



GENERIC CHECKLISTS

FOR USE IN ELPs DESIGNED FOR LANGUAGE LEARNERS AGED 15+

European Language Portfolio Templates and Resources
Language Biography

Generic checklists

for use in ELPs designed for language learners aged 15+

Checklists of “I can” descriptors are an obligatory requirement in all ELPs. They expand the general descriptors of the self-assessment grid into a detailed inventory of communicative activity that can be used for regular goal-setting and self-assessment. They also mediate to learners the CEFR’s action-oriented approach, which describes language learning as a variety of language use.

This website supports the development of checklists by making available:

- a bank of descriptors for levels A1, A2, B1, B2, C1 and C2 derived from validated ELPs
- descriptors for levels A1.1, A1.2, A2.1, A2.2, B1.1, B1.2, B2.1 and B2.2 developed for learners in lower secondary education in Switzerland
- descriptors compiled by EAQUALS for levels A1, A1+, A2, A2+, B1, B1+, B2, B2+, C1, C1+ and C2

Developers of ELPs for younger learners may also wish to consult the work of the Bergen “Can Do” Project of the ECML, available at http://www.ecml.at/documents/pub221E2003_Hasselgreen.pdf.

The checklists that follow are intended for use in ELPs designed for learners aged 15+. They are based on the checklists developed for the CercleS ELP (29.2002). All descriptors were compared with the Council of Europe descriptor bank and the EAQUALS checklists. On the basis of this comparison some CercleS descriptors were replaced and others were rephrased.

These checklists may be used in their original English/French versions and/or translated into other languages. Alternatively, they may serve as a point of departure for the development of checklists for a particular target group. In order to ensure that descriptors correspond to the CEFR level to which they are attached, it is strongly recommended that any adaptation of these checklists should be undertaken with close reference to the resources listed above.

When developing “I can” checklists ELP developers may find it useful to bear 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.
- 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 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); I can give clear detailed summaries of complex subjects in my field (C1); I can write detailed critical appraisals of cultural events or literary works (C2). Accordingly, the relation between the checklists 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”).

- 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 latter arrangement has been adopted in these generic checklists.
- Some ELP developers have found it helpful to present checklists in the language(s) that are being learnt: in this way the descriptors become a resource for supporting reflective talk in the target language.
- Checklists need to be presented to ELP owners 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 this	I can do	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

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 to review their progress over time.

LISTENING

A1 LISTENING
I can understand basic words and phrases about myself and my family when people speak slowly and clearly
I can understand very short dialogues when people speak slowly and clearly
I can understand simple instructions, directions and comments
I can understand the names of everyday objects in my immediate environment
I can understand basic greetings and routine phrases (e.g., please, thank you)
I can understand simple questions about myself when people speak slowly and clearly
I can understand numbers, quantities (basic weights and measures), and prices
I can understand days of the week and months of the year
I can understand clock time and dates
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

A2 LISTENING
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 grasp the essential elements of 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., shopping, eating out, going to the doctor)
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

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

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)

C1 LISTENING

I can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly

I can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts

I can understand enough to follow extended speech on abstract and complex topics of academic or vocational relevance, though I may need to confirm occasional details, especially if the accent is unfamiliar

I can easily follow complex interactions between third parties in group discussion and debate, even on abstract and unfamiliar topics

I can follow most lectures, discussions and debates in my academic or professional field with relative ease

I can understand complex technical information, such as operating instructions and specifications for familiar products and services

I can extract specific information from poor quality, audibly distorted public announcements (e.g., in a station, sports stadium, etc.)

I 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

I can follow films employing a considerable degree of slang and idiomatic usage

C2 LISTENING

I can understand any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent

I can follow specialised lectures and presentations employing a high degree of colloquialism, regional usage or unfamiliar terminology

I can appreciate irony and sarcasm and draw appropriate conclusions about their use

I can appreciate the sociocultural implications of language used by other speakers and can react accordingly

I can fully appreciate films, plays, TV and the radio, including humour, nuance, and implied meaning

READING

A1 READING
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 understand simple forms well enough to give basic personal details (e.g., name, address, date of birth)
I can understand simple written messages and comments relating to my studies (e.g., “well done”, “revise”)
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 get an idea of the content of simple informational material if there is pictorial support (e.g., posters, catalogues, advertisements)
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 find what I’m looking for in catalogues and lists such as football league tables and “top ten” lists
I can locate a concert or a film on calendars of public events or posters and identify where it takes place and at what time it starts
I can understand 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
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 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 lectures)
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

B1 READING

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 follow the plot of clearly structured narratives and modern literary texts

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

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

C1 READING

I can scan relatively quickly through books and articles within my field of interest and assess their relevance to my needs

I can understand in detail highly specialised texts in my own academic or professional field, such as research reports and abstracts, though I may want time to reread them

I can understand a wide range of long and complex texts in which stated opinions and implied points of view are discussed

I can understand formal letters connected or unconnected with my field if I can occasionally check with a dictionary

I can read contemporary literary texts with no difficulty and with appreciation of implicit meanings and ideas

I can read extensively for pleasure without using a dictionary unless I want to check precise meaning, usage or pronunciation

I can understand detailed and complex instructions for a new machine or procedure, whether or not the instructions relate to my own area of speciality, provided I can reread difficult sections

C2 READING

I can scan quickly through complex texts from a variety of genres, including unfamiliar ones; I can read several in parallel to integrate information from them

I can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning

I can make effective use of complex, technical or highly specialised texts to meet my academic or professional purposes

I can understand and interpret critically classical as well as contemporary literary texts in different genres

I can understand complex factual documents such as technical manuals and legal contracts

I can understand texts (e.g. newspaper columns and satirical glosses) in which much is said in an indirect and ambiguous way and which contain hidden value judgements

I can easily understand any formal correspondence, including letters dealing with specialised or legal matters

SPOKEN INTERACTION

A1 SPOKEN INTERACTION
I can exchange basic greetings and leave-takings
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

A2 SPOKEN INTERACTION
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, and agree or disagree
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 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, going to the doctor)

B1 SPOKEN INTERACTION

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 explain why something is a problem, discuss what to do next, compare and contrast alternatives

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

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

C1 SPOKEN INTERACTION

I can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage

I can participate effectively in extended debates on abstract and complex topics of a specialist nature in my academic or professional field

I can easily follow and contribute to complex interactions between third parties in group discussion even on abstract or less familiar topics

I can argue a formal position convincingly, responding to questions and comments and answering complex lines of counter argument fluently, spontaneously and appropriately

I can participate fully in an interview, either as interviewer or as interviewee, fluently expanding and developing the point under discussion, and handling interjections with confidence

I can use the telephone for a variety of purposes, including solving problems and misunderstanding, though I may need to ask for clarification if the accent is unfamiliar

C2 SPOKEN INTERACTION

I can converse comfortably, appropriately and without limitations in casual conversation, at social events and in more formal discussions and debates

I can hold my own in formal discussion of complex and specialist issues in my field, putting forward and sustaining an articulate and persuasive argument, at no disadvantage to native speakers

I can keep up my side of the dialogue as interviewer or interviewee with complete confidence and fluency, structuring the talk and interacting authoritatively at no disadvantage to a native speaker

I can employ irony and understatement in an appropriate manner

When arguing for or against a case, I can convey finer shades of meaning precisely in order to give emphasis, differentiate and eliminate ambiguity

SPOKEN PRODUCTION

A1 SPOKEN PRODUCTION

I can give basic personal information about myself (e.g., age, address, family, subjects of study, job) using set phrases

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

I can describe myself, my family and other people I know

I can describe my home and where I live

I can say what I usually do at home, at school/college, at work, in my free time

I can describe my educational background and subjects of study

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

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

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

C1 SPOKEN PRODUCTION

I can give clear detailed summaries of complex subjects in my field

I can develop a detailed argument or narrative, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion
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I can give a clear, well-structured presentation on a complex subject in my field, expanding and supporting points of view with appropriate reasons and examples
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I can put together information from different sources and relate it in a coherent summary

I can present oral summaries of long, demanding texts

I can deliver announcements fluently, almost effortlessly, using stress and intonation to convey finer shades of meaning precisely
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C2 SPOKEN PRODUCTION

I can produce clear, smoothly-flowing well-structured speech with an effective logical structure which helps the recipient to notice and remember significant points
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I can give clear, fluent, elaborate and often memorable descriptions
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I can summarise and synthesise information and ideas from a variety of specialised sources in my field in a clear and flexible manner

I can present a complex topic in my field confidently and articulately, and can handle difficult and even hostile questioning

I can argue a case on a complex issue, adapting the structure, content and emphasis in order to convince particular listeners of the validity of my argument
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WRITING

A1 WRITING
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
I can copy words and phrases, e.g. from a diagram or set of instructions

A2 WRITING
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 everyday 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 short simple descriptions of events, past activities and personal experiences
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 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

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, 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 write very brief reports to a standard conventionalised format, which pass 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

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

C1 WRITING

I can express myself fluently and accurately in writing on a wide range of personal, academic or professional topics, varying my vocabulary and style according to the context
I can write clear, well-structured texts on complex subjects in my field, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion
I can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind
I can express myself with clarity and precision in personal correspondence, using language flexibly and effectively, including emotional, allusive and joking usage
I can elaborate my case effectively and accurately in complex formal letters (e.g., registering a complaint, taking a stand against an issue)

C2 WRITING
I can write papers and reports that present the background and context, describe procedures and/or proposals, evaluate outcomes and draw conclusions, and follow appropriate conventions throughout
I can write a well-structured critical review of a paper, project or proposal relating to my academic or professional field, giving reasons for my opinion
I can write clear, smoothly-flowing, and fully engrossing stories and descriptions of experience in a style appropriate to the genre adopted
I can write detailed critical appraisals of cultural events or literary works
I can write persuasive and well-structured complex formal letters (e.g. an application, a request, or an offer to authorities or commercial clients) in a style appropriate to their purpose
In personal correspondence I can express myself in a consciously ironical, ambiguous and humorous way