TABLE A3:   RELEVANT QUALITATIVE FACTORS FOR RECEPTION

	LINGUISTIC **Edited from General Linguistic Range; Vocabulary Range**	SOCIO-LINGUISTIC **Edited from Socio-linguistic Appropriateness**	PRAGMATIC **Edited from Thematic Development and Propositional Precision**	STRATEGIC **Identifying Cues and Inferring**
C2	*Can understand a very wide range of language precisely, appreciating emphasis and, differentiation. No signs of comprehension problems.* *Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning.*	*Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning.* *Appreciates fully the socio-linguistic and sociocultural implications of language used by native speakers and can react accordingly.*	*Can understand precisely finer shades of meaning conveyed by a wide range of qualifying devices (e.g. adverbs expressing degree, clauses expressing limitations).* *Can understand emphasis and differentiation without ambiguity.*	*As C1.*
C1	*Has a good command of a broad lexical repertoire.* *Good command of idiomatic expressions and colloquialisms.*	*Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts; may, however, need to confirm occasional details, especially if the accent is unfamiliar.* *Can follow films employing a considerable degree of slang and idiomatic usage.* *Can understand language effectively for social purposes, including emotional, allusive and joking usage.*	*Can understand elaborate descriptions and narratives, recognising sub-themes, and points of emphasis.* *Can understand precisely the qualifications in opinions and statements that relate to degrees of, for example, certainty/uncertainty, belief/doubt, likelihood etc.*	*Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.*
B2	*Has a sufficient range of language to be able to understand descriptions, viewpoints and arguments on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events.*	*Can with some effort keep up with fast and colloquial discussions.*	*Can understand description or narrative, identifying main points from relevant supporting detail and examples.* *Can understand detailed information reliably.*	*Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.*
B1	*Has enough language to get by, with sufficient vocabulary to understand most texts on topics such as family, hobbies and interests, work, travel, and current events.*	*Can respond to a wide range of language functions, using their most common exponents in a neutral register.* *Can recognise salient politeness conventions.* *Is aware of, and looks out for signs of, the most significant differences between the customs, usages, attitudes, values and beliefs prevalent in the community concerned and those of his or her own.*	*Can reasonably accurately understand a straightforward narrative or description that is a linear sequence of points.* *Can understand the main points in an idea or problem with reasonable precision.*	*Can identify unfamiliar words from the context on topics related to his/her field and interests.* *Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.*
A2	*Has a sufficient vocabulary for coping with everyday situations with predictable content and simple survival needs.*	*Can handle very short social exchanges, using everyday polite forms of greeting and address. Can make and respond to invitations, apologies etc.*	*Can understand a simple story or description that is a list of points.* *Can understand a simple and direct exchange of limited information on familiar and routine matters.*	*Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.*
A1	*Has a very basic range of simple expressions about personal details and needs of a concrete type.*	*Can understand the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry etc.*	*No descriptor available.*	*No descriptor available.*

TABLE A5: RELEVANT QUALITATIVE FACTORS FOR PRODUCTION					
	LINGUISTIC RANGE **General Linguistic Range; Vocabulary Range**	**LINGUISTIC ACCURACY** **Grammatical Accuracy, Vocabulary Control, Phonological Control**	**SOCIO-LINGUISTIC** **Socio-linguistic Appropriateness**	**PRAGMATIC** **Fluency, Flexibility**	**PRAGMATIC** **Thematic Development, Propositional Precision, Coherence and Cohesion**	**STRATEGIC** **Compensating, Monitoring and Repair**
C2	Shows great flexibility reformulating ideas in differing linguistic forms to convey finer shades of meaning precisely, to give emphasis, to differentiate and to eliminate ambiguity. Also has a good command of idiomatic expressions and colloquialisms.	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	Appreciates fully the socio-linguistic and sociocultural implications of language used by speakers and can react accordingly.	Can express him/herself spontaneously at length with a natural colloquial flow, avoiding or backtracking around any difficulty so smoothly that the interlocutor is hardly aware of it.	Can create coherent and cohesive discourse making full and appropriate use of a variety of organisational patterns and a wide range of connectors and other cohesive devices.	Can substitute an equivalent term for a word he/she can't recall so smoothly that it is scarcely noticeable.
C1	Has a good command of a broad range of language allowing him/her to select a formulation to express him/ herself clearly in an appropriate style on a wide range of general, academic, professional or leisure topics without having to restrict what he/she wants to say.	Consistently maintains a high degree of grammatical accuracy; errors are rare, difficult to spot and generally corrected when they do occur.	Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.	Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.	Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices. Can give elaborate descriptions and narratives, integrating sub themes, developing particular points and rounding off with an appropriate conclusion.	Can backtrack when he/she encounters a difficulty and reformulate what he/she wants to say without fully interrupting the flow of speech.
B2	Has a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words, using some complex sentence forms to do so.	Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding, and can correct most of his/her mistakes.	Can express him or herself appropriately in situations and avoid crass errors of formulation.	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he or she searches for patterns and expressions, there are few noticeably long pauses.	Can develop a clear description or narrative, expanding and supporting his/her main points with relevant supporting detail and examples. Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some "jumpiness" in a long contribution.	Can use circumlocution and paraphrase to cover gaps in vocabulary and structure. Can make a note of "favourite mistakes" and consciously monitor speech for it/them.
B1	Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events.	Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations.	*No descriptor available*	Can exploit a wide range of simple language flexibly to express much of what he/she wants. Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	Can link a series of shorter, discrete simple elements in order to reasonably fluently relate a straightforward narrative or description as a linear sequence of points.	Can use a simple word meaning something similar to the concept he/she wants to convey and invites "correction". Can start again using a different tactic when communication breaks down.
A2	Uses basic sentence patterns with memorised phrases, groups of a few words and formulae in order to communicate limited information in simple everyday situations.	Uses some simple structures correctly, but still systematically makes basic mistakes.	*No descriptor available*	Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident. Can expand learned phrases through simple recombinations of their elements.	Can link groups of words with simple connectors like "and", "but" and "because".	*No descriptor available*
A1	Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations.	Shows only limited control of a few simple grammatical structures and sentence patterns in a memorised repertoire.	*No descriptor available*	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	Can link words or groups of words with very basic linear connectors like "and" or "then".	*No descriptor available*