

EAQUALS BANK OF DESCRIPTORS - AS LEVELS

	OVERALL LISTENING	LISTEN TO INTERLOCUTOR	LISTEN IN DISCUSSION	LISTEN IN AUDIENCE	LISTEN TO TV, FILM	LISTEN ANNOUNCEMENTS
B1+	I can understand straightforward information about everyday, study- or work-related topics, identifying both general messages and specific details, provided people speak clearly in a familiar accent.	I can follow clear speech directed at me in everyday conversation, in an accent that is familiar to me.	I can generally follow the main points of extended discussion around me, if people talk clearly.	I can follow a lecture or talk within my own field, if the subject matter is familiar and the presentation clearly structured.	I can follow TV programmes on topics of personal interest when people speak clearly.	I can understand information in announcements and other recorded, factual texts, if they are delivered in clear standard speech.
	OVERALL READING	READ FOR ORIENTATION	READ INFO & ARGUMENT	READ INSTRUCTIONS	READ LITERATURE	READ CORRESPONDENCE
B1+	I can understand the main points in straightforward texts on subjects of personal or professional interest.	I can look quickly through simple, factual texts in magazines, brochures or on a website, and identify information that might be of practical use to me.	I can identify the main conclusions in texts which clearly argue a point of view.	I can understand clear instructions, for example for a game, for the use of medicines or for installing computer software.	I can read simplified versions of novels, plus stories with a clear structure, with little use of a dictionary.	I can understand the main points in short, clear, formal letters relating to my personal and professional interests, provided I can use a dictionary.
	CONVERSATION	DISCUSSION	INFORMATION EXCHANGE	TRANSACTIONS	TELEPHONING	
B1+	I can start a conversation on topics that are familiar or of personal interest and can help to keep it going by expressing and responding to suggestions, opinions, attitudes, advice, feelings, etc.	I can express my opinions on abstract topics like films and music, describe my reactions to them and ask other people what they think. I can compare and contrast alternatives, discuss what to do, where to go, etc.	I can give practical instructions on how to do something, for example cooking, buying a ticket from a machine or using software. I can explain why something is a problem.	I can make an effective complaint, for example in a shop or hotel. I can make routine telephone calls, e.g. to make or cancel an order, booking or appointment.	I can have long telephone conversations with people I know personally.	
	DESCRIPTION	ARGUING A CASE	PRESENTATIONS	SUMMARISING		
B1+	I can describe an incident or an accident, making the main points clear. I can express my feelings about something that I have experienced, and explain why I felt that way.	I can develop an argument well enough to be followed without difficulty most of the time.	I can give a prepared presentation and answer clear questions.	I can summarise non-routine information on familiar subjects from various sources and present it to others.		
	OVERALL WRITING	CREATIVE	REPORTS: INFO & ARGUMENT	CORRESPONDENCE		
B1+	I can write about a variety of familiar subjects well enough for others to follow my story or argument.	I can write a detailed description of an experience, dream or imaginary event, including my feelings and reactions.	I can write about familiar topics, comparing and contrasting different opinions.	I can write letters and emails describing my experiences and feelings. I can write standard formal letters relating to my field, following a template.		
	INTERACTION	COMPENSATION	LINKING TEXT AND IDEAS	ACCURACY	FLUENCY	SOCIO-LINGUISTIC
B1+	I can join in a discussion on a familiar topic, using a suitable phrase to do so. I can sum up what has been said in order to help the discussion to move forward.	When I can't think of a word, I can explain what I mean with another word (e.g. a big car for transport things = truck).	I can use connecting words to link sentences into a coherent sequence, though there may be some 'jumps'.	I can communicate with reasonable accuracy in familiar contexts, though with noticeable influences from my mother tongue.	I can express myself relatively easily when talking freely and keep the conversation going effectively without help, despite occasional pauses to plan and correct what I am saying.	I can use uncomplicated language to interact in a wide range of situations in a neutral way.
B1+	I have a sufficient range of language to describe unusual and predictable situations and to express my thoughts on abstract or cultural as well as everyday topics (such as music, films).	I can explain the main points relating to an idea, problem, or argument with reasonable precision.	I can use connecting words to link sentences into a coherent sequence, though there may be some 'jumps'.	I can communicate with reasonable accuracy in familiar contexts, though with noticeable influences from my mother tongue.	I can express myself relatively easily when talking freely and keep the conversation going effectively without help, despite occasional pauses to plan and correct what I am saying.	I can use uncomplicated language to interact in a wide range of situations in a neutral way.

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	OVERALL LISTENING	LISTEN TO INTERLOCUTOR	LISTEN IN DISCUSSION	LISTEN IN AUDIENCE	LISTEN TO TV, FILM	LISTEN ANNOUNCEMENTS
B1	I can understand the main points of clear standard speech on familiar, everyday subjects, provided there is an opportunity to get repetition or clarification sometimes.	I can understand what is said to me in everyday conversations, but I sometimes need help in clarifying particular details.	I can understand the main points of discussion on familiar topics in everyday situations when people speak clearly, but I sometimes need help in understanding details.	I can follow clearly spoken, straightforward short talks on familiar topics.	I can understand 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 familiar types of equipment.

	OVERALL READING	READ FOR ORIENTATION	READ INFO & ARGUMENT	READ INSTRUCTIONS	READ LITERATURE	READ CORRESPONDENCE
B1	I can understand the main points in straightforward factual texts on subjects of personal or professional interest well enough to talk about them afterwards.	I can find and understand the information I need in brochures, leaflets and other short texts relating to my interests.	I can understand the main points in short newspaper and magazine articles about current and familiar topics.	I can follow simple instructions, for example for a game, using familiar types of equipment or cooking a meal.	I can understand simplified versions of novels, and follow the story line in short stories with a clear structure, with some effort and regular use of a dictionary.	I can understand private letters about events, feelings and wishes well enough to write back.

	CONVERSATION	DISCUSSION	INFORMATION EXCHANGE	TRANSACTIONS	TELEPHONING
B1	I can start, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. I can express and respond to feelings and attitudes like surprise, happiness, sadness, interest and disinterest.	I can give or seek personal opinions in an informal discussion with friends, agreeing and disagreeing politely. I can help to solve practical problems, saying what I think and asking others what they think.	I can find out and pass on uncomplicated factual information. I can ask for and follow detailed directions.	I can manage unexpected things that could happen on holiday, e.g. needing a dentist or getting a bike repaired. I can make arrangements on the telephone or in person, e.g. booking flights, hotels, rental cars, restaurants, cinemas, etc.	I can have simple telephone conversations with people I know.

	DESCRIPTION	ARGUING A CASE	PRESENTATIONS	SUMMARISING
B1	I can give descriptions on a variety of familiar subjects related to my interests. I can talk in detail about my experiences, feelings and reactions.	I can briefly explain and justify my opinions.	I can give a short prepared presentation on a very familiar area (e.g. "my country") and answer clear questions.	I can relate the main content of short texts I have read.

	OVERALL WRITING	CREATIVE	REPORTS: INFO & ARGUMENT	CORRESPONDENCE
B1	I can write short, comprehensible connected texts on familiar subjects.	I can write simple texts about experiences or events, for example about a trip, describing my feelings and reactions.	Working to a standard format, I can write very brief reports which pass on routine factual information on matters relating to my field.	I can write emails, faxes or text messages to friends or colleagues, relating news and giving or asking for simple information. I can write a short formal letter asking for or giving simple information.

	INTERACTION	COMPENSATION	REPAIR
B1	I can ask someone to clarify or elaborate what they have just said. I can repeat back part of what someone has said to confirm that we understand each other.	When I can't think of a word, I can use a word meaning something similar and invite "correction" from the person I am talking to.	I can ask for confirmation that a form is correct and correct some basic mistakes if I have time to do so.

	QUALITY OF LANGUAGE			
B1	I know enough vocabulary to talk about my family, hobbies and interests, work, travel, news and current events.	When I explain something, I can make the other person understand the points that are most important to me.	I can link a series of short phrases into a connected, sequence of points.	I can keep a conversation going, but sometimes have to pause to plan and correct what I am saying. I can use simple expressions politely in a neutral way in everyday situations.

B1 Speaking Skill	Objectives	Type of Outcome	Sub-skills	B1 Level Expectations
	<ul style="list-style-type: none"> • Further developing skill of speaking • Consolidating grammar and vocabulary • Developing fluency in speaking • Raising awareness of the importance of word stress, sentence stress, intonation, and connected speech 	<ul style="list-style-type: none"> • Medium-length, more complex dialogues, descriptions, and conversations • Simple oral presentations • Informative and descriptive talks • Discussions of two and more people 	<ul style="list-style-type: none"> • Analyzing and modeling spoken texts • Initiating and maintaining conversation • Agreeing and disagreeing • Asking for repetition • Asking for clarification • Responding to questions • Using communicative competence strategies (use of fillers, connected speech, and word coinage) • Learning from teacher feedback • Using appropriate style and register according to the audience and purpose • Self-correction 	<p style="text-align: center;"><i>“Can give straightforward descriptions on a variety of familiar subjects.”</i> CEFR</p> <p style="text-align: center;"><i>“Can ask and answer questions and exchange ideas and information on familiar topics.”</i> CEFR</p> <p style="text-align: center;"><i>“Can give detailed account of experiences, describing feelings, and reactions.”</i> CEFR</p> <p style="text-align: center;"><i>“Can briefly give reasons and explanations for personal opinions, plans, and actions.”</i> CEFR</p> <p style="text-align: center;"><i>“Can give a short rehearsed presentation on a topic, briefly give reasons and explanations for opinions, plans, and actions.”</i> CEFR</p> <p style="text-align: center;"><i>“Can express belief, opinion, agreement and disagreement politely.”</i> CEFR</p>

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B1 Writing Skill	Objectives	Type of Outcome	Sub-skills	B1 Level Expectations
	<ul style="list-style-type: none"> • Developing skills of writing in addition to consolidating language • Further developing written communication skills • Identifying text types, audience, style and register • Developing top-down processing • Developing strategies in terms of planning organization • Raising awareness of essay structure 	<ul style="list-style-type: none"> • Medium-length more complex paragraphs, descriptions, narratives • E-mails, messages • Advice letters • Book and film review • Web post • Opinion paragraphs • Advantage-disadvantage paragraphs • Compare-contrast paragraphs 	<ul style="list-style-type: none"> • Analyzing and adapting modals • Identifying topic sentence, supporting details and conclusion sentence • Brainstorming, planning, outlining, and organizing ideas • Implementing organizational features in a written outcome • Differentiating between facts and opinions • Using appropriate grammar and vocabulary points according to purpose and audience • Editing according to the feedback • Using mono-lingual dictionary 	<p style="text-align: center;"><i>“Can write straightforward connected texts on a range of familiar subjects.”</i> CEFR</p> <p style="text-align: center;"><i>“Can write straightforward detailed descriptions on a range of familiar subjects.”</i> CEFR</p> <p style="text-align: center;"><i>“Can write about experiences, feelings and reactions in simple connected texts.”</i> CEFR</p> <p style="text-align: center;"><i>“Can narrate a story and write a description of an event-real or imagined.”</i> CEFR</p>