

LANGUAGE SKILLS LEVEL DESCRIPTIONS

	A1	A2	B1	B2	C1	C2	
COMPREHENSION	I understand familiar words and phrases that concern myself, my family and my immediate environment if people speak slowly and clearly.	I understand phrases and frequently used words that directly concern fields important to me (e.g. information about myself and my family, shopping, home and work). I understand the basic content of short, simple and well-enunciated phrases	I understand the basic information in ordinary speech concerning a familiar topic: work, school, free time, etc. I understand the slowly and clearly presented main content of radio or TV shows that concerns topical issues or topics of interest to me	I understand longer talks and presentations, and in the case of a familiar topic even detailed nuances. I understand the content of most television news, feature programmes and movies.	I understand longer texts even if they are not clearly segmented and the text links are presented either indirectly or implicitly. I understand TV programmes and movies without much effort.	I effortlessly understand speech, regardless of where it is presented. I also understand rapid speech if I am given time to adjust to the pronunciation.	LISTENING
	I understand familiar names, words and very simple sentences on signs, posters or in catalogues, for example.	I understand very short, simple texts. I can find the presumed specific information contained in everyday texts (e.g. commercials, job offers, prospectuses, menus and timetables). I also understand simple, short personal messages.	I understand texts that mostly comprise commonly used words or words connected to my job. I understand descriptions of events, thoughts and wishes in personal letters.	I understand articles on topical events where the authors express clear opinions or viewpoints. I understand contemporary prose.	I understand difficult, lengthy texts, both topical and prosaic, recognising their specific stylistic characteristics. I understand specialised articles and longer technical instructions, even if they do not directly concern my occupation.	I effortlessly understand all types of written texts, including abstract texts, intricately structured or worded texts, e.g. manuals, specialised articles and prosaic literature.	READING
SPEAKING	I can communicate in a simple way if the interlocutor speaks slowly, repeats or rephrases what was said if needed and helps me communicate. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can get by in everyday communicative situations that require easy and direct exchange of information on familiar topics. I can participate in a conversation, but I cannot lead it.	I can mostly get by with my language skills in countries where the language is used. I can converse without preparation on a familiar, interesting or important topic: family, hobbies, work, travelling or the events of the day.	I can spontaneously and fluently converse: communicating with native speakers is possible. I can actively participate in discussing familiar topics. I can express and justify my opinions.	I can spontaneously and fluently make myself clear, without having to look for phrases all that often. I can use language flexibly and fulfil both my social and job-related objectives. I can express thoughts and opinions and further the conversation.	I can effortlessly participate in all conversations and discussions. I am familiar with idioms and colloquialisms. I can clearly communicate connotations. If needed, I can rephrase my thoughts in a conversation without other participants even noticing it.	ORAL COMMUNICATION
	I can describe where I live and the people I know using simple phrases and sentences.	I can describe my family and other people, my living conditions, educational background and current and previous jobs using different phrases and sentences.	I can describe experiences, events, dreams and plans using simple connected sentences. I can briefly justify and explain my opinions and plans. I can describe the content of a story, book or movie and outline my impressions.	I can speak, clearly and in detail, on a wide range of topics that concern my interests. I can explain my opinions on topical events by presenting arguments for and against different viewpoints.	I can describe, precisely and in detail, challenging topics, highlight subtopics and main points and summarise.	I can present a clear, fluent and contextually appropriate description or justification that is logically structured and helps the listener note and remember the most important aspects.	ORAL PRESENTATION
WRITING	I can write short, simple notices (e.g. a holiday postcard) and fill out forms (e.g. a hotel registration form that requires personal data: name, address and nationality/citizenship).	I can make notes and compile a personal note, e.g. to thank someone.	I can compile a simple, coherent text on a familiar or interesting topic. I can write a personal letter that describes my experiences and impressions.	I can write clear and detailed text concerning topics I am interested in. I can write an essay, report or summary to communicate information, commenting on and explaining my opinions. I can write letters that highlight the aspects of experiences and events that are important to me.	I can express myself in clear, coherent text, providing the necessary depth of reasoning. I can write a letter, essay or report on an intricate topic and highlight the most important aspects. I can adjust my writing style according to the reader.	I can write clearly and fluently in the required style. I can compile difficult letters, reports and articles and present the content in a logically structured manner that allows the reader to distinguish important points from unimportant aspects. I can compile specialised and prosaic content summaries, annotations and reviews.	WRITING

System of language proficiency levels of the European Council: self-assessment scale