

Check what you can do with the languages you know or the languages that you are learning. The levels of skills set out by the Council of Europe's Common European Framework Reference for language learning are six in number:

- A1: introduction and discovery level: Breakthrough
- A2: survival: Waystage
- B1: independent user: Threshold
- B2: independent user: Vantage
- C1: proficient user: Effective Operational Proficiency
- C2: proficient user: Mastery

The following lists allow you to find your own level of skill or the level of skill shortly to be reached.

You may add other descriptors based on your own experience.

■ As you progress fill in the boxes which are relevant to your work, respecting the meaning of the symbols used.

I am learning / I am practising doing

I can manage without special help

Note that you can sometimes tick boxes that match different levels or intermediate levels.

Working with the following descriptors enables you to measure the progress you make. Talking with your teacher is necessary to assess the quality of the language you use to communicate.

Generally speaking, self-assessment must not be confused with evaluation from your teacher or an institution or with the official validation of a skill level.

The descriptors in these tables are taken from the Bank of Descriptors for self-assessment designed by the **European Portfolio for languages** (© Council of Europe, Language Policy Division) and from the **European Portfolio for junior high schools** used in France. The examples given have been designed specifically for this version of the **European portfolio for languages** in France.

LISTENING

**A1 I can understand simple words and very simple everyday expressions about myself, my family and the immediate environment, if people speak slowly and clearly.**

**When people speak slowly and clearly, and pause between sentences...**

- I can understand simple questions about myself or my family.

*e.g. what my name is and where I live.*



- I can understand when I am asked what I do.

*e.g. if I go to school or if I work.*



- I can understand when I am asked simple questions about people I know.

*e.g. their names, their relationship to me, etc.*



- I can understand simple expressions about everyday life.

*e.g. when someone thanks me, says hello or goodbye, accepts and refuses something, when I'm asked how I am, etc.*



- I can understand information and simple instructions.

*e.g. when I am told where to find something or someone or when I am asked to come, to open my book, to go to the board, to wait, etc.*



- I can also



- I can also



**A2 I can understand very common expressions and vocabulary closely concerning myself (e.g. myself, my family, purchases, close environment, work). I can grasp the essential meaning of simple, clear messages.**

**A2-1 When the speaker deliberately uses almost uniquely words and expressions that I ought to know...**

- I can understand if he is asking a question, if he is stating something or if he is asking to do something.

*e.g. when listening to a dialogue.*



- I can understand when he is introducing himself, is speaking about his family and his likes and dislikes.

*e.g. when he says his name, his age, where he lives, what he likes and what he likes doing best in his spare time.*



- I can understand when he asks me what I like.

*e.g. when he asks me what I like to do in my spare time.*



- I can recognise words and expressions I know in a narrative or a dialogue.

*e.g. the places mentioned, the different characters, what they like and do during their spare time.*



- I can also



- I can also



**A2-2 When the speaker uses simple sentences to talk about everyday issues because he knows he is talking to someone who is learning the language...**

- I can understand when he introduces another person.

*e.g. giving his identity, his family or relations, saying what he does for a living, what he likes and / or does not like, what he does in his spare time.*



- I can understand simple instructions about how to get from one place to another, on foot or by public transport.

*e.g. when I am explained a route in a town with the help of a map.*



- I can understand the general subject of a discussion I hear.

*e.g. what the characters in the dialogue are talking about, the issues they raise or the decisions they take.*





LISTENING

- I can understand the main theme of a short narrative which contains connected sentences.  
*e.g. by grasping the type of listening passage and the subject raised thanks to the sentences which are understood (event, description...).*



- I can also



- I can also



**A2-3** When the speaker is addressing a wider audience on issues which I am familiar with, but using sentences which are short and simple...

- I can understand the key information of a short message.  
*e.g. understand the time and the platform from which a train leaves, a doctor's visiting hours, opening and closing times.*



- I can understand a narrative if it is about facts in the present, past or future.  
*e.g. grasp when the speaker explains what happened before the events he is describing.*



- I can understand the logical composition of a narrative.  
*e.g. recognise when the speaker specifies why an event has taken place.*



- I can follow the TV news headings or televised documentaries presented quite slowly and clearly in standard language, even if I do not understand all the details.  
*e.g. recognise the issue dealt with, the type of news dealt with (political, economical, social, everyday news items, etc.) and the essential meaning of this news.*



- I can also



- I can also



**B1** I can understand the main points when clear standard language is spoken about familiar issues concerning work, school, spare time activities, etc. I can understand the main points of several TV and radio programmes on current affairs or on issues which I am personally or professionally interested in if the language spoken is relatively slow and clear.

**B1-1** When the speaker uses clear standard language and does not speak for too long (about 2-3 minutes)...

- I can understand the main points on familiar matters encountered regularly, including short narratives.  
*e.g. enough to be able to summarise a passage very briefly on a certain point of the syllabus or on everyday life, given by a pen friend, the assistant or through a recording.*



- I can understand the main points of radio news and simple recorded passages.  
*e.g. understand the main points of essential news items (themes, reported events, the importance of the news..).*



- I can have a comprehensive understanding of the main position adopted by someone in a discussion on a theme I know well.  
*e.g. recognise if two people interviewed share the same viewpoint on the topic presented by the host.*



- I can understand a piece of information by recognising the general message and the details.  
*e.g. if a speaker presents an important fact or illustrates it with details.*



- I can also



- I can also





LISTENING

**BI-2 When the speaker speaks for a rather long time about the issues related to the programme or current affairs...**

- I can understand what arguments a person uses in a discussion about a topic I know well.  
*e.g. recognise the arguments already raised during a class debate or encountered elsewhere.*

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- I can understand dialogues about current affairs in simple well-connected language.  
*e.g. understand easily everything when two speakers talk of their everyday life or about a particular event.*

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- I can follow a presentation as long as the topic is familiar and the explanation is clear and simple.  
*e.g. understand the main ideas of an exposition given by a pen friend, an assistant or on a recording.*

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- I can follow many films when the language is clear and when they are based on action and image.  
*e.g. understand the main events, the plot and the ending of an adventure film, even if I do not understand all the dialogues.*

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- I can also \_\_\_\_\_

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- I can also \_\_\_\_\_

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**BI-3 When I listen to the radio or TV about topics connected to the syllabus or current affairs...**

- I can understand the main points of TV programmes about everyday topics if the language is quite clearly connected.  
*e.g. recognise topics dealt with in reports and documentaries touching on a point in the programme and understand the most essential part of it.*

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- I can usually follow the main points of a long discussion if the language is clearly connected.  
*e.g. recognise topics dealt with and have an overall understanding of the opinions stated.*

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- I can understand simple specific information.  
*e.g. follow most of the explanations given in a documentary or in a report on an institution.*

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- I can understand most recordings and radio programmes when the language is clearly connected.  
*e.g. notice the novelty and the originality of information given in the light of what I know about the topic.*

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- I can also \_\_\_\_\_

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- I can also \_\_\_\_\_

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**B2 I can understand conferences and quite long speeches and follow complex argumentation if I am relatively familiar with the topic. I can understand most TV programmes about current affairs and the news. I can understand most films in standard language.**

**When I am familiar with the topic and even when the speech or the document is rather long and complex...**

- I can tell when the speaker is funny, his tone, etc.  
*e.g. recognise if he's being ironical, critical or appreciative.*

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- I can recognise his point and attitude as well as the informative content in what he says.  
*e.g. perceive in a passage or in a presentation what is personal comment and what is informative.*

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- I can follow an animated conversation between native speakers.  
*e.g. when one of the native speakers gets upset, uses more familiar language and speaks faster.*

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- I can understand announcements and ordinary messages about abstract and concrete topics, if they are delivered at a normal speed.  
*e.g. recordings of announcements in trains or stations, changes in train timetables and advice to travellers.*

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LISTENING

- I can grasp a good amount of what is being said without native speakers adapting their speech to my presence.

*e.g. when I listen to a TV debate on current affairs.*



- I can understand most TV news programmes and magazines, documentaries and interviews.

*e.g. easily follow reports about current affairs or connected to points on the programme.*



- I can also



- I can also



**CI I can understand a long speech even if it is not well structured and is only implicitly connected. I can understand TV programmes and films without much effort.**

**Whatever the topic...**

- I can easily follow a considerable speech even if it is not clearly set out and the ideas not explicitly connected.

*e.g. understand someone's point in a film or a play from comments and opinions given in disorder.*



- I can follow films in which slang, idiomatic and trendy language is often used.

*e.g. films in which the characters are from the common people.*



- I can identify fine details including the implicit aspect of human relations between the speakers.

*e.g. in plays and films.*



- I can easily follow complex language in a group discussion or debate even if the topic is abstract, complex or unfamiliar.

*e.g. while watching sensitive issues on TV debates.*



- I can also



- I can also



**C2 I have no trouble understanding spoken language in everyday life or in the media and when it is spoken quickly, as long as I have the time to get used to a particular accent.**

**No matter what the language is and how hard it is...**

- I can understand everything said by the speakers.



- I can understand everything said at a conference or long speeches containing many idiomatic expressions and / or regional language.



- I can also

