

Common European Framework of Reference for Languages - Self-assessment grid

		A1 Basic User	A2 Basic User	B1 Independent user	B2 Independent user	C1 Proficient user	C2 Proficient user
Listening	 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 points in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech in familiar matters regularly encountered in work, school, leisure, etc. I can understand the main points 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 live in-theatre debate.	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 notices, texts and very simple brochures, for example in notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, practical information in simple everyday material such as advertisements, prospectuses, menus and brochures and I can understand short simple personal letters.	I can understand texts that contain mainly of high frequency vocabulary in job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports connected 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, expressing 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, structural or highly specialised complex texts such as manuals, specialised articles and literary works.
Speaking	 Spoken interaction	I can interact in a simple way provided the other person is prepared to assist or to repeat things in a slower pace 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 in 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 and simple 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 (by) conversations on topics that are familiar or of personal interest or concern in 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 discussions in familiar contexts, according to role and fulfilling my own needs.	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 clear and complete statements with precision and make my contribution effectively to those of other speakers.	I can take part effectively in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and clearly the greater degree of meaning precision. It is not hard to make a problem (or statement) and negotiate around the difficulty or ambiguity that other people are familiar with.
	 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 past interests.	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 handle a story or relate the plot of a book or film and describe its features.	I can present clear, detailed descriptions of a wide range of subjects related to my interests. I can explain a viewpoint in a formal tone giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects highlighting similarities, drawing particular points and conveying of with an appropriate conclusion.	I can present a clear, smoothly-flowing description of a subject in a style appropriate to the context and with an effective logical structure which helps the listener to follow and remember significant points.
Writing	 Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example ordering my train, 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, giving an information or giving reasons in support of an opinion on particular points 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 of 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 or reader.	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 follow and remember significant points. I can write summaries and reviews of professional or literary texts.

Framework Language Learning Manual

Michael Rajnik



Framework Language Learning Manual:

Whispering the Secrets of Language: An Psychological Quest through **Framework Language Learning Manual**

In a digitally-driven world wherever displays reign supreme and immediate connection drowns out the subtleties of language, the profound techniques and emotional subtleties hidden within phrases usually move unheard. Yet, situated within the pages of **Framework Language Learning Manual** a charming literary value pulsing with natural emotions, lies an exceptional journey waiting to be undertaken. Composed by a skilled wordsmith, that wonderful opus attracts visitors on an introspective trip, lightly unraveling the veiled truths and profound affect resonating within the material of each and every word. Within the psychological depths of the touching evaluation, we will embark upon a genuine exploration of the book is key themes, dissect its interesting writing design, and yield to the powerful resonance it evokes heavy within the recesses of readers hearts.

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