

CEFR-J (English)

	Skills	PreA1	A1.1	A1.2	A1.3	A2.1	A2.2	B1.1	B1.2	B2.1	B2.2	C1	C2
U N D E R S T A N D I N G	Listening	I can catch everyday, familiar words, provided they are delivered clearly and slowly.	I can understand short, simple instructions such as "Stand up." "Sit down." "Stop." etc., provided they are delivered face-to-face, slowly and clearly.	I can understand short conversations about familiar topics (e.g. hobbies, sports, club activities), provided they are delivered in slow and clear speech.	I can understand phrases and expressions related to matters of immediate relevance to me or my family, school, neighborhood etc, provided they are delivered slowly and clearly.	I can understand short, simple announcements e.g. on public transport or in stations or airports, provided they are delivered slowly and clearly.	I can understand and follow a series of instructions for sports, cooking, etc. provided they are delivered slowly and clearly.	I can understand the gist of explanations of cultural practices and customs that are unfamiliar to me, provided they are delivered in slow and clear speech involving rephrasing and repetition.	I can understand the majority of the concrete information content of recorded or broadcast audio material on topics of personal interest spoken at normal speed.	I can understand the main points of a conversation between native speakers in television programmes and in films, provided they are delivered at normal speed and in standard English.	I can follow a variety of conversations between native speakers, in television programmes and in films, which make no linguistic adjustments for non-native speakers.	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.
		I can recognise the letters of the English alphabet, when they are pronounced.	I can catch key information necessary for everyday life such as numbers, prices, dates, days of the week, provided they are delivered slowly and clearly.	I can catch concrete information (e.g. places and times) on familiar topics encountered in everyday life, provided it is delivered in slow and clear speech.	I can understand instructions and explanations necessary for simple transactions (e.g. shopping and eating out), provided they are delivered slowly and clearly.	I can understand the main points of straightforward factual messages (e.g. a school assignment, a travel itinerary), provided speech is clearly articulated in a familiar accent.	I can understand instructions about procedures (e.g. cooking, handicrafts), with visual aids, provided they are delivered in slow and clear speech involving rephrasing and repetition.	I can understand the main points of extended discussions around me, provided speech is clearly articulated and in a familiar accent.	I can understand the main points of short radio news items if they are delivered in a clear, familiar accent.	I can follow extended speech and complex lines of argument provided the topic is reasonably familiar.	I can understand the speaker's point of view about topics of current common interest and in specialised fields, provided it is delivered at a natural speed and articulated in standard English.		
	Reading	I can recognise words in a picture book that are already familiar through oral activities.	I can read and understand very short, simple, directions used in everyday life such as "No parking", "No food or drink" etc.	I can understand very short, simple, everyday texts, such as simple posters and invitation cards.	I can understand texts of personal interest (e.g. articles about sports, music, travel, etc.) written with simple words supported by illustrations and pictures.	I can understand explanatory texts describing people, places, everyday life, and culture, etc., written in simple words.	I can find the information I need, from practical, concrete, predictable texts (e.g. travel guidebooks, recipes), provided they are written in simple English.	I can understand the main points of English newspaper and magazine articles adapted for educational purposes.	I can search the internet or reference books, and obtain school- or work-related information, paying attention to its structure. Given the occasional use of a dictionary, I can understand it, relating it to any accompanying figures or tables.	I can read texts dealing with topics of general interest, such as current affairs, without consulting a dictionary, and can compare differences and similarities between multiple points of view.	I can scan through rather complex texts e.g. articles and reports, and can identify key passages. I can adapt my reading speed and style, and read accurately, when I decide closer study is worthwhile.	I can understand long and complex factual and literary texts, appreciating 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, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
		I can recognise upper- and lower-case letters printed in block type.	I can understand a fast-food restaurant menu that has pictures or photos, and choose the food and drink in the menu.	I can understand very short reports of recent events such as text messages from friends' or relatives', describing travel memories, etc.	I can understand short narratives with illustrations and pictures written in simple words.	I can understand short narratives and biographies written in simple words.	I can understand the main points of texts dealing with everyday topics (e.g. life, hobbies, sports) and obtain the information I need.	I can understand clearly written instructions (e.g. for playing games, for filling in a form, for assembling things).	I can understand the plot of longer narratives written in plain English.	I can understand in detail specifications, instruction manuals, or reports written for my own field of work, provided I can reread difficult sections.	I can extract necessary information and the points of the argument from articles and reference materials in my specialised field without consulting a dictionary.		

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S P E A K I N G	Spoken interaction	I can express my wishes and make requests in areas of immediate need such as "Help!" and "I want ~", using basic phrases. I can express what I want by pointing at it, if necessary.	I can ask and answer questions about times, dates, and places, using familiar, formulaic expressions.	I can respond simply in basic, everyday interactions such as talking about what I can/cannot do or describing colour, using a limited repertoire of expressions.	I can ask and answer simple questions about familiar topics such as hobbies, club activities, provided people speak clearly.	I can give simple directions from place to place, using basic expressions such as "turn right" and "go straight" along with sequencers such as first, then, and next.	I can exchange opinions and feelings, express agreement and disagreement, and compare things and people using simple English.	I can express opinions and exchange information about familiar topics (e.g. school, hobbies, hopes for the future), using a wide range of simple English.	I can explain in detail and with confidence a problem which has arisen in places such as hospitals or city halls. I can get the right treatment by providing relevant, detailed information.	I can discuss the main points of news stories I have read about in the newspapers / on the internet or watched on TV, provided the topic is reasonably familiar to me.	I can actively engage in conversations on a wide range of topics from the general to more specialised cultural and academic fields and express my ideas accurately and fluently.	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 ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
		I can use common, formulaic, daily and seasonal greetings, and respond to those greetings.	I can ask and answer about personal topics (e.g. family, daily routines, hobby), using mostly familiar expressions and some basic sentences (although these are not necessarily accurate).	I can exchange simple opinions about very familiar topics such as likes and dislikes for sports, foods, etc., using a limited repertoire of expressions, provided that people speak clearly.	I can make, accept and decline offers, using simple words and a limited range of expressions.	I can get across basic information and exchange simple opinions, using pictures or objects to help me.	I can interact in predictable everyday situations (e.g., a post office, a station, a shop), using a wide range of words and expressions.	I can maintain a social conversation about concrete topics of personal interest, using a wide range of simple English.	I can explain with confidence a problem which has arisen in familiar places such as a station or a shop (e.g. purchasing the wrong ticket) and obtain the right product or service by requesting politely and expressing gratitude (assuming that the provider of the service is cooperative).	I can discuss abstract topics, provided they are within my terms of knowledge, my interests, and my experience, although I sometimes cannot contribute to discussions between native speakers.	I can exchange opinions about magazine articles using a wide range of colloquial expressions.		
	Spoken production	I can convey very limited information about myself (e.g. name and age), using simple words and basic phrases.	I can convey personal information (e.g. about my family and hobbies), using basic phrases and formulaic expressions.	I can express simple opinions related to limited, familiar topics, using simple words and basic phrases in a restricted range of sentence structures, provided I can prepare my speech in advance.	I can express simple opinions about a limited range of familiar topics in a series of sentences, using simple words and basic phrases in a restricted range of sentence structures, provided I can prepare my speech in advance.	I can introduce myself including my hobbies and abilities, using a series of simple phrases and sentences.	I can make a short speech on topics directly related to my everyday life (e.g. myself, my school, my neighborhood) with the use of visual aids such as photos, pictures, and maps, using a series of simple words and phrases and sentences.	I can talk in some detail about my experiences, hopes and dreams, expanding on what I say by joining together words, phrases and expressions I can readily use to make longer contributions.	I can give an outline or list the main points of a short story or a short newspaper article with some fluency, adding my own feelings and ideas.	I can give a prepared presentation with reasonable fluency, stating reasons for agreement or disagreement or alternative proposals, and can answer a series of questions.	I can give a fluent presentation, focusing on both the main points and related details. I 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.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
		I can give a simple explanation about an object while showing it to others using basic words, phrases and formulaic expressions, provided I can prepare my speech in advance.	I can convey simple information (e.g. times, dates, places), using basic phrases and formulaic expressions.	I can give simple descriptions e.g. of everyday object, using simple words and basic phrases in a restricted range of sentence structures, provided I can prepare my speech in advance.	I can describe simple facts related to everyday life with a series of sentences, using simple words and basic phrases in a restricted range of sentence structures, provided I can prepare my speech in advance.	I can give a brief talk about familiar topics (e.g. my school and my neighborhood) supported by visual aids such as photos, pictures, and maps, using a series of simple phrases and sentences.	I can give an opinion, or explain a plan of action concisely giving some reasons, using a series of simple words and phrases and sentences.	I can talk about familiar topics and other topics of personal interest, without causing confusion to the listeners, provided I can prepare my ideas in advance and use brief notes to help me.	I can give a reasonably smooth presentation about social situations of personal interest, adding my own opinions, and I can take a series of follow up questions from the audience, responding in a way that they can understand.	I can develop an argument clearly in a debate by providing evidence, provided the topic is of personal interest.	I can clarify my viewpoints, and maintain conversation in debates on social issues and current affairs, integrating sub-themes or related cases.		

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W R I T I N G	Writing	I can write upper- and lower-case letters and words in block letters.	I can fill in forms with such items as name, address, and occupation.	I can write short texts about matters of personal relevance (e.g. likes and dislikes, family, and school life), using simple words and basic expressions.	I can write short texts about my experiences with the use of a dictionary.	I can write invitations, personal letters, memos, and messages, in simple English, provided they are about routine, personal matters.	I can write a simple description about events of my immediate environment, hobby, places, and work, provided they are in the field of my personal experience and of my immediate need.	I can write a description of substantial length about events taking place in my immediate environment (e.g. school, workplace, local area), using familiar vocabulary and grammar.	I can report the outline or basic content of newspaper articles and movies, expressing my own opinions, using non-technical vocabulary and less complicated sentence structures.	I can write business documents (e.g. e-mail, fax, business letters), conveying degrees of emotion, in a style appropriate to the purpose, provided they are in my professional field.	I can write clear, detailed reports and articles which contain complicated contents, considering cause/effect and hypothetical situations, provided they are in my specialised field and of personal concern.	I can express myself in clear, well-structured text, expressing points of view at 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 style appropriate to the reader in mind.	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 notice and remember significant points. I can write summaries and reviews of professional or literary works.
		I can write down words provided they are pronounced letter by letter. I can copy what is written.	I can write short phrases and sentences giving basic information about myself (e.g. name, address, family) with the use of a dictionary.	I can write message cards (e.g. birthday cards) and short memos about events of personal relevance, using simple words and basic expressions.	I can write a series of sentences about my hobbies and likes and dislikes, using simple words and basic expressions.	I can write texts of some length (e.g. diary entries, explanations of photos and events) in simple English, using basic, concrete vocabulary and simple phrases and sentences, linking sentences with simple connectives like <i>and</i> , <i>but</i> , and <i>because</i> .	I can write my impressions and opinions briefly about what I have listened to and read (e.g. explanations about lifestyles and culture, stories), using basic everyday vocabulary and expressions.	I can write coherent instructions telling people how to do things, with vocabulary and grammar of immediate relevance.	I can write narratives (e.g. travel diaries, personal histories, personal anecdotes) in several paragraphs, following the order of events. I can write personal letters which report recent events in some detail.	I can write reasonably coherent essays and reports using a wide range of vocabulary and complex sentence structures, synthesising information and arguments from a number of sources, provided I know something about the topics.	I can write clear, coherent essays and reports with a wide repertoire of vocabulary and complex sentence structures, emphasizing important points, integrating sub-themes, and constructing a chain of argument, as long as I do not need to express subtle nuances of feelings and experience.		