

iZone: chart correlating main exam types and grading systems

LEVEL	CEF	ALTE	UCLES	IELTS	TOEIC®	TOEFL	PTE	BEC	BULATS
iZone 1	A1	0	-		0-245	0-95		-	-
iZone 2	A2	1	KET	3.0	246-380	96-125	1	-	-
iZone 3	A2+	-			381-500	126-160	2	-	-
iZone 4	B1	2	PET	4.0	500-650	160-180	3	-	-
	B2+	3	FCE	5.0	650-720	180-235	4	-	-
	C1	4	CAE	6.0-7.0	720-910	236-275	5	-	-

NOTE: The chart above indicates the approximate level of the different courses in the iZone series. The courses should not be judged as providing preparation for any specific examinations.

iZone 1

Unit	Listening	Reading	Spoken Interaction	Spoken Production	Strategies	Writing
1	A1.1		A1.13, A1.14	A1.21	small talk	B1.32, B1.34
2	A1.1, A2.5	A1.5	A1.14, A1.15	A1.21, A1.14	asking about regular activities	A2.33, B1.33, B2.34
3	A1.4, A2.1, A2.3	A1.6, A1.11	A1.17, A1.19, A1.21	A2.26, A2.31		A2.32, A2.34
4	A1.2, A1.3, A2.3, A2.6	A1.12	A1.18, A1.21, A2.21		showing interest A2.29	A1.28, A2.37
5	A1.2, A1.3, A2.3, A2.6	A1.5	A1.19, A2.22, A2.23	A2.28, A2.29, A2.30		A1.28, A1.29, A2.34, B1.17, B1.36
6	A2.2, A2.5, B1.2, B1.4		A1.21, A2.22, B1.22, B1.29		body language	A1.29, A2.33, A2.34
7	A2.5, B1.2, B1.4	A2.7, A2.13	A2.25, A2.26, A2.27, B1.15, B1.29	B1.22	B1.26, B1.28	B1.32, B1.35
8	A2.2, A2.5, B1.2, B1.4		B1.14, B1.18	B1.19, B1.20	closing conversations B1.29	A1.27, A2.33, A2.34
9	A1.2, A2.5, A2.6, B1.2	A1.9	B1.14, B1.14, B1.16, B1.18	B1.22	asking for advice	B1.34, B2.35
10	A2.5, B1.2, B1.5	A2.11	A2.25, B1.14, B1.15	A2.22, A2.23, A2.27, B1.28	B1.29	A2.34, A2.36, A2.39, B1.37

iZone 1 provides good coverage of communication skills at A1, and extends to some skills at A2 and B1 levels. There is particularly good coverage of listening and speaking skills.

iZone 2

Unit	Listening	Reading	Spoken Interaction	Spoken Production	Strategies	Writing
1	B1.2	A1.5	B1.14, B1.15	B1.18, B1.20, B1.23	asking questions to develop conversation B1.26, B1.28	B1.32, B1.34
2	B1.2, B1.4, B2.5	A2.9	B1.18, B2.14, B2.15	B1.28	changing topic	B1.32, B2.29
3	B2.1, B2.5, B2.6	A1.5, A2.7	B1.14, B1.16, B1.18, B2.16, B2.17	B1.26, B1.30	using generic terms	B1.33
4	B2.5		A2.27, B1.20	B1.28	listening actively B1.18	B1.32, B2.29, B2.33
5	B1.3, B1.5, B2.3	A1.5, A2.9	A2.17, A2.21, B2.15	A2.29, B1.26	asking for clarification	A2.36
6	A2.6, B1.4	B1.6	B1.20	B1.28	extending replies	A2.33, B1.34
7	B1.2	A2.10	B1.16		telephoning skills	
8	B1.1, B1.5	A1.9	B1.17	B1.26	asking for help	B2.33
9	B2.2, B2.5	A1.11, B1.6	B1.15, B2.14, B2.16	B2.22	delaying tactics	B1.32, B2.32
10	B2.2	A1.10	B2.15, B2.17	B2.18, B2.26	giving reasons	B2.29

iZone 2 leads learners from A1/A2 levels to cover some skills at B1 level.

iZone 3

Unit	Listening	Reading	Spoken Interaction	Spoken Production	Strategies	Writing
1	B1.4, B1.5	B1.8	B1.14, B1.15, B2.14, B2.15	B2.26, B2.27	softening opinions	B2.31, B2.33
2	B1.1, B1.2, B2.4, B2.5	B1.6, B1.8, B1.9	B1.14, B1.18, B2.14, B2.15	B2.33, C1.24	turn taking: interruption	B2.31, B2.33
3	B1.3, B2.1	B1.8, B1.9	B1.22, B2.21	B2.17, B2.18	making suggestions	B1.32
4	B1.1, B2.5, B2.6	B2.7	B1.19, B1.29	B2.20	time linking B2.25	B1.33, B1.36
5	B1.1, B1.5	B1.6	B1.14, B1.15, B1.16, B1.17	B1.19, B2.15	accepting invitations	B2.31
6	B1.2, B1.3, B1.4, B1.5	B1.6, B1.7, B1.8, B1.9, B1.11, B1.13	B1.14, B1.15, B1.16, B1.17	B1.19, B1.20, B1.23	listening actively, asking questions	B1.34
7	B1.1, B1.2, B1.3, B1.5	B2.8, B2.10	B2.14, B2.17		expressing opinions	B1.32, B2.33, B2.34
8	B2.5, B2.6	B2.9	B2.18, B2.20	B2.24, B2.25, B2.28	asking for clarification	B2.34, B2.35
9	B1.1, B2.2, B2.3		B1.15, B1.18, B2.14, B2.15, B2.17	A2.28	getting someone's attention	B2.29, B2.34
10	B1.1, B1.3, B2.5	B1.6, B2.8, B2.9	B1.1, B2.15	B1.20, B2.18	correcting errors	B2.29, B2.31, B2.35

iZone 3 introduces key B1 skills.

iZone 4

Unit	Listening	Reading	Spoken Interaction	Spoken Production	Strategies	Writing
1	B1.2, B1.3, B1.4		B1.14, B1.15	B1.25, B1.26	showing interest by asking Qs	B1.33, B1.36
2	B1.2, B1.3, B1.4	B2.8, B2.9	B1.14, B1.15	B1.22	expressing opinions, agreeing, disagreeing	B1.34, B1.36, B2.35
3	B1.1, B1.3, B2.2	B1.6, B1.8	B1.19, B1.20, B1.21	B1.29, B1.30	adding experiences	B1.34, B1.36
4	B1.2, B1.5	B1.6, B1.8	B1.15, B1.18	B1.26	asking for repetition, clarification, echo questions	B1.32, B1.33
5	B1.1, B1.5	B1.12, B1.13	B1.15, A2.22	B1.26, B2.18	making tag Qs	B1.34, B2.34
6	B1.4, B1.5	B2.8, B2.9	B2.14, B2.17	B2.21	making, replying to offers	B1.34, B1.36
7	B1.4, B1.5, B2.2, B2.3		B1.14, B1.16	B1.22	asking for permission, responding	B2.32
8	B1.1, B1.3, B2.2		B1.14	B1.28	using vague expressions	B1.34, B1.36, B2.34
9	B2.1, B2.2	B2.10	B2.16	B2.21	responding to suggestions	B2.32
10	B2.5, B2.6	B2.13	B1.22	B1.27	asking for reasons	B1.32, B1.33

iZone 4 consolidates and develops B1 skills.

A1

Listening

- A1.1. I can understand when someone speaks very slowly to me and articulates carefully, with long pauses for me to assimilate meaning.
- A1.2. I can understand simple directions how to get from X to Y, by foot or public transport.
- A1.3. I can understand questions and instructions addressed carefully and slowly to me and follow short, simple directions.
- A1.4. I can understand numbers, prices and times.

Reading

- A1.5. I can understand information about people (e.g. place of residence, age) in newspapers.
- A1.6. I can locate a concert or a film on calendars of public events or posters and identify where it takes place and at what time it starts.
- A1.7. I can understand a questionnaire (e.g. entry permit form, hotel registration form) well enough to give the most important information about myself (e.g. name, surname, date of birth, nationality).
- A1.8. I can understand words and phrases on signs encountered in everyday life (e.g. "station", "car park", "no parking", "no smoking", "keep left").
- A1.9. I can understand the most important orders in a computer programme such as "PRINT", "SAVE", "COPY", etc.
- A1.10. I can follow short simple written directions (e.g. how to go from X to Y).
- A1.11. I can understand short simple messages on postcards (e.g. holiday greetings).
- A1.12. In everyday situations I can understand simple messages written by friends or colleagues (e.g. "back at 4 o'clock").

Spoken Interaction

- A1.13. I can introduce somebody and use basic greeting and leave-taking expressions.
- A1.14. I can ask and answer simple questions and initiate and respond to simple statements in areas of immediate need or on very familiar topics.
- A1.15. I can make myself understood in a simple way but I am dependent on my partner being prepared to repeat more slowly and rephrase what I say and to help me to say what I want.
- A1.16. I can make simple purchases where pointing or other gestures can support what I say.
- A1.17. I can handle numbers, quantities, cost and time.
- A1.18. I can ask people for things and give people things.
- A1.19. I can ask people questions about where they live, people they know, things they have, etc. and answer such questions addressed to me provided they are articulated slowly and clearly.
- A1.20. I can indicate time by such phrases as "next week", "last Friday", "in November", "three o'clock".

Spoken Production

A1.21. I can give personal information (e.g. address, telephone number, nationality, age, family and hobbies) and I can describe where I live.

Strategies

A1.22. I can say when I don't understand.

A1.23. I can very simply ask somebody to repeat what they said.

A1.24. I can very simply ask somebody to speak more slowly.

Writing

A1.25. I can fill in a questionnaire with my personal details (e.g. job, age, address, hobbies).

A1.26. I can write a greeting card (e.g. a birthday card).

A1.27. I can write a simple postcard (e.g. with holiday greetings).

A1.28. I can write a note to tell somebody where I am or where we are to meet.

A1.29. I can write sentences and simple phrases about myself (e.g. where I live and what I do).

A2

Listening

- A2.1. I can understand what is said clearly, slowly and directly to me in simple everyday conversation; it is possible to make me understand, if the speaker can take the trouble.
- A2.2. I can generally identify the topic of discussion around me when people speak slowly and clearly.
- A2.3. I can understand phrases, words and expressions related to the areas of most immediate priority (e.g. very basic personal and family information, shopping, local area, employment).
- A2.4. I can catch the main point in short, clear, simple messages and announcements.
- A2.5. I can understand the essential information in short recorded passages dealing with predictable everyday matters which are spoken slowly and clearly.
- A2.6. I can identify the main point of TV news items reporting events, accidents etc. when the visual supports the commentary.

Reading

- A2.7. I can identify important information in news summaries or simple newspaper articles in which numbers and names play an important role and that are clearly structured and illustrated.
- A2.8. I can understand a simple personal letter in which the writer tells or asks me about aspects of everyday life.
- A2.9. I can understand simple written messages from friends or colleagues (e.g. saying when we should meet to play football or asking me to be at work early).
- A2.10. I can find the most important information on leisure time activities, exhibitions, etc. in information leaflets.
- A2.11. I can skim small advertisements in newspapers, locate the heading or column I want and identify the most important pieces of information (e.g. price and size of apartments, cars, computers).
- A2.12. I can understand simple user's instructions for equipment (e.g. a public telephone).
I can understand feedback messages or simple help indications in computer programmes.
- A2.13. I can understand short narratives about everyday things dealing with topics which are familiar to me if the text is written in simple language.

Spoken Interaction

- A2.14. I can make simple transactions in shops, post offices or banks.
- A2.15. I can use public transport: buses, trains, and taxis, ask for basic information and buy tickets.
- A2.16. I can get simple information about travel.
- A2.17. I can order something to eat or drink.
- A2.18. I can make simple purchases by stating what I want and asking the price.
- A2.19. I can ask for and give directions referring to a map or plan.
- A2.20. I can ask how people are and react to news.
- A2.21. I can make and respond to invitations.

Spoken Production

- A2.22. I can describe myself, my family and other people.
- A2.23. I can describe where I live.
- A2.24. I can give short, basic descriptions of events.
- A2.25. I can describe my educational background, my present or most recent job.
- A2.26. I can describe my hobbies and interests in a simple way.
- A2.27. I can describe past activities and personal experiences (e.g. last weekend, my last holiday).

Strategies

- A2.28. I can ask for attention.
- A2.29. I can indicate when I am following what someone is saying.
- A2.30. I can very simply ask somebody to repeat what they said.

Language Quality

- A2.31. I can make myself understood using memorised phrases and single expressions. I can link groups of words with simple connectors like "and", "but" and "because". I can use some simple structures correctly. I have a sufficient vocabulary for coping with simple everyday situations.

Writing

- A2.32. I can write short, simple notes and messages.
- A2.33. I can describe an event in simple sentences and report what happened when and where (e.g. a party or an accident).
- A2.34. I can write about aspects of my everyday life in simple phrases and sentences (e.g. people, places, job, school, family, hobbies).
- A2.35. I can fill in a questionnaire giving an account of my educational background, my job, my interests and my specific skills.
- A2.36. I can briefly introduce myself in a letter with simple phrases and sentences (e.g. family, school, job, hobbies).
- A2.37. I can write a short letter using simple expressions for greeting, addressing, asking or thanking somebody.
- A2.38. I can write simple sentences, connecting them with words such as "and", "but" and "because".
- A2.39. I can use the most important connecting words to indicate the chronological order of events (e.g. first, then, after, later).

B1

Listening

- B1.1. I can follow clearly articulated speech directed at me in everyday conversation, though I sometimes have to ask for repetition of particular words and phrases.
- B1.2. I can generally follow the main points of extended discussion around me, provided speech is clearly articulated in standard dialect.
- B1.3. I can listen to a short narrative and form hypotheses about what will happen next.
- B1.4. I can understand the main points of radio news bulletins and simpler recorded material on topics of personal interest delivered relatively slowly and clearly.
- B1.5. I can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear. I can understand simple technical information, such as operating instructions for everyday equipment.

Reading

- B1.6. I can understand the main points in short newspaper articles about current and familiar topics.
- B1.7. I can read columns or interviews in newspapers and magazines in which someone takes a stand on a current topic or event and understand the overall meaning of the text.
- B1.8. I can guess the meaning of single unknown words from the context, thus deducing the meaning of expressions if the topic is familiar.
- B1.9. I can skim short texts (e.g. news summaries) and find relevant facts and information (e.g. who has done what and where).
- B1.10. I can understand the most important information in short simple everyday information brochures.
- B1.11. I can understand simple messages and standard letters (e.g. from businesses, clubs or authorities).
- B1.12. In private letters I can understand those parts dealing with events, feelings and wishes well enough to correspond regularly with a pen friend.
- B1.13. I can understand the plot of a clearly structured story and recognise what the most important episodes and events are and what is significant about them.

Spoken Interaction

- B1.14. I can start, maintain and close simple face-to-face conversations on topics that are familiar or of personal interest.
- B1.15. I can maintain a conversation or discussion that may sometimes be difficult.
- B1.16. I can deal with most situations likely to arise when making travel arrangements or when travelling.
- B1.17. I can ask for and follow detailed directions.
- B1.18. I can express and respond to feelings of surprise, happiness, sadness, interest and indifference.

Spoken Production

- B1.19. I can narrate a story.
- B1.20. I can give detailed accounts of experiences, describing feelings and reactions.
- B1.21. I can describe dreams, hopes and ambitions.
- B1.22. I can explain and give reasons for my plans, intentions and actions.
- B1.23. I can relate the plot of a book or film and describe my reactions.
- B1.24. I can paraphrase short written passages orally in a simple fashion, using the original text wording and ordering.

Strategies

- B1.25. I can repeat back part of what someone has said to confirm that we understand each other.
- B1.26. I can ask someone to clarify or elaborate what they have just said.
- B1.27. When I can't think of the word I want, I can use a simple word meaning something similar and invite "correction".

Language Quality

- B1.28. I can keep a conversation going comprehensibly, but have to pause to plan and correct what I am saying—especially when I talk freely for longer periods.
- B1.29. I can convey simple information of immediate relevance, getting across which point I feel is most important.
- B1.30. I have a sufficient vocabulary to express myself with some circumlocutions on most topics pertinent to my everyday life such as family, hobbies and interests, work, travel, and current events.
- B1.31. I can express myself reasonably accurately in familiar, predictable situations.

Writing

- B1.32. I can write simple connected texts on a range of topics within my field of interest and can express personal views and opinions.
- B1.33. I can write simple texts about experiences or events (e.g. about a trip, for a school newspaper or a club newsletter).
- B1.34. I can write personal letters to friends or acquaintances asking for or giving them news and narrating events. I can describe in a personal letter the plot of a film or a book or give an account of a concert. In a letter I can express feelings such as grief, happiness, interest, regret and

sympathy.

- B1.35. I can reply in written form to advertisements and ask for more complete or more specific information about products (e.g. a car or an academic course).
- B1.36. I can convey—via fax, e-mail or a circular—short simple factual information to friends or colleagues or ask for information in such a way.
- B1.37. I can write my CV in summary form.

B2

Listening

- B2.1. I can understand in detail what is said to me in standard spoken language even in a noisy environment.
- B2.2. I can follow a lecture or talk within my own field, provided the subject matter is familiar and the presentation straightforward and clearly structured.
- B2.3. I can understand most radio documentaries delivered in standard language and can identify the speaker's mood, tone, etc.
- B2.4. I can understand TV documentaries, live interviews, talk shows, plays and the majority of films in standard dialect.
- B2.5. I can understand the main ideas of complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in my field of specialisation.
- B2.6. I can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.

Reading

- B2.7. I can rapidly grasp the content and the significance of news, articles and reports on topics connected with my interests or my job, and decide if a closer reading is worthwhile.
- B2.8. I can read and understand articles and reports on current problems in which the writers express specific attitudes and points of view.
- B2.9. I can understand in detail texts within my field of interest or the area of my academic or professional speciality. I can understand specialised articles outside my own field if I can occasionally check with a dictionary.
- B2.10. I can read reviews dealing with the content and criticism of cultural topics (e.g. films, theatre, books and concerts) and summarise the main points.
- B2.11. I can read letters on topics within my areas of academic or professional speciality or interest and grasp the most important points.
- B2.12. I can quickly look through a manual (e.g. for a computer program) and find and understand the relevant explanations and help for a specific problem.
- B2.13. I can understand in a narrative or play the motives for the characters' actions and their consequences for the development of the plot.

Spoken Interaction

- B2.14. I can initiate, maintain and end discourse naturally with effective turn-taking.
- B2.15. I can exchange considerable quantities of detailed factual information on matters within my fields of interest.
- B2.16. I can convey degrees of emotion and highlight the personal significance of events and experiences.
- B2.17. I can engage in extended conversation in a clearly participatory fashion on most general topics.

Spoken Production

- B2.18. I can give clear, detailed descriptions on a wide range of subjects related to my fields of interest.
- B2.19. I can understand and summarise orally short extracts from news items, interviews or documentaries containing opinions, arguments and discussions.
- B2.20. I can understand and summarise orally the plot and sequence of events in an extract from a film or play. I can construct a chain of reasoned argument, linking my ideas logically.
- B2.21. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. I can speculate about causes, consequences and hypothetical situations.

Strategies

- B2.22. I can use standard phrases like "That's a difficult question to answer" to gain time while formulating what to say.
- B2.23. I can make a note of "favourite mistakes" and consciously monitor speech for them.
- B2.24. I can generally correct slips and errors if I become aware of them or if they have led to misunderstandings.

Language Quality

- B2.25. I can produce stretches of language with a fairly even tempo; although I can be hesitant as I search for expressions, there are few noticeably long pauses.
- B2.26. I can pass on detailed information reliably.
- B2.27. I have sufficient vocabulary to express myself on matters connected to my field and on most general topics.
- B2.28. I can communicate with reasonable accuracy and can correct mistakes if they have led to misunderstandings.

Writing

- B2.29. I can write clear and detailed texts (e.g. compositions, reports or texts of presentations) on various topics related to my field of interest.
- B2.30. I can write summaries of articles on topics of general interest.
- B2.31. I can summarise information from different sources and media.
- B2.32. I can discuss a topic in a composition or "letter to the editor", giving reasons for or against a specific point of view.
- B2.33. I can develop an argument systematically in a composition or report, emphasising decisive

points and including supporting details.

- B2.34. I can write about events and real or fictional experiences in a detailed and easily readable way.
I can write a short review of a film or a book.
- B2.35. I can express in a personal letter different feelings and attitudes and can report the news of the day making clear what—in my opinion—are the important aspects of an event.

C1

Listening

- C1.1. I can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.
- C1.2. I can understand a wide range of idiomatic expressions and colloquialisms, appreciating shifts in style and register.
- C1.3. I can extract specific information from even poor quality, audibly distorted public announcements (e.g. in a station or sports stadium).
- C1.4. I can understand complex technical information, such as operating instructions, specifications for familiar products and services.
- C1.5. I can understand lectures, talks and reports in my field of professional or academic interest even when they are propositionally and linguistically complex.
- C1.6. I can, without too much effort, understand films which contain a considerable degree of slang and idiomatic usage.

Reading

- C1.7. I can understand fairly long demanding texts and summarise them orally.
- C1.8. I can read complex reports, analyses and commentaries where opinions, viewpoints and connections are discussed.
- C1.9. I can extract information, ideas and opinions from highly specialised texts in my own field (e.g. research reports).
- C1.10. I can understand long complex instructions (e.g. for the use of a new piece of equipment), even if these are not related to my job or field of interest, provided I have enough time to reread them.
- C1.11. I can read any correspondence with only occasional use of a dictionary.
- C1.12. I can read contemporary literary texts with ease.
- C1.13. I can go beyond the concrete plot of a narrative and grasp implicit meanings, ideas and connections.
- C1.14. I can recognise the social, political or historical background of a literary work.

Spoken Interaction

- C1.15. I can keep up with an animated conversation between native speakers.
- C1.16. I can use the language fluently, accurately and effectively on a wide range of general, professional or academic topics.
- C1.17. I can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.
- C1.18. I can express my ideas and opinions clearly and precisely, and can present and respond to complex lines of reasoning convincingly.

Spoken Production

- C1.19. I can give clear, detailed descriptions of complex subjects.
- C1.20. I can orally summarise long, demanding texts.
- C1.21. I can give an extended description or account of something, integrating themes, developing particular points and concluding appropriately.
- C1.22. I can give a clearly developed presentation on a subject in my fields of personal or professional interest, departing when necessary from the prepared text and following up spontaneously on points raised by members of the audience.

Strategies

- C1.23. I can use fluently a variety of appropriate expressions to preface my remarks in order to get the floor, or to gain time and keep the floor while thinking.
- C1.24. I can relate my own contributions skilfully to those of other speakers.
- C1.25. I can substitute an equivalent term for a word I can't recall without distracting the listener.

Language Quality

- C1.26. I can express myself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.
- C1.27. I can produce clear, smoothly-flowing, well-structured speech, showing control over ways of developing what I want to say in order to link both my ideas and my experiences of them into a coherent text.
- C1.28. I have a good command of a broad vocabulary, allowing gaps to be readily overcome with circumlocutions; I rarely have to search obviously for expressions or compromise on saying exactly what I want to.
- C1.29. I can consistently maintain a high degree of grammatical accuracy; errors are rare and difficult to spot.

Writing

- C1.30. I can express myself in writing on a wide range of general or professional topics in a clear and user-friendly manner.
- C1.31. I can present a complex topic in a clear and well-structured way, highlighting the most important points (e.g. in a composition or a report).
- C1.32. I can present points of view in a comment on a topic or an event, underlining the main ideas and

supporting my reasoning with detailed examples.

C1.33. I can put together information from different sources and relate it in a coherent summary.

C1.34. I can give a detailed description of experiences, feelings and events in a personal letter.

C1.35. I can write formally correct letters (e.g. to complain or to take a stand in favour of or against something).

C1.36. I can write texts which show a high degree of grammatical correctness and vary my vocabulary and style according to the addressee, the kind of text and the topic.

C1.37. I can select a style appropriate to the reader in mind.

C2

Listening

- C2.1. 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.

Reading

- C2.2. I can recognise plays on words and appreciate texts whose real meaning is not explicit (e.g. irony and satire). I can understand texts written in a very colloquial style and containing many idiomatic expressions or slang. I can understand manuals, regulations and contracts even within unfamiliar fields. I can understand contemporary and classical literary texts of different genres (e.g. poetry, prose or drama).
- C2.3. I can read texts such as literary columns or satirical glosses where much is said in an indirect and ambiguous way and which contain hidden value judgements.
- C2.4. I can recognise different stylistic means (e.g. puns, metaphors, symbols, connotations and ambiguity) and appreciate and evaluate their function within the text.

Spoken Interaction

C2.5. I can take part effortlessly in all conversations and discussions with native speakers.

Spoken Production

C2.6. I can summarise orally information from different sources, reconstructing arguments and accounts in a coherent presentation.

C2.7. I can present ideas and viewpoints in a very flexible manner in order to give emphasis, to differentiate and to eliminate ambiguity.

Strategies

C2.8. I can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.

Language Quality

C2.9. I can express myself naturally and effortlessly; I only need to pause occasionally in order to select precisely the right words.

C2.10. I can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of expressions to qualify statements and pinpoint the extent to which something is the case.

C2.11. I have a good command of idiomatic expressions and colloquialisms with an awareness of implied meaning and meaning by association.

C2.12. I can consistently maintain grammatical control of complex language even when my attention is otherwise engaged.

Writing

C2.13. I can write well-structured and easily readable reports and articles on complex topics.

C2.14. In a report or an essay I can give a complete account of a topic based on research I have carried out, make a summary of the opinions of others, and give and evaluate detailed information and facts.

C2.15. I can write a well-structured review of a paper or a project giving reasons for my opinion. I can write a critical review of cultural events (e.g. film, music, theatre, literature, radio and TV). I can write summaries of factual texts and literary works. I can write narratives about experiences in a clear, fluent style appropriate to the genre.

C2.16. I can write clear, well-structured complex letters in an appropriate style (e.g. an application or request, an offer to authorities, superiors or commercial clients).

C2.17. In a letter I can express myself in a consciously ironical, ambiguous and humorous way.

These descriptors were developed for the Common European Framework and the Portfolio in the Swiss National Science Foundation project: Schneider, Gunther, North, Brian (2000): *Fremdsprachenkdnner-washeisst das? Cbur/Zur/cti*, Ruegger.