

Global Pre-intermediate CEF descriptors

Listening

		Unit	Page
A2	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.		
	I can generally identify the topic of discussion around me when people speak slowly and clearly.		
	I can understand phrases, words and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local area, employment).	1, 6	10, 68
	I can catch the main point in short, clear, simple messages and announcements.	4	48
	I can understand the essential information in short recorded passages dealing with predictable everyday matters which are spoken slowly and clearly.	1, 5, 8, 9	8, 56, 99, 102
	I can identify the main point of TV news items reporting events, accidents etc. when the visual supports the commentary.		
B1	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.		
	I can generally follow the main points of extended discussion around me, provided speech is clearly articulated in standard dialect.	1, 7, 10	8, 40, 114
	I can listen to a short narrative and form hypotheses about what will happen next.	3	33
	I can understand the main points of radio news bulletins and simpler recorded material on topics of personal interest delivered relatively slowly and clearly.	5, 10	58, 59, 114
	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.		

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Reading

A2	I can identify important information in news summaries or simple newspaper articles in which numbers and names play an important role and which are clearly structured and illustrated.	1, 6	12, 71
	I can understand a simple personal letter in which the writer tells or asks me about aspects of everyday life.	9	112
	I can understand simple written messages from friends or colleagues, for example saying when we should meet to play football or asking me to be at work early.		
	I can find the most important information on leisure time activities, exhibitions, etc. in information leaflets.		
	I can skim small advertisements in newspapers, locate the heading or column I want and identify the most important pieces of information (price and size of apartments, cars, computers).	2	20
	I can understand simple user's instructions for equipment (for example, a public telephone).	3	34
	I can understand feedback messages or simple help indications in computer programmes.	6	72
	I can understand short narratives about everyday things dealing with topics which are familiar to me if the text is written in simple language.	2, 3, 4, 7	19, 20, 30, 31, 46, 84
B1	I can understand the main points in short newspaper articles about current and familiar topics.	5, 6	55, 66
	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.	5, 9	55, 112
	I can guess the meaning of single unknown words from the context thus deducing the meaning of expressions if the topic is familiar.	1, 5	61, 115
	I can skim short texts (for example news summaries) and find relevant facts and information (for example who has done what and where).	2, 3, 8	22, 23, 40, 96, 97
	I can understand the most important information in short simple everyday information brochures.	6, 7	76, 79
	I can understand simple messages and standard letters (for example from businesses, clubs or authorities).		
	In private letters I can understand those parts dealing with events, feelings and wishes well enough to correspond regularly with a pen friend.	7	88
	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.		

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Spoken Interaction

A2	I can make simple transactions in shops, post offices or banks.	7	86
	I can use public transport: buses, trains, and taxis, ask for basic information and buy tickets.	4	50
	I can get simple information about travel.	4	50
	I can order something to eat or drink.	2	22, 26, 130
	I can make simple purchases by stating what I want and asking the price.	7	86
	I can ask for and give directions referring to a map or plan.		
	I can ask how people are and react to news.	1	14, 17
	I can make and respond to invitations.	4	50
	I can make and accept apologies.		
	I can say what I like and dislike.	2, 3, 5	19, 27, 30, 59
	I can discuss with other people what to do, where to go and make arrangements to meet.	3, 7	41, 81
	I can ask people questions about what they do at work and in free time, and answer such questions addressed to me.	1, 4, 7, 9	7, 9, 47, 48, 109, 126, 126, 128
B1	I can start, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.	4, 9, 10	44, 110, 119, 122
	I can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what I would like to.		
	I can deal with most situations likely to arise when making travel arrangements through an agent or when actually travelling.		
	I can ask for and follow detailed directions.	10	121, 131
	I can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.	3	36, 37
	I can give or seek personal views and opinions in an informal discussion with friends.	2, 3, 7, 8, 9	18, 30, 81, 101, 113
	I can agree and disagree politely.	3, 5	38, 57

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Spoken Production

A2	I can describe myself, my family and other people.	1, 6	8, 9, 74
	I can describe where I live.	1, 6	7, 74
	I can give short, basic descriptions of events.		
	I can describe my educational background, my present or most recent job.	1, 5	7, 54
	I can describe my hobbies and interests in a simple way.	6	74
	I can describe past activities and personal experiences (e.g. the last weekend, my last holiday).	7, 8, 10	89, 92, 95, 118
B1	I can narrate a story.	3, 9	30, 109
	I can give detailed accounts of experiences, describing feelings and reactions.	2	19
	I can describe dreams, hopes and ambitions.	4, 6	46, 49, 53, 74
	I can explain and give reasons for my plans, intentions and actions.	6, 7	75, 85
	I can relate the plot of a book or film and describe my reactions.	8	95
	I can paraphrase short written passages orally in a simple fashion, using the original text wording and ordering.	8	93

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Strategies

A2	I can ask for attention.	5	62
	I can indicate when I am following.	5, 10	62, 122
	I can very simply ask somebody to repeat what they said.	4	50
B1	I can repeat back part of what someone has said to confirm that we understand each other.		
	I can ask someone to clarify or elaborate what they have just said.	5	62
	When I can't think of the word I want, I can use a simple word meaning something similar and invite "correction".		

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Language Quality

A2	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”.	6	75
	I can use some simple structures correctly.		
	I have a sufficient vocabulary for coping with simple everyday situations.	8, 9	98, 102, 103, 108, 109

B1	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.	6	75
	I can convey simple information of immediate relevance, getting across which point I feel is most important.	6, 10	74, 77, 123
	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	6	68
	I can express myself reasonably accurately in familiar, predictable situations.	6	68, 74

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Writing

A2	I can write short, simple notes and messages.		
	I can describe an event in simple sentences and report what happened when and where (for example a party or an accident).	3	40
	I can write about aspects of my everyday life in simple phrases and sentences (people, places, job, school, family, hobbies).	1	16
	I can fill in a questionnaire giving an account of my educational background, my job, my interests and my specific skills.		
	I can briefly introduce myself in a letter with simple phrases and sentences (family, school, job, hobbies).	1	16
	I can write a short letter using simple expressions for greeting, addressing, asking or thanking somebody.	3, 4	40, 52
	I can write simple sentences, connecting them with words such as “and”, “but”, “because”.	1	16
	I can use the most important connecting words to indicate the chronological order of events (first, then, after, later).	6	76

B1	I can write simple connected texts on a range of topics within my field of interest and can express personal views and opinions.	5, 6, 9	59, 75, 76, 112
	I can write simple texts about experiences or events, for example about a trip, for a school newspaper or a club newsletter.	10	124
	I can write personal letters to friends or acquaintances asking for or giving them news and narrating events.	3	40
	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.	4, 7	52, 88
	I can reply in written form to advertisements and ask for more complete or more specific information about products (for example a car or an academic course).		
	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.		
	I can write my CV in summary form.	5	64