

**FORMS FOR DESCRIBING AN EXAMINATION**  
*Communicative Language Activities (Forms A9-A14)*

**Form A9: Listening Comprehension**

	Short description and/or reference
1. In what contexts (domains, situations, ...) are the test takers to show ability? Table 5 in CEFR 4.1 might be of help as a reference.	
2. Which communication themes are the test takers expected to be able to handle? The lists in CEFR 4.2 might be of help as a reference.	
3. Which communicative tasks, activities and strategies are the test takers expected to be able to handle? The lists in CEFR 4.3, 4.4.2.1, 7.1, 7.2 and 7.3 might be of help as a reference.	
4. What text-types and what length of text are the test takers expected to be able to handle? The lists in CEFR 4.6.2 and 4.6.3 might be of help as a reference.	
5. After reading the scale for Overall Listening Comprehension, given below, indicate and justify at which level(s) of the scale the subtest should be situated. The subscales for listening comprehension in CEFR 4.4.2.1 listed after the scale might be of help as a reference.	Level:
	Justification (incl. reference to documentation)

	OVERALL LISTENING COMPREHENSION
<b>C2</b>	<b>Can understand with ease virtually</b> any kind of spoken language, whether live or broadcast, delivered at fast native speed.
<b>C1</b>	Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.
<b>B2</b>	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influences the ability to understand.
	Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in his/her field of specialisation. Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.
<b>B1</b>	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.
	Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.
<b>A2</b>	Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.
	Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.
<b>A1</b>	Can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.
	<b>Can recognise concrete information (e.g. places and times) on familiar topics encountered in everyday life, provided it is delivered in slow and clear speech.</b>
<b>Pre-A1</b>	<b>Can understand short, very simple questions and statements provided that they are delivered slowly and clearly and accompanied by visuals or manual gestures to support understanding and repeated if necessary.</b>
	<b>Can recognise everyday, familiar words, provided they are delivered clearly and slowly in a clearly defined, familiar, everyday context.</b>
	<b>Can recognise numbers, prices, dates and days of the week, provided they are delivered slowly and clearly in a defined, familiar, everyday context.</b>

Relevant Subscales for Listening Comprehension	English CEFR/CV
➤ Understanding conversation between native/other speakers	Page 66/56
➤ Listening as a member of an audience	Page 67/57
➤ Listening to announcements and instructions	Page 67/58
➤ Listening to the radio and audio recordings	Page 68/59
➤ Watching TV and film	Page 71/65
➤ Identifying cues and inferring	Page 72/66
➤ Note taking	Page 96

### Form A10: Reading Comprehension

	Short description and/or reference
1. In what contexts (domains, situations, ...) are the test takers to show ability? Table 5 in CEFR 4.1 might be of help as a reference.	
2. Which communication themes are the test takers expected to be able to handle? The lists in CEFR 4.2 might be of help as a reference.	
3. Which communicative tasks, activities and strategies are the test takers expected to be able to handle? The lists in CEFR 4.3, 4.4.2.1, 7.1, 7.2 and 7.3 might be of help as a reference.	
4. What text-types and what length of text are the test takers expected to be able to handle? The lists in CEFR 4.6.2 and 4.6.3 might be of help as a reference.	
5. After reading the scale for Overall Reading Comprehension, given below, indicate and justify at which level(s) of the scale the subtest should be situated. The subscales for reading comprehension in CEFR 4.4.2.2 listed after the scale might be of help as a reference.	Level
	Justification (incl. reference to documentation)

	<b>OVERALL READING COMPREHENSION</b>
<b>C2</b>	<i>Can understand virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.</i>
<b>C1</b>	<i>Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections. <b>Can understand a wide variety of texts including literary writings, newspaper or magazine articles, and specialised academic or professional publications, provided that there are opportunities for re-reading and he/she has access to reference tools.</b></i>
<b>B2</b>	<i>Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.</i>
<b>B1</b>	<i>Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.</i>
<b>A2</b>	<i>Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language</i>
	<i>Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.</i>
<b>A1</b>	<i>Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.</i>
<b>Pre-A1</b>	<i><b>Can recognise familiar words accompanied by pictures, such as a fast-food restaurant menu illustrated with photos or a picture book using familiar vocabulary.</b></i>

<b>Relevant Subscales for Reading Comprehension</b>	<b>English CERF/CV</b>
➤ Reading correspondence	Page 69/60
➤ Reading for orientation	Page 70/61
➤ Reading for information and argument	Page 70/62
➤ Reading instructions	Page 71/63
➤ Identifying cues and inferring	Page 72/66
➤ Note taking	Page 96
➤ Reading as a leisure activity	CV page 64

## Form A12: Written Interaction

Written Interaction	Short description and/or reference
<p>1. In what contexts (domains, situations, ...) are the test takers to show ability? Table 5 in CEFR 4.1 might be of help as a reference.</p>	
<p>2. Which communication themes are the test takers expected to be able to handle? The lists in CEFR 4.2 might be of help as a reference.</p>	
<p>3. Which communicative tasks, activities and strategies are the test takers expected to be able to handle? The lists in CEFR 4.3, 4.4.2.1, 7.1, 7.2 and 7.3 might be of help as a reference.</p>	
<p>4. What kind of texts and text-types are the test takers expected to be able to handle? The lists in CEFR 4.6.2 and 4.6.3 might be of help as a reference.</p>	
<p>5. After reading the scale for Overall Written Interaction, given below, indicate and justify at which level(s) of the scale the subtest should be situated. The subscales for written interaction in CEFR 4.4.3.4 listed after the scale might be of help as a reference.</p>	Level
	Justification (incl. reference to documentation)

	OVERALL WRITTEN INTERACTION
<b>C2</b>	<i>Can express him/herself in an appropriate tone and style in virtually any type of formal and informal written interaction.</i>
<b>C1</b>	<i>Can express him/herself with clarity and precision, relating to the addressee flexibly and effectively.</i>
<b>B2</b>	<i>Can express news and views effectively in writing, and relate to those of others.</i>
<b>B1</b>	<i>Can convey information and ideas on abstract as well as concrete topics, check information and ask about or explain problems with reasonable precision.</i>
	<i>Can write personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point he/she feels to be important.</i>
<b>A2</b>	<i>Can write short, simple formulaic notes relating to matters in areas of immediate need.</i>
<b>A1</b>	<i>Can ask for or pass on personal details in written form.</i>
<b>Pre-A1</b>	<i>Can write short phrases to give basic information (e.g. name, address, family) on a form or in a note, with the use of a dictionary.</i>

Relevant Subscales for Written Interaction	English CEFR/CV
➤ Correspondence	Page 83/91
➤ Notes, messages and forms	Page 84/92

### Form A14: Written Production

Written Production	Short description and/or reference
<p>1. In what contexts (domains, situations, ...) are the test takers to show ability? Table 5 in CEFR 4.1 might be of help as a reference.</p>	
<p>2. Which communication themes are the test takers expected to be able to handle? The lists in CEFR 4.2 might be of help as a reference.</p>	
<p>3. Which communicative tasks, activities and strategies are the test takers expected to be able to handle? The lists in CEFR 4.3, 4.4.2.1, 7.1, 7.2 and 7.3 might be of help as a reference.</p>	
<p>4. What kind of texts and text-types are the test takers expected to be able to handle? The lists in CEFR 4.6.2 and 4.6.3 might be of help as a reference.</p>	
<p>5. After reading the scale for Overall Written Production, given below, indicate and justify at which level(s) of the scale the subtest should be situated. The subscales for written production in CEFR 4.4.1.2 listed after the scale might be of help as a reference.</p>	Level
	Justification (incl. reference to documentation)

	OVERALL WRITTEN PRODUCTION
C2	<i>Can write clear, smoothly flowing, complex texts in an appropriate and effective style and a logical structure which helps the reader to find significant points.</i>
C1	<i>Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion.</i> <b>Can employ the structure and conventions of a variety of written genres, varying the tone, style and register according to addressee, text type and theme.</b>
B2	<i>Can write clear, detailed texts on a variety of subjects related to his/her field of interest, synthesising and evaluating information and arguments from a number of sources.</i>
B1	<i>Can write straightforward connected texts on a range of familiar subjects within his/her field of interest, by linking a series of shorter discrete elements into a linear sequence.</i>
A2	<i>Can write a series of simple phrases and sentences linked with simple connectors like “and” , “but” and “because”.</i>
A1	<b>Can give information in writing about matters of personal relevance (e.g. likes and dislikes, family, pets) using simple words and basic expressions.</b>
	<i>Can write simple isolated phrases and sentences.</i>
Pre-A1	<b>Can give basic personal information in writing (e.g. name, address, nationality), perhaps with the use of a dictionary.</b>

Relevant Subscales for Written Production	English CEFR/CV
➤ Creative writing	Page 62/ <b>74</b>
➤ Reports and essays	Page 62/ <b>76</b>