



**COMMON EUROPEAN
FRAMEWORK OF REFERENCE
FOR LANGUAGES (CEFR)**

**ENGLISH LANGUAGE HANDBOOK
FOR SECONDARY SCHOOL TEACHERS**

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FOREWORD

DIRECTOR-GENERAL OF EDUCATION MALAYSIA



One of the aims in educating Malaysian children is to enable them to develop into knowledgeable individuals who are able to function with confidence in a competitive world. To achieve that aim, they have to be equipped with the languages that they will need to communicate in social and economic situations and other challenging environments.

The Ministry of Education Malaysia strives to ensure that Malaysian students are proficient in both languages, namely Bahasa Malaysia and the English language. This aspiration is underpinned in Shift 2 of the Malaysian Education Blueprint 2013-2025 which focuses on developing students who are operationally proficient in Bahasa Malaysia and the English language. The ministry's aim is for all students leaving the education system to be independent users of the English language.

The publication of this Teacher's Handbook is a timely and plausible effort that is intended to support the reform in curriculum and pedagogy in line with recommendations made in the English Language Education Reform in Malaysia: The Roadmap 2015-2025 document. It is hoped that this Teachers' Handbook would be a valuable resource for teachers in Malaysia in adapting and aligning the existing teaching and learning materials to the Common European Framework of Reference for Languages (CEFR).

I would like to take this opportunity to thank and congratulate the Textbook Division, Ministry of Education Malaysia for producing this handbook. It is my hope that this handbook will be used optimally by teachers throughout Malaysia and will ensure the successful implementation of the Roadmap document for the betterment of our present and future generation.

TAN SRI DR KHAIR BIN MOHAMAD YUSOF

FOREWORD

DIRECTOR OF THE TEXTBOOK DIVISION, MINISTRY OF EDUCATION MALAYSIA



Bismillahirrahmanirrahim
Assalamualaikum wbt

The Roadmap for English language education: An Agenda for Reform, 2015-2025 (The Roadmap) document states that the Malaysian English language programme must be aligned to international standards. As such, the Ministry of Education is adopting the Common European Framework of Reference (CEFR) as it is the global standard for defining English language ability which will allow the Ministry to monitor progress towards their aspirational targets. In order to ensure full adoption of the CEFR by teachers, not only must the curriculum and assessment be aligned to the CEFR, but also the learning materials.

By the end of December 2016, the English textbooks for year 1 and form 1 (for usage in 2017) would have been distributed to schools throughout Malaysia. In order to ensure that the teaching and learning of English language using the textbooks provided are geared towards alignment to the CEFR, the Textbook Division has taken the initiative to publish a handbook to assist teachers in the classroom.

It is our hope that this handbook would be beneficial to teachers and educators in further understanding the CEFR and thus realizing the aims and aspirations of the Malaysian Education Blueprint 2013-2025.

I wish to thank all parties responsible in the publication of this handbook. I would also like to take this opportunity to thank the Director-General of the Ministry of Education Malaysia Tan Sri Dr. Khair bin Mohamad Yusof, for his support of this publication. I pray that this effort would help realize the Ministry of Education's aim that is for all students leaving the education system to be independent users of the English language.

Thank you.

Introduction

The reform in curriculum and pedagogy has to be supported by the use of internationally aligned and CEFR-compatible teaching and learning materials (English Language Education Reform in Malaysia, The Roadmap 2015-2025). The Roadmap document thus recommends that CEFR-based English Language books and materials are purchased during the first phase of the Roadmap.

At present, a number of teaching and learning resources, both in print and online, have been developed over the years by divisions of the Ministry of Education (MOE) to support the implementation of the English curriculum. It is essential for these resources to be consolidated and coordinated to ensure their optimal use among English teachers for the maximum benefit of the learners. However, the existing resources need to be assessed in terms of their alignment with the CEFR and their potential role in CEFR-aligned teaching and learning (The Roadmap 2015-2025; pg 183).

It is hoped that this handbook can assist teachers in utilising the **English Form 1** textbook supplied by the MOE Malaysia for the purpose of improving the delivery of the CEFR-aligned English curriculum in the classrooms.

COMMON REFERENCE LEVELS: GLOBAL SCALE

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express himself/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express himself/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce himself/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

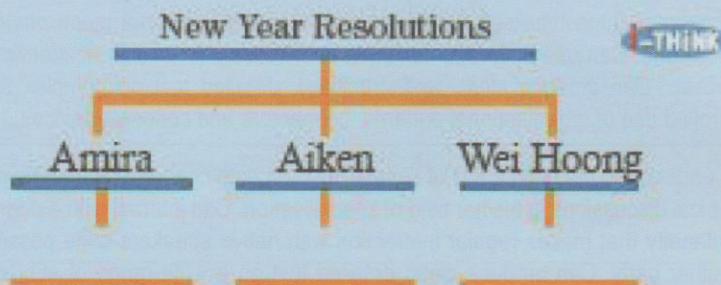
Listen and Talk

Listening to a Morning Talk Programme

TASK 1 Listen to *Deena's Chat Time with Teen Students*. Complete the tree map below with the correct New Year resolutions made by each of the callers.



Scan Me



CEFR LEVEL
LISTENING: A2

CAN DO
DESCRIPTOR

I can catch the main point in short, clear, simple messages and announcements.

Notes for Teachers

- This listening task is at A2 level because it requires students to listen to a simple message.

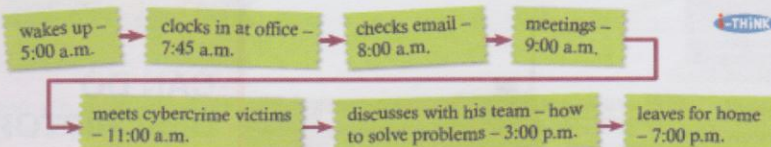
Suggested Activities

- Students can be asked to create a tree map based on other aspects related to their own experiences such as hobbies and ambitions. This will be based on listening to their friends talking about the aspect(s) chosen.

Task 2 (flow chart)

TASK 2 Study the flow chart of Dr Amiruddin Wahab's daily schedule. Use Simple Present Tense to write a paragraph of his routine.

Begin your paragraph with: *Dr Amiruddin wakes up at 5 a.m. daily. He ...*



Yes/No statements and questions require answers in the form of Yes or No. The tense of the answer must follow the tense used in the statement or question.

Statements	Questions	Positive / Negative Responses
It is good to meet online friends.	Is it good to meet online friends?	Yes, it is. No, it isn't.
We can upload videos on our blogs.	Can we upload videos on our blogs?	Yes, we can. No, we can't.
Hairil creates online games.	Does Hairil create online games?	Yes, he does. No, he doesn't.
They work as cybercrime fighters.	Do they work as cybercrime fighters?	Yes, they do. No, they don't.

CEFR LEVEL
WRITING: A2

CAN DO
DESCRIPTOR

I can write **short simple notes and messages** relating to matters in areas of immediate need.

Notes for Teachers

- This writing task is at A2 level because it requires students to just link all the notes given and come up with a paragraph.

Suggested Activities

- Students can be asked to work in groups and each group prepares a flow chart of a routine of a teacher in school. They can write a short and simple paragraph about the teacher and present it to the class.

Task 3

TASK 3 Look at the shopping list. In which sections of the supermarket can you find these products?

Shopping List

- | | |
|---------------|-----------------------|
| 1. milk | 9. cereal |
| 2. cheese | 10. green tea |
| 3. butter | 11. rice |
| 4. pistachios | 12. apple juice |
| 5. walnuts | 13. yoghurt |
| 6. coffee | 14. melon seeds |
| 7. spaghetti | 15. carbonated drinks |
| 8. crackers | 16. rolled oats |

- Beverages and Refreshments
- Dairy Products
- Pasta and Grains
- Nuts and Snacks

Use the prompts below to ask and answer questions.

May: Mum, can you please tell me where I can find a packet of chips?

Mother: You can find chips in the *Nuts and Snacks* section.

CEFR LEVEL
SPOKEN
INTERACTION: A2

CAN DO
DESCRIPTOR

I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities.

Notes for Teachers

- This activity is at A2 level because it is guided by the list and prompts given.

Suggested Activities

- By using the same prompts, a list of other items from clothes department (women, men and children sections) or from a bookshop (novels, reference books and stationery sections) can be given to the students as an additional practice.

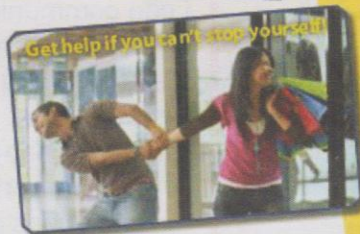
Task 1

Write Right

A caption is a title or a brief explanation that accompanies a pictorial illustration. It can appear in the form of a brief description or a sentence.
Study the captions below. Brainstorm for other captions for the illustrations given.

TIPS

Impulse
A sudden strong wish to do something without stopping to think of the consequences



TASK 1

It is the Consumer Awareness Week in your school.

Write captions to teach your friends on how to refrain from impulse buying. Present it in the form of posters. An effective poster needs captions written in clear and concise language.

- Cut out pictures from newspapers or magazines. You can also draw your own pictures or source illustrations, pictures and cartoons from the Internet.
- Write effective captions to accompany your illustrations. They can be short sentences or descriptions.

Example: Impulse buying is a waste of money.

- Design your poster in a creative way.
- Choose an attractive layout.
- Use arrows, diagrams or pictures.
- Put up your posters on the class bulletin board.
- Declare the most creative poster with the most effective caption the winner.

**CEFR LEVEL
WRITING: A1**

**CAN DO
DESCRIPTOR**

I can write a short, simple postcard, for example sending holiday greetings.

Notes for Teachers

- This writing activity is at A1 level because the captions required for this task can be written in a short and simple way, just like writing a postcard.

Suggested Activities

- Students create a simple poster on tips to save money. They can do this in groups. They can draw or paste pictures taken from magazines or newspapers to make their posters colourful and interesting.
- Teacher can conduct a gallery walk and ask the students to choose the best poster.

Task 2

Listen and Talk

TASK 1 Role-play the telephone conversation.

Wani: Hello, is this Min Hui?

Min Hui's brother: I'm sorry. Min Hui is not at home. Who is on the line? Can I take a message?

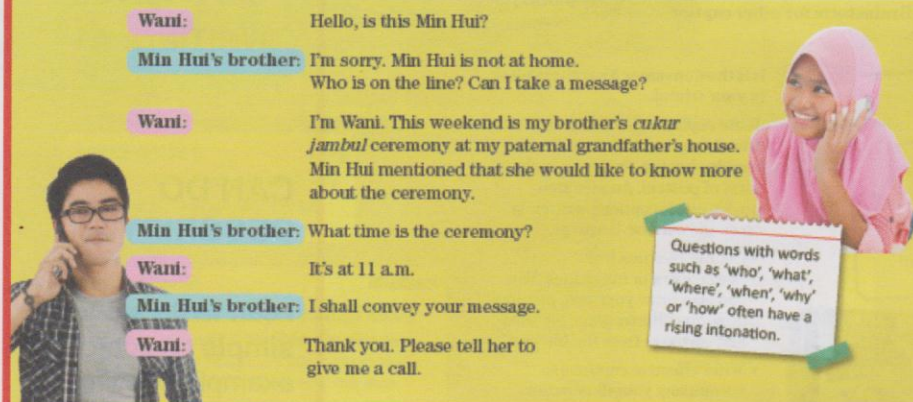
Wani: I'm Wani. This weekend is my brother's *cukur jambul* ceremony at my paternal grandfather's house. Min Hui mentioned that she would like to know more about the ceremony.

Min Hui's brother: What time is the ceremony?

Wani: It's at 11 a.m.

Min Hui's brother: I shall convey your message.

Wani: Thank you. Please tell her to give me a call.



Questions with words such as 'who', 'what', 'where', 'when', 'why' or 'how' often have a rising intonation.

**CEFR LEVEL
SPOKEN
INTERACTION: A2**

**CAN DO
DESCRIPTOR**

I can communicate in simple and routine tasks requiring a **simple and direct exchange of information** on familiar topics and activities.

TASK 2 Imagine you are Min Hui's brother. Convey Wani's message to Min Hui.


- When you convey a message:
- state the caller.
 - pass the details of the message accurately.

Min Hui: Hello Wani. I heard ...

Wani: Yes, Min Hui. Can you ... ?

Min Hui: Thank you very much, Wani. I ...

Wani: That's great! The celebration ...



Notes for Teachers

- This task is at A2 level as it involves a simple routine where the students are required to do a direct exchange of information (which is provided in Task 1).

Suggested Activities

- Students can be given a task on a similar dialogue sharing a direct exchange of information on a different cultural function such as a festivity celebration and a thanksgiving party.
- Students are encouraged to list down as many WH-questions as possible regarding the event that they choose before they do the dialogue.

Task: Question 2 (ticking TRUE statements)

My Vocabulary Journal

1. Tick (✓) the statements which are true.

- Azharul thinks that it is the parents who should decide which type of movies is suitable for the young.
- Madam Lee is against movie ratings.
- Martha Ginun feels that movie ratings are the only ways to prevent children from being exposed to unsuitable materials.

2. Answer the questions.

- "They can easily watch it on CDs that are not rated at all." What does the word it mean?
- Which expression in the passage means 'a big fuss over a small matter'?
- Which expression in the passage means 'to remove or to separate'?
- Azharul feels that movie ratings should not take over the responsibility of the parents in monitoring what their children watch. Do you agree? Give your reasons.

3. Match the argument with the speaker.

Azharul	Children need movie ratings to ensure that they watch movies suitable for their age.
Madam Lee	Movie ratings make the children more curious to watch what they should not be watching.
Martha Ginun	The parents should be the ones responsible for monitoring the kinds of movies their children watch.

Moving Beyond the Text

Do an online research on the different kinds of movie ratings and find out what kind of movies are categorised under each type of rating. Compare the information you have gathered with your friend.

**CEFR LEVEL
READING: B2**

**CAN DO
DESCRIPTOR**

I can understand articles and reports concerned with **contemporary problems in which the writers adopt particular attitudes or viewpoints.**


Notes for Teachers

- This reading task is at B2 level because the writers of the tweets adopt their own attitudes or viewpoints on movie ratings.

Suggested Activities

- Students can be given a short article or a report on a current issue that is familiar to them, in which they can identify the writer's attitude or viewpoint.

Task 3



TASK 2 Aina has been absent from school for suspected dengue fever. Complete the messages below using the phrases and words given.

+6012-654321 **Ling**
Aina, ... You ... plenty of barley water to ... I shall boil some for you tomorrow.

+6016-123456 **Michael**
Aina, so sorry to hear that you ... I heard that dengue fever is terrible. Do you feel ...? Does your body ...? My cousin had dengue fever too and she told me that prevention is better than cure. I hope your family is taking all ... to curb dengue.

+6011-554421 **Raju**
Do ... and get well soon. I heard that you may be ... from school for a while. Don't worry about school work. Take some rest and I shall pass you the notes and exercises we receive in class on the way back from school.

take care of yourself
staying away
get well soon
should drink
keep yourself hydrated
are unwell
feverish
ache
preventive measures

TASK 3 Talk to a person who has experienced dengue fever. Share the information with the class.

76

**CEFR LEVEL
SPOKEN
PRODUCTION: B1**

**CAN DO
DESCRIPTOR**

I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions.

Notes for Teachers

- This speaking task is at B1 level because it requires students to connect phrases to verbally describe the experience of a dengue fever patient.

Suggested Activities


- A list of questions can be provided to low proficiency students to obtain information from a dengue fever patient.
- Intermediate and higher proficiency students can be asked to brainstorm similar questions in groups.

Task 1

Listen and Talk

Listening to a Dialogue

When we shop, we think of what we need and what we want. When we want something, we wish we can have it, but we can live without it. When we need something, we must have it. It is essential.

TASK 1 Listen to the dialogue. Tick (✓) these items according to the correct category. 

Items	Need	Want
<ul style="list-style-type: none"> • Designer T-shirt • Badminton racquet • Birthday present • Handbag • Backpack 		



**CEFR LEVEL
LISTENING: A2**

**CAN DO
DESCRIPTOR**

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)

Notes for Teachers

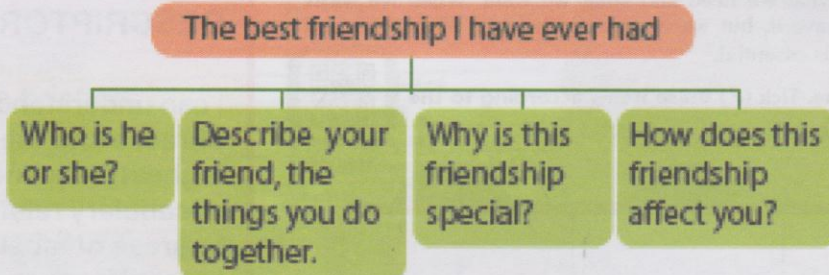
- This listening task is at A2 level because the students have to understand phrases and the highest frequency vocabulary in a dialogue between a mother and her children pertaining to shopping for essential and non-essential items.

Suggested Activities

- Before listening to the dialogue, the students can be asked to list items that they would like to buy if they have RM200.00.
- The next activity will involve discussing and categorising the items as essential and non-essential items.

Task 1

TASK 1 Write a journal entry about the best friendship you have ever had. What made it so special? You can use the following outline to organise your ideas about your friendship.



Link

If you want to do something creative on Friendship Day, check out this website:
www.friendshipday.org

CEFR LEVEL
 WRITING: B1

CAN DO
 DESCRIPTOR

I can write simple connected text on topics which are familiar or of personal interest.

Notes for Teachers

- The writing activity is at B1 level because writing a journal entry of a few paragraphs based on the outline given is similar to writing a simple connected text.
- The topic is also a familiar topic – friendship, and of personal interest to students.

Suggested Activities

- Students can be asked to write a journal entry on other topics of personal interest to them such as family, hobbies and games.

Task 2

TASK 2

Gallery Walk



Imagine that you and your friends are going to set up a booth at the garage sale.

Create an interesting poster to promote the event and your booth on that particular day.

You may gather resources from magazines, newspapers and the Internet.

Design your poster and ensure that it is eye-catching and informative.



CEFR LEVEL
WRITING: A2

CAN DO
DESCRIPTOR

I can write **short simple notes and messages** relating to matters in areas of immediate need.

144

Notes for Teachers

- This writing task is at A2 level because it requires students to write short notes and simple messages to create a poster.

Suggested Activities

- Besides Garage Sale, teacher can suggest students to create posters on Canteen Day and Sports Day.
- As a post activity, teacher may really want to carry out the activity in Task 2 and later have the students to write a simple note reflecting on their sales and spending.

Common European Framework of Reference for Languages: learning, teaching, assessment

Common Reference Levels: self-assessment grid

		A1	A2	B1	B2
U N D E R S T A N D I N G	Listening	I can recognise 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.
	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 timetable 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.
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.
	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.
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 relating to matters in areas of immediate need. 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.

Common European Framework of Reference for Languages: learning, teaching, assessment

DIALANG self-assessment statements

CEF Level	READING
A1	I can understand the general idea of simple informational texts and short simple descriptions, especially if they contain pictures which help to explain the text.
A1	I can understand very short, simple texts, putting together familiar names, words and basic phrases, by for example rereading parts of the text.
A1	I can follow short, simple written instructions, especially if they contain pictures.
A1	I can recognise familiar names, words and very simple phrases on simple notices in the most common everyday situations.
A1	I can understand short, simple messages, e.g. on postcards.
A2	I can understand short, simple texts containing the most common words, including some shared international words.
A2	I can understand short, simple texts written in common everyday language.
A2	I can understand short simple texts related to my job.
A2	I can find specific information in simple everyday material such as advertisements, brochures, menus and timetables.
A2	I can identify specific information in simple written material such as letters, brochures and short newspaper articles describing events.
A2	I can understand short simple personal letters.
A2	I can understand standard routine letters and faxes on familiar topics.
A2	I can understand simple instructions on equipment encountered in everyday life – such as a public telephone.
A2	I can understand everyday signs and notices in public places, such as streets, restaurants, railway stations and in workplaces.
B1	I can understand straightforward texts on subjects related to my fields of interest.
B1	I can find and understand general information I need in everyday material, such as letters, brochures and short official documents.
B1	I can search one long or several short texts to locate specific information I need to help me complete a task.
B1	I can recognise significant points in straightforward newspaper articles on familiar subjects.
B1	I can identify the main conclusions in clearly written argumentative texts.
B1	I can recognise the general line of argument in a text but not necessarily in detail.
B1	I can understand the description of events, feelings and wishes in personal letters well enough to correspond with a friend or acquaintance.
B1	I can understand clearly written straightforward instructions for a piece of equipment.
B2	I can read correspondence relating to my fields of interest and easily understand the essential meaning.
B2	I can understand specialised articles outside my field, provided I can use a dictionary to confirm terminology.
B2	I can read many kinds of texts quite easily at different speeds and in different ways according to my purpose in reading and the type of text.
B2	I have a broad reading vocabulary, but I sometimes experience difficulty with less common words and phrases.
B2	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.
B2	I can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.
WRITING	
A1	I can write simple notes to friends.
A1	I can describe where I live.
A1	I can fill in forms with personal details.
A1	I can write simple isolated phrases and sentences.
A1	I can write a short simple postcard.
A1	I can write short letters and messages with the help of a dictionary.
A2	I can give short, basic descriptions of events and activities.
A2	I can write very simple personal letters expressing thanks and apology.
A2	I can write short, simple notes and messages relating to matters of everyday life.
A2	I can describe plans and arrangements.
A2	I can explain what I like or dislike about something.
A2	I can describe my family, living conditions, schooling, present or most recent job.
A2	I can describe past activities and personal experiences.
B1	I can write very brief reports, which pass on routine factual information and state reasons for actions.
B1	I can write personal letters describing experiences, feelings and events in detail.
B1	I can describe basic details of unpredictable occurrences, e.g. an accident.
B1	I can describe dreams, hopes and ambitions.

B1	I can take messages describing enquiries, problems, etc.
B1	I can describe the plot of a book or film and describe my reactions.
B1	I can briefly give reasons and explanations for opinions, plans and actions.
B2	I can evaluate different ideas and solutions to a problem.
B2	I can synthesise information and arguments from a number of sources.
B2	I can construct a chain of reasoned argument.
B2	I can speculate about causes, consequences and hypothetical situations.
LISTENING	
A1	I can understand everyday expressions dealing with simple and concrete everyday needs, in clear, slow and repeated speech.
A1	I can follow speech which is very slow and carefully articulated, with long pauses for me to get the meaning.
A1	I can understand questions and instructions and follow short, simple directions.
A1	I can understand numbers, prices and times.
A2	I can understand enough to manage simple, routine exchanges without too much effort.
A2	I can generally identify the topic of discussion around me which is conducted slowly and clearly.
A2	I can generally understand clear, standard speech on familiar matters, although in a real life situation I might have to ask for repetition or reformulation.
A2	I can understand enough to be able to meet concrete needs in everyday life provided speech is clear and slow.
A2	I can understand phrases and expressions related to immediate needs.
A2	I can handle simple business in shops, post offices or banks.
A2	I can understand simple directions relating to how to get from X to Y, by foot or public transport.
A2	I can understand the essential information from short recorded passages dealing with predictable everyday matters which are spoken slowly and clearly.
A2	I can identify the main point of TV news items reporting events, accidents, etc, where the visual material supports the commentary.
A2	I can catch the main point in short, clear, simple messages and announcements.
B1	I can guess the meaning of occasional unknown words from the context and understand sentence meaning if the topic discussed is familiar.
B1	I can generally follow the main points of extended discussion around me, provided speech is clear and in standard language.
B1	I can follow clear speech in everyday conversation, though in a real life situation I will sometimes have to ask for repetition of particular words and phrases.
B1	I can understand straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details, provided speech is clear and generally familiar accent is used.
B1	I can understand the main points of clear standard speech on familiar matters which occur regularly.
B1	I can follow a lecture or a talk within my own field, provided the subject matter is familiar and the presentation straightforward and clearly organised.
B1	I can understand simple technical information, such as operation instructions for everyday equipment.
B1	I can understand the information content of the majority of recorded or broadcast audio material about familiar subjects spoken relatively slowly and clearly.
B1	I can follow many films in which visuals and action carry much of the storyline, and in which the story is straightforward and the language clear.
B1	I can catch the main points in broadcasts on familiar topics and topics of personal interest when the language is relatively slow and clear.
B2	I can understand in detail what is said to me in the standard spoken language. I can do this even when there is some noise in the background.
B2	I can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, academic or vocational life. Only extreme background noise, unclear structure and/or idiomatic usage causes some problems.
B2	I can understand the main ideas of complex speech on both concrete and abstract topics delivered in a standard language including technical discussions in my field of specialisation.
B2	I can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is clearly stated by the speaker.
B2	I can follow the essentials of lectures, talks and reports and other forms of presentation which use complex ideas and language.
B2	I can understand announcements and messages on concrete and abstract topics spoken in standard language at normal speed.
B2	I can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard language and can identify the speaker's mood, tone, etc.
B2	I can understand most TV news and current affairs programmes such as documentaries, live interviews, talk shows, plays and the majority of films in standard language.
B2	I can follow a lecture or talk within my own field, provided the presentation is clear.