

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

|           |   | A1<br>Basic User   | A2<br>Basic User  | B1<br>Independent user   | B2<br>Independent user   | C1<br>Proficient user   | C2<br>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 needed to meet most immediate personal needs (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 clearly and well done. | 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 my profession, problems in which the writer adopts particular attitudes or viewpoints. I can understand contemporary fiction in 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 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 coherent arguments and state my contribution with a degree of fluency and spontaneity that is easily understood by native 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 part of the time, providing I do not have a problem I can't understand or negotiate around the difficulty or ambiguity that other people are having with 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 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 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, 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 relevant 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

**K Morrison**



## **Framework Language Learning Manual:**

## Unveiling the Energy of Verbal Beauty: An Psychological Sojourn through **Framework Language Learning Manual**

In a world inundated with displays and the cacophony of quick transmission, the profound power and emotional resonance of verbal artistry frequently diminish into obscurity, eclipsed by the continuous onslaught of sound and distractions. However, set within the musical pages of **Framework Language Learning Manual**, a charming perform of literary beauty that pulses with fresh thoughts, lies an unique trip waiting to be embarked upon. Penned by way of a virtuoso wordsmith, this magical opus courses viewers on a mental odyssey, lightly exposing the latent possible and profound impact embedded within the elaborate web of language. Within the heart-wrenching expanse of the evocative examination, we shall embark upon an introspective exploration of the book is key subjects, dissect its fascinating writing model, and immerse ourselves in the indelible impression it leaves upon the depths of readers souls.

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web allow paper to air dry while the paper is drying students sketch out the composition they want to create with erasable colored pencils students can choose to recreate one of matisse s pieces or create an original composition gather the dried painted sheets of paper and pile them up in the front of the classroom so students can share

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web towards the end of his monumental career as a painter sculptor and lithographer an elderly sickly matisse was unable to stand and use a paintbrush for a longer period of time in this late phase of his life he was almost 80 years of age he developed the technique of carving into color creating bright bold paper cut outs though dismissed by some

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web aug 8 2017 the introduction to jazz is handwritten by matisse and includes his description of his cut outs as drawing with scissors a thumbnail collection gallery guide of the images is available from the des moines art center

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