



2018-1-PL01-KA203-050990

## **DESCRIPTORS RECOMMENDED FOR IMETS**

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**Listening Comprehension Skills (LC)**

<b>B1</b>	<b>B2</b>	<b>C1</b>
<p>Provided speech is slow and clearly articulated in standard pronunciation</p> <p>the candidate</p> <ul style="list-style-type: none"><li>• can understand factual information in familiar professional topics</li><li>• can identify the main points and important details</li><li>• can follow clearly structured lectures in his/her field</li><li>• can follow detailed instructions</li></ul>	<p>Provided speech is clearly articulated in standard pronunciation and is delivered at normal speed</p> <p>the candidate</p> <ul style="list-style-type: none"><li>• can understand the main ideas of complex lectures, talks and reports on both concrete and abstract topics in his/her field</li><li>• can follow technical discussions in his/her field</li><li>• can understand complex lines of argument in a professional discussion</li><li>• can identify speakers' viewpoints and attitudes as well as the information content</li></ul>	<p>The candidate</p> <ul style="list-style-type: none"><li>• can understand lectures, presentations, conversations and debates including complex technical information with relative ease</li><li>• can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics</li><li>• can identify implicit attitudes and relationships between speakers in an animated discussion that is delivered at a natural speed</li></ul>

**Reading Comprehension Skills (RC)**

**B1**

The candidate

- can understand important information in familiar professional topics
- can understand simple and factual texts in his/her field
- can skim long texts to find the required information
- can collect the information necessary for solving a task from different parts of a text
- can pick out important information about preparation and usage on medicine labels
- can assess whether an article, report or review is on the required topic

**B2**

The candidate

- can follow specific or abstract thinking implied in a text
- can obtain information, ideas and opinions from highly specialised sources within his/her field
- can skim long and complex texts to find the important details
- can identify the content and importance in a wide range of professional topics

**C1**

The candidate

- can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality
- can understand a wide variety of texts including specialised academic or professional publications
- can understand implicit as well as explicit attitudes, emotions and opinions expressed in emails, discussion forums, blogs etc.

**Speaking Skills (SP)**

<b>B1</b>	<b>B2</b>	<b>C1</b>
<p>The candidate</p> <ul style="list-style-type: none"> <li>• can give straightforward descriptions or narratives on a variety of familiar subjects within his field of interest</li> <li>• can explain the main points in an idea or problem with reasonable precision can give detailed instructions in his/her professional field</li> <li>• can argue in an easily understood manner</li> <li>• can make short announcements concerning everyday professional topics</li> <li>• can give prepared presentations focusing on familiar topics in his/her field</li> <li>• can answer short and simple questions following his/her presentations</li> </ul>	<p>The candidate</p> <ul style="list-style-type: none"> <li>• can give clear and detailed presentations on a wide range of topics related to his/her professional field</li> <li>• can communicate complex information and advice on the full range of matters related to his/her occupational role</li> <li>• can give a clear, detailed description of how to carry out a procedure</li> <li>• can relate his/her ideas with supporting examples and data</li> <li>• can introduce topics in a logical and systematic manner</li> <li>• can highlight important messages</li> <li>• can clearly argue supporting his/her opinions</li> <li>• can show an understanding of how different views relate to each other</li> <li>• can make fluent and prompt announcements</li> <li>• can give prepared presentations listing advantages and disadvantages</li> <li>• can divert from prepared texts in a natural way</li> <li>• can demonstrate a notable fluency in speech</li> </ul>	<p>The candidate</p> <ul style="list-style-type: none"> <li>• can provide detailed descriptions of complex topics and link the individual sub-topics</li> <li>• can give instructions on carrying out a series of complex professional or academic procedures</li> <li>• can relate individual topics and use appropriate closing</li> <li>• can make announcements fluently</li> <li>• can express subtle shades of meaning using appropriate intonation and accent</li> <li>• can give clear, well-structured presentations on complex topics</li> <li>• can easily handle interactions</li> </ul>

**Writing Skills (WR)**

**B1**

The candidate

- can create simple texts in familiar topics
- can describe experiences, events and ambitions
- can briefly argue and explain different viewpoints and plans
- can relate a story
- can write a detailed report focusing on given points
- can write short accounts of factual information in standard formats related to a specific genre

**B2**

The candidate

- can write clear, detailed texts on a variety of subjects related to his/her field can express his/her opinion on a given topic
- can write an essay with appropriate arguments
- can explain the advantages and disadvantages of different alternatives
- can emphasise important points
- can evaluate problems and provide solutions

**C1**

The candidate

- can create well structured written texts on complex topics
- can write a suitable introduction and conclusion to a longer report, article or dissertation on a complex academic or professional topic
- can reliably use cohesion devices
- can relate complex topics in a well structured manner
- can use additional ideas, arguments and appropriate examples for relating and supporting his/her views



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## **CEFR DESCRIPTORS FOR A MEDICAL DOMAIN**

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	<b>B1</b>	<b>B2</b>	<b>C1</b>
<b>Listening Comprehension Skills (LC)</b>	<p><b>OVERALL LISTENING COMPREHENSION</b></p> <p>Can understand straightforward factual information about common everyday or job related topics, identifying both <b>general messages and specific details</b>, provided speech is clearly articulated in a generally familiar accent.</p> <p>Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives</p> <p><b>UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS</b></p> <p>Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard speech</p> <p>Can follow much of everyday conversation and discussion, provided it takes place in standard speech and is</p>	<p><b>OVERALL LISTENING COMPREHENSION</b></p> <p>Can understand standard spoken language, live or broadcast on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand</p> <p>Can understand <b>the main ideas of</b> propositionally and linguistically <b>complex speech on both concrete and abstract topics</b> delivered in standard speech, including <b>technical discussions in his/her field of specialisation.</b></p> <p>Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers</p> <p><b>UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS</b></p> <p>Can keep up with an animated conversation between speakers of the target language. Can with some effort catch much of what is said</p>	<p><b>OVERALL LISTENING COMPREHENSION</b></p> <p>Can understand enough to follow extended speech on <b>abstract and complex topics beyond his/her own field</b>, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. Can recognise a <b>wide range of idiomatic expressions and colloquialisms, appreciating register shifts.</b></p> <p>Can follow extended speech even when it is <b>not clearly structured and when relationships are only implied and not signalled explicitly.</b></p> <p><b>UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS</b></p> <p>Can easily <b>follow complex interactions</b> between third parties <b>in group discussion</b> and debate, <b>even on abstract, complex unfamiliar topics.</b></p>

	<p>clearly articulated in a familiar accent.</p> <p><b>LISTENING AS A MEMBER OF A LIVE AUDIENCE</b></p> <p>Can follow a lecture or talk within his/her own field, provided the subject matter is familiar and the presentation straightforward and clearly structured.</p> <p>Can distinguish between main ideas and supporting details in standard lectures on familiar subjects, provided these are delivered in clearly articulated standard speech.</p> <p>Can follow in outline straightforward short talks on familiar topics, provided these are delivered in clearly articulated standard speech.</p> <p>Can follow a straightforward conference presentation or demonstration with visual support (e.g. slides, handouts) on a topic or product within his/her field, understanding explanations given.</p> <p>Can understand the main points of what is said in a straightforward monologue like a guided tour, provided the delivery is clear and relatively slow.</p> <p><b>LISTENING TO ANNOUNCEMENTS AND INSTRUCTIONS</b></p>	<p>around him/her, but may find it difficult to participate effectively in discussion with several speakers of the target language who do not modify their speech in any way.</p> <p>Can <b>identify the main reasons for and against an argument or idea in a discussion conducted in clear standard speech.</b></p> <p>Can follow chronological sequence in extended informal speech, e.g. in a story or anecdote.</p> <p><b>LISTENING AS A MEMBER OF A LIVE AUDIENCE</b></p> <p>Can <b>follow the essentials of lectures, talks and reports and other forms of academic/professional presentation</b> which are propositionally and linguistically complex.</p> <p>Can understand the speaker's point of view on topics that are of current interest or that relate to his/her specialised field, provided that <b>the talk is delivered in standard spoken language.</b></p> <p>Can follow <b>complex lines of argument</b> in a clearly articulated lecture provided the topic is reasonably familiar.</p> <p>Can distinguish main themes from asides, provided that the lecture or talk is delivered in standard spoken language.</p> <p>Can recognise the <b>speaker's point of view and distinguish this from facts</b> that he/she is reporting.</p>	<p>Can identify the attitude of each speaker in an animated discussion characterised by overlapping turns, digressions and colloquialisms that is delivered at a natural speed in accents that are familiar to the listener.</p> <p><b>LISTENING AS A MEMBER OF A LIVE AUDIENCE</b></p> <p>Can follow most lectures, discussions and debates with relative ease.</p> <p><b>LISTENING TO ANNOUNCEMENTS AND INSTRUCTIONS</b></p> <p>Can extract specific information from poor quality, audibly distorted public announcements e.g. in a station, sports stadium etc.</p> <p>Can understand complex technical information, such as operating instructions, specifications for familiar products and services.</p> <p><b>LISTENING TO AUDIO MEDIA AND RECORDINGS</b> (involves broadcast media and recorded materials including messages, weather forecasts, narrated</p>
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	<p>Can understand simple technical information, such as operating instructions for everyday equipment. Can follow detailed directions.</p> <p>Can understand public announcements at airports, stations and on planes, buses and trains, provided these are clearly articulated in standard speech with minimum interference from background noise.</p> <p>LISTENING TO AUDIO MEDIA AND RECORDINGS (involves broadcast media and recorded materials including messages, weather forecasts, narrated stories, news bulletins, interviews and documentaries)</p> <p>Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech. Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.</p> <p>Can understand the main points and important details in stories and other narratives (e.g. a description of a holiday), provided the speaker speaks slowly and clearly.</p>	<p>LISTENING TO ANNOUNCEMENTS AND INSTRUCTIONS</p> <p>Can understand announcements and messages on concrete and abstract topics spoken <b>in standard speech at normal speed.</b></p> <p>Can understand <b>detailed instructions</b> well enough to be able to follow them successfully.</p> <p>LISTENING TO AUDIO MEDIA AND RECORDINGS (involves broadcast media and recorded materials including messages, weather forecasts, narrated stories, news bulletins, interviews and documentaries)</p> <p>Can understand recordings in the standard form of the language likely to be encountered in social, professional or academic life and <b>identify speaker viewpoints and attitudes as well as the information content.</b></p> <p>Can understand most radio documentaries and most other recorded or broadcast audio material delivered in the standard form of the language and can <b>identify the speaker's mood, tone</b> etc.</p>	<p>stories, news bulletins, interviews and documentaries)</p> <p>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.</p>
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<p><b>Reading Comprehension Skills (RC)</b></p>	<p>OVERALL READING COMPREHENSION Can read <b>straightforward factual texts on subjects related to his/her field</b> and interests with a satisfactory level of comprehension.</p> <p>READING CORRESPONDENCE Can understand formal correspondence on less familiar subjects well enough to redirect it to someone else. <b>Can understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen friend.</b> <b>Can understand straightforward personal letters, emails or postings</b> giving a relatively detailed account of events and experiences. <b>Can understand standard formal correspondence and online postings in his/her area of professional interest.</b></p> <p>READING FOR ORIENTATION Can scan longer texts 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. <b>Can scan through straightforward,</b></p>	<p>OVERALL READING COMPREHENSION Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.</p> <p>READING CORRESPONDENCE <b>Can read correspondence relating to his/her field of interest</b> and readily grasp the essential meaning. Can understand what is said <b>in a personal email or posting even where some colloquial language</b> is used.</p> <p>READING FOR ORIENTATION <b>Can scan quickly through several sources</b> (articles, reports, websites, books etc.) <b>in parallel, in both his/her own field</b> and in related fields, and <b>can identify the relevance and usefulness of particular sections for the task at hand.</b> <b>Can scan quickly through long and complex texts, locating relevant details.</b> 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.</p>	<p>OVERALL READING COMPREHENSION <b>Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality,</b> provided he/she can reread difficult sections. <b>Can understand a wide variety of texts</b> including literary writings, newspaper or magazine articles, and <b>specialised academic or professional publications,</b> provided that there are opportunities for re-reading and he/she has access to reference tools.</p> <p>READING CORRESPONDENCE Can understand any correspondence given the occasional use of a dictionary. <b>Can understand implicit as well as explicit attitudes, emotions and opinions expressed in emails, discussion forums, blogs etc.,</b> provided that there are opportunities for re-reading and he/she has access to reference tools. Can understand slang, idiomatic expressions and jokes in private correspondence.</p>
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	<p><b>factual texts in magazines, brochures or in the web, identify what they are about</b> and decide whether they contain information that might be of practical use. Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.</p> <p><b>Can pick out important information about preparation and usage on the labels on foodstuffs and medicine.</b></p> <p><b>Can assess whether an article, report or review is on the required topic.</b></p> <p><b>Can understand the important information in simple, clearly drafted adverts</b> in newspapers or magazines, provided that there are not too many abbreviations.</p> <p>READING FOR INFORMATION AND ARGUMENT</p> <p><b>Can understand straightforward, factual texts on subjects relating to his/her interests or studies.</b></p> <p><b>Can understand short texts on subjects that are familiar or of current interest, in which people give their points of view</b> (e.g. critical contributions to an online discussion forum or readers' letters to the editor).</p>	<p>READING FOR INFORMATION AND ARGUMENT</p> <p><b>Can obtain information, ideas and opinions from highly specialised sources within his/her field.</b> Can understand specialised articles outside his/her field, provided he/she can use a dictionary occasionally to confirm his/her interpretation of terminology.</p> <p><b>Can understand articles and reports concerned with contemporary problems</b> in which the writers adopt particular stances or viewpoints.</p> <p><b>Can recognise when a text provides factual information and when it seeks to convince readers of something.</b></p> <p><b>Can recognise different structures in discursive text:</b> contrasting arguments, problem-solution presentation and cause-effect relationships.</p> <p>READING INSTRUCTIONS</p> <p><b>Can understand lengthy, complex instructions in his/her field,</b> including details on conditions and warnings, provided he/she can reread difficult sections.</p> <p>IDENTIFYING CUES AND INFERRING (SPOKEN &amp; WRITTEN)</p> <p>Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using</p>	<p>READING FOR ORIENTATION</p> <p><i>No descriptors available;</i></p> <p><i>READING FOR INFORMATION AND ARGUMENT</i></p> <p><b>Can understand in detail a wide range of lengthy, complex texts</b> likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.</p> <p><b>Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality,</b> provided he/she can reread difficult sections.</p> <p>READING INSTRUCTIONS</p> <p><b>Can understand in detail lengthy, complex instructions on a new machine or a new procedure, whether or not the instructions relate to his/her own area of speciality,</b> provided he/she can reread difficult sections.</p> <p>IDENTIFYING CUES AND INFERRING (SPOKEN &amp; WRITTEN)</p>
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	<p><b>Can identify the main conclusions</b> in clearly signalled argumentative texts.</p> <p><b>Can recognise the line of argument</b> in the treatment of the issue presented, though not necessarily in detail.</p> <p><b>Can recognise significant points</b> in straightforward newspaper articles on familiar subjects.</p> <p>Can <b>understand most factual information</b> that he/she is likely to come across on familiar subjects of interest, provided he/she has sufficient time for re-reading.</p> <p><b>Can understand the main points in</b> descriptive notes such as those on museum exhibits and explanatory boards in exhibitions.</p> <p>READING INSTRUCTIONS</p> <p><b>Can understand instructions and procedures in the form of a continuous text</b>, for example in a manual, provided that he/she is familiar with the type of process or product concerned.</p> <p>Can understand clearly written, straightforward instructions for a piece of equipment.</p> <p>Can follow simple instructions given on packaging, e.g. cooking instructions.</p> <p>Can understand most short safety instructions, (e.g. on public transport or in manuals for the use of electrical</p>	contextual clues.	Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.
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	<p>equipment).</p> <p><b>IDENTIFYING CUES AND INFERRING (SPOKEN &amp; WRITTEN)</b></p> <p>Can exploit different types of connectors (numerical, temporal, logical) and the role of key paragraphs in the overall organisation, in order to better understand the argumentation in a text.</p> <p><b>Can extrapolate the meaning of a section of a text by taking into account the text as a whole.</b></p> <p><b>Can identify unfamiliar words</b> from the context on topics related to his/her field and interests.</p> <p>Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.</p> <p><b>Can make basic inferences or predictions about text content from headings, titles or headlines.</b></p> <p>Can listen to a short narrative and predict what will happen next.</p> <p><b>Can follow a line of argument or the sequence of events in a story,</b> by focusing on common logical connectors (e.g. however, because) and temporal connectors (e.g. after that, beforehand).</p> <p>Can deduce the probable meaning of</p>		
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	unknown words in a written text by identifying their constituent part (e.g. identifying word roots, lexical elements, suffixes and prefixes).		
<b>Speaking Skills (SP)</b>	<p>OVERALL SPOKEN PRODUCTION Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points. A2 <b>Can give a simple description or presentation of people</b></p> <p>SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE <b>Can clearly express feelings about something experienced and give reasons to explain those feelings.</b> <b>Can give straightforward descriptions on a variety of familiar subjects within his field of interest.</b> <b>Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.</b> <b>Can give detailed accounts of experiences, describing feelings and reactions.</b> <b>Can relate details of unpredictable occurrences, e.g. an accident.</b> Can relate the plot of a book or film and describe his/her reactions.</p>	<p>OVERALL SPOKEN PRODUCTION <b>Can give clear, systematically developed descriptions and presentations,</b> with appropriate highlighting of significant points, and relevant supporting detail. <b>Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest,</b> expanding and supporting ideas with subsidiary points and relevant examples.</p> <p>SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE <b>Can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest.</b> <b>Can describe the personal significance of events and experiences in detail.</b></p> <p>SUSTAINED MONOLOGUE: GIVING INFORMATION <b>Can communicate complex information and advice on the full range of matters related to his/her occupational role.</b> <b>Can communicate detailed information reliably.</b></p>	<p>OVERALL SPOKEN PRODUCTION <b>Can give clear, detailed descriptions and presentations on complex subjects,</b> integrating sub themes, developing particular points and rounding off with an appropriate conclusion.</p> <p>SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE <b>Can give clear, detailed descriptions of complex subjects.</b> Can give elaborate descriptions and narratives, integrating sub themes, developing particular points and rounding off with an appropriate conclusion.</p> <p>SUSTAINED MONOLOGUE: GIVING INFORMATION <b>Can communicate clearly detailed distinctions between ideas, concepts and things that closely resemble one other.</b> <b>Can give instructions on carrying out a series of complex professional or</b></p>

	<p><b>Can describe dreams, hopes and ambitions.</b>  <b>Can describe events</b>, real or imagined.  <b>Can narrate a story.</b></p> <p>SUSTAINED MONOLOGUE: GIVING INFORMATION  <b>Can explain the main points in an idea or problem with reasonable precision.</b>  <b>Can describe how to do something, giving detailed instructions.</b>  <b>Can report straightforward factual information on a familiar topic</b>, for example to indicate the nature of a problem or to give detailed directions, provided he/she can prepare beforehand.</p> <p>SUSTAINED MONOLOGUE: PUTTING A CASE (E.G. IN A DEBATE)  <b>Can develop an argument</b> well enough to be followed without difficulty most of the time.  <b>Can give simple reasons to justify a viewpoint on a familiar topic.</b>  Can express opinions on subjects relating to everyday life, using simple expressions.  <b>Can briefly give reasons and explanations for opinions, plans and actions.</b>  <b>Can say whether or not he/she approves of what someone has done and give reasons</b> to justify this opinion. A2</p>	<p><b>Can give a clear, detailed description of how to carry out a procedure.</b></p> <p>SUSTAINED MONOLOGUE: PUTTING A CASE (E.G. IN A DEBATE)  <b>Can develop an argument systematically</b> with appropriate highlighting of significant points, and relevant supporting detail.  <b>Can develop a clear argument, expanding and supporting his/her points of view</b> at some length with subsidiary points and relevant examples.  Can construct a chain of reasoned argument.  <b>Can explain a viewpoint on a topical issue giving the advantages and disadvantages</b> of various options.</p> <p>PUBLIC ANNOUNCEMENTS  <b>Can deliver announcements on most general topics with a degree of clarity</b>, fluency and spontaneity which causes no strain or inconvenience to the listener.</p> <p>ADDRESSING AUDIENCES  <b>Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail.</b>  Can depart spontaneously from a prepared text and follow up interesting points raised by members of the audience, often showing remarkable fluency and ease of expression.</p>	<p><b>academic procedures.</b></p> <p>SUSTAINED MONOLOGUE: PUTTING A CASE (E.G. IN A DEBATE)  <b>Can argue a case on a complex issue, formulating points precisely</b> and employing emphasis effectively.  <b>Can develop an argument systematically in well-structured speech</b>, taking into account the interlocutor's perspective, highlighting significant points with supporting examples and concluding appropriately.</p> <p>PUBLIC ANNOUNCEMENTS  <b>Can deliver announcements fluently, almost effortlessly</b>, using stress and intonation to convey finer shades of meaning precisely.</p> <p>ADDRESSING AUDIENCES  <b>Can give a clear, well-structured presentation of a complex subject</b>, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples.</p>
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	<p>PUBLIC ANNOUNCEMENTS</p> <p><b>Can deliver short, rehearsed announcements</b> on a topic pertinent to everyday occurrences in his/her field which, despite possibly very foreign stress and intonation, are nevertheless clearly intelligible.</p> <p>ADDRESSING AUDIENCES</p> <p><b>Can give a prepared presentation on a familiar topic within his/her field,</b> outlining similarities and differences (e.g. between products, countries/regions, plans).</p> <p>Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.</p> <p><b>Can take follow up questions,</b> but may have to ask for repetition if the speech was rapid.</p>	<p><b>Can give a clear, prepared presentation, giving reasons in support of or against</b> a particular point of view and giving the advantages and disadvantages of various options.</p> <p><b>Can take a series of follow up questions with a degree of fluency</b> and spontaneity which poses no strain for either him/herself or the audience.</p>	<p><b>Can structure a longer presentation appropriately</b> in order to help the audience follow the sequence of ideas and understand the overall argumentation.</p> <p><b>Can speculate or hypothesise in presenting a complex subject,</b> comparing and evaluating alternative proposals and arguments.</p> <p>Can handle interjections well, responding spontaneously and almost effortlessly.</p>
<p><b>Writing Skills (WR)</b></p>	<p>OVERALL WRITTEN PRODUCTION</p> <p>Can write straightforward connected texts on a range of familiar subjects within his/her field of interest, by linking a series of shorter discrete elements into a linear</p>	<p>OVERALL WRITTEN PRODUCTION</p> <p>Can write clear, detailed texts on a variety of subjects related to his/her field of interest, synthesising and evaluating information and arguments from a number of sources.</p>	<p>OVERALL WRITTEN PRODUCTION</p> <p>Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and</p>

	<p>sequence.</p> <p><b>WRITTEN REPORTS AND ESSAYS</b>  Can write short, simple essays on topics of interest.  Can write a text on a topical subject of personal interest, using simple language to list advantages and disadvantages, give and justify his/her opinion.  Can summarise, report and give his/her opinion about accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence.  Can write very brief reports to a standard conventionalised format, which pass on routine factual information and state reasons for actions.  Can present a topic in a short report or poster, using photographs and short blocks of text.</p> <p><b>PLANNING</b>  Can rehearse and try out new combinations and expressions, inviting feedback.  Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express</p>	<p><b>WRITTEN REPORTS AND ESSAYS</b>  Can write an essay or report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail.  Can write a detailed description of a complex process.  Can evaluate different ideas or solutions to a problem.  Can write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options.  Can synthesise information and arguments from a number of sources.</p> <p><b>PLANNING</b>  Can, in preparing for a potentially complicated or awkward situation, plan what to say in the event of different reactions, reflecting on what expression would be appropriate.  Can plan what is to be said and the means to say it, considering the effect on the recipient(s).</p> <p><b>COMPENSATING</b>  Can use circumlocution and paraphrase to cover gaps in vocabulary and structure.  Can address most communication problems by using circumlocutions, or by avoiding difficult expressions.</p>	<p>supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion.  Can employ the structure and conventions of a variety of written genres, varying the tone, style and register according to addressee, text type and theme.</p> <p><b>WRITTEN REPORTS AND ESSAYS</b>  Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues.  Can expand and support points of view at some length with subsidiary points, reasons and relevant examples.  Can write a suitable introduction and conclusion to a longer report, article or dissertation on a complex academic or professional topic provided that the topic is within his/her field of interest and there are opportunities for redrafting and revision.</p> <p><b>PLANNING</b>  Can, when preparing a more formal spoken or written text, consciously adopt the conventions linked to the particular type of text concerned (structure, level of formality and other</p>
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	<p><b>COMPENSATING</b>  Can define the features of something concrete for which he/she can't remember the word.  Can convey meaning by qualifying a word meaning something similar (e.g. a truck for people = bus).  Can use a simple word meaning something similar to the concept he/she wants to convey and invites 'correction'.  Can foreignise a mother tongue word and ask for confirmation.</p> <p><b>MONITORING AND REPAIR</b>  Can correct mix-ups with tenses or expressions which lead to misunderstandings provided the interlocutor indicates there is a problem.  Can ask for confirmation that a form used is correct.  Can start again using a different tactic when communication breaks down.</p>	<p><b>MONITORING AND REPAIR</b>  Can often retrospectively self-correct his/her occasional 'slips' or non-systematic errors and minor flaws in sentence structure.  Can correct slips and errors if he/she becomes conscious of them or if they have led to misunderstandings.  Can make a note of 'favourite mistakes' and consciously monitor speech for it/them.</p>	<p>conventions).</p> <p><b>COMPENSATING</b>  Can exploit his/her range of vocabulary options creatively so as to readily and effectively use circumlocution in almost all situations.</p> <p><b>MONITORING AND REPAIR</b>  Can backtrack when he/she encounters a difficulty and reformulate what he/she wants to say without fully interrupting the flow of speech.  Can self-correct with a high degree of effectiveness.</p>
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