



**The linguistic integration of adult migrants
and the European Language Portfolio:
goal-setting and self-assessment checklists**

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Introduction

Where do the ‘I can’ descriptors come from?

Checklists of ‘I can’ descriptors are an obligatory requirement in all European Language Portfolios (ELPs). Designed to help users of the ELP to identify learning targets and assess their progress, the checklists derive from the *Common European Framework of Reference for Languages* (CEFR; Council of Europe 2001).

The CEFR’s action-oriented approach

The CEFR adopts what it calls an ‘action-oriented’ approach, describing language learning outcomes in terms of language use: what learners can *do* with the language(s) they are learning. It has three principal dimensions: *language activities*, the *domains* in which they occur, and the *competences* on which we draw when we engage in language activities. It divides language activities into four kinds: *reception* (listening and reading), *production* (spoken and written), *interaction* (spoken and written), and *mediation* (translating and interpreting); identifies four domains of language use – *public*, *personal*, *educational*, and *professional* – for each of which it specifies locations, institutions, persons, objects, events, operations, and texts (see CEFR, pp.48–49); and distinguishes between *general competences* and *communicative language competences*.

The common reference levels

For reception, production, interaction, and some competences the CEFR defines six ‘common reference levels’ – A1, A2, B1, B2, C1, C2 – using ‘can do’ descriptors to indicate the user/learner’s proficiency at each level. The levels are *not* fixed points on an ascending scale of L2 competence; rather, they are increasingly broad bands of proficiency, each of which constitutes a communicative repertoire in its own right. Table 1 presents the so-called *self-assessment grid*, which focuses on language activities, summarizing what the language user/ learner can do at each of the six levels as regards listening, reading, spoken interaction, spoken production, and writing.

Readers who would like more information on the CEFR are referred to another text in this series, ‘The linguistic integration of adult migrants and the *Common European Framework of Reference for Languages*’.

		A1	A2	B1	B2	C1	C2
U N D E R S T A N D I N G	Listening	I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g., very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
	Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
S P E A K I N G	Spoken Interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g., family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	Spoken Production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
W R I T I N G	Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

Table 1: Self-assessment grid (CEFR, pp.26–27; © Council of Europe)

Checklists for adult migrants learning the language of their host country

The checklists included in the ELP kit for adult migrants cover the first four common reference levels only. These are the levels at which various Council of Europe member states have introduced language tests for residence or citizenship. The checklists, which aim to provide a comprehensive summary of proficiency at the four levels, are based on the generic checklists developed by the Language Policy Division for use in ELPs aimed at learners aged 15+. Some descriptors have been adjusted and others added on the basis of comparison with the checklists in the Milestone ELP for adult migrants (accreditation no. 37.2002).

Although the self-assessment grid is included in the language passport section of all ELPs aimed at adolescent and adult learners, it is usual to include checklists only for the proficiency levels relevant to the learners for whom the ELP in question is intended. Thus many ELPs for adult migrants only need checklists for A1 or A1–A2. When an ELP is designed to support the learning of migrants who are already functionally proficient at level A2 but need to develop their proficiency to the point where they can exercise professional skills, it may include only B1–B2.

When using or adapting ‘I can’ checklists, it is worth bearing the following points in mind:

- It is impossible to create a checklist that fully encompasses the range of communication attached to any CEFR level/activity. For this reason it is necessary to leave a few blank spaces at the end of each checklist so that learners can add descriptors that their teachers suggest to them or that they think of themselves.
- The ability to perform one checklist task/activity does not necessarily imply that the learner can perform other tasks/activities at the same level. It has been suggested that when learners can perform at least 80% of the tasks/activities specified for a particular level and activity, they can claim to have achieved that level for that activity. Clearly, this rule of thumb does not apply to checklists that contain only a selection of the descriptors provided.
- The more descriptors the checklists contain, the more effectively they can be used to support goal-setting and reflection on learning goals and content, which are key pedagogical purposes of the ELP.
- The relation of checklist descriptors to communicative tasks is not the same at all CEFR levels. At level A1 learners may need to activate several descriptors simultaneously in order to participate in even very simple communicative interactions: *I can exchange basic greetings and leave-takings; I can ask how someone is and say how I am; I can ask and answer simple direct questions on very familiar topics.* A2 descriptors tend to specify straightforward and predictable everyday tasks: *I can participate in short conversations in routine contexts on topics of interest; I can handle simple telephone calls; I can make simple transactions (e.g. in shops, post offices, railway stations).* From B1 upwards descriptors refer to increasingly complex communicative activity that embraces an ever-expanding range of tasks whose performance requires an increasingly sophisticated control of underlying linguistic competence: *I can participate effectively in extended discussions and debates on subjects of personal, academic or professional interest (B2).* Accordingly, the relation between the check-

lists and goal setting/self-assessment gradually changes as learners move up through the CEFR levels (for a fuller discussion of this point see David Little, ‘The European Language Portfolio: where pedagogy and assessment meet’, Strasbourg: Council of Europe, 2009).

- Some ELP developers arrange their checklists first by level and then by activity, while others arrange them first by activity and then by level. The checklists presented here are ordered by activity. Because each checklist is printed on a separate page they can easily be arranged by level.
- Checklists need to be presented in such a way that they can be used recursively to support the planning, monitoring and evaluation of learning. Some developers provide space beside each descriptor that allows the ELP owner to identify a learning target, record when that the target has been achieved, and record also when another person confirms that the target has been achieved, like this:

A1 SPOKEN INTERACTION	My learning target	I can do this	Someone else confirms that I can do this
I can exchange basic greetings and leave-takings	01.09.2010	02.09.2010	02.09.2010
I can ask how someone is and say how I am	08.09.2010	15.09.2010	17.09.2010
I can say who I am, ask someone's name and introduce someone	16.09.2010	17.09.2010	17.09.2010

Other developers allow ELP owners to record (i) when they can do something with a lot of help, (ii) when they can do it with a little help, and (iii) when they can do it without help, like this:

A1 SPOKEN INTERACTION	I can do this	With a lot of help	With a little help	Without help
I can exchange basic greetings and leave-takings		01.09.2010	03.09.2010	05.09.2010
I can ask how someone is and say how I am		08.09.2010	09.09.2010	12.09.2010
I can say who I am, ask someone's name and introduce someone		08.09.2010	09.09.2010	12.09.2010

The checklists included in this kit combine elements of both these approaches. Whatever approach is adopted, it is strongly recommended that learners are advised not simply to tick boxes but to enter the dates on which they identify learning targets and make self-assessment claims. In this way they gradually compile a chronology of their language learning that makes it easier for them and others to review their progress over time.

Checklists arranged by CEFR activity

A1 LISTENING	This is my target	I can now do this with help	I can now do this without help
I can understand basic greetings and routine phrases (e.g., please, thank you)			
I can follow simple classroom instructions when people speak slowly and clearly			
I can understand simple classroom explanations, e.g. why I am doing a particular activity			
I can understand days of the week and months of the year			
I can understand clock time and dates			
I can understand numbers, quantities (basic weights and measures), and prices			
I can understand simple instructions, directions and comments			
I can understand very short dialogues when people speak slowly and clearly			
I can understand the names of everyday objects in my immediate environment			
I can understand simple questions about myself when people speak slowly and clearly			
I can understand familiar words and phrases in films, advertisements, cartoons, etc.			
I can understand familiar words and phrases in songs that I hear on the radio or TV			
I can understand a simple telephone message			

A2 LISTENING	This is my target	I can now do this with help	I can now do this without help
I can understand what people say to me in simple everyday conversation when they speak slowly and clearly			
I can understand everyday words and phrases relating to areas of immediate personal relevance (e.g., family, student life, local environment, employment)			
I can understand everyday words and phrases relating to areas of personal interest (e.g., hobbies, social life, holidays, music, TV, films, travel)			
I can understand clear simple messages and recorded announcements (e.g., on the telephone, at the railway station)			
I can understand simple phrases, questions and information relating to basic personal needs (e.g., when shopping, eating out, going to the doctor or dentist)			
I can follow simple directions (e.g., how to get from X to Y) by foot or public transport			
I can usually identify the topic of conversation around me when people speak slowly and clearly			
I can follow changes of topic in factual TV news items and form an idea of the main content			
I can identify the main point of TV news items reporting events, accidents, etc., if there is visual support			
I can understand short, simple stories when they are told or read clearly and slowly			
I can understand simple, concrete instructions about how to use materials and equipment			
I can understand simple descriptions of operations related to my work if they are supported by practical demonstrations			

B1 LISTENING	This is my target	I can now do this with help	I can now do this without help
I can follow the gist of everyday conversation when people speak clearly to me in standard dialect			
I can understand straightforward factual information about everyday, study- or work-related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.			
I can understand the main points of discussions on familiar topics in everyday situations when people speak clearly in standard dialect			
I can follow a lecture or talk within my own academic or professional field, provided the subject matter is familiar and the presentation straightforward and clearly structured			
I can catch the main elements of radio news bulletins and recorded audio material on familiar topics delivered in clear standard speech			
I can follow many TV programmes on topics of personal or cultural interest broadcast in standard dialect			
I can follow many films in which visuals and action carry much of the storyline, when the language is clear and straightforward			
I can follow detailed directions, messages and information (e.g., travel arrangements, recorded weather forecasts, answering-machines)			
I can understand simple technical information, such as operating instructions for everyday equipment.			
I can understand a short narrative well enough to be able to guess what may happen next			

B2 LISTENING	This is my target	I can now do this with help	I can now do this without help
I can understand standard spoken language on both familiar and unfamiliar topics in everyday situations even in a noisy environment			
I can with some effort catch much of what is said around me, but may find it difficult to understand a discussion between several native speakers who do not modify their language in any way			
I can understand announcements and messages on concrete and abstract topics spoken in standard dialect at normal speed			
I can follow extended talks delivered in standard dialect on cultural, intercultural and social issues (e.g., customs, media, lifestyle, EU)			
I can follow complex lines of argument, provided these are clearly signposted and the topic is reasonably familiar			
I can follow the essentials of lectures, talks and reports and other forms of academic or professional presentation in my field			
I can follow most TV news programmes, documentaries, interviews, talk shows and the majority of films in standard dialect			
I can follow most radio programmes and audio material delivered in standard dialect and identify the speaker's mood, tone, etc.			
I am sensitive to expressions of feeling and attitudes (e.g., critical, ironic, supportive, flippant, disapproving)			

A1 READING	This is my target	I can now do this with help	I can now do this without help
I can recognise the letters of the alphabet			
I can find my name in a list			
I can pick out familiar names, words and phrases in very short simple texts			
I can understand words and very short phrases frequently encountered in public places (e.g., "EXIT", "NO SMOKING", "DANGER", "CLOSED")			
I can find numbers in a telephone directory			
I can read and understand bus and train timetables			
I can read and understand opening and closing times and days (in shops etc.)			
I can understand simple written messages and comments relating to my studies (e.g., "well done", "revise")			
I can get an idea of the information in posters, catalogues and advertisements, especially if there is pictorial support			
I can find what I'm looking for in catalogues and lists such as football league tables and "top ten" lists			
I can understand simple forms well enough to give basic personal details (e.g., name, address, date of birth)			
I can locate a concert or a film on calendars of public events or posters and identify where it takes place and at what time it starts			
I can follow short simple written directions (e.g., to go from X to Y)			
I can follow instructions that have clear pictures and few words			
I can read and understand an appointment that has been given to me in writing			
I can understand short simple messages on greeting cards and postcards (e.g., holiday greetings, birthday greetings) and in text messages and e-mails			
I can understand the most important orders in a computer program, such as "PRINT", "SAVE", "COPY"			
I can understand basic information about people (age, place of residence) in newspaper articles			

A2 READING	This is my target	I can now do this with help	I can now do this without help
I can understand short simple messages and texts containing basic everyday vocabulary relating to areas of personal relevance or interest			
I can understand everyday signs and public notices (e.g., on the street, in shops, hotels, railway stations)			
I can find specific predictable information in simple everyday material such as advertisements, timetables, menus, directories, brochures			
I can understand instructions on packages and medicines			
I can understand instructions when expressed in simple language (e.g., how to use a public telephone)			
I can understand regulations when they are expressed in simple language (e.g., safety notices, regulations governing attendance at classes)			
I can understand the questions on most official forms			
I can understand most advertisements in newspapers and magazines			
I can understand short simple personal letters giving or requesting information about everyday life or offering an invitation			
I can identify key information in short newspaper/magazine reports			
I can understand basic information in routine letters and messages (e.g., hotel reservations, personal telephone messages)			
I can understand short narratives about familiar everyday things provided the text is written in simple language			
I can research basic information on a topic of interest to me			
I can use a monolingual dictionary to find new vocabulary and check spelling			
I can use a grammar book to find the correct structures			

B1 READING	This is my target	I can now do this with help	I can now do this without help
I can read public notices and information with ease			
I can read straightforward factual texts on subjects related to my field of interest with a reasonable level of understanding			
I can recognise significant points in straightforward newspaper articles on familiar subjects			
I can identify the main conclusions in clearly signalled argumentative texts related to my academic or professional field			
I can understand the description of events, feelings and wishes in personal letters and e-mails well enough to correspond with a pen friend			
I can find and understand relevant information in everyday material, such as standard letters, brochures and short official documents			
I can understand clearly written straightforward instructions (e.g., for using a piece of equipment, answering questions in an exam, installing computer software, preparing food)			
I can scan longer texts in my field in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task			
I can read short stories and novels for pleasure			
I can skim short texts (e.g. news summaries) and find relevant facts and information (e.g. who has done what and where)			

B2 READING	This is my target	I can now do this with help	I can now do this without help
I can quickly scan through long and complex texts on a variety of topics in my field to locate relevant details			
I can read correspondence relating to my field of interest and readily grasp the essential meaning			
I can obtain information, ideas and opinions from highly specialised sources within my academic or professional field			
I can understand articles on specialised topics using a dictionary and other appropriate reference resources			
I can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile			
I can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints			
I can understand lengthy complex instructions in my field, including details on conditions or warnings, provided I can reread difficult sections			
I can read most modern literary texts (e.g. novels, short stories, poems, plays) with little difficulty when I have got used to the author's style			

A1 SPOKEN INTERACTION	This is my target	I can now do this with help	I can now do this without help
I can greet other people and introduce myself			
I can ask how someone is and say how I am			
I can say who I am, ask someone's name and introduce someone			
I can say I don't understand, ask people to repeat what they say or speak more slowly, attract attention and ask for help			
I can ask how to say something in the language or what a word means			
I can ask and answer simple direct questions on very familiar topics (e.g., family, student life, work) with help from the person I am talking to			
I can ask people for things and give people things, saying "please" and "thank you" as appropriate			
I can handle numbers, quantities, cost and time			
I can make simple purchases, using pointing and gestures to support what I say			
I can reply in an interview to simple direct questions about personal details if these are spoken very slowly and clearly in standard dialect			
I can conduct a simple telephone conversation based on information I already have			

A2 SPOKEN INTERACTION	This is my target	I can now do this with help	I can now do this without help
I can handle short social exchanges and make myself understood if people help me			
I can participate in short conversations in routine contexts on topics of interest			
I can make and respond to invitations, suggestions, apologies and requests for permission			
I can say what I like or dislike			
I can express agreement and disagreement			
I can ask for a particular size, colour etc. when shopping for clothes			
I can explain a problem to my doctor or dentist			
I can express what I feel in simple terms, and express thanks appropriately			
I can discuss what to do, where to go, make arrangements to meet (e.g., in the evening, at the weekend)			
I can ask and answer simple questions about familiar topics (e.g., weather, hobbies, social life, music, sport)			
I can ask and answer simple questions about things that have happened (e.g., yesterday, last week, last year)			
I can handle simple telephone calls (e.g., say who is calling, ask to speak to someone, give my number, give or take a simple message)			
I can make simple transactions (e.g., in shops, post offices, railway stations) and order something to eat or drink			
I can get simple practical information (e.g., asking for directions, booking accommodation)			

B1 SPOKEN INTERACTION	This is my target	I can now do this with help	I can now do this without help
I can sustain an extended conversation or discussion on most topics that are familiar or of personal interest but may sometimes need help in communicating my thoughts			
I can take part in routine formal discussion on familiar subjects in my academic or professional field if it is conducted in clearly articulated speech in standard dialect			
I can exchange, check and confirm factual information on familiar routine and non-routine matters within my field with some confidence			
I can express and respond to feelings and attitudes (e.g., surprise, happiness, sadness, interest, uncertainty, indifference)			
I can express my thoughts about abstract or cultural topics such as music or films, and give brief comments on the views of others			
I can discuss the cultural norms of my own country, comparing them with those of the host country			
I can explain why something is a problem, discuss what to do next, compare and contrast alternatives			
I can discuss current learning targets in relation to future work or study options			
I can obtain detailed information and can ask for and follow detailed directions			
I can handle most practical tasks in everyday situations (e.g., making telephone enquiries, asking for a refund, negotiating purchase)			
I can provide concrete information required in an interview/consultation (e.g., describe symptoms to a doctor), but with limited precision			
I can take some initiatives in an interview/ consultation (e.g., bring up a new subject) but am very dependent on the interviewer to provide support			
I can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow-up questions			

B2 SPOKEN INTERACTION	This is my target	I can now do this with help	I can now do this without help
I can participate fully in conversations on general topics with a degree of fluency and naturalness, and appropriate use of register			
I can participate effectively in extended discussions and debates on subjects of personal, academic or professional interest, marking clearly the relationship between ideas			
I can account for and sustain my opinion in discussion by providing relevant explanations, arguments and comments			
I can express, negotiate and respond sensitively to feelings, attitudes, opinions, tone, viewpoints			
I can exchange detailed factual information on matters within my academic or professional field			
I can help along the progress of a project by inviting others to join in, express their opinions, etc.			
I can cope linguistically with potentially complex problems in routine situations (e.g., complaining about goods and services)			
I can cope adequately with emergencies (e.g., summon medical assistance, telephone the police or breakdown service)			
I can handle personal interviews with ease, taking initiatives and expanding ideas with little help or prodding from an interviewer			
I can carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies			

A1 SPOKEN PRODUCTION	This is my target	I can now do this with help	I can now do this without help
I can say the letters of the alphabet			
I can spell my name and address			
I can give basic personal information about myself (e.g., name, age, address, family, subjects of study, job) using set phrases			
I can pass on a simple message			
I can use simple words and phrases to describe where I live			
I can use simple words and phrases to describe people I know			
I can read a very short rehearsed statement (e.g., to introduce a speaker, propose a toast)			

A2 SPOKEN PRODUCTION	This is my target	I can now do this with help	I can now do this without help
I can describe myself, my family and other people I know			
I can describe my home and where I live			
I can talk about where I come from and compare life there with life in my new country			
I can describe my educational background and subjects of study			
I can say what I usually do at home, at school/college, at work, in my free time			
I can describe my qualifications and previous experience to an official			
I can give short simple descriptions of events or tell a simple story			
I can describe past activities and personal experiences (e.g., what I did at the weekend)			
I can explain what I like and don't like about something			
I can give simple descriptions of things and make straightforward comparisons			
I can deliver very short rehearsed announcements of predictable learnt content			
I can give a short rehearsed presentation on a familiar subject in my academic or professional field			

B1 SPOKEN PRODUCTION	This is my target	I can now do this with help	I can now do this without help
I can give a straightforward description of a subject within my academic or professional field, presenting it as a linear sequence of points			
I can narrate a story or relate the plot of a film or book			
I can describe personal experiences, reactions, dreams, hopes, ambitions, real, imagined or unexpected events			
I can briefly give reasons and explanations for opinions, plans and actions			
I can develop an argument well enough to be followed without difficulty most of the time			
I can give a simple summary of short written texts			
I can give detailed accounts of problems and incidents (e.g., reporting a theft, traffic accident)			
I can deliver short rehearsed announcements and statements on everyday matters within my field			
I can give a short and straightforward prepared presentation on a chosen topic in my academic or professional field in a reasonably clear and precise manner			
I can explain simply how to use a piece of equipment			

B2 SPOKEN PRODUCTION	This is my target	I can now do this with help	I can now do this without help
I can give clear detailed descriptions on a wide range of subjects relating to my field, expanding and supporting ideas with subsidiary points and relevant examples			
I can explain a viewpoint on a topical issue, giving the advantages and disadvantages of various options			
I can develop a clear coherent argument, linking ideas logically and expanding and supporting my points with appropriate examples			
I can outline an issue or a problem clearly, speculating about causes, consequences and hypothetical situations			
I can summarise short discursive or narrative material (e.g., written text, radio, television)			
I can deliver announcements on most general topics with a degree of clarity, fluency and spontaneity which causes no strain or inconvenience to the listener			
I can give a clear, systematically developed presentation on a topic in my field, with highlighting of significant points and relevant supporting detail			
I can depart spontaneously from a prepared text and follow up points raised by an audience			

A1 WRITING	This is my target	I can now do this with help	I can now do this without help
I can write the letters of the alphabet			
I can write my name and address			
I can copy words and phrases, e.g. from a diagram or set of instructions			
I can make short notes about what I have learnt			
I can fill in a simple form or questionnaire with my personal details (e.g., date of birth, address, nationality)			
I can order things by filling in a pre-printed order form			
I can write a greetings card or simple e-mail/text message using set phrases			
I can write simple phrases and sentences about myself (e.g., where I live, how many brothers and sisters I have)			
I can write simple phrases and sentences about my immediate environment			

A2 WRITING	This is my target	I can now do this with help	I can now do this without help
I can write short simple notes and messages (e.g., saying that someone telephoned, arranging to meet someone, explaining absence)			
I can write a simple curriculum vitae giving essential personal information			
I can write about aspects of my previous and current life in simple linked sentences (e.g., family, school/college, work, holidays)			
I can write short simple imaginary biographies and stories about people			
I can write a very simple personal letter (e.g., accepting or offering an invitation, thanking someone for something, apologising), with appropriate opening and closing			
I can write a very simple formal letter (e.g. placing an order or requesting information about a summer jobs or hotel accommodation), with appropriate opening and closing			
I can keep a very simple logbook or diary			

B1 WRITING	This is my target	I can now do this with help	I can now do this without help
I can write a description of an event (e.g., a recent trip), real or imagined			
I can write notes conveying simple information of immediate relevance to people who feature in my everyday life, getting across comprehensibly the points I feel are important			
I can write personal letters giving news, describing experiences and impressions, and expressing feelings			
I can take down messages communicating enquiries and factual information and explaining problems			
I can write straightforward connected texts and simple essays on familiar subjects within my field, by linking a series of shorter discrete elements into a linear sequence, and using dictionaries and reference resources as necessary			
I can summarise the plot of a film or book, or narrate a simple story			
I can use a standard format to write very brief reports, passing on routine factual information on matters relating to my field			
I can write formal letters giving or requesting detailed information (e.g., replying to an advertisement, applying for a job)			
I can write simple, clear instructions about work routines or how a machine works			

B2 WRITING	This is my target	I can now do this with help	I can now do this without help
I can write clear detailed text on a wide range of subjects relating to my personal, academic or professional interests			
I can write letters conveying degrees of emotion and highlighting the personal significance of events and experiences, and commenting on the correspondent's news and views			
I can express news, views and feelings effectively in writing, and relate to the views and feelings of others			
I can write summaries of articles on topics of general, academic or professional interest, extracting information from different sources and media			
I can write an essay or report which develops an argument, giving reasons to support or negate a point of view, weighing pros and cons			
I can write clear detailed descriptions of real or imaginary events and experiences in a detailed and easily readable way, marking the relationship between ideas			
I can write a short review of a film or book			
I can write standard formal letters requesting or communicating relevant information, with appropriate use of register and conventions			