [LINGUAL-CH/13-15] (A1.1) I can greet someone with simple words and I can say "yes", "no", "sorry", "please" and "thank you". [LINGUAL-CH/13-15] (A1.1)
Can greet people, say his/her name and say "Good-bye".	Relevant.	Relevant.	I can ask someone's name, and I can say my name. [118.2010-SLO/6-10]	I can greet people, introduce myself and take leave of them. [LINGUAL-CH/13-15] (A1.1)
INFORMAL DISCUSSION (WITH FRIENDS)			INFORMAL DISCUSSION (WITH FRIENDS)	INFORMAL DISCUSSION (WITH FRIENDS)
C2			C2	C2
Can advise on or talk about sensitive issues without awkwardness, understanding colloquial references and dealing diplomatically with disagreement and criticism.	Not relevant, too challenging (neither cognitively or socially).	Not relevant, too challenging (neither cognitively or socially).		
C1			C1	C1
Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex, unfamiliar topics.	Not relevant, too challenging (neither cognitively or socially).	Partially relevant, on topics related to school subjects, interests, etc.		Je peux facilement soutenir un débat, même sur des sujets abstraits, complexes et non familiers. [44.2003-FR/Cs3.]
B2+			B2+	B2+
Can keep up with an animated discussion between native speakers.	Partially relevant, could work towards this with age appropriate tasks, and if he/she has necessary background knowledge.	Partially relevant, if subject matter is familiar.		
Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly.	Not relevant, too challenging (neither cognitively or socially).	Partially relevant, if subject matter is familiar.		I can express my ideas and opinions precisely and put forward persuasive arguments. I can also respond to complex arguments put forward by others. [LINGUAL-CH/13-15] (B2.1/B2.2)
B2			B2	B2
Can take an active part in informal discussion in familiar contexts, commenting, putting points of view clearly, evaluating alternative proposals and making and responding to hypotheses.	Partially relevant, could work towards this with age appropriate tasks, and if he/she has necessary background knowledge.	Partially relevant if subject matter is familiar.		
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.	Partially relevant if subject matter is familiar.	Relevant.	I can follow factual conversations, discussions, and oral reports, even if I am not familiar with all the details of the topic. [2012R.007-TUR/6-12]	

The following headings are used in the archive reference table:

CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 7-10	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements 7-10	Accredited / registered ELP <i>can-do</i> statements 11-15
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These are explained below with the relevant headings highlighted in each case.

CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 7-10	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements 7-10	Accredited / registered ELP <i>can-do</i> statements 11-15
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The left hand column is organised according the scales included in the 2016 CEFR extended set of illustrative descriptors

CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 7-10	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements 7-10	Accredited / registered ELP <i>can-do</i> statements 11-15
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Columns 2 and 3 contain subjective inferences validated through consultation of a small group of language education experts. Therefore it can only be interpreted as a general guide that is open to interpretation / re-interpretation according to specific contexts.

The following statements were used, with further comments where necessary:

Relevant

A CEFR descriptor is evaluated as 'relevant' where it can be feasibly elaborated as a learning outcome for the age group indicated. Examples may be given to illustrate how the scope of corresponding tasks may be adjusted for the context without significantly affecting the language difficulty level of the descriptor.

Partially relevant

A CEFR descriptor is evaluated as 'partially relevant' where the elaboration into an age-appropriate context is possible, but it either limits the nature of tasks indicated by the descriptor, or can only feasibly apply to an upper range of the age group indicated. In each case a comment is added to provide examples and/or make this clear.

Not relevant - too challenging (either cognitively or socially)

A CEFR descriptor is evaluated as 'not relevant - too challenging (either cognitively or socially)' where it was not considered feasible as a learning outcome for young learners in the age range indicated, even with age-appropriate tasks.

CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 7-10	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements 7-10	Accredited / registered ELP <i>can-do</i> statements 11-15
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These columns list the sample descriptors for young learners themselves. No limit was placed on the number of ELP descriptors that could be mapped to a single CEFR illustrative descriptor. Consequently some cells have several descriptors entered, some have none. Each ELP descriptor includes the code for its source in brackets.

3.6 Organisation of the tables of relevant descriptors for each age group

The same data contained in the archive reference table is presented in separate documents for each of the age groups 7-10 and 11-15, organised for easier reference with educators in mind. For this reason all rows have been removed where there is either no CEFR illustrative descriptor available, or the descriptor has been evaluated as having no relevance to the age range. This is to avoid excessive redundancy in the tables for each age range, given that they do not present complete scales. However, the main 'archive' document organised by scale can always be referenced to view judgements of non-relevance.

Column indicating perceived relevance of the CEFR descriptors to adaptation for the age group indicated

Column containing the collated ELP / validated descriptors for the given age group that correspond to the CEFR extended set of illustrative descriptors, with cells left blank where there is no evident correspondence. Each young learner descriptor mapped is referenced to the original source and original stated level, though the level allocated by row may have been re-interpreted in the mapping process.

Left hand column containing the CEFR extended set of illustrative descriptors, with sections collating descriptors for each CEFR level and rows for each CEFR scale, including 'plus levels', pre-A1, and new scales as features of the extended set.

Levels Pre-A1 / A1		
CEFR Descriptor (2015 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
Communicative Language Activities and Strategies		Communicative Language Activities
Spoken Reception		Spoken Reception
OVERALL LISTENING COMPREHENSION		OVERALL LISTENING COMPREHENSION
A1		A1
Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning	Relevant	I can understand a simple description of a room (e.g. my classroom, my bedroom). [118.2010-SLO/6-10] I can understand a very simple description of an object (e.g. its size, colour and location). [118.2010-SLO/6-10] I can follow a short story if I listen to it and look at it several times. [118.2010-SLO/6-10] I can understand when people speak slowly, clearly, and with pauses, so I have time to figure out the meaning of what is said. [86.2007-ARW/6-10] I can understand simple and short songs and rhymes, e.g. songs and rhymes I got to know at school. [94.2008-AUS/6-10] I can understand when someone speaks about animals in simple, short sentences, e.g. A tiger lives in the jungle. [94.2008-AUS/6-10] I can understand when someone speaks about the weather in simple, short sentences, e.g. Today it is cold and it's snowing. [94.2008-AUS/6-10] I can understand a simple, short role-play, e.g. a conversation between teacher and pupil. [94.2008-AUS/6-10] I can understand a simple and short story with illustrations, e.g. an animal story. [94.2008-AUS/6-10]
Can recognise concrete information (e.g. places and times) on familiar topics encountered in everyday life, provided it is delivered in slow and clear speech.	Relevant	I can perform the actions to a song or story as I hear it. [118.2010-SLO/6-10] I can draw characters, objects and events from a story as I hear it. [118.2010-SLO/6-10] I can understand some of the things that the teacher says in class and the names for things in the school. [11.2001-IE/PR1] I can understand when someone describes his/her home in simple, short sentences, e.g. The kitchen is next to the dining room. [94.2008-AUS/6-10]
Pre-A1		Pre-A1

4. Key to Sources

Code	Source	Age Group	Language of document used
From A bank of descriptors for self-assessment in European Language Portfolios (2004):			
4.2000-GER/NRW	ELP 4.2000 – Germany – North Rhine–Westphalia: Model for learners in lower secondary education (<i>accredited</i>)	10-15	Ger
7.2001-CZ/11-15	ELP 7.2001 – Czech Republic: Model for learners in lower secondary education (11–15 years) (<i>accredited</i>)	11-15	Eng
10.2001-IE/Auth	ELP 10.2001– Ireland: Model for learners in post-primary education (<i>accredited</i>)	12-15	Eng
20.2001-POR	ELP 20.2001 – Portugal: Model for learners aged 10–15 years old (<i>accredited</i>)	10-15	Port
22.2001-CZ-11	ELP 22.2001 – Czech Republic: Czech Republic – Model for learners up to 11 years old (<i>accredited</i>)	Up to 11	Fre
44.2003-FR/Coll	ELP 44.2003 – France: Model for learners in lower secondary education (<i>accredited</i>)	11-14	Fre
From other sources:			
LINGUAL-CH/13-15	Self-assessment descriptors for learners in lower secondary education (2009): developed in Switzerland for the Lingualevel project (<i>validated</i>)	13-15	Eng
YL-M CanDo	Cambridge English: Young Learners Can Do Statements – Movers	7-9	Eng
YL-F CanDo	Cambridge English: Young Learners Can Do Statements – Flyers	9-11	Eng
KfS CanDo	Cambridge English: Key (KET) for Schools – Can Do Statements	10-12	Eng
PfS CanDo	Cambridge English: Preliminary (PET) for Schools – Can Do Statements	12-14	Eng
11.2001-IE/PRI	ELP 11.2001 – Ireland: Model for use in primary education with a specific target group: immigrants learning the language of the host country (rev. 2004) (<i>accredited</i>)	5-12	Eng
12.2001-IE/PP	ELP 12.2001 – Ireland: Model for use in post-primary education with a specific target group: immigrants learning the language of the host country (rev. 2004) (<i>accredited</i>)	12-16	Eng
70.2006-UK/PRI	ELP 70.2006 – UK: CILT, National Centre for Languages - Model for junior learners (<i>accredited</i>)	5-11	Eng
86.2007-ARM/6-10	ELP 86.2007 – Armenia: Yerevan State Linguistic University – Model for learners aged 6–10 (<i>accredited</i>)	6-10	Eng
94.2008-AUS/6-10	ELP 94.2008 – Austria: Vienna Board of Education – European Language Portfolio for the Central Euro-pean Region - Model for primary school learners aged 6–10 (<i>accredited</i>)	6-10	Eng
116.2010-POR/6-10	ELP 116.2010 – Portugal: Direcção Geral de Inovação e de Desenvolvimento Curricular - Model for learners aged 6–10 (<i>accredited</i>)	6-10	Eng
118.2010-SLO/6-10	ELP 118.2010 – Slovenia: Ministry of Education and Sport - Model for learners aged 6–10 (<i>accredited</i>)	6-10	Eng/Slo
2012.R007-TUR/6-12	ELP 2012.R007 – Turkey: British Educational Affairs - European Language Portfolio – Young Learners (Age 6-12) (<i>registered</i>)	6-12	Eng

Notes:

- The bank incorporates 10 sources for the younger age group (guideline: age 7-10) and 9 for the older one (guideline: age 11-15) and sources developed in several different contexts in altogether 13 countries (NB: the ELP that appears under 'Austria' was actually developed for the Central European Region, together with organisations from three neighbouring countries: Slovakia, the Czech Republic and Hungary).
- All descriptors have been used at the same level as in the original source, unless otherwise stated (with levels A2.2/B1.2/B2.2 – where used in the original source – added as A2+/B1+/B2+).
- Although the 'Young Learners' and 'for Schools' Cambridge English examinations are specifically designed for school-aged learners, the age groups given in the list above are offered by Cambridge English Language Assessment more as guidelines, as there is no actual age limit on the exams.
- "ND" (for descriptors from the CoE bank): shows that the descriptor in the bank was not linked to a specific CEFR descriptor (but was used at the given level, unless otherwise stated).
- "NL": no level given in the original source.

Other sources collected but not used:

Source	Age Group	Language of document collected
ELP 50.2003 – Spain: Model for learners aged 3–7	3-7	Spa
ELP 51.2203 – Spain: Model for learners aged 8-12	8-12	Spa
ELP 62.2004 – Poland: European Language Portfolio for learners aged 10-15 (Osrodek Rozwoju Edukacji)	10-15	Pol/Eng//Fre/Ger/Rus
ELP 63.2004 – Austria: Cernet Model for learners aged 10-15	10-15	Ger
ELP 65.2004 – Italy (Bolzano): Model for learners in primary education	9-11	Ita/Ger/Eng
ELP 67.2005 – Switzerland: CDIP - Model for learners in lower secondary education	11-15	Ger
ELP 69.2005 – Italy (Bolzano) – Model for learners in lower secondary education	11-14	Ita/Ger/Eng
ELP 79.2006 – Turkey: Bilfen Schools - Model for learners aged from 10 to 14	10-14	Tur/Eng/Ger
ELP 80.2006 – Turkey: Ministry of National Education - Model for learners aged from 10 to 14	10-14	Tur/Eng
ELP 87.2007 – Poland: National In-service Teacher Training Centre – Model for learners aged 3–6	3-6	Pol
ELP 90.2007 – Germany (Hessen): <i>Verbundprojekt 'Sprachen lehren und lernen als Kontinuum' Koordinierungsstelle</i> - Model for lower-secondary learners (grades 3–10)	10-15	Ger
ELP 92.2007 – Latvia: State Language Agency - Model for young learners aged 7–12	7-12	Lat
ELP 95.2008 – Switzerland: CDIP - Model for learners aged 7–11 (also includes <i>Portfolino</i> for learners aged 4–7 – not collated)	7-11	Ger/Fre/Ita/Spa
ELP 102.2009 – Belgium: <i>Secrétariat flamand de l'enseignement catholique (VSKO) asbl Formation dans l'enseignement catholique</i> – Model for young learners aged 10-14 ans	10-14	Dut
ELP 104.2010 – France: Editions Didier - Model for learners aged 6–10	6-10	Fre
ELP 106.2010 – Albania: Ministry of Education and Science - Model for learners aged 11–14	11-14	Alb/Eng

Note:

- The above sources have not been added to the bank due to prioritisation of both relevance and diversity of a representative selection of sources (see note above)

04.07.2014 Collated by: Tunde Szabo (Eurocentres), project supervised by Tim Goodier (Eurocentres)

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Table of a Representative Sample of Descriptors of Language Competences for Young Learners aged 11-15 Years, Mapped to the CEFR Extended Set of Illustrative Descriptors, Organised by CEFR Level

Levels Pre-A1 / A1		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
Communicative Language Activities and Strategies		Communicative Language Activities and Strategies
Spoken Reception		Spoken Reception
OVERALL LISTENING COMPREHENSION		OVERALL LISTENING COMPREHENSION
A1		A1
Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	Relevant.	I can understand what is being said provided that people speak slowly and carefully and that there are long pauses from time to time. [LINGUAL-CH/13-15] If the person speaking talks slowly and clearly, I can understand simple information about an object (for example, the size and colour of a ball, who it belongs to and where it is). [LINGUAL-CH/13-15]
Can recognise concrete information (e.g. places and times) on familiar topics encountered in everyday life, provided it is delivered in slow and clear speech.	Relevant.	In familiar situations I can understand figures and other short pieces of information; for example, I can understand the price of an item in a shop selling CDs or at McDonald's. [LINGUAL-CH/13-15] Ich kann Angaben zu Ort, Zeit und Menge verstehen, wenn es sich um alltägliche Situationen und Tätigkeiten handelt. [4.2000-GER/NRW] – ND Quando falam de forma clara e pausada, sou capaz de: compreender informações ou perguntas sobre mim próprio, a minha família, a escola, os tempos livres. [20.2001-POR] – ND
Pre-A1		Pre-A1
Can recognise everyday, familiar words, provided they are delivered clearly and slowly in a clearly defined, familiar, everyday context.	Relevant.	I can understand the names of everyday objects in the classroom. [10.2001-IE/Auth] – ND (A1) When someone is speaking this language, I can sometimes recognise words which I already know in other languages (for example "international", "active"). [LINGUAL-CH/13-15] (A1.1) I can understand numbers and important mathematical words. [12.2001-IE/PP] (A1) I can understand some scientific words and phrases. [12.2001-IE/PP] (A1) I can understand some important words in history and geography classes. [12.2001-IE/PP] (A1) I can understand some key words and phrases in English class. [12.2001-IE/PP] (A1)
Can recognise numbers, prices, dates and days of the week, provided they are delivered slowly and clearly in a clearly defined, familiar, everyday context.	Relevant.	I can understand days of the week and months of the year. [10.2001-IE/Auth] - ND (A1) I can understand times and dates. [10.2001-IE/Auth] - ND (A1) I can understand numbers and prices. [10.2001-IE/Auth] - ND (A1) I can understand simple calculations using "plus", "minus" and "times". [LINGUAL-CH/13-15] (A1.1) Quando falam de forma clara e pausada, sou capaz de: Identificar números, preços, horas, datas. [20.2001-POR] – ND (A1)

Levels Pre-A1 / A1		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
Can understand short, very simple questions and statements provided that they are delivered slowly and clearly and accompanied by visuals or manual gestures to support understanding and repeated if necessary.	Relevant.	
UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS		UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS
A1		A1
Can understand some words and expressions when people are talking about him/herself, family, school, hobbies or surroundings, provided they are talking slowly and clearly.	Relevant.	I can understand what people are saying about the colour and size of cars, houses, etc.; I can also understand who these things belong to. [LINGUAL-CH/13-15] I can understand when people are talking about themselves and their families if they speak slowly and use simple words. [LINGUAL-CH/13-15] I can understand some words and expressions, when people are talking about me, my family, school, my free time or my surroundings but only if they are talking slowly and clearly. [LINGUAL-CH/13-15]
Can understand words and short sentences when listening to a simple conversation (e.g. between a customer and a salesperson in a shop), provided that people talk very slowly and very clearly.	Relevant.	When listening to a conversation, I can identify words and short sentences and understand them, provided that people talk very slowly and very clearly (for example a conversation between a customer and a salesperson in a shop). [LINGUAL-CH/13-15]
Pre-A1		Pre-A1
No descriptors available		
LISTENING AS A MEMBER OF A LIVE AUDIENCE		LISTENING AS A MEMBER OF A LIVE AUDIENCE
A1		A1
Can understand in outline very simple information being explained in a predictable situation like a guided tour, provided that speech is very slow and clear and that there are long pauses from time to time.	Relevant.	I can understand what is being said provided that people speak slowly and carefully and that there are long pauses from time to time. [LINGUAL-CH/13-15]
LISTENING TO ANNOUNCEMENTS AND INSTRUCTIONS		LISTENING TO ANNOUNCEMENTS & INSTRUCTIONS
A1		A1
Can understand instructions addressed carefully and slowly to him/her and follow short, simple directions.	Relevant.	I can understand important school rules. [12.2001-IE/PP]
		Je peux suivre des indications simples et en donner, par exemple pour aller d'un endroit à un autre. [split] Je peux comprendre des consignes et des indications simples. [44.2003-FR/Coll.]
Can understand when someone tells him/her slowly and clearly where something is, provided the object is in the immediate environment.	Relevant.	I can understand when someone tells me where something is or in what direction I should go. [LINGUAL-CH/13-15]
Can understand figures, prices and times given slowly and clearly in an announcement by loudspeaker, e.g. at a railway station or in a shop.	Relevant.	I can understand figures, prices and times given in a clear announcement by loudspeaker, for example at a railway station or in a shop. [LINGUAL-CH/13-15]

Levels Pre-A1 / A1		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
Pre-A1		Pre-A1
Can understand short, simple instructions for actions such as 'Stop,' 'Close the door,' etc., provided they are delivered slowly face-to-face, accompanied by pictures or manual gestures and repeated if necessary.	Relevant.	I can follow simple instructions. (P.E.) [12.2001-IE/PP] (A1) I can understand simple classroom instructions, such as "Stand up, please", "Come here" or "Close the door, please". [LINGUAL-CH/13-15] (A1.1)
LISTENING TO THE RADIO AND AUDIO RECORDINGS		
A1		A1
Can pick out concrete information (e.g. places and times) from short audio or video recordings on familiar everyday topics, provided they are delivered very slowly and clearly.	Relevant.	
Pre A1		Pre A1
Can recognise words, names and numbers that he/she already knows in simple, short recordings, provided that they are pronounced very slowly and clearly.	Relevant.	In simple and short recordings which are spoken slowly and clearly, I can understand words, names and numbers I already know. [LINGUAL-CH/13-15] (A1.1)
Audio-visual Reception		
WATCHING TV, FILM AND VIDEO		
A1		A1
Can identify simple, concrete information in a short video, provided that the visual supports this information and that the delivery is very slow and clear.	Relevant.	
Written Reception		
OVERALL READING COMPREHENSION		
A1		A1
Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.	Relevant.	I can pick out familiar names, words and phrases in very short simple texts. [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] – ND I can recognize familiar names, words and phrases in very short, simple texts. [7.2001-CZ/11-15] I can understand a form well enough to know where I have to insert the main information concerning me (in particular my name, date of birth and address). [LINGUAL-CH/13-15] I can read a simple, very short text, sentence by sentence and understand it; in so doing I pick out the information which I find clearest and read it, if necessary, several times. [LINGUAL-CH/13-15]
Pre A1		Pre A1

Levels Pre-A1 / A1		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
Can recognise familiar words accompanied by pictures, such as a fast-food restaurant menu illustrated with photos or a picture book using familiar vocabulary.	Relevant.	In relatively simple texts, I can understand some expressions and very simple sentences if I am allowed to use a dictionary. [LINGUAL-CH/13-15] (A1.1) I can read the names of sports and sports stars. [12.2001-IE/PP] (A1)
READING CORRESPONDENCE		READING CORRESPONDENCE
A1		A1
Can understand short, simple messages on postcards.	Relevant.	I can understand short simple messages on greeting cards and postcards (e.g., holiday greetings, birthday greetings). [10.2001-IE/Auth] I can understand short, simple messages on postcards, for example holiday greetings. [7.2001-CZ/11-15] I can understand simple written messages and comments in the classroom situation (e.g., "well done", "today's homework"). [10.2001-IE/Auth] – ND Je peux comprendre un message simple qui m'est adressé, par exemple sur une carte postale. [44.2003-FR/Coll.]
Can understand short, simple messages (e.g. posted on social media or email) proposing when and where to meet.	Relevant.	I can understand short, simple messages (for example a concrete proposal to meet). [LINGUAL-CH/13-15]
Pre A1		Pre A1
Can understand from a letter, card or email the event to which he/she is being invited and the information given about day, time and location.	Relevant.	When I receive a written invitation, I can understand what I'm being invited to and the day, time and place. [LINGUAL-CH/13-15] (A1.1)
Can recognise times and places in very simple notes and text messages from friends or colleagues, for example "Back at 4 o'clock", provided there are no abbreviations.	Relevant.	
READING FOR ORIENTATION		READING FOR ORIENTATION
A1		A1
Can recognise familiar names, words and very basic phrases on simple notices in the most common everyday situations.	Relevant.	I can read the names of rooms in the school. [12.2001-IE/PP] I can understand labels on scientific diagrams and equipment. [12.2001-IE/PP] I can use the alphabet to find names on a list and words in a dictionary. [12.2001-IE/PP]

Levels Pre-A1 / A1		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
		Je peux reconnaître des mots, des expressions et des phrases simples sur une affiche, un journal, un magazine. [44.2003-FR/Coll.] Ich kann einzelne Namen, Wörter und ganz einfache Sätze, die mir vertraut sind, wiedererkennen und verstehen (z.B. auf Schildern, Plakaten oder in Prospekten). [4.2000-GER/NRW] – ND
Can understand store guides (information on which floors departments are on) and directions (e.g. to where to find lifts).	Relevant.	
Can understand basic hotel information, for example, times when meals are served.	Relevant.	
Can find and understand simple, important information in advertisements, in programmes for special events, in leaflets and brochures (e.g. what is proposed, costs, the date and place of the event, departure times etc.).	Relevant.	I can find and understand simple, important information in advertisements, in programmes for special events or on posters (for example, what is proposed, what something costs, the date and place of the event). [LINGUAL-CH/13-15] I can find basic information such as where a film is on and when it starts. [7.2001-CZ/11-15]
Pre A1		Pre A1
Can understand simple everyday signs such as 'Parking,' 'Station,' 'Dining room,' 'No smoking,' etc.	Relevant.	On signs, I can understand words and expressions often found in everyday life (for example "station", "parking", "no smoking", "exit"). [LINGUAL-CH/13-15] (A1.2)
Can find information about places, times and prices on posters, flyers and notices.	Relevant.	I can pick out the main information (for example place, time or price) on posters, brochures and signs and understand it. [LINGUAL-CH/13-15] (A1.1)
READING FOR INFORMATION & ARGUMENT		READING FOR INFORMATION & ARGUMENT
A1		A1
Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.	Relevant.	I can get an idea of the content of simple informational material if there is pictorial support (e.g., posters, catalogues, advertisements). [10.2001-IE/Auth] I can understand what short simple texts are about, especially if they have pictures. [7.2001-CZ/11-15] When confronted with relatively simple information material, I can work out what it is about, especially if there are illustrations which help me to understand. [LINGUAL-CH/13-15]
Can understand short texts on subjects of personal interest (e.g. news flashes about sports, music, travel, etc.) written with simple words and supported by illustrations and pictures.	Relevant.	I can recognise numbers and symbols in simple problems in my textbook. [12.2001-IE/PP] I can recognise key words and information in a text. (History and Geography) [12.2001-IE/PP] I can recognise key words and information in a short text. (English) [12.2001-IE/PP]

Levels Pre-A1 / A1		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
Pre A1		Pre A1
Can understand the simplest informational material that consists of familiar words and pictures, such as a fast-food restaurant menu illustrated with photos or an illustrated story formulated in very simple, everyday words.	Relevant.	
READING INSTRUCTIONS		READING INSTRUCTIONS
A1		A1
Can follow short, simple written directions (e.g., to go from X to Y).	Relevant.	<i>I can follow short simple written directions (e.g., to go from X to Y). [10.2001-IE/Auth]</i> Quando leio textos curtos e simples sobre assuntos familiares, sou capaz de: seguir orientações elementares, por exemplo, "para ir de X para Y" [20.2001-POR] Je peux comprendre et suivre des indications simples (par exemple dans la rue, pour aller d'un point à un autre). [44.2003-FR/Coll.]
Pre A1		Pre A1
Can understand very short, simple, instructions used in everyday life such as "No parking", "No food or drink" etc.	Relevant.	At school, I can understand certain very brief instructions if I have already come across them before in the same or a similar form. [LINGUAL-CH/13-15] (A1.)
READING FOR PLEASURE		READING FOR PLEASURE
A1		A1
Can understand short, illustrated narratives about everyday activities that are written in simple words.	Relevant.	
Can understand in outline short texts in illustrated stories, provided that the images help him/her to guess a lot of the content	Relevant.	I can roughly understand short texts in picture stories if the pictures help me to guess many things. [LINGUAL-CH/13-15]

Levels Pre-A1 / A1		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
Reception Strategies		
IDENTIFYING CUES AND INFERRING (Spoken & Written)		IDENTIFYING CUES & INFERRING (Spoken & Written)
Pre-A1		Pre-A1
Can deduce the meaning of a word from an accompanying picture or icon.	Relevant.	
Spoken Interaction		Spoken Interaction
OVERALL SPOKEN INTERACTION		OVERALL SPOKEN INTERACTION
A1		A1
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.	Relevant.	<p>I can ask and answer simple direct questions on very familiar topics (e.g., family, school) with help from the person I am talking to. [10.2001-IE/Auth]</p> <p>I can understand when someone tells me where something is or in what direction I should go. [LINGUAL-CH/13-15]</p> <p>I can interact in a simple way, provided the other person understands my difficulties and helps me. [LINGUAL-CH/13-15]</p> <p>Je peux poser des questions simples, répondre et échanger des idées simples sur des sujets familiers. [44.2003-FR/Coll.]</p>
Pre-A1		Pre-A1
Can ask and answer questions about him/herself and daily routines, using short, formulaic expressions and relying on gestures to reinforce the information.	Relevant.	
UNDERSTANDING THE INTERLOCUTOR		UNDERSTANDING THE INTERLOCUTOR
A1		A1
Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker.	Relevant.	<p>If the person speaking talks slowly and clearly, I can understand simple words and very short sentences concerning myself, the family, school etc. [LINGUAL-CH/13-15]</p> <p>Provided that people talk slowly and clearly, I can understand short conversations on subjects I am familiar with (for example school, family, hobbies). [LINGUAL-CH/13-15]</p> <p>Je peux comprendre des expressions familières et simples de la vie quotidienne (pour accepter, refuser, remercier,...). [44.2003-FR/Coll.]</p>
Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.	Relevant.	<p>I can understand simple questions about myself when people speak slowly and clearly. [10.2001-IE/Auth] – ND (A1)</p> <p>I can understand short questions about myself. [12.2001-IE/PP]</p> <p>I can understand when someone tells me where something is or in what direction I should go. [LINGUAL-CH/13-15]</p> <p>I can understand straightforward tasks and instructions, especially when pictures or manual gestures are used to help</p>

Levels Pre-A1 / A1		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
		<p>me understand what to do. [LINGUAL-CH/13-15] (A1.1)</p> <p>I can understand simple questions when they are spoken slowly and carefully. [7.2001-CZ/11-15]</p> <p>Je peux suivre des indications simples et en donner, par exemple pour aller d'un endroit à un autre. [44.2003-FR/Coll.]</p>
Pre-A1		Pre-A1
Can understand a number of familiar words and greetings and recognise key information such as numbers, prices, dates and days of the week, provided speech is delivered very slowly, with repetition if necessary.	Relevant.	<p>I can understand basic greetings and routine phrases (e.g., please, thank you). [10.2001-IE/Auth] – ND (A1)</p> <p>I can understand days of the week and months of the year. [10.2001-IE/Auth] - ND (A1)</p> <p>I can understand times and dates. [10.2001-IE/Auth] - ND (A1)</p> <p>I can understand numbers and prices. [10.2001-IE/Auth] - ND (A1)</p> <p>I can understand simple classroom instructions, such as “Stand up, please”, “Come here” or “Close the door, please”. [LINGUAL-CH/13-15] (A1.1)</p> <p>I can follow simple instructions. (P.E.) [12.2001-IE/PP] (A1)</p>
Can understand simple questions which directly concern him/her, for example about name, age and address, or similar things, if the person is asking slowly and clearly.	Relevant.	<p>I can understand simple questions which directly concern me, for example when someone asks me my name or my address. [LINGUAL-CH/13-15] (A1.1)</p> <p>I can understand questions, for example about my family name and my first name, my age and address, or similar things, if the person asking slowly and clearly. [LINGUAL-CH/13-15] (A1.1)</p>
Can understand simple personal information (e.g. name, age, place of residence, origin) when other people introduce themselves, provided that they speak slowly and clearly directly to him/her, and can understand questions on this theme addressed to him/her, though the questions may need to be repeated.	Relevant.	When other people introduce themselves, I can understand simple important information such as their name and age and where they come from. [LINGUAL-CH/13-15] (A1.1)
CONVERSATION		
A1		A1
Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker.	Relevant.	<p>Je peux comprendre des expressions familières et simples de la vie quotidienne (pour accepter, refuser, remercier,...). [44.2003-FR/Coll.]</p>
Can take part in a simple conversation of a basic factual nature on a predictable topic, e.g. his/her home country, family, school, etc.	Relevant.	

Levels Pre-A1 / A1		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
		Je peux parler simplement des gens que je connais et poser des questions à quelqu'un. [44.2003-FR/Coll.] – ND
Can make an introduction and use basic greeting and leave-taking expressions.	Relevant.	<p>I can say who I am, ask someone's name and introduce someone. [10.2001-IE/Auth]</p> <p>I can greet somebody and say goodbye to them. I can introduce somebody. [7.2001-CZ/11-15]</p> <p>I can greet adults and children and take leave of them, using the appropriate words. The words I use depend on how well I know the people in question. [LINGUAL-CH/13-15]</p> <p>Using simple words, I can introduce myself and other people to young people of my age (for example at a club or in another class at school). [LINGUAL-CH/13-15]</p> <p>I can say hello and goodbye and ask for help. [12.2001-IE/PP]</p>
		Je peux présenter quelqu'un, saluer et prendre congé. [44.2003-FR/Coll.]
Can ask how people are and react to news.	Relevant.	<p>I can ask somebody how they are and answer similar questions. [7.2001-CZ/11-15]</p> <p>I can ask a person how they are and I can also say how I feel. [LINGUAL-CH/13-15]</p>
Pre-A1		Pre-A1
Can understand and use some basic, formulaic expressions such as 'Yes,' 'No,' 'Excuse me,' 'Please,' 'Thank you,' 'No thank you,' 'Sorry.'	Relevant.	<p>I can say basic greetings and phrases (e.g., "please", "thank you"), ask how someone is and say how I am. [10.2001-IE/Auth] – ND (A1)</p> <p>I can say thank you using very simple words. [LINGUAL-CH/13-15] (A1.1)</p> <p>I can greet someone with simple words and I can say "yes", "no", "sorry", "please" and "thank you". [LINGUAL-CH/13-15] (A1.1)</p>
Can recognise simple greetings.	Relevant.	
Can greet people, say his/her name and take leave of them.	Relevant.	I can greet people, introduce myself briefly and take leave of them. [LINGUAL-CH/13-15] (A1.1)
INFORMAL DISCUSSION (WITH FRIENDS)		INFORMAL DISCUSSION (WITH FRIENDS)
A1		A1
Can exchange likes and dislikes for sports, foods, etc., using a limited	Relevant.	

Levels Pre-A1 / A1		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
repertoire of expressions, when addressed clearly, slowly and directly.		
GOAL-ORIENTED CO-OPERATION (e.g. assembling a furniture kit, discussing a document, organising an event etc.)		GOAL-ORIENTED CO-OPERATION (e.g. assembling a furniture kit, discussing a document, organising an event etc.)
A1		A1
Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.	Relevant.	<p>I can understand straightforward tasks and instructions, especially when pictures or manual gestures are used to help me understand what to do. [LINGUAL-CH/13-15] (A1.1)</p> <p>I can understand straightforward tasks and instructions, especially when pictures or manual gestures are used to help me understand what to do. [LINGUAL-CH/13-15] (A1.1)</p> <p>I can understand simple questions when they are spoken slowly and carefully. [7.2001-CZ/11-15]</p> <p>Je peux suivre des indications simples et en donner, par exemple pour aller d'un endroit à un autre. [44.2003-FR/Coll.]</p>
Can act on basic instructions that involve times, locations, numbers etc.	Relevant.	
Can ask people for things, and give people things.	Relevant.	<p>I can ask people for things and give people things. [10.2001-IE/Auth]</p> <p>I can ask for something and respond to somebody's requests. [7.2001-CZ/11-15]</p> <p>I can ask my classmates if they can lend me, for example, a pencil, an eraser or other school materials we often use. I can also offer to lend these things to the others. [LINGUAL-CH/13-15]</p> <p>I can explain that I want to play a game. [12.2001-IE/PP]</p> <p>I can use some scientific words in group work. [12.2001-IE/PP]</p> <p>I can use some key words in group work. (History and Geography [12.2001-IE/PP]</p> <p>Je peux proposer ou offrir quelque chose à quelqu'un. [44.2003-FR/Coll.]</p>
OBTAINING GOODS AND SERVICES		OBTAINING GOODS & SERVICES
A1		A1
Can ask people for things and give people things.	Relevant.	<p>I can ask people for things and give people things. [10.2001-IE/Auth]</p> <p>I can ask for something and respond to somebody's requests. [7.2001-CZ/11-15]</p>

Levels Pre-A1 / A1		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
		Je peux proposer ou offrir quelque chose à quelqu'un. [44.2003-FR/Coll.]
Can ask for food and drink using basic expressions.	Relevant.	I can order something to drink and eat, for example in a café or a discothèque. [LINGUAL-CH/13-15] (A1.1)
Can handle numbers, quantities, cost and time.	Relevant.	I can handle numbers, quantities, cost and time. [10.2001-IE/Auth] I can use numbers and say what time it is. [7.2001-CZ/11-15] I can understand, for example in a shop, how much something costs, if the salesperson makes an effort to help me understand. [LINGUAL-CH/13-15]
		Je sais compter, indiquer des quantités et donner l'heure. [44.2003-FR/Coll.]
Pre-A1		Pre-A1
Can make simple purchases and/or order food or drink when pointing or other gesture can support the verbal reference.	Relevant.	I can make simple purchases, using pointing and gestures to support what I say. [10.2001-IE/Auth] – ND (A1) I can ask for things in a shop making gestures to help me. [7.2001-CZ/11-15] – ND (A1) I can name some very common foodstuffs and drinks, for example when I want to buy or order them. [LINGUAL-CH/13-15] (A1.1)
INFORMATION EXCHANGE		
A1		A1
Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.	Relevant.	I can understand simple questions about myself when people speak slowly and clearly. [10.2001-IE/Auth] – ND I can understand when someone tells me where something is or in what direction I should go. [LINGUAL-CH/13-15] I can understand short questions about myself. [12.2001-IE/PP] I can understand simple questions when they are spoken slowly and carefully. [7.2001-CZ/11-15]
		Je peux répondre à des questions personnelles simples et en poser. [44.2003-FR/Coll.]
Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	Relevant.	I can answer simple questions using individual words, expressions or short sentences. [LINGUAL-CH/13-15] I can ask where to find a book, a ball or other familiar objects. I can also answer this sort of question. [LINGUAL-CH/13-15] I can say hello and goodbye and ask for help. [12.2001-IE/PP] I can explain that I want to play a game. [12.2001-IE/PP] I can use numbers and some key words. [12.2001-IE/PP] I can use some scientific words in group work. [12.2001-IE/PP] I can give short answers to simple questions in English class. [12.2001-IE/PP]

Levels Pre-A1 / A1		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
Can ask and answer questions about themselves and other people, where they live, people they know, things they have.	Relevant.	I can ask questions about where people live, whom they know and what things they have and answer such questions. [7.2001-CZ/11-15] I can answer short questions about myself. [12.2001-IE/PP] Quando me encontro em situações simples e quando os assuntos que me são familiares, sou capaz de: formular, com ajuda, perguntas e respostas sobre assuntos que me são muito familiares, por exemplo, família e escola. [20.2001-POR] Je peux dire qui je suis, où je suis né, où j'habite et demander le même type d'informations à quelqu'un. [44.2003-FR/Coll.] Je peux comprendre des questions sur l'endroit où j'habite, sur ce que je fais, sur les gens que je connais. [44.2003-FR/Coll.]
Can indicate time by such phrases as next week, last Friday, in November, three o'clock.	Relevant.	Je peux parler d'une date ou d'un rendez-vous en utilisant par exemple "la semaine prochaine", "vendredi dernier", "en novembre", "à trois heures". [44.2003-FR/Coll.]
Can express numbers, quantities and cost in a limited way.	Relevant.	I can handle numbers, quantities, cost and time. [10.2001-IE/Auth]
Can name the colour of clothes or other familiar objects and can ask the colour of such objects.	Relevant.	I can name 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 bicycle). [LINGUAL-CH/13-15]
Pre-A1		Pre-A1
Can ask and tell day, time of day and date.	Relevant.	I can say what day of the week it is, the date and the time and I can also ask someone the day, the date and the time. [LINGUAL-CH/13-15] (A1.2)
Can tell people his/her name and ask other people their name.	Relevant.	I can tell people my name. I can also ask other people what they are called. [LINGUAL-CH/13-15] (A1.1)
Can use and understand simple numbers in everyday conversations.	Relevant.	I can use and understand simple numbers in everyday conversations. [LINGUAL-CH/13-15] (A1.1)
Can ask for and give a date of birth.	Relevant.	
Can ask for and give a phone number.	Relevant.	I can give some information concerning myself (for example my name, age, country, address and telephone number when speaking to a secretary who requires personal details for my registration). [LINGUAL-CH/13-15] (A1.1)
Can say and ask people about their age	Relevant.	I can give some information concerning myself (for example my name, age, country, address and telephone number when speaking to a secretary who requires personal details for my registration). [LINGUAL-CH/13-15] (A1.1)
Can ask very simple questions for information, such as 'What is this?' and understand 1- or 2-word answers.	Relevant.	

Levels Pre-A1 / A1		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
INTERVIEWING AND BEING INTERVIEWED		INTERVIEWING AND BEING INTERVIEWED
A1		A1
Can reply in an interview to simple direct questions spoken very slowly and clearly in direct non-idiomatic speech about personal details.	Relevant.	
Can simply state the nature of a problem to a health professional and answer simple questions such as 'Does that hurt?' even though he/she has to rely on gestures and body language to reinforce the message.	Relevant.	
Written Interaction		Written Interaction
OVERALL WRITTEN INTERACTION		OVERALL WRITTEN INTERACTION
A1		A1
Can ask for or pass on personal details in written form.	Relevant.	I can give information concerning myself in a simple written form (for example in an exchange of information with a partner in a chat session: my name, address, where I come from, my age, preferences and hobbies); I can also write to other people asking for this sort of information. [LINGUAL-CH/13-15] Je peux demander ou transmettre par écrit des renseignements personnels très simples. [44.2003-FR/Coll.]
Pre-A1		Pre-A1
Can write short phrases to give basic information (e.g. name, address, family) on a form or in a note, with the use of a dictionary.	Relevant.	
CORRESPONDENCE		CORRESPONDENCE
A1		A1
Can write messages and online postings as a series of very short sentences about hobbies and likes/dislikes, using simple words and formulaic expressions, with reference to a dictionary.	Relevant.	I can write down some personal information concerning myself (age, address or hobbies) on a list or a letter in which I introduce myself. [LINGUAL-CH/13-15]
Can write a short, very simple message (e.g. a text message) to friends to give them a piece of information or to ask them a question.		I can write a short message (for example a text message) to friends to inform them of something or to ask them a question. [LINGUAL-CH/13-15] I can write very simple messages and questions to other young people (for example text messages or "post-its" that are circulated in the classroom. [LINGUAL-CH/13-15]
Can write a short, simple postcard.	Relevant.	I can write a greeting card or simple postcard. [10.2001-IE/Auth] I can write a short, simple postcard. [7.2001-CZ/11-15] Em situações simples e em assuntos que me são familiares, sou capaz de: escrever mensagens curtas e simples, por exemplo, cartões, postais, recados..., [20.2001-POR] Je peux écrire des phrases simples (carte postale), pour donner de mes nouvelles, dire ce que je fais. [44.2003-FR/Coll.]

Levels Pre-A1 / A1		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
Pre-A1		Pre-A1
Can write short phrases and sentences giving basic personal information with reference to a dictionary.	Relevant.	
NOTES, MESSAGES & FORMS		NOTES, MESSAGES & FORMS
A1		A1
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.	Relevant.	I can fill in a simple form or questionnaire with my personal details (e.g., date of birth, address, nationality).[10.2001-IE/Auth] Em situações simples e em assuntos que me são familiares, sou capaz de: preencher um impresso com o meu nome, data de nascimento, morada, nacionalidade.... [20.2001-POR] Je peux remplir un formulaire avec mon nom, ma nationalité, mon âge, mon adresse. [44.2003-FR/Coll.] Ich kann einen Steckbrief mit kurzen und wenigen Angaben z.B. zu Augenfarbe, Größe, Alter usw. vervollständigen. [4.2000-GER/NRW] – ND
Can leave a simple message giving information on e.g. where he/she has gone, what time he/she will be back. (e.g. 'Shopping: back at 5 p.m.').	Relevant.	
Pre-A1		Pre-A1
Can fill in very simple registration forms with basic personal details: name, address, nationality, marital status.	Relevant.	I can fill in a form (my name, address, age). [7.2001-CZ/11-15] (A1)
Online Interaction		
OVERALL ONLINE INTERACTION		OVERALL ONLINE INTERACTION
A1		A1
Can complete a very simple online purchase or application and write very simple messages and personal online postings as a series of very short sentences about hobbies, likes/dislikes, etc., relying on the aid of a translation tool.	Relevant.	
Pre-A1		Pre-A1
Can establish basic social contact online and make selections (e.g. choosing a product, size, colour) in a simple online purchase. Can post short simple statements about him/herself provided he/she can select them from a menu and/or refer to an online translation tool.	Relevant.	
ONLINE CONVERSATION AND DISCUSSION		ONLINE CONVERSATION AND DISCUSSION
A1		A1
Can write very simple messages and personal online postings as a series of very short sentences about hobbies, likes/dislikes, etc., relying on the aid of a translation tool.	Relevant.	

Levels Pre-A1 / A1		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
Can use simple words, emoticons and formulaic expressions to post short positive and negative reactions to simple online postings and their embedded links and media, but can only respond to further comments with standard expressions of thanks and apology.	Relevant.	
Pre-A1		Pre-A1
Can establish basic social contact online by using the simplest everyday polite forms of greetings and farewells.	Relevant.	
Can post simple online greetings, using basic formulaic expressions.		
Can post online short simple statements about him/herself (e.g. relationship status, nationality, occupation), provided he/she can select them from a menu and/or refer to an online translation tool.	Relevant.	
GOAL-ORIENTED ONLINE TRANSACTIONS AND COLLABORATION		GOAL-ORIENTED ONLINE TRANSACTIONS AND COLLABORATION
A1		A1
Can complete a very simple online purchase or application, providing basic personal information (such as name, e-mail address or telephone number).	Relevant.	
Pre-A1		Pre-A1
Can make selections (e.g. choosing a product, size, colour) in a simple online purchase or application form, provided there is visual support.	Relevant.	
Interaction Strategies		Interaction Strategies
ASKING FOR CLARIFICATION		ASKING FOR CLARIFICATION
A1		A1
Can indicate with words, intonation and gestures that he/she does not understand.	Relevant.	
Can express in a simple way that he/she does not understand.	Relevant.	I can say that I do not understand. [LINGUAL-CH/13-15] I can say I don't understand, ask people to repeat what they say or speak more slowly, attract attention and ask for help. [10.2001-IE/Auth] – ND
Spoken Production		Spoken Production
OVERALL SPOKEN PRODUCTION		OVERALL SPOKEN PRODUCTION
A1		A1

Levels Pre-A1 / A1		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
Can produce simple mainly isolated phrases about people and places.	Relevant.	<p>I can name some sports and games and the equipment we need for them. [12.2001-IE/PP]</p> <p>I can say important mathematical words and numbers. [12.2001-IE/PP]</p> <p>I can say some important scientific words. [12.2001-IE/PP]</p> <p>I can name key words related to history and geography. [12.2001-IE/PP]</p> <p>I can say some important words I need in English class. [12.2001-IE/PP]</p>
Pre-A1		Pre-A1
Can produce short phrases about themselves, giving basic personal information (e.g. name, address, family, nationality).	Relevant.	
SUSTAINED MONOLOGUE: Describing Experience		SUSTAINED MONOLOGUE: Describing Experience
A1		A1
Can describe him/herself, what he/she does and where he/she lives.	Relevant.	<p>I can use simple words and phrases to describe where I live. [10.2001-IE/Auth]</p> <p>I can say who I am and what I do. [split] I can describe where I live. [7.2001-CZ/11-15]</p> <p>I can give basic personal information about myself (e.g., age, address, family, hobbies). [10.2001-IE/Auth] – ND</p> <p>I can introduce myself very briefly, for example say my name, where I come from and what school I attend. [LINGUAL-CH/13-15]</p>

Levels Pre-A1 / A1		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
		Em situações que têm a ver comigo sou capaz de: fornecer informação elementar, por exemplo, nome, idade, morada, família, passatempos. [split] Em situações que têm a ver comigo sou capaz de: indicar, em termos simples, onde vivo. [20.2001-POR]
Can describe simple aspects of his/her everyday life in a series of simple sentences, using simple words and basic phrases, provided he/she can prepare in advance.	Relevant.	I can say what I like eating and drinking. [LINGUAL-CH/13-15] I can give other people some basic information concerning my family, for example, who the members of my family are, how old they are and what they do. [LINGUAL-CH/13-15] I can tell other people what I like and what I don't like (for example with regard to sports, music, school, colours). [LINGUAL-CH/13-15] I can say what colours I prefer to wear. [LINGUAL-CH/13-15] I can give a simple description of a game I play with my friends. [12.2001-IE/PP]
Pre-A1		Pre-A1
Can describe him/herself (e.g. name, age, family), using simple words and formulaic expressions, provided he/she can prepare in advance.	Relevant.	I can give some information concerning myself (for example my name, age, country, address and telephone number when speaking to a secretary who requires personal details for my registration). [LINGUAL-CH/13-15] (A1.1) I can say a short sentence about myself. [12.2001-IE/PP] (A1)
Can say how he/she is feeling using simple words like 'happy,' 'tired,' accompanied by body language.	Relevant.	I can say how I am feeling using simple words. [LINGUAL-CH/13-15] (A1.1)
SUSTAINED MONOLOGUE: Giving information		SUSTAINED MONOLOGUE: Giving information
A1		A1
Can give a simple description of an object or picture while showing it to others using basic words, phrases and formulaic expressions, provided he/she can prepare in advance.	Relevant.	I can give basic information about my school-class (for example its size, the number of girls and the number of boys and my favourite subjects). [LINGUAL-CH/13-15]
ADDRESSING AUDIENCES		ADDRESSING AUDIENCES
A1		A1
Can read a very short, rehearsed statement - e.g. to introduce a speaker, propose a toast.	Relevant.	
Written Production		Written Production
OVERALL WRITTEN PRODUCTION		OVERALL WRITTEN PRODUCTION
A1		A1
Can give information in writing about matters of personal relevance (e.g. likes and dislikes, family, pets) using simple words and basic expressions.	Relevant.	

Levels Pre-A1 / A1		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
Can write simple isolated phrases and sentences.	Relevant.	I can write the names of sports, sports equipment and sports stars and put these into groups. [12.2001-IE/PP] I can write down new words and put missing words into texts. [12.2001-IE/PP] I can add missing information to maps, time-lines and short texts. [12.2001-IE/PP] I can draw and label a simple scientific diagram. [12.2001-IE/PP] I can use numbers and symbols to do simple examples in my textbook. [12.2001-IE/PP] I can note down very common words, for example the names of people, animals or objects in pictures or diagrams (for example "girl", "dog", "house"). [LINGUAL-CH/13-15] (A1.1)
Pre-A1		Pre-A1
Can give basic personal information in writing (e.g. name, address, nationality), perhaps with the use of a dictionary.	Relevant.	I can write some important information about myself. [12.2001-IE/PP] (A1)
CREATIVE WRITING		
A1		A1
Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do.	Relevant.	I can write simple phrases and sentences about myself (e.g., where I live, how many brothers and sisters I have). [10.2001-IE/Auth] I can write simple sentences about where I live and who I am. [7.2001-CZ/11-15] I can write down some personal information concerning myself (age, address or hobbies) on a list or a letter in which I introduce myself. [LINGUAL-CH/13-15] I can briefly introduce myself, my family and describe my hobbies. [LINGUAL-CH/13-15] I can write about who I am and where I live, using short, simple sentences. [LINGUAL-CH/13-15] (A1.1) I can write very simple words and sentences with the help of documents where I can look up things (such as a dictionary, a school textbook or an exercise book). [LINGUAL-CH/13-15] (A1.1) Je peux écrire des phrases simples sur des gens que je connais, pour dire comment ils vont, ce qu'ils font. [44.2003-FR/Coll.] Ich kann über mich selbst schreiben, wer ich bin, wo ich wohne, woher ich komme und was ich gern mag oder tue. [4.2000-GER/NRW] – ND
Can describe very simply what a room looks like.	Relevant.	I can tell someone in writing what my bedroom looks like. [LINGUAL-CH/13-15]
Can use simple words and phrases to describe certain everyday objects (for example the colour of a car, whether it is big or small).	Relevant.	I can use simple words to describe some everyday objects (for example the colour of a car, whether it is big or small). [LINGUAL-CH/13-15]
COMPENSATING		
A1		A1
Can use gesture to support simple words in expressing a need.	Relevant.	

Levels Pre-A1 / A1		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
Pre-A1		Pre-A1
Can point to something and ask what it is.	Relevant.	I can point to something and ask what it is. [LINGUAL-CH/13-15]
Mediation Activities and Strategies		
Cognitive Mediation		
OVERALL COGNITIVE MEDIATION		
A1		A1
Can use simple words and non-verbal signals to show interest in an idea. Can convey simple, predictable information of immediate interest given in short, simple texts like signs and notices, posters, programmes, leaflets etc.	Relevant.	
Pre-A1		Pre-A1
Can convey very basic information (e.g. places and times, numbers and prices) from short, simple texts.	Relevant.	
Constructing Meaning		
GENERATING CONCEPTUAL TALK		
A1		A1
Can use simple words and non-verbal signals to show interest in an idea.	Relevant.	
Conveying Received Meaning (spoken)		
RELAYING SPECIFIC INFORMATION IN SPEECH		
A1		A1
Can relay simple, predictable information about times and places given in short, simple statements.	Relevant.	
Pre-A1		
Can relay simple instructions about places and times, provided these are repeated very slowly and clearly.	Relevant.	
Can relay very basic information (e.g. numbers and prices) from short, simple, illustrated texts.	Relevant.	
INTERPRETING		
A1		A1
Can communicate with simple words and gestures what basic needs a third party has in a particular situation.	Relevant.	

Levels Pre-A1 / A1		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
SPOKEN TRANSLATION OF WRITTEN TEXT (Sight translation)		
A1		A1
Can provide a simple, rough spoken translation of simple, everyday words and phrases encountered on signs and notices, posters, programmes, leaflets etc.	Relevant.	
Conveying Received Meaning		
RELAYING SPECIFIC INFORMATION IN WRITING		
A1		A1
Can list names, numbers, prices and very simple information of immediate interest, provided that the speaker articulates very slowly and clearly, with repetition.	Relevant.	
Pre-A1		Pre-A1
Can list names, numbers, prices and very simple information from texts of immediate interest that are written in very simple language and contain illustrations.	Relevant.	
TRANSLATING		
A1		A1
Can, with the help of a dictionary, translate simple words and phrases, but may not always select the appropriate meaning.	Relevant.	
Text		
PROCESSING TEXT		
A1		A1
Can copy out single words and short texts presented in standard printed format	Relevant.	I can copy words and sentences for my school subjects. [12.2001-IE/PP]
EXPRESSING A PERSONAL RESPONSE TO LITERATURE AND ART		
A1		A1
Can use simple words and phrases to say how a work of literature or art made him/her feel.	Relevant.	
Communicative Language Competences		
Linguistic		Linguistic
GENERAL LINGUISTIC RANGE		
A1		A1

Levels Pre-A1 / A1		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
Has a very basic range of simple expressions about personal details and needs of a concrete type.	Relevant.	
Can use some basic structures in one-clause sentences with some omission or reduction of elements.	Relevant.	
Pre-A1		Pre-A1
Can use isolated words and basic expressions in order to give simple information about him/herself.	Relevant.	
VOCABULARY RANGE		VOCABULARY RANGE
A1		A1
Has a basic vocabulary repertoire of words and phrases related to particular concrete situations.	Relevant.	<p>I can read the names of sports and sports stars. [12.2001-IE/PP]</p> <p>I can understand numbers and important mathematical words. [12.2001-IE/PP]</p> <p>I can understand some scientific words and phrases. [12.2001-IE/PP]</p> <p>I can understand some important words in history and geography classes. [12.2001-IE/PP]</p> <p>I can understand some key words and phrases in English class. [12.2001-IE/PP]</p> <p>I can recognize the names of the most important things in the classroom. [7.2001-CZ/11-15]</p> <p>I know what the main parts of the body are called (for example if I need to say where it hurts). [LINGUAL-CH/13-15]</p> <p>I can name some sports and games and the equipment we need for them. [12.2001-IE/PP]</p> <p>I can say important mathematical words and numbers. [12.2001-IE/PP]</p> <p>I can say some important scientific words. [12.2001-IE/PP]</p> <p>I can name key words related to history and geography. [12.2001-IE/PP]</p> <p>I can say some important words I need in English class. [12.2001-IE/PP]</p> <p>I can count out loud from 1 to 100. [LINGUAL-CH/13-15] (A1.1)</p>
GRAMMATICAL ACCURACY		GRAMMATICAL ACCURACY
A1		A1
Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	Relevant.	<p>Ich beherrsche einige wenige einfache grammatische Strukturen und Satzmuster. [4.2000-GER/NRW]</p>
Pre-A1		Pre-A1
Can employ very simple principles of word order in short statements.	Relevant.	
OVERALL PHONOLOGICAL CONTROL		
A1		A1

Levels Pre-A1 / A1		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by interlocutors used to dealing with speakers of his/her language group.	Relevant.	Ich kann Wörter und Redewendungen, die ich lerne, so aussprechen, dass sie von native speakers verstanden werden, die häufig mit Sprechern anderer Sprachen zu tun haben. [4.2000-GER/NRW]
Can reproduce correctly a limited range of sounds as well as the stress on simple, familiar words and phrases.	Relevant.	
SOUND RECOGNITION AND ARTICULATION		
A1		A1
Can recognise and reproduce sounds in the target language correctly if carefully guided.	Relevant.	
Can articulate a limited number of sounds, so that speech is only intelligible if the interlocutor provides support (e.g. by repeating correctly and by eliciting repetition of new sounds).	Relevant.	
PROSODIC FEATURES		
A1		A1
Can use the prosodic features of a limited repertoire of simple words and phrases intelligibly, in spite of a very strong influence on stress, rhythm, and/or intonation from other language(s) he/she speaks; his/her interlocutor needs to be collaborative.	Relevant.	
ORTHOGRAPHIC CONTROL		
A1		A1
Can copy familiar words and short phrases e.g. simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly.	Relevant.	I can copy words and sentences for my school subjects. [12.2001-IE/PP]
		Ich kann einzelne Wörter und kurze Sätze abschreiben und wesentliche Informationen zur eigenen Person fehlerfrei schreiben (z.B. Nationalität, Adresse, Alter). [4.2000-GER/NRW] – ND
Can spell his/her address, nationality and other personal details.	Relevant.	
Can use basic punctuation (e.g. full stops, question marks).	Relevant.	
Sociolinguistic		
SOCIOLINGUISTIC APPROPRIATENESS		
A1		A1
Can establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry etc.	Relevant.	I can introduce myself. I can thank someone. [7.2001-CZ/11-15]
		I can greet adults and children and take leave of them, using the appropriate words. The words I use depend on how well I know the people in question. [LINGUAL-CH/13-15]
		Using simple words, I can introduce myself and other people to young people of my age (for example at a club or in

Levels Pre-A1 / A1		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
		<p>another class at school). [LINGUAL-CH/13-15]</p> <p>I can say hello and goodbye and ask for help. [12.2001-IE/PP]</p> <p>I can greet someone with simple words and I can say "yes", "no", "sorry", "please" and "thank you". [LINGUAL-CH/13-15] (A1.1)</p> <p>I can greet people, introduce myself briefly and take leave of them. [LINGUAL-CH/13-15] (A1.1)</p> <p>I can say thank you using very simple words. [LINGUAL-CH/13-15] (A1.1)</p> <p>Je peux utiliser les formules de politesse élémentaires ("merci", "s'il vous plaît", "excusez-moi", "pardon?"). [44.2003-FR/Coll.]</p>
Pragmatic		Pragmatic
COHERENCE AND COHESION		COHERENCE AND COHESION
A1		A1
Can link words or groups of words with very basic linear connectors like 'and' or 'then'.	Relevant.	Je peux faire des phrases en utilisant "et", "mais", "alors". [44.2003-FR/Coll.]
PROPOSITIONAL PRECISION		PROPOSITIONAL PRECISION
A1		A1
Can communicate basic information about personal details and needs of a concrete type in a simple way.	Relevant.	
Pre-A1		Pre-A1
Can communicate very basic information about personal details in a simple way.	Relevant.	
SPOKEN FLUENCY		SPOKEN FLUENCY
A1		A1
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.	Relevant.	
Pre-A1		Pre-A1
Can manage very short, isolated, rehearsed utterances using gesture and signalled requests for help when necessary.	Relevant.	
Plurilingual and Pluricultural Competences		
EXPLOITING PLURICULTURAL REPERTOIRE		
A1		A1
Can recognise differing ways of numbering, measuring g distance, telling the time, etc. even though he/she may have difficulty applying	Relevant.	

Levels Pre-A1 / A1		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
this in even simple everyday transactions of a concrete type.		
PLURILINGUAL COMPREHENSION		
A1		A1
Can recognise internationalisms and words common to different languages (e.g. Haus/hus/house) to deduce what people are trying to say directly to him/her, provided they speak very slowly and clearly, with repetition if necessary.	Relevant.	
Can recognise internationalisms and words common to different languages (e.g. airport/aéroport/aeropuerto) to deduce the meaning of simple signs and notices.	Relevant.	
EXPLOITING PLURILINGUAL REPERTOIRE		
A1		A1
Can use a very limited repertoire in <u>different languages</u> to conduct a very basic, concrete, everyday transaction with a collaborative interlocutor.	Relevant.	

Levels A2 / A2+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
Communicative Language Activities and Strategies		Communicative Language Activities
Spoken Reception		Spoken Reception
OVERALL LISTENING COMPREHENSION		OVERALL LISTENING COMPREHENSION
A2+		A2+
Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.	Partially relevant, with “needs of a concrete type” likely to be fairly restricted (e.g. needs related to classroom interactions, freetime activities, etc.)	
A2		A2
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.	Partially relevant, with “areas of most immediate priority” likely to be fairly restricted (to family and school life, everyday and freetime activities, immediate environment).	<p>I can understand everyday words and phrases relating to areas of immediate personal relevance (e.g., family, school, local environment). [10.2001-IE/Auth]</p> <p>I can understand very simple sentences about myself and my family. [split] I can understand basic information about people, their family, home, work and hobbies. [7.2001-CZ/11-15]</p> <p>I can understand simple phrases, questions and information relating to basic personal needs (e.g., shopping, eating out, going to the doctor). [10.2001-IE/Auth] – ND</p> <p>I can understand explanations of simple mathematical problems. [12.2001-IE/PP]</p> <p>I can follow simple explanations using words and information that I know. (Science subjects) [12.2001-IE/PP]</p> <p>I can follow simple explanations if I know the main words and ideas. (History and Geography) [12.2001-IE/PP]</p> <p>I can understand a short text if I know the main words and ideas. [12.2001-IE/PP]</p>
		Si on me raconte une histoire simple au sujet de gens que je connais, je peux saisir le sens général. [44.2003-FR/Coll.] – ND
UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS		UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS
A2+		A2+
Can generally identify the topic of discussion around him/her that is conducted slowly and clearly.	Relevant.	<p><i>I can usually identify the topic of conversation around me when people speak slowly and clearly.</i> [10.2001-IE/Auth]</p> <p>I can recognize what people are talking about when they speak slowly and carefully. [7.2001-CZ/11-15]</p> <p>If I listen to a conversation, for example in a shop or a train, I can grasp what people are talking about. [LINGUAL-CH/13-15]</p> <p>When I listen to relatively long recordings or conversations, I can usually understand the meaning but it is important that standard spoken language is being used and that I know something about the subject. [LINGUAL-CH/13-15]</p>

Levels A2 / A2+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
		Je peux généralement identifier le sujet d'une conversation qui se déroule en ma présence si les gens parlent lentement. [44.2003-FR/Coll.]
Can recognise when speakers agree and disagree in a conversation conducted slowly and clearly.	Relevant.	
A2		A2
Can follow in outline short, simple social exchanges, conducted very slowly and clearly.	Relevant.	When I listen to someone else talking to a salesperson in a shop, I can understand common words or expressions. [LINGUAL-CH/13-15] I can understand when my friends talk about everyday things. [12.2001-IE/PP]
LISTENING AS A MEMBER OF A LIVE AUDIENCE		LISTENING AS A MEMBER OF A LIVE AUDIENCE
A2+		A2+
Can follow the general outline of a demonstration or presentation on a familiar or predictable topic, where the message is expressed slowly and clearly in simple language and there is visual support (e.g. slides, handouts).	Relevant.	If the person speaking speaks slowly and clearly, I can understand reports on familiar subjects (for example pupils' reports on a project week or on a school camp). [LINGUAL-CH/13-15]
A2		A2
Can follow a very simple, well-structured presentation or demonstration, provided that it is illustrated with slides, concrete examples or diagrams, it is delivered slowly and clearly with repetition and the topic is familiar.	Relevant.	When listening to a straightforward talk about something, including pictures or drawings, I can understand the most important information, provided that I already know something about the subject. [LINGUAL-CH/13-15] I can follow presentations which are quite straightforward, well-structured and illustrated by pictures or transparencies and which concern familiar subjects (for example, music, sports and other hobbies) but the speaker must speak slowly and clearly. [LINGUAL-CH/13-15]
Can understand the outline of simple information given in a predictable situation, such as on a guided tour, e.g. 'This is where the President lives.'	Relevant.	I can understand the main points in short, simple stories and reports, but it is important that people talk slowly and clearly and that I know something about the subject they are talking about. [LINGUAL-CH/13-15]
LISTENING TO ANNOUNCEMENTS AND INSTRUCTIONS		LISTENING TO ANNOUNCEMENTS & INSTRUCTIONS
A2+		A2+
Can understand and follow a series of instructions for familiar, everyday activities such as sports, cooking, etc. provided they are delivered slowly and clearly.	Relevant.	I can follow most instructions for games. [12.2001-IE/PP] (A2) Can understand instructions on classes and homework given by a teacher or lecturer. [PFS CanDo]

Levels A2 / A2+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
Can understand straightforward announcements (e.g. a telephone recording or radio announcement of a cinema programme or sports event, an announcement that a train has been delayed, or messages announced by loudspeaker in a supermarket), provided the delivery is slow and clear.	Relevant.	I can understand straightforward announcements (for example a telephone recording of a cinema programme, an announcement that a train has been delayed, or messages announced by loudspeaker in a supermarket). [LINGUAL-CH/13-15] (A2.2) When I hear an announcement on the radio about upcoming events I can understand important details concerning events which interest me—for example tips concerning a concert, a sporting event or an exhibition); but it is important that the speaker speaks slowly and clearly. [LINGUAL-CH/13-15] (A2.2)
A2		A2
Can catch the main point in short, clear, simple messages and announcements.	Relevant.	I can grasp the essential elements of clear simple messages and recorded announcements (e.g., on the telephone, at the railway station). [10.2001-IE/Auth] <i>I can understand the main points in simple, clear and short announcements and messages.</i> [LINGUAL-CH/13-15]
Can understand simple directions relating to how to get from X to Y, by foot or public transport.	Relevant.	<i>I can follow simple directions e.g., how to get from X to Y, by foot or public transport.</i> [10.2001-IE/Auth] I can follow simple directions. [7.2001-CZ/11-15] I can understand when someone explains slowly and clearly how to get somewhere provided that the explanation is short and simple. [LINGUAL-CH/13-15] I can understand how to get somewhere on foot or by bus or train if the route I should take is explained to me slowly and clearly. [LINGUAL-CH/13-15] (A2.2) Je peux comprendre des consignes et des instructions simples par exemple pour aller d'un point à un autre à pied ou en transports en commun. [44.2003-FR/Coll.]
Can understand basic instructions on times, dates and numbers etc., and on routine tasks and assignments to be carried out.	Relevant.	I can understand instructions and information from the teacher. [12.2001-IE/PP] Can understand simple questions and instructions. [KfS CanDo] Can understand basic instructions on class times, dates and room numbers. [KfS CanDo]
LISTENING TO THE RADIO AND AUDIO RECORDINGS		
A2+		A2+
Can understand the most important information contained in short radio commercials concerning goods and services of interest (e.g. CDs, video games, travel, etc.).	Relevant.	During short commercials on the radio concerning goods and services I am interested in (CDs, video games, travel, etc.), I can understand the most important information. [LINGUAL-CH/13-15] (A2.2)
Can understand in a radio interview what people say they do in their free time, what they particularly like doing and what they do not like doing, provided that they speak slowly and clearly.	Relevant.	I can understand a radio interview with young people if the interview is about what they do in their free time, what they particularly like doing and what they do not like doing. [LINGUAL-CH/13-15]

Levels A2 / A2+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
A2		A2
Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly.	Relevant.	Ich verstehe das Wesentliche von kurzen, klaren und einfachen Durchsagen, im Radio oder von anderen Tonträgern, wenn langsam und deutlich gesprochen wird. [4.2000-GER/NRW] Je peux comprendre de courts passages à la radio à condition que la personne parle lentement. [44.2003-FR/Coll.]
Can extract important information from short radio broadcasts, such as the weather forecast, concert announcements or sports results, provided that people talk clearly.	Relevant.	Provided that people talk clearly, I can extract important information on short radio broadcasts, such as the weather forecast, concert announcements or sports results. [LINGUAL-CH/13-15]
Can understand the important points of a story and manage to follow the plot, provided the story is told slowly and clearly.	Relevant.	When a story is told slowly and clearly, I understand the important points and manage to get the gist of the story. [LINGUAL-CH/13-15] (<i>medium not specified</i>)
Audio-visual Reception		Audio-visual Reception
WATCHING TV, FILM AND VIDEO		WATCHING TV, FILM AND VIDEO
A2+		A2+
Can identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary.	Relevant.	I can catch the main elements of simple news stories on TV if there is visual support. [10.2001-IE/Auth] <i>When watching the news on the TV (for example reports on accidents), I can understand the most important information if the pictures help me to understand.</i> [LINGUAL-CH/13-15] (B1.1) À la télévision, je peux, en m'aidant des images, identifier le sujet général traité au journal télévisé. [44.2003-FR/Coll.]
Can follow a TV commercial or a trailer for or scene from a film, understanding what the actors are talking about, provided that the images are a great help in understanding and the delivery is clear and relatively slow.	Relevant.	In films I can understand what the actors are talking about in the various scenes provided the pictures help me to understand. [LINGUAL-CH/13-15] I can understand what is happening in a TV commercial, the trailer for a film or a scene from a play if the pictures are a great help in understanding. [LINGUAL-CH/13-15]
A2		A2
Can follow changes of topic of factual TV news items, and form an idea of the main content.	Relevant.	
Written Reception		Written Reception
OVERALL READING COMPREHENSION		OVERALL READING COMPREHENSION
A2+		A2+
Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.	Relevant (with "school-related" rather than "job-related" language).	
A2		A2

Levels A2 / A2+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	Relevant.	I can understand short simple messages and texts containing basic everyday vocabulary relating to areas of personal relevance or interest. [10.2001-IE/Auth] - ND I can read and understand texts written in simple language (using words that are very common or that I know from other languages). [LINGUAL-CH/13-15] I can recognise different types of text and can read a short story with the help of word lists or pictures. [12.2001-IE/PP]
READING CORRESPONDENCE		READING CORRESPONDENCE
A2+		A2+
Can understand basic types of standard routine letters and emails (enquiries, orders, letters of confirmation etc.) on familiar topics.	Relevant.	I can understand basic information in routine letters and messages (e.g., hotel reservations, personal telephone messages). [10.2001-IE/Auth] Je peux reconnaître les principaux types de lettres (demande d'information, commande, réclamation,...) sur des sujets familiers. [44.2003-FR/Coll.]
Can understand a straightforward personal letter, email or post in which the person writing is talking about familiar subjects (such as friends or family) or asking questions on these subjects.	Relevant.	I can understand a straightforward personal letter in which the person writing to me is talking about familiar subjects (such as friends or family) or asking me questions on these subjects. [LINGUAL-CH/13-15]
A2		A2
Can understand short simple personal letters.	Relevant.	I can understand short simple personal letters giving or requesting information about everyday life or offering an invitation. [10.2001-IE/Auth] <i>I can understand short, simple personal letters.</i> [7.2001-CZ/11-15] Can understand short simple messages from people who share his/her interests, for example emails, postcards or short letters from pen-friends. [KFS CanDo] Je peux comprendre une lettre personnelle simple et courte. [44.2003-FR/Coll.]
Can understand very simple formal emails and letters (e.g. confirmation of a booking or on-line purchase).	Relevant.	

Levels A2 / A2+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
READING FOR ORIENTATION		READING FOR ORIENTATION
A2+		A2+
Can find specific information in practical, concrete, predictable texts (e.g. travel guidebooks, recipes), provided they are written in simple English.	Relevant.	In simple, everyday texts, for example emails and information or advertising brochures, I can pick out important information and understand it. [LINGUAL-CH/13-15]
Can understand the main information in short and simple descriptions of goods in brochures and websites (for example portable digital devices, cameras, etc.).	Relevant.	In advertising brochures, I can grasp the main points in short and simple descriptions of the goods for sale (for example mobile phones, CD players and cameras). [LINGUAL-CH/13-15]
A2		A2
Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables.	Relevant.	I can find specific predictable information in simple everyday material such as advertisements, timetables, menus, directories, brochures. [10.2001-IE/Auth] I can find simple information on menus and in information leaflets. [7.2001-CZ/11-15]
Can locate specific information in lists and isolate the information required (e.g. use the "Yellow Pages" to find a service or tradesman).	Relevant.	I can find the information I need by consulting lists or directories, for example in the "Yellow Pages", in a catalogue I can find the number of an order and the price of an article. [LINGUAL-CH/13-15]
Can understand everyday signs and notices: in public places, such as streets, restaurants, railway stations; in workplaces, such as directions, instructions, hazard warnings.	Relevant, e.g. notices in public places, at school.	I can understand everyday signs and public notices (e.g., on the street, in shops, hotels, railway stations). [10.2001-IE/Auth] I can understand common signs (for example in streets and railway stations). [7.2001-CZ/11-15]
		Quando leio textos simples e sobre assuntos do meu interesse, sou capaz de: identificar sinais e avisos em locais públicos, por exemplo, nas ruas, nas lojas, nos hotéis, nas estações de caminho de ferro. [20.2001-POR] Je peux comprendre les panneaux dans les lieux publics (pour l'orientation, la sécurité, le danger, les interdictions,...). [44.2003-FR/Coll.]
READING FOR INFORMATION & ARGUMENT		READING FOR INFORMATION & ARGUMENT
A2+		A2+
Can follow the general outline of a news report on a familiar type of event, provided that the contents are familiar and predictable.	Relevant.	
Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events.	Relevant.	I can find specific information in simple texts. [7.2001-CZ/11-15]
Can pick out the main information in short newspaper reports or simple articles in which figures, names, illustrations and titles play a prominent role and support the meaning of the text.	Relevant.	I can pick out the main information in short newspaper reports or simple articles in which figures, names, illustrations and titles are very important. [LINGUAL-CH/13-15]

Levels A2 / A2+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
Can understand the main points of short texts dealing with everyday topics (e.g. life style, hobbies, sports, weather) .	Relevant.	In straightforward, everyday texts (for example the weather forecast, advertising material or horoscopes in the newspaper), I can pick out and understand the important information. [LINGUAL-CH/13-15] I can understand the main points in simple, short texts (for example readers' letters to the editor or discussions on the Internet) if they deal with subjects I am familiar with. [LINGUAL-CH/13-15] I can read simple texts about school. [12.2001-IE/PP] (A2)
A2		A2
Can understand texts describing people, places, everyday life, and culture, etc., provided that they are written in simple language.	Relevant.	I can understand most of what is written in short, simple texts on subjects with which I am familiar (for example teenagers' opinions on topical themes). [LINGUAL-CH/13-15] I can read short texts about everyday life. [12.2001-IE/PP]
Can understand information given in illustrated brochures and maps, e.g. the principal attractions of a city or area.	Relevant.	
Can understand a short factual description or report within his/her own field, provided that this is expressed in simple language and does not contain unpredictable detail.	Relevant.	I can follow simple problems in my textbook. (Mathematics) [12.2001-IE/PP] I can read simple texts and instructions with the help of diagrams. (Science subjects) [12.2001-IE/PP] I can find some important information in my textbook using pictures and diagrams to help. (History and Geography) [12.2001-IE/PP] Can understand straightforward information within a known area. [KfS CanDo]
Can understand the main points in short news items on subjects of personal interest (for example sport, celebrities).	Relevant.	I can understand the main points in short news items relating to subjects that interest me (for example sport, celebrities). [LINGUAL-CH/13-15]
Can understand most of what people say about themselves in a personal ad. or post and what they say they like in other people.	Relevant.	In the personal ads that appear in magazines for young people (or on the Internet), I understand most of what people say about themselves; I can also understand what they are looking for in someone else. [LINGUAL-CH/13-15]
READING INSTRUCTIONS		READING INSTRUCTIONS
A2+		A2+
Can understand regulations, for example safety, when expressed in simple language.	Relevant.	I can pick out important information in short texts comprising instructions; for example I can understand the main regulations in a block of flats or school regulations. [LINGUAL-CH/13-15]
Can understand short written instructions illustrated step by step (e.g. for installing new technology).	Relevant.	I can understand short instructions illustrated step by step by pictures (for example cooking recipes on packets, instructions for little experiments in magazines for children or teenagers, instructions for installing and using electric appliances for the first time). [LINGUAL-CH/13-15] (A2.2)
A2		A2

Levels A2 / A2+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
Can understand simple instructions on equipment encountered in everyday life - such as a public telephone.	Relevant.	I can understand instructions and regulations when expressed in simple language (e.g., how to use a public telephone). [10.2001-IE/Auth] I can understand simple instructions, for example, how to use a public telephone. [7.2001-CZ/11-15] I can follow the instructions for using everyday equipment (for example public telephones, public transport ticket machines and snack machines or cash dispensers). [LINGUAL-CH/13-15] (A2.2)
Can understand simple, brief instructions provided that they are illustrated and not written in continuous text.	Relevant.	I can read the main rules of the sports I like. [12.2001-IE/PP]
Can follow a simple recipe, especially if there are pictures to illustrate the most important steps.	Relevant.	I can follow a straightforward cooking recipe, especially if there are pictures to illustrate the most important steps. [LINGUAL-CH/13-15]
Can understand instructions on medicine labels expressed in the form of a simple command, for example 'To be taken before meals'. 'Not to be taken if driving.'	Relevant.	
READING FOR PLEASURE		READING FOR PLEASURE
A2+		A2+
Can understand enough to read short, simple stories and comic strips involving familiar, concrete situations written in high frequency everyday language.	Relevant.	
Can understand the main points made in short magazine reports or guide entries that deal with concrete everyday topics (e.g. hobbies, sports, leisure activities, animals).	Relevant.	In a report published in a magazine, I can understand the main information on a specific theme (for example horses, tennis). [LINGUAL-CH/13-15] I can understand the main points being made in questions and replies in interviews published in a newspaper or magazine concerning a person I already know something about (for example a celebrity). [LINGUAL-CH/13-15]
Can understand song lyrics and poems about everyday life written in simple, high frequency language, using a bilingual dictionary from time to time.	Relevant.	
A2		A2
Can understand short narratives and descriptions of someone's life written in simple words.	Relevant.	I can recognise different types of text and can read a short story with the help of word lists or pictures. [12.2001-IE/PP] Can understand the general meaning of a simplified text book or story, reading very slowly. [KfS CanDo] I can more or less understand what is happening in a well-structured short story, and I can identify the most important characters. [LINGUAL-CH/13-15]
Can understand what is happening in a photo story (e.g. in a lifestyle magazine) and form an impression of what the characters are like.	Relevant.	In a photo story (for example in a magazine for young people), I can understand what is happening and imagine what the characters are really like. [LINGUAL-CH/13-15]
Can understand much of the information provided in a short description of a person (e.g. a celebrity).	Relevant.	I can understand much of the information provided in a short description of a person (for example a celebrity). [LINGUAL-CH/13-15]
Can understand the main point of a short article reporting an event that follows a predictable pattern (e.g. the Oscars), provided it is clearly	Relevant.	I can understand the main points in short articles in magazines for children and teenagers, provided I know the subject

Levels A2 / A2+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
written in simple language.		relatively well. [LINGUAL-CH/13-15]
Reception Strategies		
IDENTIFYING CUES AND INFERRING (Spoken & Written)		IDENTIFYING CUES & INFERRING (Spoken & Written)
A2+		A2+
Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.	Relevant.	Je peux utiliser le sens général d'un texte pour deviner le sens probable de mots inconnus. [44.2003-FR/Coll.]
Can exploit his/her recognition of known words to deduce the meaning of unfamiliar words in short expressions used in routine everyday contexts.	Relevant.	
A2		A2
Can exploit format, appearance and typographic features in order to identify the type of text: news story, promotional text, article, textbook, chat or forum etc.	Relevant.	
Can exploit numbers, dates, names, proper nouns etc. to identify the topic of a text.	Relevant.	
Can deduce the meaning and function of unknown formulaic expressions from their position in a written text (e.g. at the beginning or end of a letter).	Relevant.	
Spoken Interaction		Spoken Interaction
OVERALL SPOKEN INTERACTION		OVERALL SPOKEN INTERACTION
A2+		A2+
Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	Relevant.	
A2		A2
Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time. Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord.	Relevant.	Ich kann sagen, wer ich bin, wo ich wohne und zur Schule gehe. Ich kann auch über meine Familie, meine Freizeit, Freunde und über meinen Schulalltag etwas sagen. [4.2000-GER/NRW] – ND
UNDERSTANDING THE INTERLOCUTOR		UNDERSTANDING THE INTERLOCUTOR
A2+		A2+

Levels A2 / A2+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
Can understand enough to manage simple, routine exchanges without undue effort.	Relevant.	
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.	Relevant.	
A2		A2
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.	Relevant.	I can understand what people say to me in simple everyday conversation when they speak slowly and clearly. [10.2001-IE/Auth] When someone is talking about how she/he feels, I can understand, for example, whether she/he is happy, tired or unwell. [LINGUAL-CH/13-15]
CONVERSATION		CONVERSATION
A2+		A2+
Can establish social contact: greetings and farewells; introductions; giving thanks.	Relevant.	Ich kann jemanden begrüßen und mich verabschieden. [4.2000-GER/NRW]
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.	Relevant.	
Can participate in short conversations in routine contexts on topics of interest.	Relevant.	I can participate in a short conversation on a topic that interests me. [7.2001-CZ/11-15] Can have short conversations with friends about interesting topics. [KfS CanDo] Ich kann mich an Gesprächen beteiligen, in denen es um Themen aus dem Alltag, in Schule und Freizeit geht, z.B. Hobbys, Sport, Wochenenderlebnisse. [4.2000-GER/NRW]
Can express how he/she feels in simple terms, and express thanks.	Relevant.	I can express how I feel in a simple way. [7.2001-CZ/11-15]
Can ask for a favour (e.g. to lend something), can offer a favour and can respond if someone asks him/her to do a favour for them.	Relevant.	I can ask someone I know to do me a favour, and I can respond if someone asks me to do something for them. [LINGUAL-CH/13-15] (A2.2) I can ask someone to lend me something (for example a pencil, a bicycle) and I can give an appropriate reply if someone wants to borrow something from me. I can also offer to lend someone something which belongs to me. [LINGUAL-CH/13-15] (A2.2)
A2		A2
Can handle very short social exchanges but is rarely able to	Relevant.	I can handle short social exchanges and make myself understood if people help me. [10.2001-IE/Auth]

Levels A2 / A2+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
understand enough to keep conversation going of his/her own accord, though he/she can be made to understand if the speaker will take the trouble.		I can wish people a happy birthday and a happy new year. [LINGUAL-CH/13-15]
Can use simple everyday polite forms of greeting and address.	Relevant.	I can address people in a polite way. [7.2001-CZ/11-15] I can address people politely and ask them something (how to get somewhere, the time, etc.). [LINGUAL-CH/13-15]
Can chat simply with peers, colleagues or members of a host family, asking questions and understanding the answers relating to most routine matters.	Relevant.	
Can make and respond to invitations, suggestions and apologies.	Relevant.	I can make and respond to invitations, suggestions, apologies and requests for permission. [10.2001-IE/Auth] I can invite someone somewhere and respond to invitations. [split] I can make and accept apologies. [7.2001-CZ/11-15] I can offer different things to eat or drink. [LINGUAL-CH/13-15]
		Je peux faire ou accepter une offre, une invitation ou des excuses. [44.2003-FR/Coll.]
Can express how he/she is feeling using very basic stock expressions.	Relevant.	I can express certain feelings that everyone is familiar with, using simple words (for example "I'm cold", "I'm hungry" or "I'm frightened"). [LINGUAL-CH/13-15]
Can say what he/she likes and dislikes.	Relevant.	<i>I can express what I like and dislike.</i> [7.2001-CZ/11-15] Can express likes and dislikes in familiar contexts using simple language. [KfS CanDo]
INFORMAL DISCUSSION (WITH FRIENDS)		INFORMAL DISCUSSION (WITH FRIENDS)
A2+		A2+
Can generally identify the topic of discussion around him/her which is conducted slowly and clearly.	Relevant.	I can usually identify the topic of conversation around me when people speak slowly and clearly. [10.2001-IE/Auth] I can recognize what people are talking about when they speak slowly and carefully. [7.2001-CZ/11-15]
		Je peux généralement identifier le sujet d'une conversation qui se déroule en ma présence si les gens parlent lentement. [44.2003-FR/Coll.]
Can exchange opinions and compare things and people using simple	Relevant.	I can talk about likes/dislikes, agree or disagree with people, and make comparisons. [10.2001-IE/Auth] – ND (A2)

Levels A2 / A2+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
language.		
Can discuss what to do in the evening, at the weekend.	Relevant.	Je peux discuter du programme de la soirée ou du week-end, faire quelques suggestions et réagir à des propositions simples. [44.2003-FR/Coll.] – ND (A2)
Can make and respond to suggestions.	Relevant.	Je peux demander des conseils ou des consignes sur des sujets quotidiens, et en donner. [44.2003-FR/Coll.]
Can agree and disagree with others.	Relevant.	<i>I can express agreement and disagreement with others.</i> [7.2001-CZ/11-15] I can talk about likes/dislikes, agree or disagree with people, and make comparisons. [10.2001-IE/Auth] – ND (A2) I can let someone know whether I agree or whether I prefer something else. [LINGUAL-CH/13-15] Can express simple opinions using expressions such as 'I don't agree'. [KfS CanDo]
		Je peux exprimer simplement mon accord ou mon désaccord. [44.2003-FR/Coll.]
A2		A2
Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly.	Relevant.	Je peux donner mon opinion sur des problèmes pratiques à condition qu'on m'aide à reformuler. [44.2003-FR/Coll.]
Can discuss what to do, where to go and make arrangements to meet.	Relevant.	<i>I can discuss what to do, where to go, make arrangements to meet</i> (e.g., in the evening, at the weekend). [10.2001-IE/Auth] <i>I can discuss with friends what to do, where to go and when and where to meet.</i> [7.2001-CZ/11-15] Can make simple plans with people, such as what to do, where to go, and when to meet. [KfS CanDo]
Can express opinions in a limited way.	Relevant.	Can express simple opinions or requirements in a familiar context. [KfS CanDo]
		Je peux dire de façon simple ce que je pense de quelque chose, ce que j'aime ou ce que je n'aime pas. [44.2003-FR/Coll.] – ND
FORMAL DISCUSSION (MEETINGS)		
A2+		A2+
Can generally follow changes of topic in formal discussion related to his/her field which is conducted slowly and clearly.	Partially relevant: e.g. on topics related to school subjects, interests, etc.	
Can exchange relevant information and give his/her opinion on practical problems when asked directly, provided he/she receives some help with formulation and can ask for repetition of key points if necessary.	Relevant.	
A2		A2
Can say what he/she thinks about things when addressed directly in a formal meeting, provided he/she can ask for repetition of key points if necessary.	Partially relevant: e.g. on topics related to school subjects or hobbies.	

Levels A2 / A2+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
GOAL-ORIENTED CO-OPERATION (e.g. assembling a furniture kit, discussing a document, organising an event etc.)		GOAL-ORIENTED CO-OPERATION (e.g. assembling a furniture kit, discussing a document, organising an event etc.)
A2+		A2+
Can understand enough to manage simple, routine tasks without undue effort, asking very simply for repetition when he/she does not understand.	Relevant.	
Can discuss what to do next, making and responding to suggestions, asking for and giving directions.	Relevant.	
A2		A2
Can indicate when he/she is following and can be made to understand what is necessary, if the speaker takes the trouble.	Relevant.	
Can communicate in simple and routine tasks using simple phrases to ask for and provide things, to get simple information and to discuss what to do next.	Relevant.	<p>I can talk with a friend in group work and can pass on a simple message. [12.2001-IE/PP]</p> <p>I can ask about the rules of a game. [12.2001-IE/PP]</p> <p>I can work with my friends to solve simple problems and ask for help if I don't understand. (Mathematics) [12.2001-IE/PP]</p> <p>I can express my ideas in group work using words from my textbook and wordlists. (History and Geography) [12.2001-IE/PP]</p> <p>I can take part in group work and ask questions about new words. [12.2001-IE/PP]</p>
OBTAINING GOODS AND SERVICES		OBTAINING GOODS & SERVICES
A2+		A2+
Can deal with common aspects of everyday living such as travel, lodgings, eating and shopping.	Partially relevant: could work towards this with age appropriate tasks, such as role-plays.	<p>I can get simple practical information (e.g., asking for directions, booking accommodation, going to the doctor). [10.2001-IE/Auth]</p> <p><i>Je peux me débrouiller assez bien dans les situations courantes de la vie quotidienne (pour me déplacer, me loger, me nourrir et faire des achats).</i> [44.2003-FR/Coll.]</p>
Can interact in predictable everyday situations (e.g. a post office, a station, a shop), using a wide range of simple words and expressions.	Partially relevant: if subject matter is familiar.	
Can get all the information needed from a tourist office, as long as it is of a straightforward, non-specialised nature.	Relevant.	
A2		A2
Can ask for and provide everyday goods and services.	Relevant.	
Can get simple information about travel, use public transport: buses, trains, and taxis, ask and give directions, and buy tickets.	Relevant.	<p>I can ask for basic information about public transport and buy tickets. [7.2001-CZ/11-15]</p> <p>I can ask for simple information and buy tickets (for a train, bus, etc.) at a ticket counter. [LINGUAL-CH/13-15]</p>

Levels A2 / A2+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
Can ask about things and make simple transactions in shops, post offices or banks.	Relevant.	I can make simple transactions (e.g., in shops, post offices, railway stations) and order something to eat or drink. [10.2001-IE/Auth] – ND Ich kann an Kiosken, in Geschäften, an Post- oder Bahnschaltern verständlich machen, was ich haben oder erfahren möchte. [4.2000-GER/NRW] – ND
Can give and receive information about quantities, numbers, prices etc.	Relevant.	When buying something in a shop or at a ticket office, I know how to ask what's on offer or how much something costs. [LINGUAL-CH/13-15]
Can make simple purchases by stating what is wanted and asking the price.	Relevant.	I can make simple purchases, explain what I am looking for and ask how much an article costs. [LINGUAL-CH/13-15] I can say what I want and ask about the price in places like shops and post offices. [7.2001-CZ/11-15]
Can order a meal.	Relevant.	I can make simple transactions (e.g., in shops, post offices, railway stations) and order something to eat or drink. [10.2001-IE/Auth] – ND I can order something to eat or drink. [7.2001-CZ/11-15]
Can say when something is wrong, e.g. 'The food is cold' or 'There is no light in my room.'	Relevant.	
Can ask (face-to-face) for a medical appointment and understand the reply. Can indicate the nature of a problem to a health professional, perhaps using gestures and body language.	Relevant.	
INFORMATION EXCHANGE		INFORMATION EXCHANGE
A2+		A2+
Can understand enough to manage simple, routine exchanges without undue effort.	Relevant.	
Can deal with practical everyday demands: finding out and passing on straightforward factual information.	Relevant.	Je peux demander et obtenir des renseignements, par exemple dans un office de tourisme. [44.2003-FR/Coll.]
Can ask and answer questions about habits and routines.	Relevant.	I can ask and answer simple questions about familiar topics (e.g., weather, hobbies, pets, music, sport). [10.2001-IE/Auth]
Can ask and answer questions about pastimes and past activities.	Relevant.	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 questions about hobbies and answer such questions. [7.2001-CZ/11-15] I can ask questions about past activities and answer such questions. [7.2001-CZ/11-15]
Can ask and answer questions about plans and intentions	Relevant.	
Can give and follow simple directions and instructions e.g. explain how to get somewhere.	Relevant.	I can explain to someone how to get to a particular place on foot, even without a map. [LINGUAL-CH/13-15]

Levels A2 / A2+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
A2		A2
Can communicate in simple and routine tasks requiring a simple and direct exchange of information.	Relevant.	I can address people politely and ask them something (how to get somewhere, the time, etc.). [LINGUAL-CH/13-15] I can talk with a friend in group work and can pass on a simple message. [12.2001-IE/PP] I can ask about the rules of a game. [12.2001-IE/PP] I can answer simple questions using my textbook and talk about the language I need for science. [12.2001-IE/PP]
Can exchange limited information on familiar and routine operational matters	Relevant.	I can ask straightforward questions on a subject or react to something that other people have said about it; what is important is that they are things I already know a lot about. [LINGUAL-CH/13-15] I can exchange information about everyday matters using simple words. [LINGUAL-CH/13-15] I can ask other people questions concerning their home (village, town) or the country they come from. [LINGUAL-CH/13-15] I can ask and answer questions about everyday life and say how I feel. [12.2001-IE/PP] Ich kann in der Klasse oder im Gespräch mit Fremden Auskünfte über Ort, Zeit und Personen erfragen oder geben. [4.2000-GER/NRW] – ND
Can ask and answer questions about what they do at work and in free time	Relevant.	I can ask people questions about what they do at work or at school and in their free time, and answer such questions. [7.2001-CZ/11-15] I can ask people what they do at work, at school or in their free time and I can reply when I am asked this sort of question. [LINGUAL-CH/13-15] (A2.2) Je peux demander et donner des informations simples sur des sujets tels que le travail ou les loisirs. [44.2003-FR/Coll.]
Can ask for and give directions referring to a map or plan.	Relevant.	I can ask for directions or give them with the help of a map or a plan. [7.2001-CZ/11-15] I can ask my way and I also understand when someone explains how to get somewhere using a map. [LINGUAL-CH/13-15]
Can ask for and provide personal information.	Relevant.	
Can ask and answer simple questions about an event, e.g. ask where and when it took place, who was there and what it was like.	Relevant.	I can ask simple questions about an event and also reply to this sort of question, for example where and when a party took place, who was at the party and what it was like. [LINGUAL-CH/13-15]
INTERVIEWING AND BEING INTERVIEWED		INTERVIEWING AND BEING INTERVIEWED
A2+		A2+
Can make him/herself understood in an interview and communicate ideas and information on familiar topics, provided he/she can ask for clarification occasionally, and is given some help to express what	Relevant.	

Levels A2 / A2+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
he/she wants to.		
Can describe to a doctor very basic symptoms and ailments such as cold and flu.	Relevant.	
A2		A2
Can answer simple questions and respond to simple statements in an interview.	Relevant.	
Can indicate simply the nature of a problem to a health professional, perhaps using gestures and body language.	Relevant.	
USING TELECOMMUNICATIONS (Audio and video link-ups)		USING TELECOMMUNICATIONS (Audio and video link-ups)
A2+		A2+
Can use telecommunications with his/her friends to exchange simple news, make plans, and arrange to meet.	Relevant.	
A2		A2
Can, given repetition and clarifications, participate in a short, simple phone conversation with a known person on a predictable topic, e.g. arrival times, arrangements to meet.	Relevant.	I can handle simple telephone calls (e.g., say who is calling, ask to speak to someone, give my number, take a simple message). [10.2001-IE/Auth] – ND I can have a short telephone conversation, which I have prepared in advance, with people of my age, to arrange to meet them, for example. [LINGUAL-CH/13-15]
Can understand a simple phone message (e.g. 'My flight is late. I will arrive at ten o'clock.'), confirm details of the message and pass it on by phone to other people concerned.	Relevant.	
Written Interaction		Written Interaction
OVERALL WRITTEN INTERACTION		OVERALL WRITTEN INTERACTION
A2+		A2+
As A2		
A2		A2
Can write short, simple formulaic notes relating to matters in areas of immediate need.	Relevant.	I can draft a simple advertisement and send a short message in reply to an advertisement which interests me (for example advertisements on a notice board, the small ads in young people's magazines or offers on the Internet). [LINGUAL-CH/13-15] (A2.2)
CORRESPONDENCE		CORRESPONDENCE
A2+		A2+
Can exchange information by text message, e-mail or in short letters, responding to questions the other person had (e.g. about a new product or activity).	Partially relevant: could work towards this with age appropriate tasks, and if he/she has necessary background knowledge.	I can exchange useful information with friends or acquaintances by SMS, e-mail or in short letters (for example, the price of a game in different shops, which chat rooms are interesting, or what it is like in a new sports club). [LINGUAL-CH/13-15] (A2.2) I can write a simple, everyday note or message; I can, for example, explain in writing what the other person wanted to know from me and what he/she should do. [LINGUAL-CH/13-15]

Levels A2 / A2+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
A2		A2
Can write very simple personal letters expressing thanks and apology.	Relevant.	<p>I can write a very simple personal letter (e.g., accepting or offering an invitation, thanking someone for something, apologizing). [10.2001-IE/Auth]</p> <p>I can write a short personal letter of invitation, thanks or apology. [7.2001-CZ/11-15]</p> <p>I can open and close a simple personal letter using appropriate phrases and greetings. [10.2001-IE/Auth] – ND</p> <p>I can write a very simple card to thank someone for a present. [LINGUAL-CH/13-15]</p> <p>I can write a list of my wishes and also a simple card to say 'thank you'. [LINGUAL-CH/13-15]</p> <p>I can write a simple letter or dialogue. [12.2001-IE/PP]</p> <p>Can write a very simple personal letter, note or email, for example accepting or offering an invitation, thanking someone for something, apologizing. [KfS CanDo]</p> <p>Ich kann mich in einem Brief oder auf einer Postkarte bedanken, entschuldigen oder mitteilen, was der Empfänger wissen oder tun soll. [4.2000-GER/NRW]</p> <p>A propósito de assuntos do dia-a-dia, sou capaz de: escrever uma carta pessoal em termos simples, usando fórmulas de saudação e despedida adequadas, para fins específicos tais como, fazer ou aceitar um convite, agradecer, pedir desculpa... [20.2001-POR]</p> <p>Je peux écrire un petit message pour remercier d'une invitation ou d'une proposition ou pour m'excuser. [44.2003-FR/Coll.]</p>
Can write short, simple notes, emails and text messages (e.g. to send or reply to an invitation, to confirm or change an arrangement).	Relevant.	<p>I can write an invitation to other young people of my age (for example to a party). [LINGUAL-CH/13-15]</p> <p>I can inform friends, in a few words, of everyday issues, for example that I will arrive later than expected, that I won't be able to come or that I am ill. [LINGUAL-CH/13-15]</p> <p>I can reply to an invitation and cancel or change an appointment, using simple words (for example by SMS). [LINGUAL-CH/13-15]</p> <p>I can write very basic formal letters requesting information (e.g., about summer jobs, hotel accommodation). [10.2001-IE/Auth] – ND</p> <p>Je peux écrire une petite lettre personnelle pour inviter quelqu'un ou lui faire une proposition. [44.2003-FR/Coll.] – ND</p>
Can write a short text in a greetings card (e.g. for someone's birthday or to wish them a Happy New Year).	Relevant.	I can write a short greetings card (for example for someone's birthday or to wish them a Happy New Year). [LINGUAL-CH/13-15]
Can convey personal information of a routine nature, for example in a short email or letter introducing him/herself.	Relevant.	<p>Can complete forms and write short simple letters or postcards related to personal information. [KfS CanDo]</p> <p>Je peux, dans une petite lettre personnelle, décrire ma famille, l'endroit où je suis et ce que je fais. [44.2003-FR/Coll.]</p>
NOTES, MESSAGES & FORMS		NOTES, MESSAGES & FORMS
A2+		A2+

Levels A2 / A2+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
Can take a short, simple message provided he/she can ask for repetition and reformulation.	Relevant.	
A2		A2
Can write short, simple notes and messages relating to matters in areas of immediate need.	Relevant.	I can write short simple notes and messages (e.g., saying that someone telephoned, arranging to meet someone, explaining absence). [10.2001-IE/Auth] I can write short, simple notes and messages, for example to confirm or change an arrangement. [LINGUAL-CH/13-15]
Can prepare simple notes on events and related dates and times that he/she needs to remember (e.g. arrangements made, a work schedule, a study timetable).	Relevant.	I can write my own study timetable (with days of the week, dates, time and activities). [LINGUAL-CH/13-15] I can prepare simple notes, for my own personal use, on events or dates that I need to remember (for example in my homework book or my diary). [LINGUAL-CH/13-15]
Can fill in personal and other details on most everyday forms, e.g. to request a visa or visa waiver, to open a bank account, to send a letter recorded delivery, etc.	Partially relevant: could work towards this with age appropriate tasks and/or role-plays.	Can complete forms and write short simple letters or postcards related to personal information. [KfS CanDo]
Online Interaction		
OVERALL ONLINE INTERACTION		OVERALL ONLINE INTERACTION
A2+		A2+
Can interact online with a supportive partner, using formulaic language to respond to routine problems. Can make short descriptive postings about everyday activities and feelings, manage simple exchanges, and comment on other people's postings, provided that they are written in simple language.	Relevant.	
A2		A2
Can engage in basic social communication and make simple transactions online. Can post online how he/she is feeling or what he/she is doing, using formulaic expressions, and respond to further comments with simple remarks such as thanks or apology.	Relevant.	
ONLINE CONVERSATION AND DISCUSSION		ONLINE CONVERSATION AND DISCUSSION
A2+		A2+
Can introduce him/herself & manage simple exchanges online, asking and answering questions and exchanging ideas on predictable everyday topics, provided enough time is allowed to formulate responses and that he/she interacts with one interlocutor at a time.	Relevant.	

Levels A2 / A2+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
Can make short descriptive online postings about everyday matters, social activities and feelings, with simple key details. Can comment on other people's online postings, provided that they are written in simple language, reacting to embedded media by expressing feelings of surprise, interest and indifference in a simple way.	Relevant.	
A2		A2
Can engage in basic social communication online (e.g. sending virtual cards for special occasions, sharing news and making/confirming arrangements to meet).	Relevant.	
Can post online how he/she is feeling or what he/she is doing, using formulaic expressions, and respond to further comments with simple thanks or apology.	Relevant.	
Can make brief positive or negative comments online about embedded links and media using a repertoire of basic language, though he/she will generally have to refer to an online translation tool.	Relevant.	
GOAL-ORIENTED ONLINE TRANSACTIONS AND COLLABORATION		GOAL-ORIENTED ONLINE TRANSACTIONS AND COLLABORATION
A2+		A2+
Can use formulaic language to respond to routine problems arising in online transactions (e.g. concerning availability of models and special offers, delivery dates, addresses, etc.).	Relevant.	
Can exchange basic information with a supportive interlocutor online in order to address a problem or simple shared task.	Relevant.	
Can interact online with a supportive partner in a simple collaborative task, responding to basic instructions and seeking clarification, provided there are some visual aids such as images, statistics, and graphs to clarify the concepts involved.	Relevant.	
A2		A2
Can make simple online transactions (such as ordering goods or enrolling on a course) by filling in an online form or questionnaire, providing personal details and confirming conditions.	Relevant.	
Can respond to simple instructions and ask simple questions in order to accomplish a shared task online with the help of a supportive interlocutor.	Relevant.	
Interaction Strategies		Interaction Strategies
TAKING THE FLOOR (TURN-TAKING)		TAKING THE FLOOR (TURNTAKING)
A2+		A2+
Can use simple techniques to start, maintain, or end a short conversation.	Relevant.	

Levels A2 / A2+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
Can initiate, maintain and close simple, face-to-face conversation.	Relevant.	
A2		A2
Can ask for attention.	Relevant.	
COOPERATING		COOPERATING
A2+		
Can ensure that the person he/she is talking to understands what he/she means by asking appropriate questions to check.	Relevant.	During a conversation, I can ask appropriate questions to make sure that the person I am talking to understands me. [LINGUAL-CH/13-15] (A2.2)
A2		A2
Can indicate when he/she is following.	Relevant.	
ASKING FOR CLARIFICATION		ASKING FOR CLARIFICATION
A2+		A2+
Can ask very simply for repetition when he/she does not understand.	Relevant.	When I don't understand something, I can very simply ask the person to repeat what they said. [7.2001-CZ/11-15] I can ask someone to say something more clearly or to explain it better. [LINGUAL-CH/13-15] If something is not clear in an everyday conversation, I can ask the person who is speaking to me to repeat or explain what they were saying. [LINGUAL-CH/13-15] I can work with my friends to solve simple problems and ask for help if I don't understand. (Mathematics) [12.2001-IE/PP] Can ask the person to repeat what they said, when he/she does not understand something. [KfS CanDo]
Can ask for clarification about key words or phrases not understood using stock phrases.	Relevant.	I can ask how to say something in the language or what a word means. [10.2001-IE/Auth] – ND (A2) I can take part in group work and ask questions about new words. [12.2001-IE/PP] (A2)
		Ich kann sagen, dass ich etwas nicht genau verstanden habe. [4.2000-GER/NRW] – ND (B1)
A2		A2
Can say he/she didn't follow.	Relevant.	When I do not understand something, I can say so (for example "I didn't understand that"); I can also ask how to say something in a foreign language (for example "How do you say ... in ...?"). [LINGUAL-CH/13-15]
Can signal non-understanding and ask for a word to be spelt out.	Relevant.	I can ask someone to spell out a word for me and I myself can spell out names or words. [LINGUAL-CH/13-15] (A2.2) Je peux indiquer que je ne comprends pas ce qu'on me dit et demander de répéter ou de m'expliquer un mot. [44.2003-FR/Coll.] – ND Je peux demander à quelqu'un d'épeler un mot que je ne comprends pas ou que je ne connais pas. [44.2003-FR/Coll.] – ND (A1)

Levels A2 / A2+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
Spoken Production		Spoken Production
OVERALL SPOKEN PRODUCTION		OVERALL SPOKEN PRODUCTION
A2+		A2+
As A2		
A2		A2
Can give a simple description or presentation of people, living or working conditions, daily routines. likes/dislikes etc. as a short series of simple phrases and sentences linked into a list.	Relevant.	I can describe my favourite menu in a simple fashion. [LINGUAL-CH/13-15]
SUSTAINED MONOLOGUE: Describing Experience		SUSTAINED MONOLOGUE: Describing Experience
A2+		A2+
Can tell a story or describe something in a simple list of points.	Relevant.	I can tell a short story in the form of a simple sequence of events. [LINGUAL-CH/13-15] I can describe my favourite menu in a simple fashion. [LINGUAL-CH/13-15] I can use the mathematical words I know to explain a simple problem. [12.2001-IE/PP] (A2) I can describe a simple scientific experiment using diagrams and my textbook to help. [12.2001-IE/PP] (A2) I can talk about important people, places and events using the words and sentence patterns I know. (History and Geography) [12.2001-IE/PP] I can give a short summary of a poem or story and say how it made me feel. [12.2001-IE/PP]
Can describe everyday aspects of his/her environment e.g. people, places, a job or study experience.	Relevant.	I can give a simple description of what an animal I am familiar with looks like and of how it behaves. [LINGUAL-CH/13-15]
Can give short, basic descriptions of events and activities.	Relevant.	I can give short simple descriptions of events or tell a simple story. [10.2001-IE/Auth] – ND (A2) I can describe the main things that I have done during the day, provided I don't have to go into details. [LINGUAL-CH/13-15] (A2.1) Using simple words, I can describe an everyday event at school (for example to another young person). [LINGUAL-CH/13-15] I can give a short, simple account of something that has happened or which I have experienced myself (for example at a party, on a school outing, in the classroom). [LINGUAL-CH/13-15] I can give some information on the way we celebrate Christmas and other special events in my country. [LINGUAL-CH/13-15] I can describe a school routine or event. [12.2001-IE/PP] (A2) I can talk about the main rules of a sport I like. [12.2001-IE/PP] (A2)

Levels A2 / A2+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
		No dia-a-dia, sou capaz de: descrever actividades passadas e experiências pessoais. [20.2001-POR]
Can describe plans and arrangements, habits and routines, past activities and personal experiences.	Relevant.	I can say what I usually do at home, in school, in my free time. [split] I can describe plans, arrangements and alternatives. [split] I can describe past activities and personal experiences (e.g., what I did at the weekend). [10.2001-IE/Auth] I can describe what I do regularly. [split] I can describe what I did in the past. [split] I can describe what I plan to do. [7.2001-CZ/11-15] I can talk about things I did today and things I want to do. [12.2001-IE/PP] (A2)
Can use simple descriptive language to make brief statements about and compare objects and possessions.	Relevant.	I can give simple descriptions of things and make comparisons. [10.2001-IE/Auth] I can describe pets and various personal possessions. [LINGUAL-CH/13-15] Je peux décrire et comparer sommairement des objets. [44.2003-FR/Coll.]
Can explain what he/she likes or dislikes about something.	Relevant.	I can explain what I like and don't like about something. [10.2001-IE/Auth] I can say in a few words what I like about a song or a book. [LINGUAL-CH/13-15] Using simple words I can say what I like and dislike about a different environment. [LINGUAL-CH/13-15] I can describe the environment I like best (for example cities, villages, the countryside, the sea.) and I can briefly explain why. [LINGUAL-CH/13-15] Je peux expliquer en quoi une chose me plaît ou me déplaît. [44.2003-FR/Coll.]
A2		A2
Can describe his/her family, living conditions, educational background, present or most recent job.	Partially relevant: if subject matter is familiar (e.g. parent's job)	I can describe my home and where I live. [10.2001-IE/Auth] – ND I can describe myself, my family and other people I know. [10.2001-IE/Auth] – ND I can describe myself, my family and other people. [7.2001-CZ/11-15] – ND I can talk about my home, my family and people I know in simple sentences. [7.2001-CZ/11-15] I can briefly describe the place where I live and how to get there (the means of transport, the distance, how long it takes). [LINGUAL-CH/13-15]

Levels A2 / A2+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
		Je peux décrire ma famille, l'endroit où j'habite ou je vais en vacances. [44.2003-FR/Coll.] – ND
Can describe people, places and possessions in simple terms.	Relevant.	I can describe places and objects in a simple way. [7.2001-CZ/11-15] – ND I can use simple words and phrases to describe people I know. [10.2001-IE/Auth] I can give a simple description of what a person looks like. [LINGUAL-CH/13-15] I can describe what people look like so that the others know what type of person I am talking about. [LINGUAL-CH/13-15]
		No dia-a-dia, sou capaz de: descrever, resumidamente, a minha casa e o lugar onde vivo. [20.2001-POR]
Can say what he/she is good at and not so good at (e.g. sports, games, skills, subjects).	Relevant.	I can say what I am good at and what I am not so good at (for example at school or in sports). [LINGUAL-CH/13-15]
Can briefly talk about what he/she plans to do at the weekend or during the holidays.	Relevant.	I can briefly talk about what I plan to do at the weekend or during the holidays. [LINGUAL-CH/13-15]
SUSTAINED MONOLOGUE: Giving information		SUSTAINED MONOLOGUE: Giving information
A2+		A2+
As A2		
A2		A2
Can give simple directions from place to place, using basic expressions such as 'turn right' and 'go straight' along with sequential connectors such as 'first,' 'then,' and 'next.'	Relevant.	
SUSTAINED MONOLOGUE: Putting a Case (e.g. in a debate)		SUSTAINED MONOLOGUE: Putting a Case (e.g. in a Debate)
A2+		A2+
Can explain what he/she likes or dislikes about something, why he/she prefers one thing to another, making simple, direct comparisons.	Relevant.	
A2		A2

Levels A2 / A2+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
Can present his/her opinion in simple terms, provided listeners are patient.	Relevant.	
PUBLIC ANNOUNCEMENTS		PUBLIC ANNOUNCEMENTS
A2+		A2+
As A2		
A2		A2
Can deliver very short, rehearsed announcements of predictable, learnt content which are intelligible to listeners who are prepared to concentrate.	Relevant.	
ADDRESSING AUDIENCES		ADDRESSING AUDIENCES
A2+		A2+
Can give a short, rehearsed presentation on a topic pertinent to his/her everyday life, briefly give reasons and explanations for opinions, plans and actions.	Relevant.	
Can cope with a limited number of straightforward follow up questions.	Relevant.	
A2		A2
Can give a short, rehearsed, basic presentation on a familiar subject.	Relevant.	I can talk about something I know well (a country, a sports team, a band) in a short presentation that I have prepared in advance, but without reading it. [LINGUAL-CH/13-15]
Can answer straightforward follow up questions if he/she can ask for repetition and if some help with the formulation of his/her reply is possible.	Relevant.	
Written Production		Written Production
OVERALL WRITTEN PRODUCTION		OVERALL WRITTEN PRODUCTION
A2+		A2+
As A2		
A2		A2
Can write a series of simple phrases and sentences linked with simple connectors like 'and,' 'but' and 'because.'	Relevant.	I can link sentences with expressions like "and", "but" and "because". [7.2001-CZ/11-15] Ich kann einfache Sätze schreiben und sie mit "und"/"aber"/"denn" verbinden. [4.2000-GER/NRW]
CREATIVE WRITING		CREATIVE WRITING
A2+		A2+

Levels A2 / A2+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
Can write about everyday aspects of his environment e.g. people, places, a job or study experience in linked sentences.	Relevant.	<p>I can describe objects (for example a bicycle) or places I know well, using short, simple sentences. [LINGUAL-CH/13-15]</p> <p>I can write short descriptions about everyday life. [12.2001-IE/PP] (A2)</p> <p>I can keep a record of my language learning. [12.2001-IE/PP] (A2)</p> <p>I can write a short description of my classroom and note useful words and sentence patterns. [12.2001-IE/PP] (A2)</p> <p>I can work through some short problems in my textbook and write down important new words. (Mathematics). [12.2001-IE/PP] (A2)</p> <p>I can write a short description of a simple experiment and make short notes in science class. [12.2001-IE/PP] (A2)</p> <p>I can write short notes and information about important topics in history and geography. [12.2001-IE/PP] (A2)</p> <p>I can write a simple letter or dialogue. [12.2001-IE/PP] (A2)</p>
Can write very short, basic descriptions of events, past activities and personal experiences.	Relevant.	<p>I can write a short description of an event. [7.2001-CZ/11-15]</p> <p>I can describe important events or personal experiences very briefly in simple language (for example, the theft of a bike, a skiing accident, or about what I won in a competition). [LINGUAL-CH/13-15]</p> <p>I can write about my favourite sport and note useful words and sentence patterns. [12.2001-IE/PP] (A2)</p>
Can tell a simple story (e.g. about events on a holiday or about life in the distant future).	Relevant.	<p>I can tell a simple story (for example about the best holidays I've ever had or about life in the distant future). [LINGUAL-CH/13-15]</p> <p>I can describe an event by describing, with the use of simple sentences, what happened when and where. [LINGUAL-CH/13-15]</p>
A2		A2
Can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job.	Relevant (with 'job' interpreted as school activities or e.g. parents' job).	<p>I can write about aspects of my everyday life in simple phrases and sentences (e.g. family, school, hobbies, holidays, likes and dislikes). [10.2001-IE/Auth]</p> <p>I can use very short sentences to say what I prefer or what I would like to receive (for example food, clothes, animals). [LINGUAL-CH/13-15]</p> <p>I can, with the help of a drawing, explain where I live and how to get there. [LINGUAL-CH/13-15]</p> <p>Can write about his/her daily life in simple phrases and sentences, for example family, school, hobbies, holidays, likes and dislikes. [KfS CanDo]</p> <p>A propósito de assuntos do dia-a-dia, sou capaz de: escrever frases simples acerca da minha família, escola, passatempos, férias, preferências..., [20.2001-POR]</p>
Can write short, simple imaginary biographies and simple poems about people.	Relevant.	I can write a simple curriculum vitae for an imaginary person. [LINGUAL-CH/13-15] (A2.2)
Can write diary entries that describe activities (e.g. daily routine, outings, sports, hobbies), people and places, using basic, concrete	Relevant.	Using simple sentences, I can describe my own activities (for example at school, sports and hobbies). [LINGUAL-

Levels A2 / A2+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
vocabulary and simple phrases and sentences with simple connectives like 'and,' 'but' and 'because.'		CH/13-15] Using simple sentences and expressions, I can write about people and things in my everyday life (school, family, hobbies, daily routine, people and places I know). [LINGUAL-CH/13-15]
Can write an introduction to a story or continue a story, provided he/she can consult a dictionary and references (e.g. tables of verb tenses in a course book).	Relevant.	With the help of the dictionary, I can write an introduction to a story or continue the story. [LINGUAL-CH/13-15]
REPORTS & ESSAYS		REPORTS & ESSAYS
A2+		A2+
Can give his/her impressions and opinions in writing about topics of personal interest (e.g. lifestyles and culture, stories), using basic everyday vocabulary and expressions.	Relevant.	
Can write simple texts on familiar subjects of interest, linking sentences with connectors like 'and,' 'because,' or 'then.'	Relevant.	I can write straightforward texts on subjects with which I am familiar or in which I am interested; I can link my sentences with words like "and", "because", or "then". [LINGUAL-CH/13-15]
Production Strategies		Production Strategies
PLANNING		PLANNING
A2+		A2+
As A2		
A2		A2
Can recall and rehearse an appropriate set of phrases from his repertoire.	Relevant.	
COMPENSATING		COMPENSATING
A2+		A2+
Can use an inadequate word from his repertoire and use gesture to clarify what he/she wants to say.	Relevant.	
A2		A2
Can identify what he/she means by pointing to it (e.g. "I'd like this, please").	Relevant.	
Mediation Activities and Strategies		
Relational Mediation		
OVERALL RELATIONAL MEDIATION		
A2+		A2+
Can collaborate in simple, shared tasks, provided that other participants speak slowly and that one or more of them, help him/her to	Relevant.	

Levels A2 / A2+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
contribute and to express his/her suggestions.		
FACILITATING COLLABORATIVE INTERACTION WITH PEERS		
A2+		A2+
Can collaborate in simple, shared tasks, provided that other participants speak slowly and that one or more of them help him/her to contribute and to express his/her suggestions.	Relevant.	
Cognitive Mediation		
OVERALL COGNITIVE MEDIATION		
A2+		A2+
Can ask what somebody thinks of a certain idea in a group discussion. Can convey relevant information contained in clearly structured, short, simple, informational texts, provided that the texts concern concrete, familiar subjects and are formulated in simple everyday language.	Relevant.	
A2		A2
Can use simple words to ask someone to explain something. Can convey the main point(s) contained in clearly structured, short, simple texts, on everyday subjects of immediate interest (e.g. messages, instructions) provided these are expressed clearly in simple language.	Relevant.	
Constructing Meaning		
GENERATING CONCEPTUAL TALK		
A2+		A2+
Can ask what somebody thinks of a certain idea.	Relevant.	
A2		A2
Can use simple words to ask someone to explain something.	Relevant.	
Conveying Received Meaning (spoken)		
RELAYING SPECIFIC INFORMATION IN SPEECH		
A2+		A2+
Can relay the point made in a clear, spoken announcement concerning familiar everyday subjects, though he/she may have to simplify the message and search for words.	Relevant.	
Can relay specific, relevant information contained in short, simple texts, labels and notices on familiar subjects.	Relevant.	
A2		A2
Can relay the point made in short, clear, simple messages, instructions and announcements, provided these are expressed slowly and clearly	Relevant.	

Levels A2 / A2+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
in simple language.		
Can relay in a simple way a series of short, simple instructions provided the original speech is clearly and slowly articulated.	Relevant.	
EXPLAINING DATA IN SPEECH (graphs, diagrams etc.)		
A2+		A2+
Can interpret and describe simple visuals on familiar topics (e.g. a weather map, a basic flow chart), even though pauses, false starts and reformulation may be very evident in speech.	Relevant.	
PROCESSING TEXT IN SPEECH		
A2+		A2+
Can report the main points made in simple TV or radio news items reporting events, sports, accidents, etc., provided that the topics concerned are familiar and the delivery is slow and clear.	Relevant.	
Can report in simple sentences the information contained in clearly structured, short, simple texts that have illustrations or tables.	Relevant.	
Can summarise the main point(s) in simple, short informational texts on familiar topics.	Relevant.	
A2		A2
Can convey the main point(s) contained in clearly structured, short, simple texts, supplementing his/her limited repertoire with other means (e.g. gestures, drawings, words from other languages) in order to do so.	Relevant.	
INTERPRETING		
A2+		A2+
Can interpret informally in everyday situations, conveying the essential information, provided that the speakers articulate clearly in standard language and that he/she can ask for repetition and clarification.	Relevant.	
Can interpret informally in predictable, everyday situations, passing back and forth information about personal wants and needs, provided that the speakers help with formulation.	Relevant.	
Can interpret simply in an interview, conveying straightforward information on familiar topics, provided that he/she can prepare beforehand and that the speakers articulate clearly.	Relevant.	
A2		A2
Can indicate in a simple fashion that somebody else might be able to help in interpreting.	Relevant.	
SPOKEN TRANSLATION OF WRITTEN TEXT (Sight translation)		

Levels A2 / A2+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
A2+		A2+
Can provide an approximate spoken translation of short, simple everyday texts (e.g. brochure entries, notices, instructions, letters or emails).	Relevant.	
A2		A2
Can provide a simple, rough, spoken translation of short, simple texts (e.g. notices on familiar subjects), capturing the most essential point.	Relevant.	
Can provide a simple, rough spoken translation of routine information on familiar everyday subjects that is written in simple sentences (e.g. personal news, short narratives, directions, notices or instructions).	Relevant.	
WRITTEN MEDIATION		
Conveying Received Meaning		
RELAYING SPECIFIC INFORMATION IN WRITING		
A2+		A2+
Can relay in writing specific information contained in short simple informational texts, provided the texts concern concrete, familiar subjects and are written in simple everyday language.	Relevant.	
A2		A2
Can list the main points of short, clear, simple messages and announcements provided that speech is clearly and slowly articulated.	Relevant.	
Can list specific information contained in simple written texts on everyday subjects of immediate interest or need.	Relevant.	
PROCESSING TEXT IN WRITING		
A2+		A2+
Can list as a series of bullet points the relevant information contained in short simple texts, provided that the texts concern concrete, familiar subjects and are written in simple everyday language.	Relevant.	
TRANSLATING		
A2+		A2+
As A2		
A2		A2
Can use simple language to provide an approximate translation of very short texts on familiar and everyday themes that contain the highest frequency vocabulary; despite errors, the translation remains comprehensible.	Relevant.	

Levels A2 / A2+		
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Mediation Strategies		
STREAMLINING TEXT		
A2+		A2+
Can identify and mark (e.g. underline, highlight etc.) the key sentences in a short, everyday text.	Relevant.	
Text		
NOTE-TAKING (LECTURES, SEMINARS, MEETINGS ETC.)		
A2+		A2+
Can make simple notes at a presentation/demonstration where the subject matter is familiar and predictable and the presenter allows for clarification and note-taking.	Relevant.	
PROCESSING TEXT		
A2+		A2+
Can pick out and reproduce key words and phrases or short sentences from a short text within the learner's limited competence and experience	Relevant.	
A2		A2
Can copy out short texts in printed or clearly hand-written format.	Relevant.	
EXPRESSING A PERSONAL RESPONSE TO LITERATURE AND ART		
A2+		A2+
Can express his/her reactions to a work of literature or art, reporting his/her feelings and ideas in simple language.	Relevant.	
Can describe a character's feelings and explain the reasons for them.	Relevant.	
Can say in simple language which aspects of a work of literature or art especially interested him/her.	Relevant.	
Can explain in simple sentences how a work of literature or art made him/her feel.	Relevant.	
A2		A2
Can say whether he/she liked a work of literature or art or not and explain why in simple language.	Relevant.	
ANALYSIS AND CRITICISM OF LITERATURE AND ART		
A2+		

Levels A2 / A2+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
Can identify and briefly describe, in basic formulaic language, the key themes and characters in short, simple narratives involving familiar situations that are written in high frequency everyday language.	Relevant.	
Communicative Language Competences		Communicative Language Competences
Linguistic		Linguistic
GENERAL LINGUISTIC RANGE		GENERAL LINGUISTIC RANGE
A2+		A2+
Has a repertoire of basic language, which enables him/her to deal with everyday situations with predictable content, though he/she will generally have to compromise the message and search for words.	Relevant.	
A2		A2
Can produce brief everyday expressions in order to satisfy simple needs of a concrete type: personal details, daily routines, wants and needs, requests for information.	Relevant.	
Can use basic sentence patterns and communicate with memorised phrases, groups of a few words and formulae about themselves and other people, what they do, places, possessions etc.	Relevant.	
Has a limited repertoire of short memorised phrases covering predictable survival situations; frequent breakdowns and misunderstandings occur in non-routine situations.	Relevant.	
VOCABULARY RANGE		VOCABULARY RANGE
A2+		A2+
Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.	Relevant.	
A2		A2
Has a sufficient vocabulary for the expression of basic communicative needs.	Relevant.	
Has a sufficient vocabulary for coping with simple survival needs.	Relevant.	Ich verfüge so weit über Wörter und Redemittel, dass ich mich im Zielland in den wichtigsten Angelegenheiten des täglichen Lebens verständlich machen kann. [4.2000-GER/NRW] – ND
GRAMMATICAL ACCURACY		GRAMMATICAL ACCURACY
A2+		A2+
As A2		
A2		A2
Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark	Relevant.	

Levels A2 / A2+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
agreement; nevertheless, it is usually clear what he/she is trying to say.		
VOCABULARY CONTROL		VOCABULARY CONTROL
A2+		A2+
As A2		
A2		A2
Can control a narrow repertoire dealing with concrete everyday needs.	Relevant.	
OVERALL PHONOLOGICAL CONTROL		
A2+		A2+
As A2		
A2		A2
Pronunciation is generally clear enough to be understood but conversational partners will need to ask for repetition from time to time.	Relevant.	<i>Meine Aussprache ist normalerweise deutlich genug, um von meinen Gesprächspartnern verstanden zu werden, selbst wenn ich noch einen erkennbaren Akzent habe und meine Gesprächspartner mich gelegentlich um Wiederholung bitten müssen. [4.2000-GER/NRW]</i>
A strong influence from other language(s) he/she speaks on stress, rhythm and intonation may affect intelligibility, requiring collaboration from interlocutors. Nevertheless, pronunciation of familiar words is clear.	Relevant.	
SOUND RECOGNITION AND ARTICULATION		
A2+		A2+
As A2		
A2		A2
Pronunciation is generally intelligible when communicating in simple everyday situations, provided the interlocutor makes an effort to understand specific sounds.	Relevant.	
Systematic mispronunciation of phonemes does not hinder intelligibility, provided the interlocutor makes an effort to recognise and adjust to the influence of the speaker's language background on pronunciation.	Relevant.	
Can recognise and reproduce sounds in the target language correctly if carefully guided.	Relevant.	
Can articulate a limited number of sounds, so that speech is only intelligible if the interlocutor provides support (e.g. by repeating correctly and by eliciting repetition of new sounds).	Relevant.	
PROSODIC FEATURES		
A2+		A2+

Levels A2 / A2+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
As A2		
A2		A2
Can use the prosodic features of everyday words and phrases intelligibly, in spite of a strong influence on stress, intonation and/or rhythm from other language(s) he/she speaks.	Relevant.	
Prosodic features (e.g. word stress) are adequate for familiar, everyday words and simple utterances.	Relevant.	
ORTHOGRAPHIC CONTROL		ORTHOGRAPHIC CONTROL
A2+		A2+
As A2		
A2		A2
Can copy short sentences on everyday subjects - e.g. directions how to get somewhere	Relevant.	
Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary.	Relevant.	
Sociolinguistic		Sociolinguistic
SOCIOLINGUISTIC APPROPRIATENESS		SOCIOLINGUISTIC APPROPRIATENESS
A2+		A2+
Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way.	Relevant.	I can ask someone I know to do me a favour, and I can respond if someone asks me to do something for them. [LINGUAL-CH/13-15] I can ask someone to lend me something (for example a pencil, a bicycle) and I can give an appropriate reply if someone wants to borrow something from me. I can also offer to lend someone something which belongs to me. [LINGUAL-CH/13-15]
Can socialise simply but effectively using the simplest common expressions and following basic routines	Relevant.	
A2		A2
Can handle very short social exchanges, using everyday polite forms of greeting and address. Can make and respond to invitations, suggestions, apologies etc.	Relevant.	I can handle short social exchanges and make myself understood if people help me. [10.2001-IE/Auth] I can wish people a happy birthday and a happy new year. [LINGUAL-CH/13-15] I can offer different things to eat or drink. [LINGUAL-CH/13-15] I can address people politely and ask them something (how to get somewhere, the time, etc). [LINGUAL-CH/13-15]

Levels A2 / A2+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
		Quand je parle avec quelqu'un, je peux me débrouiller en utilisant des formules simples et polies de salutation et de congé. [44.2003-FR/Coll.]
Pragmatic		Pragmatic
FLEXIBILITY		FLEXIBILITY
A2+		A2+
Can adapt well-rehearsed memorised simple phrases to particular circumstances through limited lexical substitution.	Relevant.	
A2		A2
Can expand learned phrases through simple re-combinations of their elements.	Relevant.	
TAKING THE FLOOR (TURN-TAKING) (repeated)		TAKING THE FLOOR (TURN-TAKING)
A2+		A2+
Can use simple techniques to start, maintain, or end a short conversation.	Relevant.	
Can initiate, maintain and close simple, face-to-face conversation.	Relevant.	
A2		A2
Can ask for attention.	Relevant.	
THEMATIC DEVELOPMENT		THEMATIC DEVELOPMENT
A2+		A2+
Can give an example of something in a very simple text using 'like' or 'for example.'	Relevant.	
Can tell a story or describe something in a simple list of points.	Relevant.	I can tell a short story in the form of a simple sequence of events. [LINGUAL-CH/13-15]
COHERENCE AND COHESION		COHERENCE AND COHESION
A2+		A2+
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.	Relevant.	
A2		A2
Can link groups of words with simple connectors like 'and,' 'but' and	Relevant.	

Levels A2 / A2+		
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'because.'		
PROPOSITIONAL PRECISION		PROPOSITIONAL PRECISION
A2+		A2+
As A2		
A2		A2
Can communicate what he/she wants to say in a simple and direct exchange of limited information on familiar and routine matters, but in other situations he/she generally has to compromise the message.	Relevant.	
SPOKEN FLUENCY		SPOKEN FLUENCY
A2+		A2+
Can make him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident.	Relevant.	
A2		A2
Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.	Relevant.	
Plurilingual and Pluricultural Competences		
EXPLOITING PLURICULTURAL REPERTOIRE		
A2+		A2+
Can recognise that his/her behaviour in an everyday transaction may convey a message different to the one he/she intends, and can try to explain this simply.	Relevant.	
A2		A2
Can recognise and apply basic cultural conventions associated with everyday social exchanges (for example different greetings rituals).	Relevant.	
Can behave appropriately in everyday greetings, farewells, and expressions of thanks and apology, although he/she has difficulty coping with any deviations from the routine.	Relevant.	
Can recognise when difficulties occur in interaction with members of other cultures, although he/she may well not be sure how to behave in the situation.	Relevant.	
PLURILINGUAL COMPREHENSION		
A2+		A2+
Can understand short, clearly articulated spoken announcements by piecing together what he/she understands from the available versions in different languages.	Relevant.	

Levels A2 / A2+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
Can use simple warnings, instructions and product information given in parallel in <u>different languages</u> to find relevant information.	Relevant.	
A2		A2
Can understand short, clearly written messages and instructions by piecing together what he/she understands from the versions in <u>different languages</u> .	Relevant.	
Can exploit easily identifiable vocabulary (e.g. international expressions, words with roots common to <u>different languages</u> – like 'bank' or 'music') in order to form a hypothesis as to the meaning of a text.	Relevant.	
Can recognise internationalisms and words common to different languages (e.g. Haus/hus/house) to identify the probable message of a short, simple text.	Relevant.	
Can recognise internationalisms and words common to different languages (e.g. Haus/hus/house) to follow in outline short, simple social exchanges conducted very slowly and clearly in his/her presence.	Relevant.	
EXPLOITING PLURILINGUAL REPERTOIRE		
A2+		A2+
Can mobilise his/her limited repertoire in <u>different languages</u> in order to explain a problem or to ask for help or clarification.	Partially relevant: if subject matter is familiar.	
A2		A2
Can use words and phrases from <u>different languages in his/her plurilingual repertoire</u> to conduct a simple, practical transaction or information exchange.	Relevant.	
Can use a word from <u>another languages in his/her plurilingual repertoire</u> to make him/herself understood in in a routine everyday situation, when he/she cannot think of an adequate expression in <u>the language being spoken</u> .	Relevant.	

Levels B1 / B1+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
Communicative Language Activities and Strategies		Communicative Language Activities
Spoken Reception		Spoken Reception
OVERALL LISTENING COMPREHENSION		OVERALL LISTENING COMPREHENSION
B1+		B1+
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.	Partially relevant: on everyday or school-related topics.	
B1		B1
Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.	Relevant.	<p>I can understand a short narrative well enough to be able to guess what may happen next. [7.2001-CZ/11-15] - ND</p> <p>I can understand when people speak at normal speed on familiar or carefully prepared subjects. [LINGUAL-CH/13-15]</p> <p>I can understand most explanations in maths class. [12.2001-IE/PP]</p> <p>I can understand most experiments and presentations in science class. [12.2001-IE/PP]</p> <p>I can understand most explanations and presentations in history and geography classes. [12.2001-IE/PP]</p> <p>Ich kann aus Geschichten und Erzählungen Hauptpunkte verstehen, wenn es um vertraute Dinge aus Schule, Freizeit und meiner Umgebung geht. [4.2000-GER/NRW]</p> <p>Quando falam de forma simples, sou capaz de: acompanhar uma narrativa curta. [20.2001-POR]</p> <p>Je peux comprendre les points principaux de ce que l'on me dit sur des sujets familiers tels que le travail, l'école, les loisirs. [44.2003-FR/Coll.]</p>
UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS		UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS
B1+		B1+
Can follow much of everyday conversation and discussion, provided it takes place in standard speech and is clearly articulated in a familiar accent.	Relevant.	I can understand the main points in a relatively long conversation which I am listening to, for example, on a train or at a restaurant or swimming pool. [LINGUAL-CH/13-15]
B1		B1
Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect.	Relevant.	<p>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]</p> <p>I can understand the main points of a longer discussion if people speak clearly and use the pronunciation taught in schools. [7.2001-CZ/11-15]</p> <p>In a relatively long discussion on everyday subjects that I know something about, I can understand the main points, provided that the people involved do not talk too fast and use standard language. [LINGUAL-CH/13-15]</p> <p>When I listen to people talking relatively slowly and clearly about subjects that interest me (for example: important</p>

Levels B1 / B1+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
		exams, fashionable sports, branded goods), I can understand the main points. [LINGUAL-CH/13-15]
		Je peux comprendre les points principaux d'une longue discussion qui se déroule en ma présence, si les gens articulent bien et parlent relativement lentement. [44.2003-FR/Coll.] Je peux comprendre globalement quels arguments utilise une personne dans une discussion sur un sujet que je connais bien. [44.2003-FR/Coll.] – ND
LISTENING AS A MEMBER OF A LIVE AUDIENCE		LISTENING AS A MEMBER OF A LIVE AUDIENCE
B1+		B1+
Can follow a lecture or talk within his/her own field, provided the subject matter is familiar and the presentation straightforward and clearly structured.	Relevant.	I can understand clear and well-structured classroom talks and presentations, provided that I already know something about the subject. [LINGUAL-CH/13-15] Je peux suivre un exposé à condition que le sujet soit familier et que la présentation soit simple et bien structurée. [44.2003-FR/Coll.]
Can distinguish between main ideas and supporting details in standard lectures on familiar subjects, provided these are delivered in clearly articulated standard speech.	Partially relevant: e.g. on topics related to school subjects.	
B1		B1
Can follow in outline straightforward short talks on familiar topics provided these are delivered in clearly articulated standard speech.	Relevant.	If someone talks at length on a topical or familiar subject or makes a short presentation (for example on the setting up of a leisure centre); I can understand the main thrust. [LINGUAL-CH/13-15] I can understand talks given by my friends. [12.2001-IE/PP] I can follow short narratives and extended talks on familiar subject matter (e.g., contemporary culture) delivered in clear standard speech. [10.2001-IE/Auth] I can follow a short play or presentation. [12.2001-IE/PP]
Can follow a straightforward conference presentation or demonstration with visual support (e.g. slides, handouts) on a topic or product within his/her field, understanding explanations given.	Partially relevant: e.g. school exhibitions on subjects studied / museum visits.	
Can understand the main points of what is said in a straightforward monologue like a guided tour, provided the delivery is clear and relatively slow.	Relevant.	
LISTENING TO ANNOUNCEMENTS AND INSTRUCTIONS		LISTENING TO ANNOUNCEMENTS & INSTRUCTIONS
B1+		B1+
As B1		
B1		B1

Levels B1 / B1+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
Can understand simple technical information, such as operating instructions for everyday equipment.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	I can understand simple technical instructions. [7.2001-CZ/11-15]
		I can understand simple "technical" explanations given to me personally, for example how to use different types of equipment at school or at home. [LINGUAL-CH/13-15] (A2.2)
		Je peux comprendre des informations techniques simples, comme un mode d'emploi pour un appareil d'usage courant (appareil photo, caméra, etc.). [44.2003-FR/Coll.]
Can follow detailed directions.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	I can follow detailed directions, messages and information (e.g., travel arrangements, recorded weather forecasts, answering-machines). [10.2001-IE/Auth]
Can understand public announcements at airports, stations and on planes, buses and trains, provided these are clearly articulated in standard speech with minimum interference from background noise.	Relevant.	If the speaker speaks clearly, I can understand short announcements on the radio (for example information concerning the traffic). [LINGUAL-CH/13-15] Can understand straightforward instructions or public announcements. [PFS CanDo]
LISTENING TO THE RADIO AND AUDIO RECORDINGS		LISTENING TO THE RADIO AND AUDIO RECORDINGS
B1+		B1+
Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.	Relevant.	Generally speaking, I can understand the content of most audio recordings or radio programmes that interest me, provided that people talk clearly and in the standard language. [LINGUAL-CH/13-15] If standard language is used in short radio documentaries on subjects which interest me (for example, the protection of the environment or "celebrities"), I can understand the main points and the important details. [LINGUAL-CH/13-15]
B1		B1
Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.	Relevant.	I can understand the main points of many radio or TV programmes if people speak relatively slowly and clearly. [7.2001-CZ/11-15] - ND I can catch the main elements of radio news bulletins and recorded audio material on familiar topics delivered in clear standard speech.[10.2001-IE/Auth] I can understand the main points in a news bulletin on the radio, if people talk slowly and clearly and provided that I know something about the subjects. [LINGUAL-CH/13-15] (A2.2) I can understand a radio interview on subjects about which I know something (for example an interview with young people about how they see the future, with the author of a new book about young people or with a well-known rock group) but the people involved have to speak slowly and clearly and I must be able to hear some things more than once. [LINGUAL-CH/13-15] I can understand short, clear weather forecasts, provided that the presenter talks clearly. [LINGUAL-CH/13-15] (<i>medium not specified</i>) When I listen to relatively long recordings or conversations, I can usually understand the meaning but it is important that standard spoken language is being used and that I know something about the subject. [LINGUAL-CH/13-15] (A2.2)

Levels B1 / B1+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
		Quando falam de forma simples, sou capaz de: captar o essencial de programas de rádio e televisão sobre temas actuais ou de interesse cultural, por exemplo, notícias, documentários, "talk-shows" [20.2001-POR] – ND
Can understand the main points and important details in stories and other narratives (e.g. a description of a holiday), provided the speaker speaks slowly and clearly.	Relevant.	If the speaker speaks slowly and clearly, I can understand the main points and the important details in stories and announcements of a certain length. [LINGUAL-CH/13-15] (<i>medium not specified</i>) I can follow short narratives and extended talks on familiar subject matter (e.g., contemporary culture) delivered in clear standard speech. [10.2001-IE/Auth] (<i>medium not specified</i>)
Audio-visual Reception		Audio-visual Reception
WATCHING TV, FILM AND VIDEO		WATCHING TV, FILM AND VIDEO
B1+		B1+
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.	Relevant.	<i>I can understand much of what is said in many television programmes dealing with subjects that interest me personally, for example interviews, short presentations or news programmes, provided that people talk slowly and clearly.</i> [LINGUAL-CH/13-15]
B1		B1
Can follow many films in which visuals and action carry much of the storyline, and which are delivered clearly in straightforward language.	Relevant.	Je peux suivre de nombreux films si l'histoire repose essentiellement sur l'action. [44.2003-FR/Coll.]
Can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.	Relevant.	I can understand short, clear weather forecasts, provided that the presenter talks clearly. [LINGUAL-CH/13-15] (<i>medium not specified</i>) I can understand a television broadcast about a sport I like. [12.2001-IE/PP] Can understand the main points of TV programmes on familiar topics. [PFS CanDo] Ich kann aus Radio- und Fernsehsendungen die für mich wichtigen Informationen entnehmen, wenn es um mir vertraute Themen geht. [4.2000-GER/NRW]
Written Reception		Written Reception
OVERALL READING COMPREHENSION		OVERALL READING COMPREHENSION
B1+		
As B1		
B1		B1

Levels B1 / B1+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
Can read straightforward factual texts on subjects related to his/her field and interests with a satisfactory level of comprehension.	Relevant.	I can understand texts of varying lengths in which words are used which are familiar to me from my daily context or because they concern my main areas of interest (for example, music, sport, travelling). [LINGUAL-CH/13-15]
READING CORRESPONDENCE		READING CORRESPONDENCE
B1+		B1+
As B1		
B1		B1
Can understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen friend.	Relevant.	<i>I can understand the description of events, feelings and wishes in personal letters well enough to correspond with a pen friend.</i> [10.2001-IE/Auth] <i>I can understand the description of events, feelings and wishes in personal letters well enough to be able to correspond regularly with a pen friend.</i> [7.2001-CZ/11-15] <i>I can understand the content of private letters concerning events, feelings or wishes well enough to exchange regular letters with a pen-pal.</i> [LINGUAL-CH/13-15]
Can understand straightforward personal letters, emails or postings giving a relatively detailed account of events and experiences.	Relevant.	I can understand straightforward personal letters giving a relatively detailed account of events and experiences. [LINGUAL-CH/13-15]
READING FOR ORIENTATION		READING FOR ORIENTATION
B1+		B1+
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.	Relevant.	I can scan longer texts in order to locate specific factual information. [10.2001-IE/Auth] I can find information in different parts of a longer text. [7.2001-CZ/11-15] Je peux localiser une information dans les différentes parties d'un texte long (lettres, prospectus, documents officiels, articles de journaux,...). [44.2003-FR/Coll.]
Can scan through straightforward, factual texts in magazines, brochures or in the web, identify what they are about and decide whether they contain information that might be of practical use.	Relevant.	I can scan through straightforward, factual texts in magazines, brochures or on the Internet, and identify what they are about and whether they contain information that might be of practical use to me (for example in purchasing a video game, a CD or a hi-fi system). [LINGUAL-CH/13-15]
B1		B1
Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.	Relevant.	<i>I can find and understand relevant information in everyday material, such as standard letters, brochures and short official documents.</i> [10.2001-IE/Auth] I can find the relevant information in everyday material such as letters and brochures. [7.2001-CZ/11-15] I can understand advertising letters or information leaflets if they concern things which interest me. [LINGUAL-CH/13-15]

Levels B1 / B1+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
Can understand the important information in simple, clearly drafted adverts in newspapers or magazines, provided that there are not too many abbreviations.	Relevant.	I can identify and understand the important information in simple, clearly drafted adverts in newspapers or magazines, provided that there are not too many abbreviations. [LINGUAL-CH/13-15]
Can pick out important information about preparation and usage on the labels on foodstuffs and medicine.	Relevant.	I can pick out important information on the labels on foodstuffs and medicine (for example the expiry date and instructions for preparation or use). [LINGUAL-CH/13-15]
Can assess whether an article, report or review is on the required topic.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	Ich kann Texte überfliegen und dabei feststellen, wovon sie handeln und ob ich sie für einen bestimmten Zweck verwenden kann. [4.2000-GER/NRW] – ND (B1) Je reconnais si un article de presse traite d'un sujet politique, culturel ou économique, d'un fait divers, de la météo. [44.2003-FR/Coll.] (A2+)
READING FOR INFORMATION & ARGUMENT		READING FOR INFORMATION & ARGUMENT
B1+		B1+
Can understand straightforward, factual texts on subjects relating to his/her interests or studies.	Relevant.	I can satisfactorily read and understand straightforward, factual texts on subjects relating to my own interests or to school subjects, such as geography. [LINGUAL-CH/13-15]
Can understand short texts on subjects that are familiar or of current interest, in which people give their points of view (e.g. critical contributions to an online discussion forum or readers' letters to the editor).	Relevant.	I can understand short texts on topical subjects or familiar subjects in which people give their opinions, assessment, points of view (for example critical contributions to a discussion forum on the Internet or readers' letters to the editor). [LINGUAL-CH/13-15]
		I can read and understand articles and reports on topical subjects in which the authors defend a particular attitude or point of view. [LINGUAL-CH/13-15] Je peux identifier les principales conclusions d'un texte argumentatif bien structuré. [44.2003-FR/Coll.]
Can identify the main conclusions in clearly signalled argumentative texts.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	I can recognize the main arguments in a text. [7.2001-CZ/11-15]
B1		B1
Can recognise significant points in straightforward newspaper articles on familiar subjects.	Relevant.	<i>I can recognize the important points in straightforward newspaper articles on familiar subjects.</i> [7.2001-CZ/11-15] Can understand factual articles in magazines and letters from friends expressing personal opinions. [PFS CanDo]

Levels B1 / B1+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
		Dans un texte court traitant d'un sujet qui m'est connu, je peux distinguer l'idée essentielle des détails. [44.2003-FR/Coll.]
Can understand most factual information that he/she is likely to come across on familiar subjects of interest, provided he/she has sufficient time for re-reading.	Relevant.	I can understand factual texts and simple reports on subjects that I know well (for example reports on matches in the sports column of newspapers, short reviews of books or television programmes...). [LINGUAL-CH/13-15] I can read about other people's lives and cultures. [12.2001-IE/PP] I can read texts from my school textbooks. [12.2001-IE/PP] I can understand short newspaper reports about sport. [12.2001-IE/PP] I can read and understand most problems in my textbook. (Mathematics) [12.2001-IE/PP] I can read about interesting people and places with the help of a dictionary. (History and Geography) [12.2001-IE/PP] I can understand texts we study in English class and recognise their purpose. [12.2001-IE/PP] Can understand routine information and articles. [PFS CanDo] Can understand most information of a factual nature in his/her school subjects. [PFS CanDo]
Can understand the main points in descriptive notes such as those on museum exhibits and explanatory boards in exhibitions.	Relevant.	
READING INSTRUCTIONS		READING INSTRUCTIONS
B1+		B1+
Can understand instructions and procedures in the form of a continuous text, for example in a manual, provided that he/she is familiar with the type of process or product concerned.	Relevant.	I can follow clear, written instructions (for example for a game, the use of a cosmetic or when using a piece of electrical apparatus for the first time). [LINGUAL-CH/13-15]
B1		B1
Can understand clearly written, straightforward instructions for a piece of equipment.	Relevant.	I can understand clearly written straightforward instructions (e.g., for using a piece of equipment). [10.2001-IE/Auth] I can follow written instructions for new experiments. [12.2001-IE/PP]
Can understand most short safety instructions, (e.g. on public transport or in manuals for the use of electrical equipment).	Relevant.	I can understand most short safety instructions, for example, on public transport or in manuals for the use of electrical equipment. [LINGUAL-CH/13-15]
Can follow simple instructions given on packaging, for example cooking instructions.	Relevant.	
READING FOR PLEASURE		READING FOR PLEASURE
B1+		B1+
As B1		
B1		B1
Can understand the description of places, events, feelings and perspectives in narratives, travelogues, biographies, guides and magazine articles written in high frequency everyday language.	Relevant.	

Levels B1 / B1+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
Can follow the plot of stories, simple novels and comics with a clear linear storyline and high frequency everyday language, given regular use of a dictionary.	Relevant.	
Can understand a travel diary mainly describing the daily events of a journey and the experiences and discoveries the person made.	Relevant.	I have no great difficulty in understanding a travel diary mainly describing the daily events of a journey and the experiences and discoveries the person made as a tourist. [LINGUAL-CH/13-15]
	Relevant.	
Can understand the overall meaning of simple poems and song lyrics that communicate ideas in straightforward language and style.	Relevant.	
Reception Strategies		
IDENTIFYING CUES AND INFERRING (Spoken & Written)		IDENTIFYING CUES & INFERRING (Spoken & Written)
B1+		B1+
Can exploit different types of connectors (numerical, temporal, logical) and the role of key paragraphs in the overall organisation, in order to better understand the argumentation in a text.	Partially relevant: if subject matter is familiar.	
Can extrapolate the meaning of a section of a text by taking into account the text as a whole.	Partially relevant: if subject matter is familiar.	
Can identify unfamiliar words from the context on topics related to his/her field and interests.	Partially relevant: if subject matter is familiar.	
Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.	Relevant.	I can guess the meaning of unknown words from a familiar context. [7.2001-CZ/11-15]
		Je peux faire des hypothèses sur le sens d'un mot inconnu d'après le contexte. [44.2003-FR/Coll.]
B1		B1
Can make basic inferences or predictions about text content from headings, titles or headlines.	Partially relevant: if subject matter is familiar.	
Can listen to a short narrative and predict what will happen next.	Partially relevant: if subject matter is familiar.	
Can follow a line of argument or the sequence of events in a story, by focusing on common logical connectors (e.g. 'however,' 'because') and temporal connectors (e.g. 'after that,' 'beforehand').	Partially relevant: if subject matter is familiar.	

Levels B1 / B1+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
Can deduce the probable meaning of unknown words in a written text by identifying their constituent part (e.g. identifying word roots, lexical elements, suffixes and prefixes).	Partially relevant: if he/she has necessary background knowledge.	
Spoken Interaction		Spoken Interaction
OVERALL SPOKEN INTERACTION		OVERALL SPOKEN INTERACTION
B1+		B1+
Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field. Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem. Can express thoughts on more abstract, cultural topics such as films, books, music etc.	Relevant.	
B1		B1
Can exploit a wide range of simple language to deal with most situations likely to arise whilst travelling. Can enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	Relevant.	
UNDERSTANDING THE INTERLOCUTOR		UNDERSTANDING THE INTERLOCUTOR
B1+		B1+
As B1		
B1		B1
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.	Relevant.	I can understand everyday conversations, but I sometimes have to ask for some words and phrases to be repeated. [7.2001-CZ/11-15] <i>I can follow clearly articulated speech directed at me in everyday conversation, although I sometimes have to ask for particular words and phrases to be repeated. [LINGUAL-CH/13-15]</i> I can understand most things my teachers and friends say to me. [12.2001-IE/PP]
CONVERSATION		CONVERSATION
B1+		B1+
Can start up a conversation and help it to keep going by asking people relatively spontaneous questions about a special experience or event, expressing reactions and opinion on familiar subjects.	Relevant.	I can start up a conversation, help it to keep going, express my opinion on familiar subjects and ask other people questions. [LINGUAL-CH/13-15] (B1.2) I can ask people relatively spontaneous questions about a special experience or event (for example about their holidays, a party or an accident). [LINGUAL-CH/13-15] (B1.2)
Can have relatively long conversations on subjects of common interest, provided that the interlocutor makes an effort to support understanding.	Relevant.	I can have relatively long conversations with young people of my age on subjects of common interest, provided that they make an effort so that we can understand one another. [LINGUAL-CH/13-15] (B1.2)
B1		B1
Can enter unprepared into conversations on familiar topics.	Relevant.	I can readily handle conversations on most topics that are familiar or of personal interest, with generally appropriate

Levels B1 / B1+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
		use of register. [10.2001-IE/Auth] – ND
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.	Relevant.	I can understand everyday conversations, but I sometimes have to ask for some words and phrases to be repeated. [7.2001-CZ/11-15] I can follow clearly articulated speech directed at me in everyday conversation, although I sometimes have to ask for particular words and phrases to be repeated. [LINGUAL-CH/13-15] I can understand most things my teachers and friends say to me. [12.2001-IE/PP]
Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.	Relevant.	I can sustain an extended conversation or discussion but may sometimes need a little help in communicating my thoughts. [10.2001-IE/Auth]
Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.	Relevant.	I can express and respond to feelings and attitudes (e.g., surprise, happiness, sadness, interest, uncertainty, indifference). [10.2001-IE/Auth] I can express feelings such as surprise, happiness, sadness and interest and I can respond to similar feelings expressed by others. [7.2001-CZ/11-15] Je peux exprimer ma joie, ma tristesse, ma surprise. [44.2003-FR/Coll.]
INFORMAL DISCUSSION (WITH FRIENDS)		
B1+		B1+
Can follow much of what is said around him/her on general topics provided interlocutors avoid very idiomatic usage and articulate clearly.	Relevant.	
Can express his/her thoughts about abstract or cultural topics such as music, films.	Relevant.	I can express my thoughts about literature, music, films and art. [7.2001-CZ/11-15] Can express simple opinions on abstract/cultural matters in a limited way or offer advice within a known area. [PFS CanDo] Can talk about things such as films and music and describe his/her reactions to them. [PFS CanDo] Je peux avoir une conversation sur un sujet familier, échanger des informations, discuter d'un film, d'un livre, de musique,... [44.2003-FR/Coll.]
Can explain why something is a problem.	Relevant.	I can say that something is causing a problem and also explain why. [LINGUAL-CH/13-15]
Can give brief comments on the views of others.	Relevant.	I can make brief comments on the views of others. [7.2001-CZ/11-15] In discussions, I can briefly express my own point of view with regard to opinions expressed by other people. [LINGUAL-CH/13-15]
Can compare and contrast alternatives, discussing what to do, where to go, who or which to choose etc.	Relevant.	Je peux comparer des propositions, discuter de ce qu'il faut faire, où il faut aller, ce qu'il faut choisir,... [44.2003-FR/Coll.]

Levels B1 / B1+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
B1		B1
Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect.	Relevant.	
Can give or seek personal views and opinions in discussing topics of interest.	Relevant.	<p>I can express my opinion on subjects with which I am familiar (for example school, music, sport, television, fashion, look) and ask for other people's opinions. [LINGUAL-CH/13-15]</p> <p>In a conversation with young people of my age, I can compare and give my opinion on bands and styles of music or films. [LINGUAL-CH/13-15]</p> <p>I can talk about my experiences, interests or problems. [12.2001-IE/PP]</p> <p>I can discuss my language learning. [12.2001-IE/PP]</p> <p>I can talk with my school friends in a natural way and explain what I do and learn at school. [12.2001-IE/PP]</p> <p>I can talk with my school friends in a natural way about the sports we play together. [12.2001-IE/PP]</p> <p>Je peux demander à quelqu'un ce qu'il pense de quelque chose sur un sujet d'intérêt général. [44.2003-FR/Coll.]</p>
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).	Relevant.	When discussing what we want to do on an outing, I can say what I would like to do but I need some time to think about what I want to say. [LINGUAL-CH/13-15]
Can express belief, opinion, agreement and disagreement politely.	Relevant.	<p>I can agree and disagree politely, exchange personal opinions, negotiate decisions and ideas. [10.2001-IE/Auth] – ND</p> <p>I can express agreement and disagreement politely. [7.2001-CZ/11-15]</p> <p>Je peux dire poliment ce que je pense et si je suis d'accord ou non. [44.2003-FR/Coll.]</p>
FORMAL DISCUSSION (MEETINGS)		FORMAL DISCUSSION (MEETINGS)
B1+		B1+
Can follow much of what is said that is related to his/her field, provided interlocutors avoid very idiomatic usage and articulate clearly.	Partially relevant: e.g. on topics related to school subjects, interests, etc.	
Can put over a point of view clearly, but has difficulty engaging in debate.	Partially relevant: e.g. on topics related to school subjects, interests, etc.	
B1		B1
Can take part in routine formal discussion of familiar subjects which is conducted in clearly articulated speech in the standard dialect and which involves the exchange of factual information, receiving instructions or the discussion of solutions to practical problems.	Relevant.	
Can follow argumentation and discussion on a familiar or predictable topic, provided the points are made in relatively simple language and/or repeated, and opportunity is given for clarification.	Relevant.	

Levels B1 / B1+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
GOAL-ORIENTED CO-OPERATION (e.g. assembling a furniture kit, discussing a document, organising an event etc.)		GOAL-ORIENTED CO-OPERATION (e.g. assembling a furniture kit, discussing a document, organising an event etc.)
B1+		B1+
Can follow what is said, though he/she may occasionally has to ask for repetition or clarification if the other people's talk is rapid or extended.	Partially relevant: if subject matter is familiar.	
Can explain why something is a problem, discuss what to do next, compare and contrast alternatives.	Relevant.	I can say that something is causing a problem and also explain why. [LINGUAL-CH/13-15]
		Je peux expliquer pourquoi quelque chose pose problème, discuter de la suite à donner, comparer les solutions. [44.2003-FR/Coll.]
Can give brief comments on the views of others.	Relevant.	I can make brief comments on the views of others. [7.2001-CZ/11-15]
B1		B1
Can generally follow what is said and, when necessary, can repeat back part of what someone has said to confirm mutual understanding.	Relevant.	Can repeat back what people say to check that he/she has understood. [PFS CanDo]
Can make his/her opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations.	Relevant.	I can express my opinion and make suggestions when it is necessary for a group to take practical decisions (for example during group or project work). [LINGUAL-CH/13-15] (B1.2) I can discuss mathematical problems and processes. [12.2001-IE/PP] I can give my own ideas in group work and class discussions. (Science subjects) [12.2001-IE/PP] I can take part in group work and class discussions and give my own views. (History and Geography) [12.2001-IE/PP] I can work with my friends to make a short play and can ask about different uses and styles of language. [12.2001-IE/PP]
Can invite others to give their views on how to proceed.	Relevant.	
OBTAINING GOODS AND SERVICES		OBTAINING GOODS & SERVICES
B1+		B1+
As B1		
B1		B1
Can deal with most transactions likely to arise whilst travelling, arranging travel or accommodation, or dealing with authorities during a foreign visit.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	I can handle most practical tasks in everyday situations (e.g., making telephone enquiries, asking for a refund, negotiating purchase). [10.2001-IE/Auth] – ND (B1) I can handle most of the situations that I might have to deal with during a trip. [LINGUAL-CH/13-15]
		Ich kann in Situationen handeln und mitreden, die sich bei Begegnungen mit Ausländern oder bei einer Reise im Ausland ergeben: Erkundigungen einholen, Verabredungen treffen, bei einem Unfall oder Arztbesuch helfen oder ein Problem schildern. [4.2000-GER/NRW] – ND (B1)
Can ask in a shop for an explanation of the difference between two or more products serving the same purpose, in order to make a decision,	Partially relevant: if subject matter is familiar.	

Levels B1 / B1+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
posing follow up questions as necessary.		
Can cope with less routine situations in shops, post office, bank, e.g. returning an unsatisfactory purchase.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
Can make a complaint.	Partially relevant: if subject matter is familiar.	I can make a complaint in person (for example in a shop) because something is of poor quality or broken. [LINGUAL-CH/13-15] (B1.2)
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 unfamiliar destination.	Relevant.	
Can ensure he/she understands the agreement and house rules when renting a room or apartment, e.g. the costs per week, simple rules for the use of a shared kitchen, etc.	Partially relevant: could work towards this with age appropriate contexts related to rules.	
INFORMATION EXCHANGE		INFORMATION EXCHANGE
B1+		B1+
Can exchange, check and confirm accumulated factual information on familiar routine and non-routine matters within his field with some confidence.	Partially relevant: e.g. on topics related to school subjects, interests, etc.	
B1		B1
Can find out and pass on straightforward factual information.	Relevant.	
Can ask for and follow detailed directions.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
Can obtain more detailed information.	Relevant.	I can obtain detailed information, messages, instructions and explanations. [10.2001-IE/Auth] – ND
Can offer advice on simple matters within his/her field of experience.	Relevant.	I can give someone advice on simple matters, for example I can advise a friend who wants to buy some clothes. [LINGUAL-CH/13-15]
INTERVIEWING AND BEING INTERVIEWED		INTERVIEWING AND BEING INTERVIEWED
B1+		B1+
Can provide concrete information required in an interview/consultation (e.g. describe symptoms to a doctor) but does so with limited precision.	Relevant.	
Can carry out a prepared interview, checking and confirming information, though he/she may occasionally have to ask for repetition if the other person's response is rapid or extended.	Partially relevant: e.g. on topics related to school subjects, interests, etc.	
B1		B1

Levels B1 / B1+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
Can take some initiatives in an interview/consultation (e.g. to bring up a new subject) but is very dependent on interviewer in the interaction.	Partially relevant: e.g. on topics related to school subjects, interests, etc.	
Can describe symptoms in a simple way and ask for advice when using health services; can understand the answer, provided this is given clearly in everyday language.	Relevant.	
Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions.	Partially relevant: e.g. on topics related to school subjects or hobbies.	I can interview someone if I have prepared a questionnaire; I can sometimes ask a further question without having to think for too long. [LINGUAL-CH/13-15]
		Je peux interviewer quelqu'un sur un sujet précis si j'ai auparavant préparé le questionnaire et je peux aussi poser quelques questions spontanées. [44.2003-FR/Coll.]
USING TELECOMMUNICATIONS (Audio and video link-ups)		USING TELECOMMUNICATIONS (Audio and video link-ups)
B1+		B1+
Can use telecommunications with good understanding for everyday personal or professional purposes, provided he/she can ask for clarification from time to time.	Partially relevant: could work towards this with age appropriate tasks such as role-plays.	
Can give important details over the phone concerning an unexpected incident (e.g. a problem in a hotel, with travel arrangements, with a hire car).	Partially relevant: could work towards this with age appropriate tasks such as role-plays.	
B1		B1
Can use telecommunications for routine messages (e.g. arrangements for a meeting) and to obtain basic services (e.g. book a hotel room or make a medical appointment).	Relevant.	
Can use telecommunications to have relatively simple but extended conversations with people he/she knows personally.	Relevant.	I can have relatively simple telephone conversations with people I know personally. [LINGUAL-CH/13-15]
Written Interaction		Written Interaction
OVERALL WRITTEN INTERACTION		OVERALL WRITTEN INTERACTION
B1+		B1+
Can convey information and ideas on abstract as well as concrete topics, check information and ask about or explain problems with reasonable precision.	Partially relevant: e.g. on topics related to school subjects, interests, etc.	I can reply to an advertisement in writing and ask for further information on items which interest me (for example courses I can take in my freetime, language study trips, horse riding holidays. [LINGUAL-CH/13-15]

Levels B1 / B1+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
B1		B1
Can write personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point he/she feels to be important.	Relevant.	
CORRESPONDENCE		CORRESPONDENCE
B1+		B1+
Can write personal letters giving news and expressing thoughts about abstract or cultural topics such as music, films.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	I can write personal letters, asking for and giving news. I can write personal letters about abstract or cultural topics such as literature, music and films. [7.2001-CZ/11-15] Can write to his/her friends about the books, music and films that he/she likes. [PFS CanDo]
Can write letters expressing different opinions and giving detailed accounts of personal feelings and experiences.	Relevant.	I can write letters expressing different opinions and giving detailed accounts of personal feelings and experiences. [LINGUAL-CH/13-15]
Can reply to an advertisement in writing and ask for further information on items which interest him/her.	Relevant.	I can reply to an advertisement in writing and ask for further information on items which interest me (for example courses I can take in my freetime, language study trips, horse riding holidays. [LINGUAL-CH/13-15]
Can write basic formal emails/letters, for example to make a complaint and request action.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
B1		B1
Can write personal letters describing experiences, feelings and events in some detail.	Relevant.	I can write personal letters giving news, describing experiences and impressions, and expressing feelings.[10.2001-IE/Auth] I can describe my experiences and feelings in personal letters. [7.2001-CZ/11-15] Can write letters or make notes on familiar or predictable matters. [PFS CanDo] Ich kann in einem persönlichen Brief eine Reise, ein Wochenende, ein Erlebnis, eine Feier schildern. [4.2000-GER/NRW] Dans une lettre personnelle, je peux raconter une expérience ou une aventure et décrire mes réactions et mes sentiments. [44.2003-FR/Coll.]
Can write basic emails/letters of a factual nature, for example to request information or to ask for and give confirmation.	Relevant.	I can write standard letters giving or requesting detailed information (e.g., replying to an advertisement, applying for a job). [10.2001-IE/Auth] – ND

Levels B1 / B1+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
Can write a basic letter of application with limited supporting details.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
NOTES, MESSAGES & FORMS		NOTES, MESSAGES & FORMS
B1+		B1+
Can take routine messages that are likely to occur in a personal, professional or academic context.	Partially relevant: could work towards this with age appropriate topics.	
Can take messages communicating enquiries, explaining problems.	Relevant.	I can take notes while listening, for example when someone is asking for information or explaining a problem. [LINGUAL-CH/13-15]
B1		B1
Can write notes conveying simple information of immediate relevance to friends, service people, teachers and others who feature in his/her everyday life, getting across comprehensibly the points he/she feels are important.	Relevant.	Je peux rédiger quelques lignes pour exposer un problème, transmettre des informations et faire comprendre les points que je considère comme importants. [44.2003-FR/Coll.] – ND
Can take messages over the phone containing several points, provided that the caller dictates these clearly and sympathetically.	Relevant.	
Online Interaction		
OVERALL ONLINE INTERACTION		OVERALL ONLINE INTERACTION
B1+		B1+
Can engage in extended real-time exchanges, helping to accomplish shared tasks, provided interlocutors avoid non-standard and complex language and are willing to repeat and reformulate when necessary; can post and comment on accounts of events, experiences and activities and respond to further comments.	Partially relevant: could work towards this with age appropriate tasks and if he/she has necessary background knowledge.	
B1		B1
Can engage in online exchanges that require simple clarifications or explanations on familiar topics, provided that he/she can access online tools. Can make postings about experiences, feelings and events and respond to the comments of others in some detail.	Relevant.	
ONLINE CONVERSATION AND DISCUSSION		ONLINE CONVERSATION AND DISCUSSION
B1+		B1+
Can engage in real-time online exchanges with more than one	Relevant.	

Levels B1 / B1+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
participant, recognising the communicative intentions of each contributor, but may not understand details or implications without further explanation.		
Can post online accounts of social events, experiences and activities, incorporating embedded links and media and sharing personal feelings.	Relevant.	
Can comment on other people's online postings (including embedded links and media) and respond to further comments, provided interlocutors avoid non-standard or complex language.	Relevant.	
B1		B1
Can initiate, maintain and close simple online conversations on topics that are familiar to him/her, though with some pauses for real-time responses.	Relevant.	
Can post a comprehensible contribution in an online discussion on a familiar topic of interest, provided that he/she can prepare the text beforehand and use online tools to fill gaps in language and check accuracy.	Relevant.	
Can make personal online postings about experiences, feelings and events and respond individually to the comments of others in some detail, though lexical limitations sometimes cause repetition and difficulty with formulation.	Relevant.	
GOAL-ORIENTED ONLINE TRANSACTIONS AND COLLABORATION		GOAL-ORIENTED ONLINE TRANSACTIONS AND COLLABORATION
B1+		B1+
Can engage in online transactions that require an extended exchange of information (such as helpdesk queries), provided the interlocutor(s) avoid non-standard and complex language and are willing to repeat and reformulate when necessary.	Partially relevant: could work towards this with age appropriate tasks.	
Can interact online with a group that is working on a project, following straightforward instructions, seeking clarification and playing a supportive role in order to accomplish the shared tasks.	Partially relevant: if subject matter is familiar.	
B1		B1
Can engage in online collaborative or transactional exchanges that require simple clarification or explanation of relevant details, such as registering for a course, tour, event or applying for membership.	Partially relevant: if he/she has necessary background knowledge.	
Can interact online with a partner or small group working on a project, provided there are visual aids such as images, statistics and graphs to clarify more complex concepts.	Partially relevant: e.g. on topics related to school subjects, interests, etc.	
Can respond to instructions and ask questions or request clarifications in order to accomplish a shared task online.	Relevant.	
Interaction Strategies		Interaction Strategies

Levels B1 / B1+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
TAKING THE FLOOR (TURN-TAKING)		TAKING THE FLOOR (TURNTAKING)
B1+		B1+
Can intervene in a discussion on a familiar topic, using a suitable phrase to get the floor.	Partially relevant: e.g. on topics related to school subjects, interests, etc.	
B1		B1
Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.	Relevant.	I can start, have and end simple conversations on familiar topics. [7.2001-CZ/11-15]
COOPERATING		COOPERATING
B1+		B1+
Can exploit a basic repertoire of language and strategies to help keep a conversation or discussion going.	Partially relevant: if subject matter is familiar.	I can start up a conversation, help it to keep going, express my opinion on familiar subjects and ask other people questions. [LINGUAL-CH/13-15]
Can use questions, comments and simple reformulations to maintain the focus of a discussion.	Partially relevant: if subject matter is familiar.	
Can summarise the point reached in a discussion and so help focus the talk.	Partially relevant: if subject matter is familiar.	
B1		B1
Can repeat back part of what someone has said to confirm mutual understanding and help keep the development of ideas on course..	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
Can invite others into the discussion	Relevant.	
ASKING FOR CLARIFICATION		ASKING FOR CLARIFICATION
B1+		B1+
As B1		
B1		B1

Levels B1 / B1+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
Can ask someone to clarify or elaborate what he or she has just said.	Relevant.	
Spoken Production		Spoken Production
OVERALL SPOKEN PRODUCTION		OVERALL SPOKEN PRODUCTION
B1+		B1+
As B1		
B1		B1
Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.	Partially relevant: e.g. on topics related to school subjects, interests, etc.	
SUSTAINED MONOLOGUE: Describing Experience		SUSTAINED MONOLOGUE: Describing Experience
B1+		B1+
Can clearly express feelings about something experienced and give reasons to explain those feelings.	Relevant.	I can clearly express my feelings on something that I have experienced and I can also give reasons to explain my feelings. [LINGUAL-CH/13-15] (B1.2)
B1		B1
Can give straightforward descriptions on a variety of familiar subjects within his field of interest.	Relevant.	I can give straightforward descriptions in familiar subject areas. [10.2001-IE/Auth] I can describe in a few sentences the school or training I am in (or which I would like to enter) and say why I chose it. [LINGUAL-CH/13-15] I can talk in some detail about similarities or differences between countries or regions. [LINGUAL-CH/13-15] (B1.2)
Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.	Relevant.	I can give a clear explanation of a mathematical problem. [12.2001-IE/PP] I can give a clear explanation of an interesting scientific process. [12.2001-IE/PP] I can give a short talk about a familiar topic in history and geography. [12.2001-IE/PP]

Levels B1 / B1+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
		Ich kann erzählen oder berichten, was ich erlebt, gelesen, beobachtet oder mit anderen unternommen habe. [4.2000-GER/NRW] – ND
Can give detailed accounts of experiences, describing feelings and reactions.	Relevant.	I can talk in detail about my experiences, feelings and reactions. [7.2001-CZ/11-15] I can describe, in a few sentences, how the other pupils behaved (for example how they quarrelled) and I can clearly express my opinion on the subject. [LINGUAL-CH/13-15] (B1.2)
		<i>Je peux raconter en détail une expérience et décrire mes réactions et mes sentiments.</i> [44.2003-FR/Coll.]
Can relate basic details of unpredictable occurrences, e.g., an accident.	Partially relevant: if subject matter is familiar.	I can give important details concerning an unexpected incident (for example an accident). [LINGUAL-CH/13-15] (B1.2)
		Sobre assuntos de carácter geral, sou capaz de: dar indicações detalhadas sobre problemas e incidentes, por exemplo, comunicar um sonho, um acidente de viação,...[20.2001-POR]
Can relate the plot of a book or film and describe his/her reactions.	Relevant.	I can talk about the plot of a book or film and give my opinion. [7.2001-CZ/11-15] I can narrate a story or relate the plot of a film or book. [10.2001-IE/Auth] – ND I can describe what is happening in a film or a book and say what I think of it. [LINGUAL-CH/13-15] I can give and explain my views about a story or poem. [12.2001-IE/PP]
		<i>Je peux raconter un livre que j'ai lu ou un film que j'ai vu, dire si je l'ai aimé ou non et expliquer pourquoi.</i> [44.2003-FR/Coll.]
Can describe dreams, hopes and ambitions.	Relevant.	I can describe dreams, hopes and ambitions. [7.2001-CZ/11-15] I can describe personal experiences, reactions, dreams, hopes, ambitions, real, imagined or unexpected events. [10.2001-IE/Auth] – ND I can describe my dreams, hopes and aims. [LINGUAL-CH/13-15]
		Sobre assuntos de carácter geral, sou capaz de: descrever experiências pessoais, tais como, sonhos, esperanças, ambições, acontecimentos reais. [20.2001-POR] – ND <i>Je peux raconter un rêve et parler d'un projet.</i> [44.2003-FR/Coll.]
Can describe events, real or imagined.	Relevant.	Can write a description of an event, for example a school trip. [Pfs CanDo]
Can narrate a story.	Relevant.	I can tell a story. [7.2001-CZ/11-15]
SUSTAINED MONOLOGUE: Giving information		SUSTAINED MONOLOGUE: Giving information
B1+		B1+
Can explain the main points in an idea or problem with reasonable precision.	Partially relevant: if subject matter is familiar.	

Levels B1 / B1+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
Can describe how to do something, giving detailed instructions.	Relevant.	I can give detailed instructions. [7.2001-CZ/11-15] – ND (B1.2-2) I can give other people detailed, practical instructions to explain how to do something I am good at doing (for example cooking, looking after a pet). [LINGUAL-CH/13-15] Can give detailed practical instructions on how to do something he/she knows well. [PFS CanDo]
		Je peux expliquer comment faire quelque chose en donnant des instructions détaillées. [44.2003-FR/Coll.]
Can clearly explain how to use technology (e.g. a photocopier or a camera).	Relevant.	I can clearly explain how to use a piece of equipment (for example a photocopier or a camera). [LINGUAL-CH/13-15]
B1		B1
Can report straightforward factual information on a familiar topic, for example to indicate the nature of a problem or give detailed directions, provided he/she can prepare beforehand.	Relevant.	I can tell a teacher how I'm getting on in my schoolwork and explain where I am having particular difficulty. [LINGUAL-CH/13-15] I can explain to others the rules that are in force, for example how you are expected to behave at school. [LINGUAL-CH/13-15]
		Au cours d'un voyage, si je suis malade, je peux expliquer ce que j'ai à un médecin. [44.2003-FR/Coll.]
SUSTAINED MONOLOGUE: Putting a Case (e.g. in a debate)		SUSTAINED MONOLOGUE: Putting a Case (e.g. in a Debate)
B1+		B1+
Can develop an argument well enough to be followed without difficulty most of the time.	Relevant.	<i>I can develop an argument well enough to be followed without difficulty most of the time.</i> [10.2001-IE/Auth] I can present my arguments sufficiently well to be understood without difficulty most of the time. [LINGUAL-CH/13-15]
Can give simple reasons to justify a viewpoint on a familiar topic.	Relevant.	
B1		B1
Can briefly give reasons and explanations for opinions, plans and actions.	Relevant.	<i>I can briefly give reasons and explanations for opinions, plans and actions.</i> [10.2001-IE/Auth] I can briefly explain and give reasons for my opinions and plans. [7.2001-CZ/11-15] I can briefly explain and justify my points of view, my assumptions and my plans. [LINGUAL-CH/13-15]
Can express opinions on subjects relating to everyday life, using simple expressions.	Relevant.	Using simple words, I can express my opinion on subjects relating to everyday life (the rules of everyday life, pocket money etc.). [LINGUAL-CH/13-15] Using simple words, I can say what I believe to be the case. [LINGUAL-CH/13-15] (A2.2)
Can say whether or not he/she approves of what someone has done and give reasons to justify this opinion.	Relevant.	I can say whether I approve of what someone has done and I can also give reasons to justify my opinion. [LINGUAL-CH/13-15]
PUBLIC ANNOUNCEMENTS		PUBLIC ANNOUNCEMENTS
B1+		B1+

Levels B1 / B1+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
Can deliver clear, short announcements using simple words spontaneously (e.g. present the morning's programme to visitors).	Relevant.	I can announce something briefly using simple words (for example present the morning's programme to visitors). [LINGUAL-CH/13-15] (B1.2)
B1		B1
Can deliver short, rehearsed announcements on a topic pertinent to everyday occurrences in his/her field which, despite possibly very foreign stress and intonation, are nevertheless clearly intelligible.	Relevant, if subject matter is familiar.	
ADDRESSING AUDIENCES		ADDRESSING AUDIENCES
B1+		B1+
Can give a prepared presentation on a familiar topic within his/her field, outlining similarities and differences (e.g. between products, countries/regions, plans).	Partially relevant: if subject matter is familiar.	I can talk in some detail about similarities or differences between countries or regions. [LINGUAL-CH/13-15] (B1.2) I can express my opinion on different themes concerning everyday life and I can also justify my opinion (for example in a short talk on a subject such as "violence at school"). [LINGUAL-CH/13-15] (B1.2)
B1		B1
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.	Relevant.	I can give a short and straightforward prepared presentation on a personal project or chosen literary work in a reasonably clear manner. [10.2001-IE/Auth] I can give a short talk about the country I come from and explain about my culture and beliefs. [12.2001-IE/PP] I can give a talk about school life in Ireland and in another country. [12.2001-IE/PP] I can give a talk about my experience of a sporting event. [12.2001-IE/PP] I can give a short talk about a familiar topic in history and geography. [12.2001-IE/PP] Je peux faire un petit exposé, sur un sujet que je connais bien à condition de l'avoir préparé avant. [44.2003-FR/Coll.]
Can take follow up questions, but may have to ask for repetition if the speech was rapid.	Relevant.	
Written Production		Written Production
OVERALL WRITTEN PRODUCTION		OVERALL WRITTEN PRODUCTION
B1+		B1+
As B1		
B1		B1
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.	Relevant.	I can write clearly about a familiar topic, giving my own views and using different styles of writing. (History and Geography) [12.2001-IE/PP] I can write a curriculum vitae in the form of a table. [LINGUAL-CH/13-15] (B1.2)
CREATIVE WRITING		CREATIVE WRITING

Levels B1 / B1+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
B1+		B1+
Can clearly signal chronological sequence in narrative text.	Relevant.	
Can write a simple review of a film, book or TV programme using a limited range of language.	Relevant.	
B1		B1
Can write straightforward, detailed descriptions on a range of familiar subjects within his field of interest.	Relevant.	<p>I can describe everyday things or events (for example places, meetings or experiences at school) using complete sentences that are connected to one another. [LINGUAL-CH/13-15]</p> <p>In a work diary, I can give a simple description of what I have done to learn something (and when) and of the progress I have made; I can also write down my next objectives. [LINGUAL-CH/13-15]</p> <p>I can write a short comparison of my life now and in the past. [12.2001-IE/PP]</p> <p>I can organise my language learning for each school subject and write clearly about my school activities and friends. [12.2001-IE/PP]</p> <p>I can write a clear explanation of the rules of a sport. [12.2001-IE/PP]</p> <p>I can write a clear explanation of a mathematical process and note useful words and expressions. [12.2001-IE/PP]</p> <p>I can write a clear description for a science project and record new scientific words. [12.2001-IE/PP]</p>
Can write accounts of experiences, describing feelings and reactions in simple connected text.	Relevant.	I can write simple, relatively short and relatively understandable texts on things I have experienced without any help (such as dictionaries). [LINGUAL-CH/13-15]
Can write a description of an event, a recent trip - real or imagined.	Relevant.	<p>I can write a description of an event, for example a trip. [7.2001-CZ/11-15]</p> <p>I can write a report on an important event or a personal experience in a school newspaper (for example my first journey without my parents, about moving house or on a meeting providing information about job opportunities or my future education). [LINGUAL-CH/13-15]</p> <p>I can describe an event using simple, coherent sentences (for example an experiment at school, a competition, the theft of a bicycle or a skiing accident). [LINGUAL-CH/13-15]</p>
Can narrate a story.	Relevant.	I can write a story. [7.2001-CZ/11-15]
REPORTS & ESSAYS		
B1+		B1+
Can write short, simple essays on topics of interest.	Relevant.	With the help of simple sentences, I can express my opinion on controversial themes of current interest (for example the legalisation of cannabis), provided that I know the specific vocabulary relating to the subject being discussed. [LINGUAL-CH/13-15]
Can write a text on a topical subject of personal interest, using simple language to list advantages and disadvantages, give and justify his/her opinion.	Relevant.	<p>I can draft a text on topical subjects that interest me (for example protection of the environment, breeding animals, drugs) and highlight what is particularly important to me. [LINGUAL-CH/13-15]</p> <p>I can clearly describe things which interest me personally (for example a new computer game or video game, the current fashion or a particular sport) and clearly underline the advantages and disadvantages. [LINGUAL-CH/13-15]</p>

Levels B1 / B1+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
		I can list the advantages and disadvantages of things which concern me personally (for example living conditions at home or the rules in force at school); I can also justify my opinion, using simple words. [LINGUAL-CH/13-15]
Can summarise, report and give his/her opinion about accumulated factual information on familiar routine and non-routine matters within his field with some confidence.	Relevant.	I can write a simple summary of factual information on familiar topics. [10.2001-IE/Auth] I can summarize short discursive or narrative material (e.g., written, radio, television). [10.2001-IE/Auth] – ND (B2) I can write messages and reports communicating enquiries and factual information, explaining problems. [10.2001-IE/Auth] – ND (B1) I can give a simple summary of short written texts. [10.2001-IE/Auth] – ND I can make a written summary of information which I have heard or read. [LINGUAL-CH/13-15] (B2.1)
B1		B1
Can write very brief reports to a standard conventionalised format, which pass on routine factual information and state reasons for actions.	Partially relevant: e.g. reports for school subjects, e.g. on a science experiment.	
Can present a topic in a short report or poster, using photographs and short blocks of text.	Partially relevant: e.g. reports/posters for school subjects with a template provided, e.g. on a science experiment.	I can present a holiday destination on a poster using photographs and short personal texts. [LINGUAL-CH/13-15]
Can write a short, simple description of a familiar device or product.	Relevant.	
Production Strategies		
PLANNING		
B1+		B1+
Can rehearse and try out new combinations and expressions, inviting feedback.	Relevant.	
B1		B1
Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.	Relevant.	
COMPENSATING		
B1+		B1+
Can define the features of something concrete for which he/she can't remember the word.	Relevant.	

Levels B1 / B1+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
Can convey meaning by qualifying a word meaning something similar (e.g. a truck for people = bus).	Relevant.	Si je ne connais pas un mot, je peux en donner d'autres qui l'expliquent, par exemple "un camion pour transporter les gens" pour dire "un autobus". [44.2003-FR/Coll.] – ND (B1)
B1		B1
Can use a simple word meaning something similar to the concept he/she wants to convey and invites "correction".	Relevant.	
Can foreignise a mother tongue word and ask for confirmation.	Relevant.	
MONITORING & REPAIR		
B1+		B1+
Can correct mix-ups with tenses or expressions which lead to misunderstandings provided the interlocutor indicates there is a problem.	Relevant.	
B1		B1
Can ask for confirmation that a form used is correct.	Relevant.	I can work with my friends to make a short play and can ask about different uses and styles of language. [12.2001-IE/PP]
Mediation Activities and Strategies		
Relational Mediation		
OVERALL RELATIONAL MEDIATION		
B1+		B1+
Can collaborate with people from other backgrounds, showing interest and empathy by asking and answering simple questions, formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches.	Partially relevant: if subject matter is familiar.	
B1		B1
Can introduce people from different backgrounds, showing awareness that some questions may be perceived differently, clearly define and if appropriate organise a collaborative task, and invite others to contribute their expertise and experience.	Partially relevant: if he/she has necessary background knowledge.	
ESTABLISHING A POSITIVE ATMOSPHERE		
B1+		B1+
As B1		
B1		B1
Can create a positive atmosphere by the way he/she greets and welcomes people and asks them a series of questions that	Relevant.	

Levels B1 / B1+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
demonstrate interest.		
CREATING PLURICULTURAL SPACE		
B1+		B1+
Can establish contact and foster exchanges with people from other cultures, initiating conversation, showing interest and empathy by asking and answering simple questions, and expressing agreement and understanding.	Relevant.	
Can act in a supportive manner in intercultural encounters, recognising the feelings and different world views of other members of the group.	Partially relevant: if he/she has necessary background knowledge.	
B1		B1
Can support an intercultural exchange using a limited repertoire to introduce people from different cultures and to ask and answer questions, showing awareness that some questions may be perceived differently in the cultures concerned.	Partially relevant: if he/she has necessary background knowledge.	
Can help to develop a shared communication culture, by exchanging information in a simple way about values and attitudes to language and culture.	Relevant.	
FACILITATING COLLABORATIVE INTERACTION WITH PEERS		
B1+		B1+
Can collaborate on a shared task, for example formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches.	Partially relevant: if subject matter is familiar.	
B1		B1
Can collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions.	Relevant.	
Can define the task in basic terms in a discussion and ask others to contribute their expertise and experience.	Relevant.	
Can invite other people in a group to speak.	Relevant.	
MANAGING PLENARY AND GROUP INTERACTION		
B1+		B1+
Can exploit his/her limited repertoire to allocate the turn in a discussion, to bring participants back to the task concerned, or to invite a participant to say something.	Partially relevant: if he/she has necessary background knowledge.	
B1		B1
Can give simple, clear instructions to organise an activity.	Relevant.	

Levels B1 / B1+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
RESOLVING DELICATE SITUATIONS AND DISAGREEMENTS		
B1+		B1+
Can ask parties in a disagreement to explain their problem, and can respond briefly to their explanations, provided the topic is familiar to him/her and the parties speak clearly.	Relevant.	
B1		B1
Can demonstrate his/her understanding of the key issues in a disagreement on a topic familiar to him/her and make simple requests for confirmation and/or clarification.	Relevant.	
Cognitive Mediation		
OVERALL COGNITIVE MEDIATION		
B1+		B1+
Can state the main issues in a straightforward collaborative task and help to maintain the focus of a discussion. Can convey the main points made in long texts expressed in uncomplicated language on topics of personal interest, provided that he/she can check the meaning of certain expressions.	Relevant.	
B1		B1
Can ask other people give the reason(s) for their views in a group discussion. Can convey information given in clear, well-structured informational texts on subjects that are familiar or of personal or current interest, although his/her lexical limitations cause difficulty with formulation at times.	Relevant.	
Constructing Meaning		
COLLABORATING TO CONSTRUCT MEANING		
B1+		B1+
Can organise the work in a straightforward collaborative task by stating the aim and explaining in a simple manner the main issue that needs to be resolved.	Partially relevant: if subject matter is familiar.	
Can use questions, comments and simple reformulations to maintain the focus of a discussion.	Partially relevant: if subject matter is familiar.	
Can ask for further details and clarifications from other group members in order to move a discussion forward.	Partially relevant: if subject matter is familiar.	
B1		B1
Can ask a group member to give the reason(s) for their views.	Relevant.	
Can, in a group discussion, make suggestions in a simple way in order to move the discussion forward.	Relevant.	

Levels B1 / B1+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
GENERATING CONCEPTUAL TALK		
B1+		B1+
Can ask people to elaborate on specific points they made in their initial explanation.	Relevant.	
Can ask appropriate questions to check understanding of concepts that have been explained.	Partially relevant: if subject matter is familiar.	
Can ask questions to challenge people to clarify their reasoning.	Relevant.	
B1		B1
As A2+		
Conveying Received Meaning (spoken)		
RELAYING SPECIFIC INFORMATION IN SPEECH		
B1+		B1+
As B1		
B1		B1
Can relay the content of public announcements and messages spoken in standard language at normal speed.	Relevant.	
Can relay the contents of detailed instructions or directions, provided these are clearly articulated.	Relevant.	
Can relay specific information given in straightforward informational texts (such as leaflets, brochure entries, notices and letters or emails).	Relevant.	
EXPLAINING DATA IN SPEECH (graphs, diagrams etc.)		
B1+		B1+
Can interpret and describe detailed information in diagrams in his/her fields of interest, even though lexical gaps may cause hesitation or imprecise formulation.	Relevant.	
B1		B1
Can interpret and describe overall trends shown in simple diagrams (e.g. graphs, bar charts), even though lexical limitations cause difficulty with formulation at times.	Relevant.	
PROCESSING TEXT IN SPEECH		
B1+		B1+
Can summarise the main points made in long spoken texts on topics in his/her fields of interest, provided that standard language is used and that he/she can check the meaning of certain expressions.	Relevant.	

Levels B1 / B1+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
Can summarise a short narrative or article, a talk, discussion, interview or documentary and answer further questions about details.	Partially relevant: if subject matter is familiar.	
Can collate short pieces of information from several sources and summarise them for somebody else.	Partially relevant: if subject matter is familiar.	
B1		B1
Can summarise the main points made in clear, well-structured texts on subjects that are familiar or of personal interest, although his/her lexical limitations cause difficulty with formulation at times.	Relevant.	
Can summarise the main points made during a conversation on a subject of personal or current interest, provided that the speakers articulated clearly in standard language.	Relevant.	
Can paraphrase short written passages in a simple fashion, using the original order of the text.	Relevant.	
Can summarise the main points made in long spoken texts on topics in his/her fields of interest, provided that standard language is used and that he/she can listen several times.	Relevant.	
Can summarise the main points or events in TV programmes and video clips, provided he/she can view them several times.	Relevant.	
INTERPRETING		
B1+		B1+
Can, during an interview, interpret and convey straightforward factual information, provided that he/she can prepare beforehand and that the speakers articulate clearly in everyday language.	Relevant.	
B1		B1
Can interpret informally on subjects of personal or current interest, provided that the speakers articulate clearly in standard language and that he/she can ask for clarification and pause to plan how to express things.	Relevant.	
SPOKEN TRANSLATION OF WRITTEN TEXT (Sight translation)		
B1+		B1+
Can provide spoken translation of texts containing information and arguments on subjects within his/her fields of professional, academic and personal interest, provided that they are written in uncomplicated, standard language.	Partially relevant: if subject matter is familiar.	
B1		B1
Can provide an approximate spoken translation of clear, well-structured informational texts on subjects that are familiar or of personal interest, although his/her lexical limitations cause difficulty with formulation at	Relevant.	

Levels B1 / B1+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
times.		
WRITTEN MEDIATION		
Conveying Received Meaning		
RELAYING SPECIFIC INFORMATION IN WRITING		
B1+		B1+
As B1		
B1		B1
Can relay in writing specific information points contained in spoken texts on familiar subjects (e.g. telephone calls, announcements, and instructions).	Relevant.	
Can relay in writing specific, relevant information contained in straightforward informational texts on familiar subjects.	Relevant.	
Can relay in writing specific information given in a straightforward recorded message, provided that the topics concerned are familiar and the delivery is slow and clear.	Relevant.	
EXPLAINING DATA IN WRITING (graphs, diagrams etc.)		
B1+		B1+
Can interpret and present in writing the overall trends shown in simple diagrams (e.g. graphs, bar charts), explaining the important points in more detail, given the help of a dictionary or other reference materials.	Partially relevant: could work towards this with age appropriate tasks.	
B1		
Can describe in simple sentences the main facts shown in visuals on familiar topics (e.g. a weather map, a basic flow chart).	Relevant.	
PROCESSING TEXT IN WRITING		
B1+		B1+
Can summarise in writing the information and arguments contained in texts on subjects of general or personal interest.	Partially relevant: if subject matter is familiar.	
B1		B1
Can summarise in writing the main points made in straightforward informational spoken texts on subjects that are of personal or current interest, provided these are delivered in clearly articulated standard speech.	Relevant.	
Can summarise in writing the main points made in straightforward informational written texts on subjects that are of personal or current interest.	Relevant.	
Can summarise in writing the main points made in spoken or written	Relevant.	

Levels B1 / B1+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
informational texts on subjects of personal interest, using simple formulations and the help of a dictionary to do so.		
TRANSLATING		
B1+		B1+
Can translate straightforward, factual texts that are written in uncomplicated, standard language, although a tendency to adhere to both the structure and the formulations of the source text results in passages that may read awkwardly.	Partially relevant: if subject matter is familiar.	
B1		B1
Can produce approximate translations of information contained in short, factual texts written in straightforward language; despite errors, the translation remains comprehensible.	Relevant.	
Mediation Strategies		
LINKING TO PREVIOUS KNOWLEDGE		
B1+		B1+
Can explain how something works by providing examples which draw upon people's everyday experiences.	Partially relevant: if he/she has necessary background knowledge.	
B1		B1
Can show how new information is related to what people are familiar with by asking simple questions.	Partially relevant: if he/she has necessary background knowledge.	
AMPLIFYING TEXT		
B1+		B1+
Can make information on an everyday topic clearer by paraphrasing it in different ways.	Relevant.	
STREAMLINING TEXT		
B1+		B1+
As B1		
B1		B1
Can identify and mark (e.g. underline, highlight etc.) the essential information in a straightforward, informational text.	Relevant.	
BREAKING DOWN COMPLICATED INFORMATION		
B1+		B1+
Can make a short instructional or informational text easier to	Relevant.	

Levels B1 / B1+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
understand by presenting it as a list of separate points.		
B1		B1
Can make a set of instructions easier to understand by saying them slowly, a few words at a time, employing verbal and non-verbal emphasis to facilitate understanding.	Relevant.	
VISUALLY REPRESENTING INFORMATION		
B1+		B1+
Can communicate the essential points of a concept or the main steps in a straightforward procedure by using a drawing or graphic organiser.	Partially relevant: if he/she has necessary background knowledge.	
Can represent straightforward information clearly with a graphic organiser (e.g. a PowerPoint slide contrasting before/after, advantages/disadvantages, problem/solution).	Partially relevant: if he/she has necessary background knowledge.	
B1		B1
Can create a drawing or diagram to illustrate a simple text written in high frequency language.	Relevant.	
ADJUSTING LANGUAGE		
B1+		B1+
Can paraphrase more simply the main points made in short, straightforward spoken or written texts on familiar subjects (e.g. short magazine articles, interviews) to make the contents accessible for others.	Relevant.	
Text		
NOTE-TAKING (LECTURES, SEMINARS, MEETINGS ETC.)		
B1+		B1+
Can take notes during a lecture, which are precise enough for his/her own use at a later date, provided the topic is within his/her field of interest and the talk is clear and well structured.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
B1		B1
Can take notes as a list of key points during a straightforward lecture, provided the topic is familiar, and the talk is both formulated in simple language and delivered in clearly articulated standard speech.	Partially relevant: could work towards this with age appropriate tasks and with support and guidance given.	
Can note down routine instructions in a meeting on a familiar subject, provided they are formulated in simple language and he/she is given sufficient time to do so.	Relevant.	

Levels B1 / B1+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
PROCESSING TEXT		
B1+		B1+
Can collate short pieces of information from several sources and summarise them for somebody else.	Partially relevant: if subject matter is familiar.	
B1		B1
Can paraphrase short written passages in a simple fashion, using the original text wording and ordering.	Relevant.	
Can summarise simply the main information content of straightforward texts on familiar subjects (e.g. a short written interview or magazine article, a travel brochure).	Relevant.	
EXPRESSING A PERSONAL RESPONSE TO LITERATURE AND ART		
B1+		B1+
Can explain why certain parts or aspects of a work of literature or art especially interested him/her.	Relevant.	
Can explain in some detail which character he/she most identified with and why.	Relevant.	
Can relate events in a story, film or play to similar events he/she has experienced or heard about.	Relevant.	
Can relate the emotions experienced by a character in a work of literature or art to emotions he/she has experienced.	Relevant.	
Can describe the emotions he/she experienced at a certain point in a story, e.g. the point(s) in a story when he/she became anxious for a character, and explain why.	Relevant.	
B1		B1
Can explain briefly the feelings and opinions that a work of literature or art provoked in him/her.	Relevant.	
Can describe the personality of a character.	Relevant.	
ANALYSIS AND CRITICISM OF LITERATURE AND ART		
B1+		B1+
Can point out the most important episodes and events in a clearly structured narrative in everyday language and explain the significance of events and the connection between them.	Relevant.	
B1		B1
Can describe the key themes and characters in short-narratives involving familiar situations that are written in high frequency everyday	Relevant.	

Levels B1 / B1+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
language.		
Communicative Language Competences		Communicative Language Competences
Linguistic		Linguistic
GENERAL LINGUISTIC RANGE		GENERAL LINGUISTIC RANGE
B1+		B1+
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.	Partially relevant: if subject matter is familiar.	
B1		B1
Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times.	Relevant.	
VOCABULARY RANGE		VOCABULARY RANGE
B1+		
As B1		
B1		B1
Has a good command of a range of vocabulary related to familiar topics and everyday situations.	Relevant.	I can use a large number of different words and expressions but I make regular pauses to think about how to continue. [LINGUAL-CH/13-15] (B1.2)
Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events.	Relevant.	Ich verfüge so weit über Wörter und Redemittel, dass ich mich – mit gelegentlichen Umschreibungen – über die meisten Themen des Alltags verständigen kann. [4.2000-GER/NRW]
GRAMMATICAL ACCURACY		GRAMMATICAL ACCURACY
B1+		B1+
Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express.	Relevant.	
B1		B1
Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	Relevant.	
VOCABULARY CONTROL		VOCABULARY CONTROL
B1+		B1+

Levels B1 / B1+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
As B1		
B1		B1
Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.	Relevant.	
Uses a wide range of simple vocabulary appropriately when talking about familiar topics.	Relevant.	
OVERALL PHONOLOGICAL CONTROL		
B1+		B1+
As B1		
B1		B1
Pronunciation is generally intelligible; can approximate intonation and stress at both utterance and word levels.	Relevant.	Meine Aussprache ist gut verständlich und nur selten spreche ich einzelne Wörter falsch aus. Allerdings kann man an der Aussprache noch erkennen, dass ich nicht mit dieser Sprache aufgewachsen bin. [4.2000-GER/NRW]
Accent is generally influenced by other language(s) he/she speaks, and this may occasionally affect intelligibility.	Relevant.	
SOUND RECOGNITION AND ARTICULATION		
B1+		B1+
Can articulate the majority of the sounds of the target language reasonably clearly in extended speech.	Relevant.	
B1		B1
Can recognise when his/her comprehension difficulty is caused by a regional variety of pronunciation.	Relevant.	
Is generally intelligible throughout, despite regular mispronunciation of individual sounds and words he/she is less familiar with.	Relevant.	
PROSODIC FEATURES		
B1+		B1+
Can approximate common prosodic features of the target language in longer utterances (e.g. rising intonation for open questions), in order to convey the appropriate meaning.	Relevant.	
B1		B1
Can convey his/her message in an intelligible way in spite of a strong influence on stress, intonation and/or rhythm from other language(s) he/she speaks.	Relevant.	
ORTHOGRAPHIC CONTROL		ORTHOGRAPHIC CONTROL

Levels B1 / B1+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
B1+		B1+
As B1		
B1		B1
Can produce continuous writing, which is generally intelligible throughout.	Relevant.	
Spelling, punctuation and layout are accurate enough to be followed most of the time.	Relevant.	
Sociolinguistic		Sociolinguistic
SOCIOLINGUISTIC APPROPRIATENESS		SOCIOLINGUISTIC APPROPRIATENESS
B1+		B1+
As B1		
B1		B1
Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register	Relevant.	
Is aware of the salient politeness conventions and acts appropriately	Relevant.	<i>Je connais les règles de politesse importantes en usage dans le pays et je sais les respecter.</i> [44.2003-FR/Coll.]
Is aware of, and looks out for signs of, the most significant differences between the customs, usages, attitudes, values and beliefs prevalent in the community concerned and those of his or her own.	Relevant.	<i>Je connais les différences entre les usages, les attitudes, les valeurs et les croyances de la communauté et j'en recherche toujours les indices.</i> [44.2003-FR/Coll.]
Pragmatic		Pragmatic
FLEXIBILITY		FLEXIBILITY
B1+		B1+
Can adapt his expression to deal with less routine, even difficult, situations.	Relevant.	
B1		B1
Can exploit a wide range of simple language flexibly to express much of what he/she wants.	Relevant.	
TAKING THE FLOOR (TURN-TAKING) (repeated)		TAKING THE FLOOR (TURN-TAKING)
B1+		B1+
Can intervene in a discussion on a familiar topic, using a suitable phrase to get the floor.	Partially relevant: on topics related to school subjects, interests, etc.	

Levels B1 / B1+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
B1		B1
Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.	Relevant.	I can start, have and end simple conversations on familiar topics. [7.2001-CZ/11-15]
THEMATIC DEVELOPMENT		
B1+		B1+
Can clearly signal chronological sequence in narrative text.	Relevant.	
Can develop an argument well enough to be followed without difficulty most of the time.	Partially relevant: on topics related to school subjects, interests, etc.	I can present my arguments sufficiently well to be understood without difficulty most of the time. [LINGUAL-CH/13-15]
Can compare and contrast alternatives.	Partially relevant: on topics related to school subjects, interests, etc.	I can list the advantages and disadvantages of things which concern me personally (for example living conditions at home or the rules in force at school); I can also justify my opinion, using simple words. [LINGUAL-CH/13-15]
B1		B1
Shows awareness of the conventional structure of the text type concerned, when communicating straightforward ideas.	Partially relevant: restricted to only a few simple text types.	
Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.	Relevant.	
Can briefly give reasons and explanations for opinions.	Relevant.	I can say whether I approve of what someone has done and I can also give reasons to justify my opinion. [LINGUAL-CH/13-15] I can briefly explain and justify my points of view, my assumptions and my plans. [LINGUAL-CH/13-15]
COHERENCE AND COHESION		
B1+		B1+
Can introduce a counter-argument in a simple discursive text (e.g. with 'however').	Relevant.	
B1		B1
Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.	Relevant.	
Can form longer sentences and link them together using a limited number of cohesive devices, e.g. in a story.	Relevant.	
Can make simple, logical paragraph breaks in a longer text.	Relevant.	
PROPOSITIONAL PRECISION		
B1+		B1+
Can explain the main points in an idea or problem with reasonable precision.	Partially relevant: if subject matter is familiar.	

Levels B1 / B1+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
B1		B1
Can convey simple, straightforward information of immediate relevance, getting across which point he/she feels is most important.	Relevant.	
Can express the main point he/she wants to make comprehensibly.	Relevant.	
SPOKEN FLUENCY		
B1+		B1+
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.	Partially relevant: if subject matter is familiar.	
B1		B1
Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	Relevant.	I can speak in a comprehensible and fairly fluent manner. Especially when I am talking freely for a certain length of time; however I make pauses to think about how to continue or to correct myself. [LINGUAL-CH/13-15] (B1.2)
Plurilingual and Pluricultural Competences		
EXPLOITING PLURICULTURAL REPERTOIRE		
B1+		B1+
Can explain features of his/her own culture to members of another culture or explain features of the other culture to members of his/her own culture.	Partially relevant: if he/she has necessary background knowledge.	
Can discuss in simple terms the way his/her own culturally-determined actions may be perceived differently by people from other cultures.	Partially relevant: could work towards this with age appropriate tasks and if he/she has necessary background knowledge.	
Can ask for clarification from other participants on how one should behave in a certain situation or how one uses certain expressions.	Partially relevant: could work towards this with age appropriate tasks.	
B1		B1
Can generally act according to conventions regarding posture, eye contact, and distance from others.	Partially relevant: if he/she has necessary background knowledge.	
Can generally respond appropriately to the most commonly used cultural cues, but may be confused by unfamiliar ones and have difficulty coping with misunderstandings.	Partially relevant: if he/she has necessary background knowledge.	
Can explain in simple terms how his/her own values, beliefs and behaviours influence his/her views of other people's values, beliefs and behaviours.	Partially relevant: could work towards this with age appropriate tasks.	

Levels B1 / B1+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
Can discuss in simple terms the way in which things that may look 'strange' to him/her in another sociocultural context may well be 'normal' for the other people concerned.	Partially relevant: could work towards this with age appropriate tasks.	
PLURILINGUAL COMPREHENSION		
B1+		B1+
Can exploit parallel translations of texts (e.g. magazine articles, stories, passages from novels) to develop comprehension in <u>different languages</u> .	Partially relevant: could work towards this with age appropriate materials or texts.	
Can extract information from documents written in <u>different languages</u> in his/her field, e.g. to include in a presentation.	Partially relevant: could work towards this with age appropriate tasks and with support and guidance given if necessary.	
Can recognise similarities and contrasts between the way concepts are expressed in <u>different languages</u> , in order to distinguish between identical uses of the same word root and 'false friends'.	Partially relevant: could work towards this with age appropriate tasks and with support and guidance given if necessary.	
Can exploit his/her knowledge of contrasting grammatical structures and functional expressions of <u>languages in his/her plurilingual repertoire</u> in order to support comprehension.	Partially relevant: could work towards this with age appropriate tasks and with support and guidance given if necessary.	
B1		B1
Can exploit what he/she has understood in <u>one language</u> to understand the topic and main message of a text in <u>another language</u> (e.g. when reading short newspaper articles on the same theme written in different languages).	Partially relevant: could work towards this with age appropriate tasks.	
Can deduce the message of a text by exploiting what he/she has understood from texts on the same theme written in <u>different languages</u> (e.g. news in brief, museum brochure, online reviews).	Partially relevant: could work towards this with age appropriate tasks.	
EXPLOITING PLURILINGUAL REPERTOIRE		
B1+		B1+
As above		
B1		B1
Can exploit creatively his limited repertoire in <u>different languages in his/her plurilingual repertoire</u> for everyday contexts, in order to cope with an unexpected situation.	Partially relevant: could work towards this with age appropriate tasks.	
Can use an apt word from <u>another language that the interlocutor</u>	Partially relevant: if subject	

Levels B1 / B1+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
<u>speaks</u> , when he/she cannot think of an adequate expression in <u>the language being spoken</u> .	matter is familiar.	

Levels B2 / B2+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
Communicative Language Activities and Strategies		Communicative Language Activities
Spoken Reception		Spoken Reception
OVERALL LISTENING COMPREHENSION		OVERALL LISTENING COMPREHENSION
B2+		B2+
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 influence the ability to understand.	Relevant.	
B2		B2
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.	Partially relevant, excluding "technical discussions in his/her field of specialisation."	Quando falam correntemente e ao ritmo normal, sou capaz de: acompanhar conversas longas sobre assuntos de natureza cultural, intercultural e social, por exemplo, União Europeia, países, órgãos de comunicação social, estilos de vida. [20.2001-POR]
Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is signposted by explicit markers.	Relevant.	I can follow someone when they talk for a relatively long time and explain something quite difficult, provided that what they say is clearly structured and that I am more or less familiar with the subject. [LINGUAL-CH/13-15]
UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS		UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS
B2+		B2+
Can keep up with an animated conversation between highly proficient speakers.	Relevant.	Je peux suivre une conversation animée entre locuteurs natifs. [44.2003-FR/Coll.]
B2		B2
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 highly proficient speakers who do not modify their language in any way.	Partially relevant: could work towards this with age appropriate tasks, e.g. in discussions with peers or at school, on topics related to everyday life, interests, etc.	
Can identify the main reasons for and against an argument or idea in a discussion conducted in clear standard speech.	Partially relevant: could work towards this with age appropriate tasks, e.g. in discussions with peers or at school, on topics related to everyday life, interests, etc.	

Levels B2 / B2+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
Can follow chronological sequence in extended informal speech, e.g. in a story or anecdote.	Partially relevant: could work towards this with age appropriate tasks.	
LISTENING AS A MEMBER OF A LIVE AUDIENCE		LISTENING AS A MEMBER OF A LIVE AUDIENCE
B2+		B2+
Can understand the speaker's point of view on topics that are of current interest or that relate to his/her specialised field, provided that the talk is delivered in standard spoken language.	Partially relevant: on topics related to school subjects, interests, etc.	
Can follow the essentials of lectures, talks and reports and other forms of academic/professional presentation which are propositionally and linguistically complex.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group, e.g. with formal talks at school on topics related to school subjects, interests, etc., excluding professional presentations.	At school or on a training course, I can understand the main points made in a lecture, where the content and the language used is complex. [LINGUAL-CH/13-15] (B2) Je peux suivre l'essentiel d'une conférence, d'un discours, et d'exposés complexes au niveau de la forme et du fond. [44.2003-FR/Coll.] Ich kann Vorträgen, Debatten oder Erörterungen folgen, auch wenn es um Gesichtspunkte und Sachverhalte geht, die mir nicht vertraut sind. [4.2000-GER/NRW] – ND (B2)
B2		B2
Can follow complex lines of argument in a clearly articulated lecture provided the topic is reasonably familiar.	Partially relevant: if subject matter is familiar.	I can follow someone when they talk for a relatively long time and explain something quite difficult, provided that what they say is clearly structured and that I am more or less familiar with the subject. [LINGUAL-CH/13-15]
Can distinguish main themes from irrelevancies and asides, provided that the lecture or talk is delivered in standard spoken language.	Partially relevant: if subject matter is familiar.	
Can recognise the speaker's point of view and distinguish this from facts that he/she is reporting.	Partially relevant: if subject matter is familiar.	
LISTENING TO ANNOUNCEMENTS AND INSTRUCTIONS		LISTENING TO ANNOUNCEMENTS & INSTRUCTIONS
B2+		B2+
As B2		
B2		B2
Can understand announcements and messages on concrete and abstract topics spoken in standard dialect at normal speed.	Relevant.	<i>I can understand announcements and messages on concrete and abstract topics spoken in standard dialect at normal speed.</i> [10.2001-IE/Auth] Je peux comprendre les annonces et les messages courants sur des sujets abstraits ou concrets. [44.2003-FR/Coll.]

Levels B2 / B2+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
Can understand detailed instructions well enough to be able to follow them successfully.	Relevant.	I can fully understand detailed instructions, for example on how to take part in a radio competition or of what I should do after I hurt myself while practising sport. [LINGUAL-CH/13-15] (B1.2)
LISTENING TO THE RADIO AND AUDIO RECORDINGS		LISTENING TO THE RADIO AND AUDIO RECORDINGS
B2+		B2+
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.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	Ich kann als Zuhörer von Radio- und Fernsehsendungen erkennen und verstehen, welche Standpunkte und Einstellungen sich hinter den Argumenten und Erklärungen von Sprechern und Diskussionsteilnehmern, verbergen. [4.2000-GER/NRW] – ND B2)
B2		B2
Can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect and can identify the speaker's mood, tone etc.	Relevant.	I can follow most radio programmes and audio material delivered in standard dialect and identify the speaker's mood, tone, etc.[10.2001-IE/Auth] I can follow most radio programmes on topical subjects, provided that standard language is used, and I can also identify the mood or tone of the people speaking. [LINGUAL-CH/13-15] À la radio ou à la télévision, je peux comprendre la plupart des documentaires et je peux identifier correctement l'humeur, le ton, du locuteur. [44.2003-FR/Coll.]
Audio-visual Reception		Audio-visual Reception
WATCHING TV, FILM AND VIDEO		WATCHING TV, FILM AND VIDEO
B2+		B2+
Can extract the main points from the animated arguments and discussion in news and current affairs programmes.	Partially relevant: could work towards this with age appropriate tasks, and if he/she has necessary background knowledge.	
B2		B2
Can understand most TV news and current affairs programmes.	Partially relevant: could work towards this with age appropriate tasks, and if he/she has necessary background knowledge.	I can follow most TV news programmes, documentaries, interviews, talk shows and the majority of films in standard dialect. [10.2001-IE/Auth] – ND (C1) Je peux comprendre la plupart des journaux télévisés. [44.2003-FR/Coll.]
Can understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	<i>I can understand television documentaries, interviews, talk shows, plays and most films, provided they are in standard language and not in dialect.</i> [LINGUAL-CH/13-15] I can understand a film, even if it uses a lot of colloquial and special expressions. [LINGUAL-CH/13-15]

Levels B2 / B2+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
		Quando falam correntemente e ao ritmo normal, sou capaz de: acompanhar a maior parte dos noticiários televisivos, documentários, entrevistas e filmes. [20.2001-POR] Je peux comprendre la plupart des films en langue courante. [44.2003-FR/Coll.]
Written Reception		Written Reception
OVERALL READING COMPREHENSION		OVERALL READING COMPREHENSION
B2+		B2+
As B2		
B2		B2
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.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
READING CORRESPONDENCE		READING CORRESPONDENCE
B2+		B2+
As B2		
B2		B2
Can read correspondence relating to his/her field of interest and readily grasp the essential meaning.	Relevant.	Je peux lire une correspondance courante et saisir l'essentiel du texte. [44.2003-FR/Coll.]
Can understand what is said in a personal email or posting even where some colloquial language is used.	Partially relevant: could work towards this with age appropriate tasks, such as penfriending.	
READING FOR ORIENTATION		READING FOR ORIENTATION
B2+		B2+
As B2		
B2		B2
Can scan quickly through long and complex texts, locating relevant details.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	I can quickly scan through long and complex texts on a variety of topics to locate specific information or decide if closer study is worthwhile. [10.2001-IE/Auth] – ND I can rapidly go through long, complicated texts and pick out important pieces of information. [LINGUAL-CH/13-15] I can quickly look through a users' manual (for a computer programme for example) and find and understand the

Levels B2 / B2+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
		<p>corresponding explanations and the help I require to solve a specific problem. [LINGUAL-CH/13-15] (B2.2)</p> <p>Je peux parcourir rapidement un texte long et complexe et en relever les points importants. [44.2003-FR/Coll.]</p>
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.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group, e.g. texts related to school subjects.	Je peux identifier rapidement le contenu et la pertinence d'un article ou d'un reportage, même professionnels. [44.2003-FR/Coll.]
READING FOR INFORMATION & ARGUMENT		READING FOR INFORMATION & ARGUMENT
B2+		B2+
Can understand specialised articles outside his/her field, provided he/she can use a dictionary occasionally to confirm his/her interpretation of terminology.	Partially relevant: if he/she has necessary background knowledge, e.g. topic is related to school subjects.	<p>I can understand articles on specialized topics using a dictionary and relevant reference resources. [10.2001-IE/Auth]</p> <p>I can read and understand factual texts dealing with subjects I am not familiar with, provided that I can consult a dictionary from time to time. [LINGUAL-CH/13-15]</p> <p>Em textos extensos e de alguma complexidade, sou capaz de: compreender artigos especializados recorrendo a dicionários e enciclopédias [20.2001-POR]</p> <p>Je peux comprendre des articles spécialisés hors de mon domaine à condition de pouvoir me référer de temps en temps à un dictionnaire. [44.2003-FR/Coll.]</p>
B2		B2
Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	<p>I can read and understand articles and reports in which writers express opinions or viewpoints (e.g., arts reviews, political commentary). [10.2001-IE/Auth]</p> <p>In a newspaper article on a controversial theme of current interest (for example experiments on animals or the building of motorways) drafted in a way that makes it comprehensible for everyone, I can understand the different points of view put forward. [LINGUAL-CH/13-15]</p> <p>Em textos extensos e de alguma complexidade, sou capaz de: ler e compreender artigos e relatos onde são expressos pontos de vista e opiniões, por exemplo, críticas e comentários políticos. [20.2001-POR]</p> <p>Je peux comprendre le point de vue des auteurs sur des problèmes contemporains. [44.2003-FR/Coll.]</p>
Can recognise when a text provides factual information and when it seeks to convince readers of something.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	I can recognise whether a text provides factual information or if it seeks to encourage readers to do something or to convince them of something. [LINGUAL-CH/13-15]
Can recognise different structures in discursive text: contrasting	Partially relevant: could work	

Levels B2 / B2+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
arguments, problem-solution presentation and cause-effect relationships.	towards this with age appropriate tasks, at the higher end of the age group.	
READING INSTRUCTIONS		READING INSTRUCTIONS
B2+		B2+
As B2		
B2		B2
Can understand lengthy, complex instructions in his field, including details on conditions and warnings, provided he/she can reread difficult sections.	Partially relevant: if subject matter is familiar.	Je peux comprendre des instructions longues et complexes à condition de pouvoir relire les passages difficiles. [44.2003-FR/Coll.]
READING FOR PLEASURE		READING FOR PLEASURE
B2+		B2+
As B2		
B2		B2
Can read for pleasure with a large degree of independence, adapting style and speed of reading to different texts (e.g. magazines, more straightforward novels, history books, biographies, travelogues, guides, lyrics, poems), using appropriate reference sources selectively.	Partially relevant: if subject matter is familiar.	
Can read novels that have a strong, narrative plot inviting identification with a character and that are written in straightforward, unelaborated language, provided that he/she can take his/her time and use a dictionary.	Relevant.	
Can generally infer the meaning of a section of a text by taking into account the text as a whole.	Relevant.	
Can read reviews dealing with the content and criticism of cultural topics (films, theatre, books, concerts) and understand the main points.	Partially relevant: on topics related to school subjects, interests, etc.	
Reception Strategies		
IDENTIFYING CUES AND INFERRING (Spoken & Written)		IDENTIFYING CUES & INFERRING (Spoken & Written)
B2+		B2+
As B2		
B2		B2

Levels B2 / B2+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	Partially relevant: if subject matter is familiar.	Je peux utiliser différentes stratégies de compréhension, comme la vérification, par le contexte, de mes hypothèses de compréhension. [split] Je peux faire des hypothèses sur le sens de mots ou le sens du texte en utilisant le contexte. [44.2003-FR/Coll.]
Spoken Interaction		Spoken Interaction
OVERALL SPOKEN INTERACTION		OVERALL SPOKEN INTERACTION
B2+		B2+
Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.	Partially relevant: if subject matter is familiar.	
B2		B2
Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with proficient speakers of the language quite possible without imposing strain on either party. Can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments.	Partially relevant: if subject matter is familiar.	
UNDERSTANDING THE INTERLOCUTOR		UNDERSTANDING THE INTERLOCUTOR
B2+		B2+
As B2		
B2		B2
Can understand in detail what is said to him/her in the standard spoken language even in a noisy environment.	Relevant.	I can understand standard spoken language on both familiar and unfamiliar topics in everyday situations even in a noisy environment. [10.2001-IE/Auth] <i>I can fully understand what is being said to me, even in a noisy environment, provided people talk in standard language.</i> [LINGUAL-CH/13-15] Je peux comprendre en détail ce qu'on me dit, même dans un environnement bruyant. [44.2003-FR/Coll.]
CONVERSATION		CONVERSATION
B2+		B2+
Can establish a relationship with interlocutors through sympathetic questioning and expressions of agreement, plus, if appropriate, comments about third parties or shared conditions.	Partially relevant: could work towards this with age appropriate tasks, and if he/she has necessary background knowledge.	

Levels B2 / B2+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
Can indicate reservations and reluctance, state conditions when agreeing to requests or granting permission, and ask for understanding of his/her own position.	Relevant.	
INFORMAL DISCUSSION (WITH FRIENDS)		INFORMAL DISCUSSION (WITH FRIENDS)
B2+		B2+
Can keep up with an animated discussion between highly proficient speakers.	Partially relevant:, if subject matter is familiar.	
Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly.	Partially relevant:, if subject matter is familiar.	I can express my ideas and opinions precisely and put forward persuasive arguments; I can also respond to complex arguments put forward by others. [LINGUAL-CH/13-15] (B2.1/B2.2)
FORMAL DISCUSSION (MEETINGS)		FORMAL DISCUSSION (MEETINGS)
B2+		B2+
Can keep up with an animated discussion, identifying accurately arguments supporting and opposing points of view.	Partially relevant: e.g. on topics related to school subjects, interests, etc.	
Can use appropriate technical terminology, when discussing his/her area of specialisation with other specialists.	Partially relevant: could work towards this with age appropriate tasks, and if he/she has necessary background knowledge.	
Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly.	Partially relevant:if subject matter is familiar.	I can express my ideas and opinions precisely and put forward persuasive arguments; I can also respond to complex arguments put forward by others. [LINGUAL-CH/13-15] (B2.1/B2.2)
B2		B2
Can participate actively in routine and non-routine formal discussion.	Partially relevant: e.g. on topics related to school subjects, interests, etc.	
Can follow the discussion on matters related to his/her field, understand in detail the points given prominence by the speaker.	Partially relevant: e.g. on topics related to school subjects, interests, etc.	
Can contribute, account for and sustain his/her opinion, evaluate alternative proposals and make and respond to hypotheses.	Partially relevant: e.g. on topics related to school subjects, interests, etc.	
GOAL-ORIENTED CO-OPERATION (e.g. assembling a furniture kit, discussing a document, organising an event etc.)		GOAL-ORIENTED CO-OPERATION (e.g. assembling a furniture kit, discussing a document, organising an event etc.)
B2+		B2+
Can frame a discussion to decide a course of action with a partner or group, reporting on what others have said, summarizing, elaborating and weighing up multiple points of view.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	

Levels B2 / B2+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
B2		B2
Can understand detailed instructions reliably.	Partially relevant: e.g. on topics related to school subjects, interests, etc.	
Can help along the progress of the work by inviting others to join in, say what they think etc.	Partially relevant: e.g. on topics related to school subjects, interests, etc.	
Can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches.	Partially relevant: e.g. on topics related to school subjects, interests, etc.	Perante uma vasta gama de assuntos, sou capaz de: falar acerca de causas, consequências e hipóteses.[20.2001-POR]
TRANSACTIONS TO OBTAIN GOODS AND SERVICES		
B2+		B2+
Can cope linguistically to negotiate a solution to a dispute like an undeserved traffic ticket, financial responsibility for damage in a flat, for blame regarding an accident.	Partially relevant: could work towards this with age appropriate topics, such as rules of behaviour.	I can cope linguistically with potentially complex problems in routine situations (e.g., complaining about goods and services). [10.2001-IE/Auth] – ND (B2)
Can outline a case for compensation, using persuasive language to demand satisfaction and state clearly the limits to any concession he/she is prepared to make.	Partially relevant: could work towards this with age appropriate topics, such as rules of behaviour.	Dans une situation conflictuelle, je peux négocier pour trouver une solution, exposer mes raisons, convaincre et définir clairement les limites des concessions que je suis prêt à faire. [44.2003-FR/Coll.] – ND (B2)
B2		B2
Can state requirements and ask detailed questions regarding more complex services, e.g. rental agreements.	Partially relevant: could work towards this in age appropriate contexts of personal interest, such as a smart phone contract.	
Can explain a problem which has arisen and make it clear that the provider of the service/customer must make a concession.	Partially relevant: could work towards this with age appropriate tasks, and if he/she has necessary background knowledge.	
INFORMATION EXCHANGE		
B2+		B2+
Can understand and exchange complex information and advice on the full range of matters related to his/her occupational role.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	I can exchange detailed factual information within my fields of interest (e.g., intercultural differences) [10.2001-IE/Auth] – ND (B2)
Can use appropriate technical terminology, when exchanging information or discussing his/her area of specialisation with other	Partially relevant: e.g. on topics related to school	

Levels B2 / B2+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
specialists.	subjects or hobbies.	
B2		B2
Can pass on detailed information reliably.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
INTERVIEWING AND BEING INTERVIEWED		INTERVIEWING AND BEING INTERVIEWED
B2+		B2+
Can carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies.	Partially relevant: if subject matter is familiar.	I can conduct an interview prepared in advance fluently, spontaneously ask an unprepared question, ask whether I have fully understood what has been said and discuss interesting replies in detail. [LINGUAL-CH/13-15] (B2.1/B2.2)
B2		B2
Can take initiatives in an interview, expand and develop ideas with little help or prodding from an interviewer.	Partially relevant: if subject matter is familiar.	Je peux prendre des initiatives dans un entretien, élargir et développer mes idées. [44.2003-FR/Coll.]
USING TELECOMMUNICATION (Audio and video link-ups)		USING TELECOMMUNICATION (Audio and video link-ups)
B2+		B2+
As B2	Partially relevant: could work towards this with age appropriate tasks,	
B2		B2
Can use telecommunications for a variety of personal and professional purposes, provided he/she can ask for clarification if the accent is unfamiliar.	Partially relevant: could work towards this with age appropriate tasks,	
Can participate in casual conversation over the phone with a known person on a variety of topics.	Partially relevant: if subject matter is familiar.	
Can phone a tourist information centre and find out about the activities on offer at a particular resort.	Partially relevant: could work towards this at the higher end of the age range.	I can phone a travel agency and find out about the activities on offer at a holiday resort. [LINGUAL-CH/13-15]
Written Interaction		Written Interaction
OVERALL WRITTEN INTERACTION		OVERALL WRITTEN INTERACTION
B2+		B2+
As B2		
B2		B2
Can express news and views effectively in writing, and relate to those of	Partially relevant: e.g. on topics related to school	

Levels B2 / B2+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
others.	subjects, interests, etc.	
CORRESPONDENCE		CORRESPONDENCE
B2+		B2+
Can maintain a relationship through personal correspondence using the language fluently and effectively to give detailed descriptions of experiences, pose sympathetic questions and follow up issues of mutual interest.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
Can in most cases understand idiomatic expressions and colloquialisms in correspondence and other written communications and use the most common ones him/herself as appropriate to the situation.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
Can write formal correspondence such as letters of enquiry, request, application and complaint with appropriate register, structure and conventions.	Partially relevant: could work towards this with age appropriate tasks, and if he/she has necessary background knowledge.	I can complain in writing to a travel agent about things which were not up to standard (for example the accommodation, the food or means of transport); I can also ask for a corresponding reduction in price. [LINGUAL-CH/13-15] (B2.1)
Can write a forceful but polite letter of complaint, including supporting details and a statement of the desired outcome.	Partially relevant: could work towards this with age appropriate tasks, and if he/she has necessary background knowledge.	
B2		B2
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.	Relevant.	I can express news, views and feelings effectively in writing, and relate to those of others. [10.2001-IE/Auth]
		Ich kann Briefe und andere Texte schreiben, in denen ich auf Mitgeteiltes antworte und eigene Eindrücke, Erfahrungen und Gedanken niederlege und die Bedeutung bestimmter Aussagen besonders hervorhebe. [4.2000-GER/NRW] Je peux, dans une lettre, faire des commentaires sur les points de vue de mon correspondant, exprimer divers degrés d'émotion, souligner ce qui est important pour moi dans un événement ou une expérience. [44.2003-FR/Coll.]
Can use formality and conventions appropriate to the context when writing personal and professional letters and emails.	Partially relevant: could work towards this with age appropriate tasks, and if he/she has necessary background knowledge.	
Can write formal emails/letters of invitation, thanks or apology with	Partially relevant: could work towards this with age	

Levels B2 / B2+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
appropriate register and conventions.	appropriate tasks, and if he/she has necessary background knowledge.	
Can write non-routine professional letters, using appropriate structure and conventions, provided these are restricted to matters of fact.	Partially relevant: e.g. on topics related to school subjects, interests, etc.	
Can obtain, by letter or e-mail, information required for a particular purpose, collate it and forward it by mail to other people.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	I know how to obtain, by letter or e-mail, the information I require for a particular purpose (for example for writing a project on job opportunities); I can also gather this information in writing and forward it to other people. [LINGUAL-CH/13-15]
NOTES, MESSAGES & FORMS		NOTES, MESSAGES & FORMS
B2+		B2+
Can take or leave complex personal or professional messages, provided he/she can ask for clarification or elaboration if necessary.	Partially relevant: could work towards this with age appropriate personal topics.	
B2		B2
As B1+		
B1+		B1+
Can take routine messages that are likely to occur in a personal, professional or academic context.	Partially relevant: could work towards this with age appropriate topics.	
Can take messages communicating enquiries, explaining problems.	Relevant.	I can take notes while listening, for example when someone is asking for information or explaining a problem. [LINGUAL-CH/13-15]
Online Interaction		
OVERALL ONLINE INTERACTION		OVERALL ONLINE INTERACTION
B2		B2
Can collaborate online with a group in order to accomplish a task, developing and justifying proposals, seeking clarification and repairing possible misunderstandings appropriately; can effectively link his/her contributions to previous ones in the thread, provided a moderator helps manage the discussion	Partially relevant: could work towards this with age appropriate tasks and if he/she has necessary background knowledge.	
ONLINE CONVERSATION AND DISCUSSION		ONLINE CONVERSATION AND DISCUSSION
B2+		B2+
Can exploit different online environments to initiate and maintain relationships, using language fluently to discuss experiences and develop the interaction by asking appropriate questions.	Partially relevant: could work towards this with age appropriate tasks and if he/she has necessary background knowledge.	

Levels B2 / B2+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
Can engage in online exchanges, linking his/her contributions to previous ones in the thread, understanding cultural implications and reacting appropriately.	Partially relevant: could work towards this with age appropriate tasks and if he/she has necessary background knowledge.	
B2		B2
Can develop an argument in an online discussion giving reasons for or against a particular point of view, though responses to other contributors may sometimes appear repetitive.	Partially relevant: could work towards this with age appropriate tasks and if he/she has necessary background knowledge.	
Can repair possible misunderstanding in an online discussion with an appropriate response.	Partially relevant: could work towards this with age appropriate tasks and if he/she has necessary background knowledge.	
Can participate actively in an online discussion, stating and responding to opinions on topics of interest at some length, provided contributors avoid non-standard or complex language and allow time for responses.	Relevant.	
Can express degrees of emotion in personal online postings, highlighting the personal significance of events and experiences and responding flexibly to further comments.	Relevant.	
Can engage in online exchanges between several participants, effectively linking his/her contributions to previous ones in the thread, provided a moderator helps manage the discussion.	Partially relevant: if subject matter is familiar.	
Can recognise misunderstandings and disagreements that arise in an online interaction and can deal with them, provided that the interlocutor(s) are willing to cooperate.	Partially relevant: if subject matter is familiar.	
GOAL-ORIENTED ONLINE TRANSACTIONS AND COLLABORATION		GOAL-ORIENTED ONLINE TRANSACTIONS AND COLLABORATION
B2+		B2+
Can take a lead role in online collaborative work, keeping the group on task by reminding them of roles, responsibilities and deadlines in order to achieve established goals.	Partially relevant: could work towards this at the higher end of the age group, if he/she has necessary background knowledge.	
Can engage in online collaborative or transactional exchanges that require negotiation of conditions and explanation of non-routine details and special needs.	Partially relevant: could work towards this at the higher end of the age group,	

Levels B2 / B2+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
	if subject matter is familiar.	
Can deal with misunderstandings and unexpected problems that arise in online collaborative or transactional exchanges by responding politely and appropriately in order to help resolve the issue.	Partially relevant: could work towards this at the higher end of the age group, if he/she has necessary background knowledge.	
B2		B2
Can collaborate online with a group that is working on a project, giving/receiving instructions, justifying proposals and seeking clarification in order to accomplish shared tasks.	Partially relevant: could work towards this with age appropriate tasks.	
Interaction Strategies		Interaction Strategies
TAKING THE FLOOR (TURN-TAKING)		TAKING THE FLOOR (TURNTAKING)
B2+		B2+
As B2		
B2		B2
Can intervene appropriately in discussion, exploiting appropriate language to do so.	Partially relevant: e.g. on topics related to school subjects, interests, etc.	
Can initiate, maintain and end discourse appropriately with effective turn taking.	Partially relevant: e.g. on topics related to school subjects, interests, etc.	
Can initiate discourse, take his/her turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly.	Partially relevant: e.g. on topics related to school subjects, interests, etc.	
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.	Partially relevant: e.g. on topics related to school subjects, interests, etc.	Je peux utiliser des expressions toutes faites (par exemple "C'est une question difficile..."), pour gagner du temps et formuler ensuite ce que je veux dire. [44.2003-FR/Coll.]
COOPERATING		COOPERATING
B2+		B2+
Can invite participation, introduce issues and manage contributions on matters within his/her academic or professional competence.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
Can encourage people to contribute to a discussion, building upon one another's information and ideas to come up with a concept or solution.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	

Levels B2 / B2+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
Can summarize and evaluate the main points of discussion on matters within his/her academic or professional competence.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group,	
B2		B2
Can help the discussion along on familiar ground, confirming comprehension, inviting others in, etc.	Partially relevant: e.g. on topics related to school subjects, interests, etc.	
Can summarise the point reached at a particular stage in a discussion and propose next steps.	Partially relevant: e.g. on topics related to school subjects, interests, etc.	
ASKING FOR CLARIFICATION		
B2+		B2+
As B2		
B2		B2
Can ask follow up questions to check that he/she has understood what a speaker intended to say, and get clarification of ambiguous points.	Partially relevant: e.g. on topics related to school subjects, interests, etc.	Je peux poser des questions pour vérifier que j'ai bien compris ce que mon interlocuteur voulait me dire et je peux faire clarifier les points équivoques. [44.2003-FR/Coll.]
Can, in informal conversation (with friends), ask for explanation or clarification to ensure he/she understands complex, abstract ideas.	Partially relevant: e.g. on topics related to school subjects, interests, etc.	
Spoken Production		
OVERALL SPOKEN PRODUCTION		
B2+		B2+
Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.	Partially relevant: e.g. on topics related to school subjects, interests, etc.	I can present something in a clear, systematic manner and appropriately highlight the main points and important details. [LINGUAL-CH/13-15] (B2.1)

Levels B2 / B2+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
		Perante uma vasta gama de assuntos, sou capaz de: apresentar um assunto, de forma clara e bem estruturada, com destaque para os seus pontos principais. [20.2001-POR] Je peux développer une présentation ou une description en insistant sur les points et les détails importants. [split] Je peux faire un exposé de manière claire en soulignant les points importants et les éléments significatifs. [44.2003-FR/Coll.]
B2		B2
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.	Partially relevant: e.g. on topics related to school subjects, interests, etc.	
SUSTAINED MONOLOGUE: Describing Experience		SUSTAINED MONOLOGUE: Describing Experience
B2+		B2+
As B2		
B2		B2
Can give clear, detailed descriptions on a wide range of subjects related to his field of interest.	Partially relevant: e.g. on topics related to school subjects, interests, etc.	I can give clear detailed descriptions on a wide range of personal, cultural, intercultural and social issues. [10.2001-IE/Auth] I can speculate about causes, consequences and hypothetical situations. [10.2001-IE/Auth] – ND I can give clear, detailed descriptions on numerous themes relating to fields which interest me. [LINGUAL-CH/13-15] I can talk for a relatively long time on familiar subjects (for example music and bands); I can describe and compare some of the aspects in detail. [LINGUAL-CH/13-15]
Can describe the personal significance of events and experiences in detail.	Partially relevant: if subject matter is familiar.	I can give a detailed account of my own experiences, describe emotions that I have felt and the way I have reacted. [LINGUAL-CH/13-15]
SUSTAINED MONOLOGUE: Giving information		SUSTAINED MONOLOGUE: Giving information
B2+		B2+
Can communicate complex information and advice on the full range of matters related to his/her occupational role.	Partially relevant: e.g. on topics related to school subjects or hobbies.	
B2		B2
Can communicate detailed information reliably.	Partially relevant: if subject matter is familiar.	
Can give a clear, detailed description of how to carry out a procedure.	Partially relevant: if subject matter is familiar.	
Can communicate the essential points in a straightforward way even in more demanding situations.	Partially relevant: if subject matter is familiar.	I can make an oral summary of short excerpts of radio or television programmes. [LINGUAL-CH/13-15]
SUSTAINED MONOLOGUE: Putting a Case (e.g. in a debate)		SUSTAINED MONOLOGUE: Putting a Case (e.g. in a Debate)
B2+		B2+

Levels B2 / B2+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
Can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	A propósito de assuntos de alguma complexidade, sou capaz de: desenvolver um tema de forma estruturada, nomeadamente recorrendo a exemplos, ideias-chave, argumentos. [20.2001-POR]
B2		B2
Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	I can develop a clear coherent argument, linking ideas logically and expanding and supporting my points with appropriate examples. [10.2001-IE/Auth] Perante uma vasta gama de assuntos, sou capaz de: desenvolver claramente um ponto de vista ou um argumento, ilustrando-o através de exemplos. [20.2001-POR] Je peux élargir et confirmer mon point de vue par des arguments secondaires et des exemples. [split] Je peux développer méthodiquement une argumentation en mettant en évidence les points significatifs. [44.2003-FR/Coll.]
Can construct a chain of reasoned argument.	Partially relevant: could work towards this with age appropriate tasks, and if he/she has necessary background knowledge.	
Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	Relevant.	<i>I can explain a viewpoint on a topical issue, giving the advantages and disadvantages of various options.</i> [10.2001-IE/Auth] I can present a problem in a critical manner and weigh up the advantages and disadvantages of various solutions to the problem. [LINGUAL-CH/13-15] <i>Je peux expliquer mon point de vue sur un problème en donnant les avantages et les inconvénients des différentes options que je propose.</i> [44.2003-FR/Coll.]
ADDRESSING AUDIENCES		
B2+		B2+
Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail.	Partially relevant: e.g. on topics related to school subjects, interests, etc.	<i>I can give a clear, systematically developed presentation, with highlighting of significant points and relevant supporting detail.</i> [10.2001-IE/Auth] I can present something in a clear, systematic manner and appropriately highlight the main points and important details. [LINGUAL-CH/13-15] (B2.1)
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.	Partially relevant: e.g. on topics related to school subjects, interests, etc.	I can depart spontaneously from a prepared text and follow up points raised by an audience. [10.2001-IE/Auth] Après un exposé, je peux répondre à une série de questions, avec aisance et spontanéité. [44.2003-FR/Coll.]

Levels B2 / B2+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
B2		B2
Can give a clear, prepared presentation, giving reasons in support of or against a particular point of view and giving the advantages and disadvantages of various options.	Partially relevant: if subject matter is familiar.	
Can take a series of follow up questions with a degree of fluency and spontaneity which poses no strain for either him/herself or the audience.	Partially relevant: if subject matter is familiar.	
Written Production		Written Production
OVERALL WRITTEN PRODUCTION		OVERALL WRITTEN PRODUCTION
B2+		B2+
As B2		
B2		B2
Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesising and evaluating information and arguments from a number of sources.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	I can write clear detailed text on a wide range of subjects (personal, cultural, intercultural and social issues). [10.2001-IE/Auth]
CREATIVE WRITING		CREATIVE WRITING
B2+		B2+
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.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	Perante uma vasta gama de assuntos, sou capaz de: escrever acerca de acontecimentos e experiências reais ou imaginadas, de forma pormenorizada, mas facilmente compreensível. [20.2001-POR]
B2		B2
Can write clear, detailed descriptions on a variety of subjects related to his/her field of interest.	Relevant.	I can write about events and real or fictional experiences in a detailed and easily readable way. [10.2001-IE/Auth]
Can write a review of a film, book or play.	Relevant.	I can write a short review of a film or book. [10.2001-IE/Auth]
REPORTS & ESSAYS		REPORTS & ESSAYS
B2+		B2+
Can write an essay or report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail.	Partially relevant: e.g. on topics related to school subjects, interests, etc.	Je peux rédiger un essai ou un rapport qui développe une argumentation en soulignant les points et les détails importants. [44.2003-FR/Coll.]
Can write a detailed description of a complex process.	Partially relevant: e.g. on topics related to school subjects, interests, etc.	

Levels B2 / B2+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
Can evaluate different ideas or solutions to a problem.	Partially relevant: e.g. on topics related to school subjects, interests, etc.	
B2		B2
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.	Relevant.	<p>I can write an essay which develops an argument, giving reasons to support or negate a point of view, weighing pros and cons. [10.2001-IE/Auth]</p> <p>I can draft detailed texts (for example essays, reports and summaries) on numerous subjects that interest me; in so doing I can provide information and present and compare different positions and also express my own thoughts. [LINGUAL-CH/13-15]</p> <p>In a 'letter to the editor' on a subject that interests me (for example smoking, chatrooms, extreme sports), I can express my own opinion by addressing different aspects constituting arguments for or against the issue. [LINGUAL-CH/13-15]</p> <p>In an essay, I can present a problem and discuss it in a systematic manner; I can clearly underline the important points and weigh up different possibilities. [LINGUAL-CH/13-15]</p> <p>Ich kann Referate und Berichte schreiben und das Für und Wider von Positionen herausstellen. [4.2000-GER/NRW]</p> <p>Perante uma vasta gama de assuntos, sou capaz de: escrever textos de carácter pessoal, cultural e social, de forma clara e pormenorizada, apresentando razões para apoiar ou não um determinado ponto de vista. [20.2001-POR] (B2.2)</p>
Can synthesise information and arguments from a number of sources.	Partially relevant: e.g. on topics related to school subjects, interests, etc.	<p>I can write summaries of articles on topics of general, academic or professional interest, and summarize information from different sources and media. [10.2001-IE/Auth] – ND</p> <p>Perante uma vasta gama de assuntos, sou capaz de: resumir informação proveniente de diferentes fontes. [20.2001-POR]</p>
Production Strategies		Production Strategies
PLANNING		PLANNING
B2+		B2+
Can, in preparing for a potentially complicated or awkward situation, plan what to say in the event of different reactions, reflecting on what expression would be appropriate.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
B2		B2
Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	Partially relevant: e.g. on topics related to school subjects, interests, etc.	<i>Je peux planifier ce que je vais dire en tenant compte de l'effet à produire sur mes auditeurs.</i> [44.2003-FR/Coll.]
COMPENSATING		COMPENSATING

Levels B2 / B2+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
B2+		B2+
Can use circumlocution and paraphrase to cover gaps in vocabulary and structure.	Partially relevant: if subject matter is familiar.	<i>Je peux utiliser des périphrases et des paraphrases pour dissimuler mes lacunes lexicales et structurales.</i> [44.2003-FR/Coll.]
B2		B2
Can address most communication problems by using circumlocutions, or by avoiding difficult expressions.	Relevant.	
MONITORING & REPAIR		
B2+		B2+
Can often retrospectively self-correct his/her occasional 'slips' or non-systematic errors and minor flaws in sentence structure.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
B2		B2
Can correct slips and errors if he/she becomes conscious of them or if they have led to misunderstandings.	Relevant.	<i>Je peux généralement corriger un lapsus ou une erreur dès que j'en ai pris conscience.</i> [44.2003-FR/Coll.]
Can make a note of "favourite mistakes" and consciously monitor speech for it/them.	Relevant.	<i>Je connais mes erreurs habituelles et je peux les surveiller pour les corriger.</i> [44.2003-FR/Coll.]
Mediation Activities and Strategies		
Relational Mediation		
OVERALL RELATIONAL MEDIATION		
B2+		B2+
Can establish a supportive environment for sharing ideas and facilitate discussion of delicate issues, showing appreciation of different perspectives, encouraging people to explore issues and adjusting sensitively the way he/she expresses things.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
B2		B2
Can work collaboratively with people from different backgrounds, creating a positive atmosphere by giving support, asking questions to	Partially relevant: could work towards this with age	

Levels B2 / B2+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
identify common goals, comparing options for how to achieve them and explaining suggestions for what to do next.	appropriate tasks and if he/she has necessary background knowledge.	
ESTABLISHING A POSITIVE ATMOSPHERE		
B2+		B2+
Can establish a supportive environment for sharing ideas and practice by providing clear explanations and encouraging people to explore and discuss the issue they are encountering, relating it to their experience.	Partially relevant: could work towards this with age appropriate tasks and if he/she has necessary background knowledge.	
B2		B2
Can use humour appropriate to the situation (e.g. an anecdote, a joking or light-hearted comment) in order to create a positive atmosphere or to redirect attention.	Partially relevant: could work towards this with age appropriate tasks.	
Can create a positive atmosphere and encourage participation by giving both practical and emotional support.	Relevant.	
CREATING PLURICULTURAL SPACE		
B2+		B2+
Can interact flexibly and effectively in situations in which intercultural issues need to be acknowledged and tasks need to be completed together, by exploiting his/her capacity to belong to the group(s) whilst maintaining balance and distance.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
Can project him/herself empathetically into another person's perspective and ways of thinking and feeling, so as to respond appropriately with both words and actions.	Partially relevant: could work towards this with age appropriate tasks.	
Can encourage discussion without being dominant, expressing understanding and appreciation of different ideas, feelings and viewpoints, and inviting participants to contribute and react to each other's ideas.	Partially relevant: e.g. on topics related to school subjects, interests, etc.	
Can clarify misunderstandings and misinterpretations during intercultural encounters, explaining how things were actually meant, what cultural connotations were and were not implied, and cooperating to clear the air and move the discussion forward.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
B2		B2
Can establish a relationship with members of other cultures, showing interest and empathy through questioning, expressions of agreement, and identification of emotional and practical needs.	Partially relevant: if he/she has necessary background knowledge.	
Can work collaboratively with people who have different cultural orientations, discussing similarities and differences in views and perspectives.	Relevant.	

Levels B2 / B2+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
Can, when collaborating with people from other cultures, adapt the way he/she works in order to avoid unnecessary conflicts over procedure and expectations.	Partially relevant: if he/she has necessary background knowledge.	
FACILITATING COLLABORATIVE INTERACTION WITH PEERS		
B2+		B2+
Can frame the discussion in a group by summarising, elaborating and weighing up different points of view and by outlining possible ways forward.	Partially relevant: could work towards this with age appropriate tasks and if he/she has necessary background knowledge.	
Can evaluate problems, challenges, and proposals in a collaborative discussion in order to decide the way forward.	Partially relevant: could work towards this with age appropriate tasks and if he/she has necessary background knowledge.	
Can act as rapporteur in a group discussion, noting ideas and decisions, discussing these with the group and later giving a summary of the group's view(s) in a plenary.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
Can, based on people's reactions, adjust the way he/she formulates questions and/or intervenes in a group interaction.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
B2		B2
Can ask questions to stimulate discussion on how to organise collaborative work.	Partially relevant: could work towards this with age appropriate tasks.	
Can help to define goals for teamwork and compare options for how to achieve them.	Partially relevant: could work towards this with age appropriate tasks.	
Can refocus a discussion by suggesting what to consider next, giving brief reasons and explanations.	Partially relevant: could work towards this with age appropriate tasks.	
MANAGING PLENARY AND GROUP INTERACTION		
B2+		B2+
Can organise and manage collaborative group work efficiently.	Partially relevant: e.g. on topics related to school subjects, interests, etc.	
Can monitor individual and group work non-intrusively, intervening to set a group back on task or to ensure even participation.	Partially relevant: could work towards this with age appropriate tasks, at the	

Levels B2 / B2+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
	higher end of the age group.	
Can intervene supportively in order to focus people's attention on aspects of the task by asking targeted questions and inviting suggestions.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
B2		B2
Can explain the different roles of participants in the collaborative process, giving clear instructions for group work.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
Can explain ground rules for collaborative discussion in small groups that involves problem-solving or the evaluation of alternative proposals.	Partially relevant: could work towards this with age appropriate tasks and if he/she has necessary background knowledge.	
Can intervene when necessary to set a group back on task with new instructions or to encourage more even participation.	Partially relevant: could work towards this with age appropriate tasks and if he/she has necessary background knowledge.	
RESOLVING DELICATE SITUATIONS AND DISAGREEMENTS		
B2+		B2+
Can clarify interests and objectives in a negotiation with open-ended questions that convey a neutral atmosphere.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
Can facilitate discussion of a problem or dispute by explaining the origins of the problem, reporting respective lines of argument and identifying points in common.	Partially relevant: could work towards this with age appropriate topics such as school subjects, interests, etc.	
Can facilitate discussion of delicate situations or disagreements by outlining the essential issues that need resolving.	Partially relevant: could work towards this with age appropriate topics such as school subjects, interests, etc.	
Can demonstrate sensitivity to different viewpoints, using repetition and paraphrase to demonstrate detailed understanding of each party's requirements for an agreement.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
Can evaluate the position of one party in a disagreement and invite them to reconsider an issue, relating his/her argumentation to that party's stated aim.	Partially relevant: could work towards this with age appropriate tasks, at the	

Levels B2 / B2+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
	higher end of the age group.	
Can help the parties in a disagreement better understand each other by restating and reframing their positions more clearly and by prioritising needs and goals.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
Can elicit possible solutions from parties in disagreement in order to help them to reach consensus, formulating open-ended, neutral questions to minimise embarrassment or offense.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
Can help the parties in disagreement to consider different possible solutions by weighing the advantages and disadvantages of each solution.	Partially relevant: could work towards this with age appropriate topics such as school subjects, interests, etc.	
Can formulate a clear and accurate summary of what has been agreed in a negotiation and what is expected from each of the parties.	Partially relevant: could work towards this with age appropriate tasks and with support and guidance given.	
B2		B2
Can outline the main points in a disagreement with reasonable precision and explain the positions of the parties involved.	Partially relevant: could work towards this with age appropriate topics such as school subjects, interests, etc.	
Can, by asking questions, identify areas of common ground and invite each side to highlight possible solutions.	Partially relevant: could work towards this with age appropriate topics such as school subjects, interests, etc.	
Can summarise the statements made by the two sides, highlighting areas of agreement and obstacles to agreement.	Partially relevant: could work towards this with age appropriate topics such as school subjects, interests, etc.	
Can summarise the essentials of what has been agreed.	Partially relevant: could work towards this with age appropriate topics such as school subjects, interests, etc.	

Levels B2 / B2+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
Cognitive Mediation		
OVERALL COGNITIVE MEDIATION		
B2+		B2+
Can build upon other's ideas, making suggestions for ways forward. Can convey the main content of well-structured but long and propositionally complex texts on subjects within his/her fields of professional, academic and personal interest, clarifying the opinions and purposes of speakers.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
B2		B2
Can further develop other people's ideas, pose questions that invite reactions from different perspectives and propose a solution or next steps. Can convey detailed information and arguments reliably, e.g. the significant point(s) contained in complex but well-structured, texts within his/her fields of professional, academic and personal interest.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
Constructing Meaning		
COLLABORATING TO CONSTRUCT MEANING		
B2+		B2+
Can highlight the main issue that needs to be resolved in a complex task and the important aspects that need to be taken into account.	Partially relevant: could work towards this with age appropriate tasks.	
Can contribute to collaborative decision-making and problem-solving, expressing and co-developing ideas, explaining details and making suggestions for future action.	Partially relevant: could work towards this with age appropriate tasks.	
B2		B2
Can further develop other people's ideas and opinions.	Partially relevant: if subject matter is familiar.	
Can present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives.	Partially relevant: if subject matter is familiar.	
Can formulate follow-up questions to a member of a group to clarify an issue that is implicit or poorly articulated.	Partially relevant: if subject matter is familiar.	
Can summarise the point reached at a particular stage in a discussion and propose next steps.	Partially relevant: if subject matter is familiar.	
Can highlight inconsistencies in thinking, and challenge other's ideas in the process of trying to reach a consensus.	Partially relevant: could work towards this with age appropriate topics such as school subjects, interests, etc.	
Can, in collaborative discussion, consider two different sides of an	Partially relevant: could work towards this with age	

Levels B2 / B2+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
issue and propose a solution or compromise.	appropriate topics such as school subjects, interests, etc.	
GENERATING CONCEPTUAL TALK		
B2+		B2+
Can encourage people to contribute to a discussion, building upon one another's information and ideas to come up with a concept or solution.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
Can monitor small group discussion to ensure that ideas are not only exchanged but are used to build a line of argument or enquiry.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
Can monitor group work, drawing attention to the characteristics of good work and encouraging peer evaluation.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
B2		B2
Can formulate questions and feedback to encourage people to expand on their thinking and justify or clarify their opinions.	Partially relevant: could work towards this with age appropriate tasks and if he/she has necessary background knowledge.	
Can build on people's ideas and link them into coherent lines of thinking.	Partially relevant: could work towards this with age appropriate tasks and if he/she has necessary background knowledge.	
Can present information and instruct people to use it independently to try and solve problems.	Partially relevant: could work towards this with age appropriate tasks and if he/she has necessary background knowledge.	
Can ask people to explain how an idea fits with the main topic under discussion.	Partially relevant: could work towards this with age appropriate tasks and if he/she has necessary background knowledge.	
Conveying Received Meaning		
RELAYING SPECIFIC INFORMATION IN SPEECH		
B2		B2

Levels B2 / B2+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
Can relay detailed information reliably.	Partially relevant: if subject matter is familiar.	
Can refer to the relevance of specific information given in a particular section of a long, complex text.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
Can relay the main point(s) contained in formal correspondence on general subjects and on subjects related to his fields of interest.	Partially relevant: if subject matter is familiar.	
EXPLAINING DATA IN SPEECH (graphs, diagrams etc.)		
B2+		B2+
Can interpret and describe clearly and reliably the salient points contained in complex diagrams and other visual information on academic or professional topics.	Partially relevant: could work towards this with age appropriate tasks (e.g. related to school subjects), at the higher end of the age group.	
B2		B2
Can interpret and describe reliably detailed information contained in complex diagrams, charts and other visual information on topics in his/her fields of interest.	Partially relevant: if subject matter is familiar.	
PROCESSING TEXT IN SPEECH		
B2+		B2+
Can summarise the important points made in longer, complex, live spoken texts on subjects of current interest, including his/her fields of special interest.	Partially relevant: e.g. on topics related to school subjects, interests, etc.	
Can summarise the main points of complex discussions, weighing up the different points of view presented.	Partially relevant: could work towards this with age appropriate topics such as school subjects, interests, etc., at the higher end of the age group.	
Can clarify the implicit opinions and purposes of speakers, including attitudes.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
B2		B2
Can summarise extracts from news items, interviews or documentaries containing opinions, argument and discussion.	Partially relevant: if subject matter is familiar.	
Can synthesise and report information and arguments from a number of sources.	Partially relevant: could work towards this with age	

Levels B2 / B2+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
	appropriate topics such as school subjects, interests, etc.	
Can summarise the important points made in longer, complex written texts on subjects of current interest, including his/her fields of special interest.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
Can summarise the plot and sequence of events in a film or play.	Partially relevant: if subject matter is familiar.	
Can recognise the intended audience of a text on a topic of interest and explain the purpose, attitudes and opinion of the author.	Relevant.	
INTERPRETING		
B2+		B2+
Can mediate during an interview, conveying complex information, drawing the attention of both sides to background information, and posing clarification and follow-up questions as necessary.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
B2		B2
Can provide consecutive interpretation of a welcome address, anecdote or presentation in his/her field, provided that the speaker stops frequently in order to allow time for him/her to do so.	Partially relevant: if subject matter is familiar.	
Can provide consecutive interpretation on subjects of general interest and/or within his/her field, passing on important statements and viewpoints, provided the speaker stops frequently to allow him/her to do so, and gives clarifications if necessary.	Partially relevant: if subject matter is familiar.	
Can, during an interview, interpret and convey detailed information reliably and provide supporting information, although he/she may search for expressions and will sometimes need to ask for clarification of certain formulations.	Partially relevant: if subject matter is familiar.	
SPOKEN TRANSLATION OF WRITTEN TEXT (Sight translation)		
B2+		B2+
As B2		
B2		B2
Can provide spoken translation of complex texts containing information and arguments on subjects within his/her fields of professional, academic and personal interest.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
WRITTEN MEDIATION		
Conveying Received Meaning		

Levels B2 / B2+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
RELAYING SPECIFIC INFORMATION IN WRITING		
B2+		B2+
Can relay in writing which presentations at a conference were relevant, pointing out which would be worth detailed consideration.	Partially relevant: could work towards this on familiar subject matters in age appropriate contexts.	
Can relay in writing the relevant point(s) contained in an article from an academic or professional journal.	Partially relevant: could work towards this with age appropriate materials or texts, e.g. related to school subjects.	
B2		B2
Can relay in writing the relevant point(s) contained in complex but well-structured written texts within his/her fields of professional, academic and personal interest.	Partially relevant: could work towards this with age appropriate materials or texts.	
Can relay in a written report relevant decisions that were taken in a meeting.	Partially relevant: could work towards this with age appropriate tasks.	
Can relay in writing the significant point(s) contained in formal correspondence.	Partially relevant: could work towards this with age appropriate materials or texts.	
EXPLAINING DATA IN WRITING (graphs, diagrams etc.)		
B2		B2
Can interpret and present reliably in writing detailed information from diagrams and visuals in his fields of interest.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
PROCESSING TEXT IN WRITING		
B2+		B2+
Can summarise in writing the main content of well-structured but propositionally complex texts on subjects within his/her fields of professional, academic and personal interest.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
Can compare, contrast and synthesise in writing the information and viewpoints contained in academic and professional publications in his/her fields of special interest.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
Can explain in writing the viewpoint articulated in a complex text,	Partially relevant: could	

Levels B2 / B2+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
supporting inferences he/she makes with reference to specific information in the original.	work towards this with age appropriate tasks, at the higher end of the age group.	
B2		B2
Can summarise in writing the main content of complex texts on subjects related to his/her fields of interest and specialisation.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
TRANSLATING		
B2+		B2+
Can produce clearly organised translations that reflect relevant language norms/usage but may be over-influenced by the order, paragraphing, punctuation and particular formulations of the original.	Partially relevant: could work towards this with age appropriate tasks and with support and guidance given.	
B2		B2
Can produce translations of texts which closely follow the sentence and paragraph structure of the original, conveying the main points of the source text accurately.	Partially relevant: if subject matter is familiar.	
Mediation Strategies		
LINKING TO PREVIOUS KNOWLEDGE		
B2+		B2+
Can clearly explain the connections between the goals of the session and the personal or professional interests and experiences of the participant(s).	Partially relevant: could work towards this at the higher end of the age group, with age appropriate tasks and with support and guidance given.	
B2		B2
Can explain clearly how something that will be introduced builds on what people probably already know.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
Can formulate questions and give feedback to encourage people to make connections to previous knowledge and experiences.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
Can raise people's awareness of how something builds on their existing knowledge by providing and explaining visual representations (e.g. diagram/chart, tables, flowcharts).	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	

Levels B2 / B2+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
Can make comparisons between 'new' and prior knowledge or information in order to explain a particular concept or procedure.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
AMPLIFYING TEXT		
B2+		B2+
Can expand on the content of a text by adding examples, reasoning and explanatory comments in order to make it accessible to a target audience.	Partially relevant: could work towards this at the higher end of the age group, if he/she has necessary background knowledge.	
B2		B2
Can make concepts more accessible by giving concrete examples, recapitulating step by step and repeating the main points.	Partially relevant: could work towards this with age appropriate tasks and if he/she has necessary background knowledge.	
Can support understanding of unfamiliar language in a text by providing additional examples that contain similar language.	Partially relevant: could work towards this with age appropriate tasks and if he/she has necessary background knowledge.	
Can use repetition and redundancy in order to make new content more accessible.	Partially relevant: could work towards this with age appropriate tasks and if he/she has necessary background knowledge.	
STREAMLINING TEXT		
B2+		B2+
Can simplify a source text by excluding non-relevant or repetitive information and taking into consideration the intended audience.	Partially relevant: could work towards this at the higher end of the age group, if he/she has necessary background knowledge.	
B2		B2
Can edit a source text by deleting the parts that do not add new information that is relevant for a given audience in order to make the significant content more accessible for them.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
Can eliminate repetition and digressions in a text in order to make the essential message accessible.	Partially relevant: could work towards this with age appropriate tasks, at the	

Levels B2 / B2+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
	higher end of the age group.	
BREAKING DOWN COMPLICATED INFORMATION		
B2+		B2+
Can make a complicated issue easier to understand by presenting the components of the argument separately.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
B2		B2
Can make a complicated process easier to understand by breaking it down into a series of smaller steps.	Partially relevant: if he/she has necessary background knowledge.	
VISUALLY REPRESENTING INFORMATION		
B2+		B2+
Can make abstract concepts accessible by visually representing them (e.g. in mind maps, tables, flowcharts, etc.), facilitating understanding by highlighting and explaining the relationship between ideas.	Partially relevant: could work towards this at the higher end of the age group, with support and guidance given.	
B2		B2
Can represent information visually (with graphic organisers like mind maps, tables, flowcharts, etc.) to make both the key concepts and the relationship between them (e.g. problem-solution, compare-contrast) more accessible.	Partially relevant: could work towards this at the higher end of the age group, with support and guidance given.	
Can, from a text, produce a graphic to present the main ideas in it (e.g. a mind map, pie chart, etc.) in order to help people understand the concepts involved.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
ADJUSTING LANGUAGE		
B2+		B2+
Can explain technical topics within his/her field, using suitably non-technical language for a listener who does not have specialist knowledge.	Partially relevant: could work towards this at the higher end of the age group, if he/she has necessary background knowledge.	
Can make a specific, complex piece of information in his/her field clearer and more explicit for others by paraphrasing it in simpler language.	Partially relevant: could work towards this at the higher end of the age group, if he/she has necessary background knowledge.	

Levels B2 / B2+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
Can make difficult concepts in a complex spoken or written text more comprehensible through paraphrasing.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
Can adapt articulation, sentence stress, intonation, speed and volume in order to structure content, highlight important aspects and mark transitions from one topic to another.	Partially relevant: could work towards this at the higher end of the age group, with support and guidance given.	
B2		B2
Can make accessible for others the main contents of a spoken or written text on a subject of interest (e.g. an essay, a forum discussion, a presentation) by paraphrasing in simpler language.	Partially relevant: if he/she has necessary background knowledge.	
Text		
NOTE-TAKING (LECTURES, SEMINARS, MEETINGS ETC.)		
B2		B2
Can understand a clearly structured lecture on a familiar subject, and can take notes on points which strike him/her as important, even though he/she tends to concentrate on the words themselves and therefore to miss some information	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
Can make accurate notes in meetings and seminars on most matters likely to arise within his/her field of interest.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
PROCESSING TEXT		
B2+		B2+
Can summarise discussion on matters within his/her academic or professional competence, elaborating and weighing up different points of view and identifying the most significant points.	Partially relevant: could work towards this with age appropriate topics such as school subjects, interests, etc., at the higher end of the age group.	
B2		B2
Can synthesise and report information and arguments from a number of sources.	Partially relevant: could work towards this with age appropriate topics such as school subjects, interests, etc.	
Can summarise a wide range of factual and imaginative texts, commenting on and discussing contrasting points of view and the main	Partially relevant: could work towards this with age appropriate topics, at the	

Levels B2 / B2+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
themes.	higher end of the age group.	
Can summarise extracts from news items, interviews or documentaries containing opinions, argument and discussion.	Partially relevant: if subject matter is familiar.	
Can summarise and comment on the plot and sequence of events in a film or play.	Partially relevant: if subject matter is familiar.	
EXPRESSING A PERSONAL RESPONSE TO LITERATURE AND ART		
B2+		B2+
Can describe in detail his/her personal interpretation of a work of literature or art, outlining his/her reactions to certain features and explaining their significance.	Partially relevant: if he/she has necessary background knowledge.	
Can outline his/her interpretation of a character in a work of literature or art: their psychological/emotional state, the motives for their actions and the consequences of these actions.	Partially relevant: if he/she has necessary background knowledge.	
Can give a clear presentation of his/her interpretation of a work of literature or art, developing his/her ideas and supporting them with examples and arguments.	Partially relevant: if he/she has necessary background knowledge.	
B2		B2
Can give his/her interpretation of the development of a plot, the characters and the themes in a story, novel, film or play.	Partially relevant: if he/she has necessary background knowledge.	
Can describe his/her emotional response to a work of literature or art and elaborate on the way in which it has evoked this response.	Partially relevant: if he/she has necessary background knowledge.	
Can express in some detail his/her reactions to the form of expression, style and content of a work of literature or art, explaining what he/she appreciated and why.	Partially relevant: if he/she has necessary background knowledge.	
ANALYSIS AND CRITICISM OF LITERATURE AND ART		
B2+		B2+
Can compare two works of literature or art, considering themes, characters and scenes, exploring similarities and contrasts and explaining the relevance of the connections between them.	Partially relevant: could work towards this at the higher end of the age group, if he/she has necessary background knowledge.	
Can give a reasoned opinion about a work of literature or art, showing awareness of the thematic, structural and formal features and referring to the opinions and arguments of others.	Partially relevant: could work towards this at the higher end of the age group, if he/she has necessary background knowledge.	

Levels B2 / B2+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
B2+		B2+
Can describe the way in which different works of literature or art differ in their treatment of the same theme.	Partially relevant: could work towards this at the higher end of the age group, if he/she has necessary background knowledge.	
Communicative Language Competences		Communicative Language Competences
Linguistic		Linguistic
GENERAL LINGUISTIC RANGE		GENERAL LINGUISTIC RANGE
B2+		B2+
Can express him/herself clearly and without much sign of having to restrict what he/she wants to say.	Partially relevant: on topics related to school subjects, interests, etc.	
B2		B2
Has a sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words, using some complex sentence forms to do so.	Partially relevant: on topics related to school subjects, interests, etc.	
VOCABULARY RANGE		VOCABULARY RANGE
B2		B2
Has a good range of vocabulary for matters connected to his field and most general topics.	Partially relevant: on topics related to school subjects, interests, etc.	
Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	Partially relevant: on topics related to school subjects, interests, etc.	
Can produce the appropriate collocations of many words in most contexts fairly systematically.	Partially relevant: on topics related to school subjects, interests, etc.	
GRAMMATICAL ACCURACY		GRAMMATICAL ACCURACY
B2+		B2+
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.	Relevant.	
B2		B2
Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	Relevant.	

Levels B2 / B2+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
Has a good command of simple language structures and some complex grammatical forms, although he/she tends to use complex structures rigidly with some inaccuracy.	Relevant.	
VOCABULARY CONTROL		
B2+		B2+
As B2		
B2		B2
Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	Relevant.	
OVERALL PHONOLOGICAL CONTROL		
B2+		B2+
As B2		
B2		B2
Can generally use appropriate intonation, place stress correctly and articulate individual sounds clearly.	Relevant.	
Accent tends to be influenced by other language(s) he/she speaks, but has little or no effect on intelligibility.	Relevant.	
SOUND RECOGNITION AND ARTICULATION		
B2+		B2+
As B2		
B2		B2
Can recognise common words when pronounced in a different regional variety from the one(s) he/she is accustomed to.	Relevant.	
Can articulate a high proportion of the sounds in the target language clearly in extended stretches of production; is intelligible throughout, despite a few systematic mispronunciations.	Relevant.	
PROSODIC FEATURES		
B2+		B2+
As B2		
B2		B2
Can generally employ prosodic features (e.g. stress, intonation, rhythm) to support the message he/she intends to convey, though with some noticeable influence from other languages he/she speaks.	Relevant.	
ORTHOGRAPHIC CONTROL		
		ORTHOGRAPHIC CONTROL

Levels B2 / B2+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
B2+		B2+
As B2		
B2		B2
Can produce clearly intelligible continuous writing, which follows standard layout and paragraphing conventions.	Partially relevant: could work towards this with age appropriate tasks, and if he/she has necessary background knowledge.	
Spelling and punctuation are reasonably accurate but may show signs of mother tongue influence.	Relevant.	Mon orthographe et ma ponctuation sont relativement exactes. [44.2003-FR/Coll.]
Sociolinguistic		Sociolinguistic
SOCIOLINGUISTIC APPROPRIATENESS		SOCIOLINGUISTIC APPROPRIATENESS
B2+		B2+
Can express him/ herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	<i>Je peux m'exprimer avec assurance, clairement, convenablement et poliment dans un registre formel ou informel approprié à la situation et aux personnes en cause.</i> [44.2003-FR/Coll.]
Can recognise and interpret sociocultural/ sociolinguistic cues and consciously modify his/her linguistic forms of expression in order to express him/herself appropriately in the situation.	Partially relevant: could work towards this at the higher end of the age group, if he/she has necessary background knowledge..	
Can with some effort keep up with and contribute to group discussions even when speech is fast and colloquial.	Partially relevant: e.g. in discussions with peers.	
B2		B2
Can adjust his/her expression to make some distinction between formal and informal registers but may not always do so appropriately.	Relevant.	
Can express him/herself appropriately in situations and avoid crass errors of formulation.	Relevant.	
Can sustain relationships with proficient speakers of the language without unintentionally amusing or irritating them or requiring them needing to behave other than they would with another highly proficient speaker.	Relevant.	

Levels B2 / B2+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
Pragmatic		Pragmatic
FLEXIBILITY		FLEXIBILITY
B2+		B2+
Can adjust what he/she says and the means of expressing it to the situation and the recipient and adopt a level of formality appropriate to the circumstances.	Partially relevant: restricted to familiar everyday situations.	
B2		B2
Can adjust to the changes of direction, style and emphasis normally found in conversation.	Relevant.	<i>Je peux m'adapter aux changements de sujets, de style et de ton rencontrés normalement dans une conversation.</i> [44.2003-FR/Coll.]
Can vary formulation of what he/she wants to say.	Relevant.	
Can reformulate an idea to emphasise or explain a point.	Relevant.	
TAKING THE FLOOR (TURN-TAKING) (repeated)		TAKING THE FLOOR (TURN-TAKING) (repeated)
B2+		B2+
As B2		
B2		B2
Can intervene appropriately in discussion, exploiting appropriate language to do so.	Partially relevant: on topics related to school subjects, interests, etc.	
Can initiate, maintain and end discourse appropriately with effective turn taking.	Partially relevant: on topics related to school subjects, interests, etc.	
Can initiate discourse, take his/her turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly.	Partially relevant: on topics related to school subjects, interests, etc.	
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.	Partially relevant: on topics related to school subjects, interests, etc.	<i>Je peux utiliser des expressions toutes faites (par exemple "C'est une question difficile..."), pour gagner du temps et formuler ensuite ce que je veux dire.</i> [44.2003-FR/Coll.]
THEMATIC DEVELOPMENT		THEMATIC DEVELOPMENT
B2+		B2+
Can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail.	Partially relevant: on topics related to school subjects, interests, etc.	
Can present and respond to complex lines of argument convincingly.	Partially relevant: on topics related to school subjects, interests, etc.	<i>I can express my ideas and opinions precisely and put forward persuasive arguments; I can also respond to complex arguments put forward by others.</i> [LINGUAL-CH/13-15]

Levels B2 / B2+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
B2		B2
Can follow the conventional structure of the communicative task concerned, when communicating straightforward ideas.	Partially relevant: if he/she has necessary background knowledge.	
Can develop a clear description or narrative, expanding and supporting his/her main points with relevant supporting detail and examples.	Partially relevant: on topics related to school subjects, interests, etc.	
Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples.	Partially relevant: on topics related to school subjects, interests, etc.	
Can evaluate the advantages and disadvantages of various options.	Partially relevant: on topics related to school subjects, interests, etc.	
Can clearly signal the difference between fact and opinion.	Partially relevant: on topics related to school subjects, interests, etc.	
COHERENCE AND COHESION		COHERENCE AND COHESION
B2+		B2+
Can use a variety of linking words efficiently to mark clearly the relationships between ideas.	Relevant.	<i>Je peux utiliser avec efficacité une grande variété de mots de liaison pour marquer clairement les relations entre les idées.</i> [44.2003-FR/Coll.]
B2		B2
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.	Relevant.	
Can produce text that is generally well-organised and coherent, using a range of linking words and cohesive devices.	Relevant.	
Can structure longer texts in clear, logical paragraphs.	Relevant.	
PROPOSITIONAL PRECISION		PROPOSITIONAL PRECISION
B2+		B2+
Can reformulate an idea in different words to emphasise or explain a point.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
B2		B2
Can pass on detailed information reliably.	Partially relevant: if subject matter is familiar.	

Levels B2 / B2+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
Can communicate the essential points even in more demanding situations, though his/her language lacks expressive power and idiomaticity.	Partially relevant: if subject matter is familiar.	
SPOKEN FLUENCY		SPOKEN FLUENCY
B2+		B2+
Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.	Partially relevant: if subject matter is familiar.	
B2		B2
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.	Partially relevant: if subject matter is familiar.	
Can interact with a degree of fluency and spontaneity that makes regular interaction with proficient speakers of the language quite possible without imposing strain on either party.	Partially relevant: could work towards this with age appropriate topics of mutual interest.	I can speak fluently, effectively and in a generally correct manner on different subjects relating to my interests and my schooling. [LINGUAL-CH/13-15] (B2.1/B2.2) I can express myself naturally, fluently and effectively in conversations. [LINGUAL-CH/13-15]
Plurilingual and Pluricultural Competences		
EXPLOITING PLURICULTURAL REPERTOIRE		
B2+		B2+
Can explain his/her interpretation of culturally-specific opinions, practices, beliefs and values, pointing out similarities and differences to his/her own and other cultures.	Partially relevant: could work towards this at the higher end of the age group, with support and guidance given.	
Can explain his/her interpretation of the cultural assumptions, preconceptions, stereotypes, and prejudices of his/her own community and of other communities that he/she is familiar with.	Partially relevant: could work towards this at the higher end of the age group, with support and guidance given.	
Can interpret and explain a document or event from another culture and relate it to documents or events from his/her own culture(s)/ and/or from cultures he/she is familiar with.	Partially relevant: could work towards this at the higher end of the age group, with support and guidance given.	
Can interpret and evaluate the objectivity and balance of information and opinions expressed in the media about his/her own and other communities.	Partially relevant: could work towards this at the higher end of the age group, with support and guidance given.	
B2		B2

Levels B2 / B2+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
Can recognise cultural stereotypes – favourable and discriminatory – and describe how they influence his/her own or another's behaviour.	Partially relevant: could work towards this at the higher end of the age group, if he/she has necessary background knowledge.	
Can identify and reflect on similarities and differences in culturally-determined behaviour patterns (e.g. gestures and speech volume) and discuss their significance in order to negotiate mutual understanding.	Partially relevant: could work towards this at the higher end of the age group, if he/she has necessary background knowledge.	
Can engage appropriately in communication, following the main verbal and non-verbal conventions and rituals appropriate to the context, coping with most difficulties that occur.	Partially relevant: could work towards this at the higher end of the age group, if he/she has necessary background knowledge.	
Can enquire about relevant cultural norms and practices while collaborating in an intercultural encounter and then apply the knowledge gained under the constraints of real-time interaction.	Partially relevant: could work towards this at the higher end of the age group, if he/she has necessary background knowledge.	
Can behave and express him/herself appropriately in an intercultural encounter, recognising that what one takes for granted in a particular situation is not necessarily shared by others.	Partially relevant: could work towards this at the higher end of the age group, if he/she has necessary background knowledge.	
Can adapt his/her behaviour and verbal expression to new cultural environments, avoiding behaviours that he/she is aware may be viewed as impolite.	Relevant.	
Can generally interpret cultural cues appropriately in the culture concerned, and is usually able to recognise and repair misunderstandings.	Partially relevant: could work towards this with age appropriate tasks and if he/she has necessary background knowledge.	
Can reflect on and explain particular ways of communicating in his/her own and other cultures, and the risks of misunderstanding they generate.	Partially relevant: could work towards this with age appropriate tasks and if he/she has necessary background knowledge.	
PLURILINGUAL COMPREHENSION		
B2+		B2+
As B2		
B2		B2

Levels B2 / B2+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
Can exploit his/her knowledge of contrasting genre conventions and textual pattern in <u>languages in his/her plurilingual repertoire</u> in order to support comprehension.	Partially relevant: could work towards this at the higher end of the age group, if he/she has necessary background knowledge.	
EXPLOITING PLURILINGUAL REPERTOIRE		
B2+		
Can recognise the extent to which it is appropriate to make flexible use of different <u>languages in his/her plurilingual repertoire</u> in a specific situation, in order to increase the efficiency of communication.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
Can alternate efficiently between <u>languages in his/her plurilingual repertoire</u> in order to facilitate comprehension with and between monolingual third parties.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
Can take an active part in a conversation in two or more <u>languages in his/her plurilingual repertoire</u> , adjusting to the changes of language and catering to the needs and linguistic skills of the interlocutors.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
Can engage a multilingual group in an activity and encourage contributions in different languages by narrating a story/incident in one <u>languages in his/her plurilingual repertoire</u> and then explaining it in another.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
Can manage interaction in two or more <u>languages in his/her plurilingual repertoire</u> in order to keep a discussion or a task moving, encouraging people to use their languages flexibly.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
Can respond spontaneously and flexibly in the appropriate language when someone else changes to another <u>languages in his/her plurilingual repertoire</u> .	Partially relevant: could work towards this with age appropriate tasks.	
Can support understanding and the development of ideas in multilingual group work in which participants are using different <u>languages in his/her plurilingual repertoire</u> flexibly.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
Can support comprehension and discussion of a text spoken or written in <u>one language</u> by explaining, summarising, clarifying and expanding it in <u>(an) other language(s) in his/her plurilingual repertoire</u> .	Partially relevant: could work towards this with age appropriate tasks.	
Can introduce into an utterance an expression from another <u>language in his/her plurilingual repertoire</u> that is particularly apt for the situation/concept being discussed, explaining it for the interlocutor when necessary.	Partially relevant: could work towards this with age appropriate tasks.	
B2		

Levels B2 / B2+		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
Can follow a conversation happening around him/her in <u>a language or languages in which he/she has receptive competence</u> , and express his/her contribution in <u>a language that is understood by one or more of the interlocutors</u> .	Partially relevant: could work towards this with age appropriate tasks.	
Can make use of <u>different languages in his/her plurilingual repertoire</u> during collaborative interaction, in order to clarify the nature of a task, the main steps, the decisions to be taken, the outcomes expected.	Partially relevant: could work towards this with age appropriate tasks.	
Can alternate between <u>languages in his/her plurilingual repertoire</u> in order to communicate specialised information and issues on a subject in his field of interest to different interlocutors.	Partially relevant: could work towards this with age appropriate tasks.	
Can make use of <u>different languages in his/her plurilingual repertoire</u> so that other people feel encouraged to use the language in which they feel more comfortable in order to discuss topics of personal interest.	Partially relevant: could work towards this with age appropriate tasks.	
Can exploit, and explain if necessary, an expression from another <u>language in his/her plurilingual repertoire</u> for a concept for which such a suitable expression appears not to exist in <u>the language being used</u> .	Partially relevant: could work towards this with age appropriate tasks.	

Level C1		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
Communicative Language Activities and Strategies		Communicative Language Activities
Spoken Reception		Spoken Reception
OVERALL LISTENING COMPREHENSION		OVERALL LISTENING COMPREHENSION
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.	Relevant.	Je peux suivre facilement des échanges complexes dans un débat, même sur des sujets abstraits, complexes et non familiers, en me faisant confirmer quelques détails, notamment si l'accent n'est pas familier. [44.2003-FR/Coll.]
Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts.	Relevant.	
Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.	Relevant.	
UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS		UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS
Can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics.	Partially relevant: e.g. in discussions with peers or at school, on topics related to everyday life, interests, etc.	Je peux suivre facilement des échanges complexes dans un débat, même sur des sujets abstraits, complexes et non familiers, en me faisant confirmer quelques détails, notamment si l'accent n'est pas familier. [44.2003-FR/Coll.]
Can identify the attitude of each speaker in an animated discussion characterised by overlapping turns, digressions and colloquialisms, that is delivered at a natural speed in accents that are familiar to the listener.	Partially relevant, e.g. in discussions with peers or at school, on topics related to everyday life, interests, etc.	
LISTENING AS A MEMBER OF A LIVE AUDIENCE		LISTENING AS A MEMBER OF A LIVE AUDIENCE
Can follow most lectures, discussions and debates with relative ease.	Partially relevant: on topics related to school subjects, interests, etc.	
LISTENING TO ANNOUNCEMENTS AND INSTRUCTIONS		LISTENING TO ANNOUNCEMENTS & INSTRUCTIONS
Can extract specific information from poor quality, audibly distorted public announcements e.g. in a station, sports stadium etc.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	

Level C1		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
Can understand complex technical information, such as operating instructions, specifications for familiar products and services.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	Je peux comprendre des informations techniques complexes pour un produit ou un service. [44.2003-FR/Coll.]
LISTENING TO THE RADIO AND AUDIO RECORDINGS		LISTENING TO THE RADIO AND AUDIO RECORDINGS
Can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	Je peux comprendre une gamme étendue d'émissions à la radio ou à la télévision, y compris en langue non standard et identifier des détails fins incluant l'implicite des attitudes et des relations des interlocuteurs. [44.2003-FR/Coll.]
Audio-visual Reception		Audio-visual Reception
WATCHING TV, FILM AND VIDEO		WATCHING TV, FILM AND VIDEO
Can follow films employing a considerable degree of slang and idiomatic usage.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
Can understand in detail the arguments presented in demanding television broadcasts such as current affairs programmes, interviews, discussion programmes and chat shows.	Partially relevant: could work towards this with age appropriate tasks, if he/she has necessary background knowledge.	
Written Reception		Written Reception
OVERALL READING COMPREHENSION		OVERALL READING COMPREHENSION
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.	Partially relevant: could work towards this with age appropriate tasks, and if he/she has necessary background knowledge. e.g. if the topic is related to school subjects.	
Can understand a wide variety of texts including literary writings, newspaper or magazine articles, and specialised academic or professional publications, provided that there are opportunities for re-reading and he/she has access to reference tools.	Partially relevant: could work towards this with age appropriate tasks, and if he/she has necessary background knowledge.	
READING CORRESPONDENCE		READING CORRESPONDENCE
Can understand implicit as well as explicit attitudes, emotions and opinions expressed in emails, discussion forums, blogs etc., provided that there are opportunities for re-reading and he/she has access to reference tools.	Partially relevant: could work towards this with age appropriate tasks and with topics that are familiar/within	

Level C1		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
	his/her field of interest.,	
Can understand slang, idiomatic expressions and jokes in private correspondence.	Partially relevant: could work towards this with age appropriate tasks.	
READING FOR INFORMATION & ARGUMENT		READING FOR INFORMATION & 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.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group (excluding professional context).	Je peux comprendre dans le détail beaucoup de textes complexes qui traitent de la vie sociale, professionnelle ou scolaire et identifier des points de détail implicites. [44.2003-FR/Coll.]
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.	Partially relevant: e.g. on topics related to school subjects or hobbies.	
READING INSTRUCTIONS		READING INSTRUCTIONS
Can understand in detail lengthy, complex instructions on a new machine or a new procedure, whether or not the instructions relate to his/her own area of speciality, provided he/she can re-read difficult sections.	Partially relevant: if subject matter is familiar.	I can understand detailed complex instructions and official documents. [10.2001-IE/Auth]
READING FOR PLEASURE		READING FOR PLEASURE
Can read extensively, for example enjoying novels and books on subjects of personal interest without needing to consult a dictionary unless he/she wants to note precise meaning, usage or pronunciation.	Partially relevant: e.g. on topics related to school subjects or hobbies.	
Can read and appreciate a variety of literary texts, provided that he/she can re-read certain sections and that he/she can access reference tools from time to time.	Partially relevant: e.g. on topics related to school subjects or hobbies.	
Can read contemporary literary texts and non-fiction with little difficulty and with appreciation of implicit meanings and ideas.	Partially relevant: e.g. on topics related to school subjects or hobbies.	
Reception Strategies		
IDENTIFYING CUES AND INFERRING (Spoken & Written)		IDENTIFYING CUES & INFERRING (Spoken & Written)
Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.	Partially relevant: could work towards this with age appropriate tasks, and if he/she has necessary background knowledge.	

Level C1		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
Spoken Interaction		Spoken Interaction
OVERALL SPOKEN INTERACTION		OVERALL SPOKEN INTERACTION
Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.	Partially relevant: if subject matter is familiar.	Ich kann den Gesprächsfluss aufrecht erhalten und dabei auf Scherze und Anspielungen eingehen. [4.2000-GER/NRW] – ND
UNDERSTANDING THE INTERLOCUTOR		UNDERSTANDING THE 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.	Partially relevant: e.g. on topics related to school subjects or hobbies.	
CONVERSATION		CONVERSATION
Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.	Partially relevant: could work towards this with age appropriate tasks, and if he/she has necessary background knowledge.	
INFORMAL DISCUSSION (WITH FRIENDS)		INFORMAL DISCUSSION (WITH FRIENDS)
Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	Partially relevant: on topics related to school subjects, interests, etc.	Je peux facilement soutenir un débat, même sur des sujets abstraits, complexes et non familiers. [44.2003-FR/Coll.]
FORMAL DISCUSSION (MEETINGS)		FORMAL DISCUSSION (MEETINGS)
Can easily keep up with the debate, even on abstract, complex unfamiliar topics.	Partially relevant: e.g. on topics related to school subjects, interests, etc.	I can participate effectively in extended discussions and debates on subjects of personal, cultural, intercultural or social interest. [10.2001-IE/Auth] – ND
Can argue a formal position convincingly, responding to questions and comments and answering complex lines of counter argument fluently, spontaneously and appropriately.	Partially relevant: e.g. on topics related to school subjects, interests, etc.	Je peux argumenter correctement et répondre à des questions ou des contre-arguments avec aisance. [44.2003-FR/Coll.]
Can restate, evaluate and challenge contributions from other participants about matters within his/her academic or professional competence.	Partially relevant: e.g. on topics related to school subjects, interests, etc.	
Can make critical remarks or express disagreement diplomatically.	Partially relevant: e.g. on	

Level C1		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
	topics related to school subjects, interests, etc.	
Can follow up questions by probing for more detail and can reformulate questions if these are misunderstood.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
USING TELECOMMUNICATION (Audio and video link-ups)		USING TELECOMMUNICATION (Audio and video link-ups)
Can use telecommunications effectively for most professional or personal purposes.	Partially relevant: could work towards this at the higher end of the age range, and if he/she has necessary background knowledge.	
Written Interaction		Written Interaction
OVERALL WRITTEN INTERACTION		OVERALL WRITTEN INTERACTION
Can express him/herself with clarity and precision, relating to the addressee flexibly and effectively.	Partially relevant: could work towards this with age appropriate tasks, and if he/she has necessary background knowledge.	
CORRESPONDENCE		CORRESPONDENCE
Can express him/herself with clarity and precision in personal correspondence, using language flexibly and effectively, including emotional, allusive and joking usage.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
Can, with good expression and accuracy, write formal correspondence such as letters of clarification, application, recommendation, reference, complaint, sympathy and condolence.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
Online Interaction		
ONLINE CONVERSATION AND DISCUSSION		ONLINE CONVERSATION AND DISCUSSION
Can participate effectively in live, online professional or academic discussion, asking for and giving further clarification of complex, abstract issues as necessary.	Partially relevant: could work towards this with age appropriate tasks (e.g. related to school subjects), at the higher end of the age group.	
Can adapt his/her register according to the context of online interaction, moving from one register to the other within the same exchange if necessary.	Partially relevant: could work towards this at the higher end of the age group, if he/she has necessary background knowledge.	

Level C1		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
Can engage in real-time online exchanges with several participants, understanding the communicative intentions and cultural implications of the various contributions.	Partially relevant: could work towards this at the higher end of the age group, if he/she has necessary background knowledge.	
Can express his/her ideas and opinions with precision in an online discussion on a specialised topic related to his/her field, presenting and responding to complex lines of argument convincingly.	Partially relevant: could work towards this with age appropriate tasks (e.g. related to school subjects), if he/she has necessary background knowledge.	
Can evaluate, re-state and challenge arguments in professional or academic live online chat and discussion.	Partially relevant: could work towards this with age appropriate tasks (e.g. related to school subjects), if he/she has necessary background knowledge.	
Can critically evaluate online comments and express negative reactions diplomatically.	Partially relevant: could work towards this with age appropriate tasks (e.g. related to school subjects), if he/she has necessary background knowledge.	
GOAL-ORIENTED ONLINE TRANSACTIONS AND COLLABORATION		GOAL-ORIENTED ONLINE TRANSACTIONS AND COLLABORATION
Can coordinate a group who are working on a project online, formulating and revising detailed instructions, evaluating proposals from team members and providing clarifications in order to accomplish the shared tasks.	Partially relevant: could work towards this at the higher end of the age group, if he/she has necessary background knowledge.	
Can participate in complex projects requiring collaborative writing and redrafting as well as other forms of online collaboration, following and relaying instructions with precision in order to reach the goal.	Partially relevant: could work towards this at the higher end of the age group, if he/she has necessary background knowledge.	
Can deal effectively with communication problems and cultural issues that arise in an online collaborative or transactional exchange by reformulating, clarifying and exemplifying through media (visual, audio, graphic).	Partially relevant: could work towards this at the higher end of the age group, if he/she has necessary background knowledge.	
Can deal effectively with communication problems and cultural issues that arise in online collaborative or transactional exchanges, by adjusting his/her register appropriately.	Partially relevant: could work towards this at the higher end of the age group, if he/she has necessary background knowledge.	

Level C1		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
Interaction Strategies		Interaction Strategies
TAKING THE FLOOR (TURN-TAKING)		TAKING THE FLOOR (TURNTAKING)
Can select a suitable phrase from a readily available range of discourse functions to preface his remarks appropriately in order to get the floor, or to gain time and keep the floor whilst thinking.	Partially relevant: e.g. on topics related to school subjects, interests, etc.	Je peux choisir une expression adéquate pour obtenir la parole et la garder, ou pour gagner du temps pendant que je réfléchis. [44.2003-FR/Coll.]
COOPERATING		COOPERATING
Can relate own contribution skilfully to those of other speakers.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
Can develop the interaction and help steer it towards an outcome.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
Spoken Production		Spoken Production
OVERALL SPOKEN PRODUCTION		OVERALL SPOKEN PRODUCTION
Can give clear, detailed descriptions and presentations on complex subjects, integrating sub themes, developing particular points and rounding off with an appropriate conclusion.	Partially relevant: e.g. on topics related to school subjects, interests, etc.	Je peux faire un exposé clair et bien structuré sur un sujet complexe, en développant mes points de vue assez longuement à l'aide de points secondaires et d'exemples.[44.2003-FR/Coll.] – ND
SUSTAINED MONOLOGUE: Describing Experience		SUSTAINED MONOLOGUE: Describing Experience
Can give clear, detailed descriptions of complex subjects.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
Can give elaborate descriptions and narratives, integrating sub themes, developing particular points and rounding off with an appropriate conclusion.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	Ich kann Erlebtes, Erfahrenes und Erdachtes flüssig und anschaulich erzählen oder detailliert berichten, was ich beobachtet oder erkannt habe. [4.2000-GER/NRW] – ND
SUSTAINED MONOLOGUE: Giving information		SUSTAINED MONOLOGUE: Giving information
Can communicate clearly detailed distinctions between ideas, concepts and things that closely resemble one other.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	

Level C1		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
Can give instructions on carrying out a series of complex professional or academic procedures.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
ADDRESSING AUDIENCES		ADDRESSING AUDIENCES
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.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	Ich kann auch komplexe Sachverhalte in Referaten klar und verständlich vortragen, auf offene Fragen aufmerksam machen und auf Einwände eingehen. [4.2000-GER/NRW] – ND
Can structure a longer presentation appropriately in order to help the audience follow the sequence of ideas and understand the overall argumentation.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
Can speculate or hypothesise in presenting a complex subject, comparing and evaluating alternative proposals and arguments.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
Can handle interjections well, responding spontaneously and almost effortlessly.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
Written Production		Written Production
OVERALL WRITTEN PRODUCTION		OVERALL WRITTEN PRODUCTION
Can write clear, smoothly flowing, complex texts in an appropriate and effective style and a logical structure which helps the reader to find significant points.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	<i>Je peux rédiger des textes élaborés, limpides et fluides, dans un style approprié et efficace, avec une structure logique qui aide le destinataire à remarquer les points importants et en posant une problématique. [44.2003-FR/Coll.]</i>
CREATIVE WRITING		CREATIVE WRITING
Can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	Je peux écrire des textes personnels ou non, bien construits, dans un style sûr, approprié au lecteur visé. [44.2003-FR/Coll.]
Can incorporate idiom and humour, though use of the latter is not always appropriate.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group (probably exploiting humour more than idiom).	

Level C1		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
Can write a detailed critical review of cultural events (e.g. plays, films, concerts) or literary works.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
REPORTS & ESSAYS		REPORTS & ESSAYS
Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
Can expand and support points of view at some length with subsidiary points, reasons and relevant examples.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	A propósito de assuntos de alguma complexidade, sou capaz de: desenvolver um tema de forma estruturada, nomeadamente fazendo uso de elementos de suporte, tais como ideias – chave, argumentos, exemplos,... [20.2001-POR]
Production Strategies		Production Strategies
COMPENSATING		COMPENSATING
Can exploit his/her range of vocabulary options creatively so as to readily and effectively use circumlocution in almost all situations.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
MONITORING & REPAIR		MONITORING & REPAIR
Can backtrack when he/she encounters a difficulty and reformulate what he/she wants to say without fully interrupting the flow of speech.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
Can self-correct with a high degree of effectiveness.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
Mediation Activities and Strategies		
Relational Mediation		
CREATING PLURICULTURAL SPACE		
Can act as mediator in intercultural encounters, managing ambiguity, offering advice and support, and heading off misunderstandings.	Partially relevant: could work towards this with age appropriate tasks and if he/she has necessary background knowledge.	

Level C1		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
MANAGING PLENARY AND GROUP INTERACTION		
Can intervene diplomatically in order to redirect talk, prevent one person dominating or to confront disruptive behaviour.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
RESOLVING DELICATE SITUATIONS AND DISAGREEMENTS		
Can formulate a diplomatic request to each side in a disagreement to determine what is central to their position, and what they may be willing to give up under certain circumstances.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
Can use persuasive language to suggest that parties in disagreement shift towards a new position.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
Cognitive Mediation		
Constructing Meaning		
GENERATING CONCEPTUAL TALK		
Can ask a series of open questions that build on different contributions in order to stimulate logical reasoning (e.g. hypothesizing, inferring, analysing, justifying, and predicting).	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
Conveying Received Meaning		
PROCESSING TEXT IN SPEECH		
Can orally summarise long, demanding texts.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
Can explain subtle distinctions in the presentation of facts and arguments, particularly when a writer or speaker is reporting someone else's position.	Partially relevant: could work towards this with age appropriate topics such as school subjects, interests, etc., at the higher end of the age group.	
Can exploit information and arguments from a complex text to talk about a topic, glossing with evaluative comments, adding his/her opinion, etc.	Partially relevant: could work towards this with age appropriate topics such as school subjects, interests, etc., at the higher end of the age group.	
Can explain the attitude or opinion expressed in a text on a specialised topic, supporting inferences he/she makes with reference to specific	Partially relevant: could work towards this with age	

Level C1		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
passages in the original.	appropriate topics such as school subjects, interests, etc., at the higher end of the age group.	
INTERPRETING		
Can provide consecutive interpretation fluently on a wide range of subjects of personal, academic and professional interest, passing on significant information clearly and concisely.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
WRITTEN MEDIATION		
Conveying Received Meaning		
PROCESSING TEXT IN WRITING		
Can summarise in writing long, complex texts, interpreting the content appropriately, provided that he/she can occasionally check the precise meaning of unusual, technical terms.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
Can summarise in writing a long and complex text (e.g. academic or political analysis article, novel extract, editorial, literary review, report, or extract from a scientific book) for a specific audience, respecting the style and register of the original.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
TRANSLATING		
Can produce a translation that reflects the style, tone and subtleties of the original, adopting appropriate text conventions, though some expression may be over-influenced by the original.	Partially relevant: could work towards this at the higher end of the age group, with age appropriate tasks and with support and guidance given.	
Mediation Strategies		
AMPLIFYING TEXT		
Can make complex, challenging content more accessible by explaining difficult aspects more explicitly and adding helpful detail.	Partially relevant: could work towards this at the higher end of the age group, if he/she has necessary background knowledge.	
Can elaborate meanings contained in a source text by adding redundancy, explaining and modifying style and register in order to make the meaning more accessible to the target audience.	Partially relevant: could work towards this at the higher end of the age group, if he/she has necessary background knowledge.	
STREAMLINING TEXT		

Level C1		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
Can rewrite a complex source text, reorganising it in order to focus on the points of most relevance to target audience.	Partially relevant: could work towards this at the higher end of the age group, if he/she has necessary background knowledge.	
BREAKING DOWN COMPLICATED INFORMATION		
Can facilitate understanding of a complex issue by highlighting and categorising the main points, presenting them in a logically connected pattern and reinforcing the message by repeating the key aspects in different ways.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
Can make a complex issue more comprehensible by building up the chain of steps or line of argument, and by recapitulating at key points.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
ADJUSTING LANGUAGE		
Can explain technical terminology and difficult concepts when communicating with non-experts about matters within his/her field of specialisation.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
Can paraphrase and interpret complex, technical texts, using suitably non-technical language for a listener who does not have specialist knowledge.	Partially relevant: could work towards this at the higher end of the age group, if he/she has necessary background knowledge.	
Can make information in a complex written text (e.g. a scientific article) more accessible by presenting the content in a different genre and register.	Partially relevant: could work towards this at the higher end of the age group, if he/she has necessary background knowledge.	
Text		
NOTE-TAKING (LECTURES, SEMINARS, MEETINGS ETC.)		
Can take detailed notes during a lecture on topics in his/her field of interest, recording the information so accurately and so close to the original that the notes could also be used by other people.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
PROCESSING TEXT		
Can summarise long, demanding texts.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
ANALYSIS AND CRITICISM OF LITERATURE AND ART		

Level C1		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
Can critically appraise a wide variety of texts including literary works of different periods and genres, provided he/she has access to a dictionary.	Partially relevant: could work towards this at the higher end of the age group, if he/she has necessary background knowledge.	
Can discriminate among the tones and moods that are presented in a work of literature or art, for example can distinguish the ironic from the straightforward.	Partially relevant: could work towards this at the higher end of the age group, if he/she has necessary background knowledge.	
Can evaluate the extent to which a work of art or literature meets the conventions of its genre.	Partially relevant: could work towards this at the higher end of the age group, if he/she has necessary background knowledge.	
Can describe and comment on ways in which the artist/author engages the audience (e.g. by building up and subverting expectations).	Partially relevant: could work towards this at the higher end of the age group, if he/she has necessary background knowledge.	
Communicative Language Competences		Communicative Language Competences
Linguistic		Linguistic
GENERAL LINGUISTIC RANGE		GENERAL LINGUISTIC RANGE
Can use a broad range of complex grammatical structures appropriately and with considerable flexibility.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
Can select an appropriate formulation from a broad range of language to express him/herself clearly, without having to restrict what he/she wants to say.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
VOCABULARY RANGE		VOCABULARY 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.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	Ich verfüge über einen so weitläufigen Schatz an Redemitteln, dass ich ohne Mühe ein Gespräch in Gang halten und mich auf unterschiedliche Situationen einstellen kann. Wenn ich mal ein Wort nicht weiß, benutze ich Vermeidungsstrategien, so dass es kaum auffällt. [4.2000-GER/NRW]
Can select from several vocabulary options in almost all situations by exploiting synonyms of even less common words.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
Has a good command of common idiomatic expressions and colloquialisms; can play with words fairly well.	Partially relevant: could work towards this with age	

Level C1		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
	appropriate tasks, at the higher end of the age group.	
GRAMMATICAL ACCURACY		GRAMMATICAL ACCURACY
Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.	Relevant.	
VOCABULARY CONTROL		VOCABULARY CONTROL
Uses less common vocabulary idiomatically and appropriately.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
Occasional minor slips, but no significant vocabulary errors.	Relevant.	
OVERALL PHONOLOGICAL CONTROL		
Can employ the full range of phonological features in the target language with sufficient control to ensure intelligibility throughout.	Partially relevant: at the higher end of the age group.	
Can articulate virtually all the sounds of the target language; some features of accent retained from other language(s) may be noticeable, but they do not affect intelligibility at all.	Relevant.	Mit der Aussprache von Wörtern und Sätzen habe ich keine Probleme. Mit Stimmführung, Wort- Satzbetonung kann ich meine Gefühle und Haltungen zu Personen und Sachen zum Ausdruck bringen. [4.2000-GER/NRW]
SOUND RECOGNITION AND ARTICULATION		
Can recognise features of regional and socio-linguistic varieties of pronunciation and consciously incorporate the most prominent of them in his/her speech.	Partially relevant: could work towards this at the higher end of the age group, if he/she has necessary background knowledge.	
Can articulate virtually all of the sounds of the target language with a high degree of control. He/she can usually self-correct if he/she noticeably mispronounces a sound.	Relevant.	
PROSODIC FEATURES		
Can produce smooth, intelligible spoken discourse with only occasional lapses in control of stress, rhythm and/or intonation, which do not affect intelligibility or effectiveness.	Relevant.	
Can vary intonation and place sentence stress correctly in order to express precisely what he/she means to say.	Relevant.	Mit der Aussprache von Wörtern und Sätzen habe ich keine Probleme. Mit Stimmführung, Wort- Satzbetonung kann ich meine Gefühle und Haltungen zu Personen und Sachen zum Ausdruck bringen. [4.2000-GER/NRW]
ORTHOGRAPHIC CONTROL		ORTHOGRAPHIC CONTROL
Layout, paragraphing and punctuation are consistent and helpful.	Partially relevant: could work towards this with age appropriate tasks, and if he/she has necessary background knowledge.	

Level C1		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
Spelling is accurate, apart from occasional slips of the pen.	Relevant.	Mon orthographe et ma ponctuation sont exactes à l'exception de quelques erreurs. [44.2003-FR/Coll.] Meine Zeichensetzung und Rechtschreibung sind weitgehend regelgerecht. [4.2000-GER/NRW] – ND
Sociolinguistic		Sociolinguistic
SOCIOLINGUISTIC APPROPRIATENESS		SOCIOLINGUISTIC APPROPRIATENESS
Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts; may, however, need to confirm occasional details, especially if the accent is unfamiliar.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
Can understand humour, irony and implicit cultural references and pick up nuances of meaning or opinion.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
Can follow films employing a considerable degree of slang and idiomatic usage.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	<i>Je peux utiliser la langue avec efficacité et souplesse dans les relations sociales, y compris pour un usage affectif, allusif ou pour plaisanter.</i> [44.2003-FR/Coll.]
Can adjust his/her level of formality (register and style) to suit the social context: formal, informal or colloquial as appropriate and maintain a consistent spoken register.	Partially relevant: in a restricted way (e.g. use different levels of formality in school contexts and in the home).	
Can frame critical remarks or express strong disagreement diplomatically.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
Pragmatic		Pragmatic
FLEXIBILITY		FLEXIBILITY
Can modify his/her expression to express degrees of commitment or hesitancy, confidence or uncertainty.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
TAKING THE FLOOR (TURN-TAKING) (repeated)		TAKING THE FLOOR (TURN-TAKING) (repeated)

Level C1		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
Can select a suitable phrase from a readily available range of discourse functions to preface his remarks appropriately in order to get the floor, or to gain time and keep the floor whilst thinking.	Partially relevant: on topics related to school subjects, interests, etc.	Je peux choisir une expression adéquate pour obtenir la parole et la garder, ou pour gagner du temps pendant que je réfléchis. [44.2003-FR/Coll.]
THEMATIC DEVELOPMENT		THEMATIC DEVELOPMENT
Can use the conventions of the type of text concerned to hold the target reader's attention and communicate complex ideas.	Partially relevant: if he/she has necessary background knowledge.	
Can expand and support main points at some length with subsidiary points, reasons and relevant examples.	Partially relevant: if he/she has necessary background knowledge.	
COHERENCE AND COHESION		COHERENCE AND COHESION
Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.	Partially relevant: e.g. on topics related to school subjects or hobbies.	
Can produce well-organised, coherent text, using a variety of cohesive devices and organisational patterns.	Partially relevant: e.g. on topics related to school subjects or hobbies.	
PROPOSITIONAL PRECISION		PROPOSITIONAL PRECISION
Can qualify opinions and statements precisely in relation to degrees of, for example, certainty/ uncertainty, belief/doubt, likelihood etc.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
Can make effective use of linguistic modality to signal the strength of a claim, an argument or a position.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
SPOKEN FLUENCY		SPOKEN FLUENCY
Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.	Partially relevant: if subject matter is familiar.	
Plurilingual and Pluricultural Competences		
EXPLOITING PLURICULTURAL REPERTOIRE		
Can sensitively explain the background to, interpret and discuss aspects of cultural beliefs, values and practices drawing on intercultural encounters, reading, film, etc.	Partially relevant: could work towards this at the higher end of the age group, if he/she has the necessary background knowledge.	

Level C1		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
Can confidently take a firm but diplomatic stance over an issue of principle, while showing respect for the viewpoint of others.	Partially relevant: could work towards this at the higher end of the age group, with support and guidance given.	
EXPLOITING PLURILINGUAL REPERTOIRE		
Can alternate between languages flexibly to facilitate communication in a multilingual context, summarising and glossing in different <u>languages</u> in his/her plurilingual repertoire contributions to the discussion and texts referred to.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	
Can tell a joke from a <u>different language</u> , keeping the punch line in the original language, because the joke depends on it and explaining the joke to those listeners who didn't understand it.	Partially relevant: could work towards this at the higher end of the age group.	

Level C2		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
Communicative Language Activities and Strategies		Communicative Language Activities
Spoken Reception		Spoken Reception
OVERALL LISTENING COMPREHENSION		OVERALL LISTENING COMPREHENSION
Can understand with ease virtually any kind of spoken language, whether live or broadcast, delivered at fast natural speed.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	Em contexto real, sou capaz de: compreender qualquer tipo de comunicação oral, quer ao vivo, quer nos órgãos de comunicação social. [20.2001-POR] Je peux comprendre toute intervention, même sur des sujets complexes et abstraits, qu'elle soit en direct, à la radio ou à la télévision, et quel qu'en soit le débit. [44.2003-FR/Coll.] Ich verstehe jede Art gesprochener Sprache unabhängig vom Sprechtempo, von Umgebungsgerauschen und Dialektfärbungen. Und ich kann dabei idiomatische Wendungen und Metaphern aus dem Zusammenhang deuten. [4.2000-GER/NRW] – ND
LISTENING AS A MEMBER OF A LIVE AUDIENCE		LISTENING AS A MEMBER OF A LIVE AUDIENCE
Can follow specialised lectures and presentations employing colloquialism, regional usage or unfamiliar terminology.	Partially relevant: e.g. presentation by a guest speaker at school.	
Can make appropriate inferences when links or implications are not made explicit.	Partially relevant: on well-known topics.	

Level C2		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
Can get the point of jokes or allusions in a presentation.	Partially relevant: probably jokes only.	
Written Reception		Written Reception
OVERALL READING COMPREHENSION		OVERALL READING COMPREHENSION
Can understand virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	Eu sou capaz de compreender todo o tipo de textos, incluindo publicações especializadas e obras literárias. [20.2001-POR] Je peux comprendre presque toute forme d'écrits, y compris des textes abstraits (littéraires ou non) ou spécialisés. [44.2003-FR/Coll.]
Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	Je peux apprécier de subtiles distinctions de style et le sens implicite autant qu'explicite. [44.2003-FR/Coll.]
Spoken Interaction		Spoken Interaction
CONVERSATION		CONVERSATION
Can converse comfortably and appropriately, unhampered by any linguistic limitations in conducting a full social and personal life.	Partially relevant: could work towards this with age appropriate tasks, and if he/she has necessary background knowledge.	Je peux participer sans effort à toute conversation ou discussion avec des locuteurs natifs. [44.2003-FR/Coll.] – ND
FORMAL DISCUSSION (MEETINGS)		FORMAL DISCUSSION (MEETINGS)
Can advise on/handle complex, delicate or contentious issues, provided he/she has the necessary specialised knowledge.	Partially relevant: e.g. on topics related to school subjects or hobbies.	
Can deal with hostile questioning confidently, get and hold on to his/her turn to speak and diplomatically rebut counter-arguments.	Partially relevant: e.g. on topics related to school subjects or hobbies.	
INTERVIEWING AND BEING INTERVIEWED		INTERVIEWING AND BEING INTERVIEWED
Can keep up his/her side of the dialogue extremely well, structuring the talk and interacting authoritatively with effortless fluency as interviewer or interviewee, at no disadvantage to other speakers.	Partially relevant: could work towards this with age appropriate tasks, and if he/she has necessary background knowledge.	
USING TELECOMMUNICATION (Audio and video link-ups)		USING TELECOMMUNICATION (Audio and video link-ups)

Level C2		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
Can use telecommunications confidently and effectively for both personal and professional purposes, even if the line is bad or the caller has a non-standard accent.	Partially relevant: could work towards this at the higher end of the age range, and if he/she has necessary background knowledge.	
Written Interaction		Written Interaction
OVERALL WRITTEN INTERACTION		OVERALL WRITTEN INTERACTION
Can express him/herself in an appropriate tone and style in virtually any type of formal and informal written interaction.	Partially relevant: e.g. on topics related to school subjects or hobbies.	
Online Interaction		
ONLINE CONVERSATION AND DISCUSSION		ONLINE CONVERSATION AND DISCUSSION
Can use with precision colloquialisms, humorous language, idiomatic abbreviations and/or specialised register to enhance the impact of comments made in an online discussion.	Partially relevant: could work towards this at the higher end of the age group, if he/she has necessary background knowledge.	
Can anticipate and deal effectively with possible misunderstandings (including cultural ones), communication issues and emotional reactions occurring in an online discussion.	Partially relevant: could work towards this at the higher end of the age group, if he/she has necessary background knowledge.	
Can easily and quickly adapt his/her register and style to suit different online environments, communication purposes and speech acts.	Partially relevant: could work towards this at the higher end of the age group, in age appropriate contexts.	
Can express him/herself with clarity and precision in real-time online discussion, adjusting language flexibly and sensitively to context, including emotional, allusive and joking usage.	Partially relevant: could work towards this at the higher end of the age group, if he/she has necessary background knowledge.	
Spoken Production		Spoken Production
OVERALL SPOKEN PRODUCTION		OVERALL SPOKEN PRODUCTION
Can produce clear, smoothly flowing well-structured speech with an effective logical structure which helps the recipient to notice and remember significant points.	Partially relevant: could work towards this with age appropriate tasks, and if he/she has necessary background knowledge.	

Level C2		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
ADDRESSING AUDIENCES		ADDRESSING AUDIENCES
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.	Partially relevant: could work towards this at the higher end of the age group, e.g. in classroom debates.	Je peux présenter un exposé bien construit sur un sujet complexe à un auditoire pour qui ce sujet n'est pas familier. [44.2003-FR/Coll.]
Can handle difficult and even hostile questioning.	Partially relevant: could work towards this at the higher end of the age group, e.g. in classroom debates.	
Written Production		Written Production
OVERALL WRITTEN PRODUCTION		OVERALL WRITTEN PRODUCTION
Can write clear, smoothly flowing, complex texts in an appropriate and effective style and a logical structure which helps the reader to find significant points.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	<i>Je peux rédiger des textes élaborés, limpides et fluides, dans un style approprié et efficace, avec une structure logique qui aide le destinataire à remarquer les points importants et en posant une problématique.</i> [44.2003-FR/Coll.]
Production Strategies		Production Strategies
COMPENSATING		COMPENSATING
Can substitute an equivalent term for a word he/she can't recall so smoothly that it is scarcely noticeable.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	<i>Je peux substituer à un mot qui m'échappe un terme équivalent de manière si habile que l'on s'en rende à peine compte.</i> [44.2003-FR/Coll.] Quand un mot m'échappe, je peux lui substituer un terme équivalent ou revenir sur une difficulté sans que mon interlocuteur s'en rende compte. [44.2003-FR/Coll.] – ND
Mediation Activities and Strategies		
Cognitive Mediation		
Constructing Meaning		
GENERATING CONCEPTUAL TALK		
Can lead the development of ideas in a discussion effectively, guiding the direction of the talk by targeting questions and encouraging others to elaborate on their reasoning.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	

Level C2		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
Text		
NOTE-TAKING (LECTURES, SEMINARS, MEETINGS ETC.)		
Can make notes selectively, paraphrasing and abbreviating successfully to capture abstract concepts and relationships between ideas.	Partially relevant: could work towards this with age appropriate tasks on familiar subject matters, at the higher end of the age group.	
Communicative Language Competences		Communicative Language Competences
Linguistic		Linguistic
GRAMMATICAL ACCURACY		GRAMMATICAL ACCURACY
Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	Partially relevant: if subject matter is familiar.	Ich spreche und schreibe grammatisch weitestgehend fehlerfrei – auch in Situationen, in denen ich beim Schreiben oder Sprechen gestört werde und mich nicht vollständig konzentrieren kann. [4.2000-GER/NRW]
VOCABULARY CONTROL		VOCABULARY CONTROL
Consistently correct and appropriate use of vocabulary.	Partially relevant: if subject matter is familiar.	
SOUND RECOGNITION AND ARTICULATION		
Can articulate virtually all the sounds of the target language with clarity and precision.	Relevant.	
PROSODIC FEATURES		
Can exploit prosodic features (e.g. stress, rhythm and intonation) appropriately and effectively in order to convey finer shades of meaning (e.g. to differentiate and emphasise).	Partially relevant: if he/she has necessary background knowledge.	
ORTHOGRAPHIC CONTROL		ORTHOGRAPHIC CONTROL
Writing is orthographically free of error.	Relevant.	Meine Zeichensetzung und Rechtschreibung regelgerecht. [4.2000-GER/NRW]
Plurilingual and Pluricultural Competences		
EXPLOITING PLURILINGUAL REPERTOIRE		
Can explore similarities and differences between metaphors and other figures of speech in the <u>languages in his/her plurilingual repertoire</u> , either for rhetoric effect or for fun.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	

Level C2		
CEFR Descriptor (2016 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP <i>can-do</i> statements ages 11-15
Can borrow metaphors and other figures of speech from other <u>languages in his/her plurilingual repertoire</u> for rhetoric effect, elaborating, reformulating, and explaining them as necessary.	Partially relevant: could work towards this with age appropriate tasks, at the higher end of the age group.	

