

<b>A1</b> UNDERSTANDING	<b>Listening</b>	I can recognise familiar words and basic sentences that concern myself, my family and immediate concrete surroundings, provided people speak slowly and clearly.
	<b>Reading</b>	I can understand familiar names, words and very simple sentences, in notices, on posters and in catalogues for example.
SPEAKING	<b>Spoken interaction</b>	I can carry out simple interactions, provided that the other person is prepared to repeat or reformulate things at a slower pace and helps me formulate what I am trying to say. I can ask and answer simple questions with regard to direct needs or very familiar subjects.
	<b>Spoken production</b>	I can use simple expressions and sentences to describe the place where I live and the people that I know.
WRITING	<b>Writing</b>	I can write a short, simple postcard to send greetings from my holiday place for example. I can fill out forms with personal details, such as my name, nationality and address on a hotel registration form for example.

<b>A2</b> UNDERSTANDING	<b>Listening</b>	I can understand sentences and the most frequently used words that are related to areas of direct personal interest (basic information about myself and family, shopping, local geography, and work for example). I can follow the most important points in brief, clear and simple messages and announcements.
	<b>Reading</b>	I can read short simple texts. I can find specific predictable information in simple, everyday texts such as advertisement, menus and timetables and I can understand short, simple personal letters.
SPEAKING	<b>Spoken interaction</b>	I can communicate about simple and everyday matters that involve a simple and direct exchange of information about familiar subjects and activities. I can handle very brief social conversations, even when I usually do not understand enough to keep up the conversation independently.
	<b>Spoken production</b>	I can use a range of expressions and sentences to describe my family and other people, living conditions, my education and my current or most recent job in simple words.
WRITING	<b>Writing</b>	I can write short, simple notes and messages that are related to direct needs. I can write a very simple, personal letter, to thank somebody for something for example.

<b>B1</b> UNDERSTANDING	<b>Listening</b>	I can understand the main points of a clear speech about familiar matters that I come across regularly in my work, school, leisure etc. I can understand the main points of most radio or television programmes about current affairs or subjects of personal or professional interest, provided people speak relatively clearly and slowly.
	<b>Reading</b>	I can understand texts that consist mainly of very frequently used everyday language, or language related to my job. I can understand descriptions of events, feelings and wishes in personal letters.
SPEAKING	<b>Spoken interaction</b>	I can handle most situations that may occur during a journey in an area where the relevant language is spoken. Without preparation, I can participate in a conversation about subjects that are familiar, or that have my personal interest or that are related to everyday life (such as family, hobbies, work, travelling and current events).
	<b>Spoken production</b>	I can connect sentences in a simple manner, which enables me to describe experiences and events, my dreams, hopes and ambitions. I can briefly explain the reasons and argumentation for my opinions and plans. I can tell a story, the plot of a book or film and describe my reactions.
WRITING	<b>Writing</b>	I can write simple coherent texts about subjects that are familiar or of personal interest. I can write personal letters in which I describe my experiences and impressions.
<b>B2</b> UNDERSTANDING	<b>Listening</b>	I can follow elaborate argumentations and lectures and I can even follow complex arguments, provided that the subject is reasonably familiar. I can understand most news bulletins on television and programmes about current affairs. I can understand the greater part of films in the standard dialect.
	<b>Reading</b>	I can read articles and reports that are related to contemporary issues, in which the writers take a specific position or view. I can understand contemporary literary prose.
SPEAKING	<b>Spoken interaction</b>	To some extent, I can take part in a flowing interaction, which enables a reasonable degree of regular interaction with native speakers. Within a familiar context I can actively participate in a discussion and explain and substantiate my points of view.
	<b>Spoken production</b>	I can present clear and detailed descriptions of a wide range of subjects that are related to my fields of interest. I can explain a point of view with regard to a topical subject and set forth the advantages and disadvantages of the various options.
WRITING	<b>Writing</b>	I can write a clear and detailed text about a wide range of subjects that are related to my fields of interest. I can write an essay or report, pass information or put forward reasons in favour of or against a specific point of view. I can write letters in which I indicate the personal interest of events and experiences.

<b>C1</b> UNDERSTANDING	<b>Listening</b>	I can understand an elaborate speech, even when it is not clearly structured and when relationships are only given implicitly instead of explicitly. I can understand television programmes and films without too much effort.
	<b>Reading</b>	I can understand long and complex factual and literary texts, and appreciate the use of different styles. I can understand specialist articles and long technical instructions, even when these are not related to my field.
SPEAKING	<b>Spoken interaction</b>	I can express myself in a fluent and spontaneous manner without emphatically having to look for expressions. I can use the language for social and professional purposes in a flexible and effective manner. I can formulate ideas and opinions with precision and can proficiently relate my contribution to those of other speakers.
	<b>Spoken production</b>	I can give clear and detailed descriptions of complex subjects and integrate sub-themes, develop specific points of view and wind up the description with an appropriate conclusion.
WRITING	<b>Writing</b>	I can express myself in a clear and well-structured text, and elaborately explain the various points of view. In a letter, essay, or report I can write detailed discussions of complex subjects and emphasise important matters. I can write different types of texts in a self-assured and personal style that is geared to the reader I have in mind.

<b>C2</b> UNDERSTANDING	<b>Listening</b>	I have no problems understanding spoken language in any form whatsoever, either in direct contact or via the radio, not even when the regular speed of speech is used, provided that I have some time to become familiar with the accent.
	<b>Reading</b>	Without any problems, I can read practically all forms of written language, including abstract, structural or linguistic texts such as manuals, specialised articles and literary works.
SPEAKING	<b>Spoken interaction</b>	I can effortlessly participate in any conversation or discussion, and I am very familiar with idiomatic expressions and colloquial speech. I can express myself and describe the finer shades of meaning exactly. When I come across a problem, I can restructure the argument in such a way that others hardly notice it.
	<b>Spoken production</b>	I can present a clear description or argumentation that flows well in a style that is appropriate for the context and in an effective logical structure, enabling the listeners to notice and remember the main points.
WRITING	<b>Writing</b>	I can write a clear and flowing text in an appropriate style. I can write complex reports or articles in which I present a matter in an effective and logical structure, which enables the reader to notice and remember the main points. I can write summaries and reviews of professional or literary texts.