

**Lingualand Levels of Language Competence**  
**(on the basis of Council of Europe *Modern Languages: Learning, Teaching, Assessment.***  
**A Common European Framework of Reference)**

LINGUALAND LEVELS		
<b>PROFICIENT USER</b>		
<b>C2 Mastery</b>	<b>CPE N6 S6 NOR6 F6 H6 W6 R6 P4F6</b>	<p><b>Listening:</b> S/he understands complex authentic speech even on abstract and very specific subjects. S/he can understand very specific subject-related terminology and picks up implicit information and hidden nuances.</p> <p><b>Speaking:</b> S/he can speak without effort in any conversation or discussion, with native and non-native speakers, expressing him/herself clearly and restructuring where necessary for better understanding. S/he can present ideas logically and give an academic paper according to the standards of the target language, handling linguistic registers with ease.</p> <p><b>Reading:</b> S/he can understand very long, complex, authentic texts even on abstract topics, of general interest or related to a specific subject. S/he can understand even implicit information and nuances, recognize the degree of formality and the tone.</p> <p><b>Writing:</b> S/he can write detailed, cohesive texts on subject-related topics using a rich, differentiated vocabulary and subject-specific terminology. The text follows the writing traditions of the target language and presents the personal meaning in a logical and convincing way.</p>
<b>C1 Effectiveness</b>	<b>Pre-CAE/CAE N5 S5 NOR5 F5 H5 W5 R5 P4F5</b>	<p><b>Listening:</b> S/he understands difficult authentic speech of general and subject-specific interest containing a broad vocabulary, picking up explicit and implicit information, even when it is not clearly structured. S/he can understand television programmes and films and follow university lectures.</p> <p><b>Speaking:</b> S/he can speak without much hesitation and present topics of his/her subject of studies or work, as well as express his/her opinions using complex structures and a wide variety of vocabulary and subject-specific terminology. S/he has a good familiarity with idiomatic expressions s/he might encounter during a study or work abroad programme. S/he can give presentations including images, graphs and tables.</p> <p><b>Reading:</b> S/he can understand long authentic texts of a certain level of difficulty, as well as explicit and implicit information through intensive reading. S/he can understand texts of his/her subject of studies or work, being relatively familiar with the specific terminology. S/he can handle texts relevant for studies or work abroad programme.</p> <p><b>Writing:</b> S/he can express him/herself in clear, accurate, well-structured text on general or subject-specific topic, expressing points of view at some length in an assured, personal style, appropriate to the reader in mind.</p>
<b>INDEPENDENT USER</b>		
<b>B2 Vantage</b>	<b>Upper-Int./FCE N4 S4 NOR4 F4 H4 W4 R4 P4F4</b>	<p><b>Listening:</b> S/he can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. S/he can understand most TV news and current affairs programmes.</p> <p><b>Speaking:</b> S/he can present clear, detailed descriptions on a wide range of subjects related to his/her field of interest, explain a viewpoint on a topical issue giving the advantages and disadvantages of various options, and interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible.</p> <p><b>Reading:</b> S/he can understand longer texts of middle difficulty using restricted general and subject-specific vocabulary and understand the main idea, viewpoint and some specific details.</p> <p><b>Writing:</b> S/he can write clear, detailed texts on a wide range of subjects related to his/her interests. S/he can write texts related to his/her studies or work using to a certain extent complex sentence structures and subject-specific vocabulary.</p>
<b>B1 Threshold</b>	<b>Intermediate N3 S3 NOR3 F3 H3 W3 R3 P4F3</b>	<p><b>Listening:</b> S/he can understand main points of clear standard speech on familiar matters.</p> <p><b>Speaking:</b> S/he can connect phrases in a simple way in order to describe experiences, events, hopes, ambitions, needs and wishes, and s/he can communicate effectively with others about everyday topics using basic structures and a restricted vocabulary.</p> <p><b>Reading:</b> S/he can understand texts that consist mainly of high frequency everyday or subject-specific language. S/he can understand the main points of easy texts.</p> <p><b>Writing:</b> S/he can write simple texts of general interest using the most important structures and basic vocabulary.</p>
<b>BASIC USER</b>		
<b>A2 Waystage</b>	<b>Lower-Int. N2 S2 NOR2 F2 H2 W2 R2 P4F2</b>	<p><b>Listening:</b> S/he can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance and catch the main point in simple messages.</p> <p><b>Speaking:</b> S/he can use a series of phrases and sentences to describe in simple terms e.g. my family and other people, living conditions, and can handle very short social exchanges.</p> <p><b>Reading:</b> S/he can read very short, simple texts and find specific, predictable information in simple every day material.</p> <p><b>Writing:</b> S/he can write short, simple letters, notes, and messages relating to matters in areas of immediate need.</p>
<b>A1 Breakthrough</b>	<b>Beginner N1 S1 NOR1 F1 H1 W1 R1 P4F1</b>	<p><b>Listening:</b> S/he can recognize familiar words and very basic phrases concerning very familiar topics when people speak slowly and clearly.</p> <p><b>Speaking:</b> S/he can use simple structures and phrases and interact in a simple way on very familiar topics.</p> <p><b>Reading:</b> S/he can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.</p> <p><b>Writing:</b> S/he can write a short, simple postcard, and fill in forms with personal details.</p>