



MANUAL PARA EL SEGUIMIENTO, EVALUACIÓN Y CUMPLIMIENTO DE LAS METAS DEL IDIOMA INGLÉS

Modelo Bilingüe, Internacional y Sustentable

UNIVERSIDAD POLITÉCNICA DE RAMOS ARIZPE

MANUAL PARA EL SEGUIMIENTO, EVALUACIÓN Y CUMPLIMIENTO DE LAS METAS DEL IDIOMA INGLÉS

OBJETIVO

Asegurar el cumplimiento de las metas establecidas por el modelo Bilingüe de nuestra Universidad, en tiempo y forma.

METAS

CUATRIMESTRE	NIVEL DE INGLÉS A ALCANZAR	HORAS CLASE DE INGLÉS SUGERIDAS*
Inmersión	A2	525
1	A2+	150
2	B1-	150
3	B1	150
4	B1	150
5	B1+	150
6	B2-	150
7	B2	150
8	B2	150
9	B2+	150

*En el caso de nivel A2, deberán alcanzar por lo menos 2 de 3 habilidades con 1.5 de puntuación, no sólo en promedio general.

POLÍTICAS GENERALES

1. La comunicación dentro de la Universidad deberá ser en todo momento en inglés.
2. Se harán al menos dos evaluaciones docentes aleatorias durante el cuatrimestre a fin de identificar áreas de oportunidad y asegurar el cumplimiento de los objetivos.
3. Todos los estudiantes deberán tomar clases de inglés de acuerdo a su nivel.
4. Todos los estudiantes con nivel C, podrán acceder a otro idioma. Llevarán dos veces a la semana inglés y tres veces a la semana el idioma adicional.

5. Las materias de especialidad deberán impartirse en inglés de acuerdo a lo establecido:
 - a. Dos materias en inglés durante el primer cuatrimestre
 - b. Cuatro materias en inglés durante el segundo cuatrimestre
 - c. Todas las materias en inglés del tercer al noveno cuatrimestre
6. Todos los estudiantes sin excepción deberán alcanzar los niveles establecidos, mismos que serán evaluados en 4 momentos:
 - a. Al finalizar el cuatrimestre de inmersión: A2
 - b. Al finalizar el primer ciclo de formación: B1
 - c. Al finalizar el segundo ciclo de formación: B2-
 - d. Al finalizar el tercer ciclo de formación, previo a la estadía y como requisito de titulación: B2+

**No podrán reinscribirse al siguiente cuatrimestre si no alcanzan los niveles establecidos.*

7. Todos los estudiantes sin excepción deberán presentar en Diciembre del año correspondiente previo al fin del cuatrimestre, el instrumento verificador de nivel (ITEP o similar) para verificar el avance del idioma. De lo contrario no podrán reinscribirse al siguiente cuatrimestre. Es importante resaltar que el costo de dicho instrumento lo debe cubrir el estudiante.
8. Los contenidos de las clases de inglés deberán estar enfocados al nivel inicial de inglés de los alumnos así como el nivel por alcanzar. Se deberán utilizar los documentos denominados "Planeación de inglés UPRA-MCER" y "Planeación de inglés – Referencia de temas".

POLÍTICAS DE EVALUACIÓN CUATRIMESTRAL (Septiembre-Diciembre)

1. El alumno deberá tener al menos el 85% de asistencia durante el cuatrimestre para poder presentar el instrumento verificador de nivel (ITEP o similar).
2. El alumno deberá tener al menos el 85% de cumplimiento de actividades, trabajos, proyectos y tareas durante el cuatrimestre para poder presentar el instrumento verificador de nivel (ITEP o similar).
3. Todas las evaluaciones serán centralizadas por nivel para asegurar y medir el avance en todos los alumnos por igual.
4. Las evaluaciones centralizadas las diseñarán los docentes que estén impartiendo los diferentes niveles.

5. Las evaluaciones centralizadas se compondrán de la siguiente manera, de acuerdo a lo establecido en el Marco Común Europeo:
 - a. Por habilidad (habilidades de escritura, lectura y comprensión de audio y habilidad del habla)
 - b. Por competencia (la competencia deberá estar vinculada con los temas correspondientes al parcial en cuestión)
 - c. Dos reactivos por competencia

6. A lo largo del cuatrimestre habrá 3 momentos de evaluación parcial y 1 momento de presentar el instrumento verificador de nivel (ITEP o similar):

Evaluación	Fecha	Revisión de instrumento centralizado
1er parcial	Semana 5	Semana 4
2do parcial	Semana 9	Semana 8
3er parcial	Semana 12	Semana 11
Final	Semana 15	Semana 14

7. Las evaluaciones centralizadas tendrán una duración de 1.30hora para las habilidades de escritura, lectura y comprensión de audio. Para la habilidad del habla se tendrán 2.30 minutos por estudiante.

8. Las evaluaciones centralizadas arrojarán como resultado dos posibilidades:
 - a. **Competencia alcanzada**, por cada habilidad
 - b. **Competencia por reforzar**, por cada habilidad

9. Para verificar el cumplimiento de las competencias por cada habilidad, se tomará como referencia lo siguiente:

Nivel	Comprender		Hablar		Escribir
	Comprensión auditiva	Comprensión de lectura	Interacción oral	Expresión oral	Expresión escrita
A1	Reconozco palabras y expresiones muy básicas que se usan habitualmente, relativas a mí mismo, a mi familia y a mi entorno inmediato cuando se habla despacio y con claridad.	Comprendo palabras y nombres conocidos y frases muy sencillas, por ejemplo las que hay en letreros, carteles y catálogos.	Puedo participar en una conversación de forma sencilla siempre que la otra persona esté dispuesta a repetir lo que ha dicho o a decirlo con otras palabras y a una velocidad más lenta y me ayude a formular lo que intento decir. Planteo y contesto preguntas sencillas sobre temas de necesidad inmediata o asuntos muy habituales.	Utilizó expresiones y frases sencillas para describir el lugar donde vivo y las personas que conozco.	Soy capaz de escribir postales cortas y sencillas, por ejemplo para enviar felicitaciones. Sé rellenar formularios con datos personales, por ejemplo mi nombre, mi nacionalidad y mi dirección en el formulario del registro de un hotel.

Nivel	Comprender		Hablar		Escribir
	Comprensión auditiva	Comprensión de lectura	Interacción oral	Expresión oral	Expresión escrita
A2	Comprendo frases y el vocabulario más habitual sobre temas de interés personal (información personal y familiar muy básica, compras, lugar de residencia, empleo). Soy capaz de captar la idea principal de avisos y mensajes breves, claros y sencillos.	Soy capaz de leer textos muy breves y sencillos. Sé encontrar información específica y predecible en escritos sencillos y cotidianos como anuncios publicitarios, prospectos, menús y horarios y comprendo cartas personales breves y sencillas.	Puedo comunicarme en tareas sencillas y habituales que requieren un intercambio simple y directo de información sobre actividades y asuntos cotidianos. Soy capaz de realizar intercambios sociales muy breves, aunque, por lo general, no puedo comprender lo suficiente como para mantener la conversación por mí mismo.	Utilizó una serie de expresiones y frases para describir con términos sencillos a mi familia y otras personas, mis condiciones de vida, mi origen educativo y mi trabajo actual o el último que tuve.	Soy capaz de escribir notas y mensajes breves y sencillos relativos a mis necesidades inmediatas. Puedo escribir cartas personales muy sencillas, por ejemplo agradeciendo algo a alguien.

Nivel	Comprender		Hablar		Escribir
	Comprensión auditiva	Comprensión de lectura	Interacción oral	Expresión oral	Expresión escrita
B1	<p>Comprendo las ideas principales cuando el discurso es claro y normal y se tratan asuntos cotidianos que tienen lugar en el trabajo, en la escuela, durante el tiempo de ocio, etc. Comprendo la idea principal de muchos programas de radio o televisión que tratan temas actuales o asuntos de interés personal o profesional, cuando la articulación es relativamente lenta y clara.</p>	<p>Comprendo textos redactados en una lengua de uso habitual y cotidiano o relacionado con el trabajo. Comprendo la descripción de acontecimientos, sentimientos y deseos en cartas personales</p>	<p>Sé desenvolverme en casi todas las situaciones que se me presentan cuando viajo donde se habla esa lengua. Puedo participar espontáneamente en una conversación que trate temas cotidianos de interés personal o que sean pertinentes para la vida diaria (por ejemplo, familia, aficiones, trabajo, viajes y acontecimientos actuales).</p>	<p>Sé enlazar frases de forma sencilla con el fin de describir experiencias y hechos, mis sueños, esperanzas y ambiciones. Puedo explicar y justificar brevemente mis opiniones y proyectos. Sé narrar una historia o relato, la trama de un libro o película y puedo describir mis reacciones.</p>	<p>Soy capaz de escribir textos sencillos y bien enlazados sobre temas que me son conocidos o de interés personal. Puedo escribir cartas personales que describen experiencias e impresiones.</p>

Nivel	Comprender		Hablar		Escribir
	Comprensión auditiva	Comprensión de lectura	Interacción oral	Expresión oral	Expresión escrita
B2	<p>Comprendo discursos y conferencias extensos e incluso sigo líneas argumentales complejas siempre que el tema sea relativamente conocido. Comprendo casi todas las noticias de la televisión y los programas sobre temas actuales. Comprendo la mayoría de las películas en las que se habla en un nivel de lengua estándar.</p>	<p>Soy capaz de leer artículos e informes relativos a problemas contemporáneos en los que los autores adoptan posturas o puntos de vista concretos. Comprendo la prosa literaria contemporánea.</p>	<p>Puedo participar en una conversación con cierta fluidez y espontaneidad, lo que posibilita la comunicación normal con hablantes nativos. Puedo tomar parte activa en debates desarrollados en situaciones cotidianas explicando y defendiendo mis puntos de vista.</p>	<p>Presento descripciones claras y detalladas de una amplia serie de temas relacionados con mi especialidad. Sé explicar un punto de vista sobre un tema exponiendo las ventajas y los inconvenientes de varias opciones.</p>	<p>Soy capaz de escribir textos claros y detallados sobre una amplia serie de temas relacionados con mis intereses. Puedo escribir redacciones o informes transmitiendo información o proponiendo motivos que apoyen o refuten un punto de vista concreto. Sé escribir cartas que destacan la importancia que le doy a determinados hechos y experiencias.</p>

Nivel	Comprender		Hablar		Escribir
	Comprensión auditiva	Comprensión de lectura	Interacción oral	Expresión oral	Expresión escrita
C1	<p>Comprendo discursos extensos incluso cuando no están estructurados con claridad y cuando las relaciones están sólo implícitas y no se señalan explícitamente. Comprendo sin mucho esfuerzo los programas de televisión y las películas.</p>	<p>Comprendo textos largos y complejos de carácter literario o basado en hechos, apreciando distinciones de estilo. Comprendo artículos especializados e instrucciones técnicas largas, aunque no se relacionen con mi especialidad.</p>	<p>Me expreso con fluidez y espontaneidad sin tener que buscar de forma muy evidente las expresiones adecuadas. Utilizo el lenguaje con flexibilidad y eficacia para fines sociales y profesionales. Formulo ideas y opiniones con precisión y relaciono mis intervenciones hábilmente con las de otros hablantes.</p>	<p>Presento descripciones claras y detalladas sobre temas complejos que incluyen otros temas, desarrollando ideas concretas y terminando con una conclusión apropiada.</p>	<p>Soy capaz de expresarme en textos claros y bien estructurados exponiendo puntos de vista con cierta extensión. Puedo escribir sobre temas complejos en cartas, redacciones o informes resaltando lo que considero que son aspectos importantes. Seleccione el estilo apropiado para los lectores a los que van dirigidos mis escritos.</p>

Nivel	Comprender		Hablar		Escribir
	Comprensión auditiva	Comprensión de lectura	Interacción oral	Expresión oral	Expresión escrita
C2	<p>No tengo ninguna dificultad para comprender cualquier tipo de lengua hablada, tanto en conversaciones en vivo como en discursos retransmitidos, aunque se produzcan a una velocidad de hablante nativo, siempre que tenga tiempo para familiarizarme con el acento.</p>	<p>Soy capaz de leer con facilidad prácticamente todas las formas de lengua escrita, incluyendo textos abstractos estructurales o lingüísticamente complejos como, por ejemplo, manuales, artículos especializados y obras literarias.</p>	<p>Tomo parte sin esfuerzo en cualquier conversación o debate y conozco bien modismos, frases hechas y expresiones coloquiales. Me expreso con fluidez y transmito matices sutiles de sentido con precisión. Si tengo un problema, sorteo la dificultad con tanta discreción que los demás apenas se dan cuenta.</p>	<p>Presento descripciones o argumentos de forma clara y fluida y con un estilo que es adecuado al contexto y con una estructura lógica y eficaz que ayuda al oyente a fijarse en las ideas importantes y a recordarlas.</p>	<p>Soy capaz de escribir textos claros y fluidos en un estilo apropiado. Puedo escribir cartas, informes o artículos complejos que presentan argumentos con una estructura lógica y eficaz que ayuda al oyente a fijarse en las ideas importantes y a recordarlas. Escribo resúmenes y reseñas de obras profesionales o literarias.</p>

10. La captura de calificaciones e inasistencias en el sistema se hará en cada parcial, de acuerdo a la calendarización de servicios escolares.
11. Al final del cuatrimestre, si el alumno obtuvo en el instrumento verificador de nivel (iTEP o similar) el nivel correspondiente de acuerdo al cuatrimestre en curso, continuará con el programa de niveles de inglés y se evaluará al final del cuatrimestre con calificación numérica aprobatoria.
12. Al final del cuatrimestre, si el alumno no alcanza el nivel establecido en el instrumento verificador de nivel (iTEP o similar) la materia aparecerá como reprobada en el Kardex y deberá iniciar nuevamente con el programa del nivel que cursó.
13. Al final del cuatrimestre, si el alumno no alcanza el nivel establecido en el instrumento verificador de nivel (iTEP o similar), no podrá ser reinscrito al siguiente ciclo de formación.

POLÍTICAS DE EVALUACIÓN CUATRIMESTRAL (Enero- Abril y Mayo-Agosto)

1. El alumno deberá tener al menos el 85% de asistencia durante el cuatrimestre, en caso contrario el curso no podrá ser aprobado.
2. El alumno deberá tener al menos el 85% de cumplimiento de actividades, trabajos, proyectos y tareas durante el cuatrimestre.
3. El alumno deberá ser evaluado cada período por los tres saberes: saber (evaluación centralizada), hacer (cumplimiento con actividades y proyectos) y ser (asistencia y puntualidad).
4. Todas las evaluaciones serán centralizadas por nivel para asegurar y medir el avance en todos los alumnos por igual.
5. Las evaluaciones centralizadas las diseñarán los docentes que estén impartiendo los diferentes niveles.
6. Las evaluaciones centralizadas se compondrán de la siguiente manera, de acuerdo a lo establecido en el Marco Común Europeo:
 - a. Por habilidad (habilidades de escritura, lectura y comprensión de audio y habilidad del habla)
 - b. Por competencia (la competencia deberá estar vinculada con los temas correspondientes al parcial en cuestión).
 - c. Dos reactivos por competencia
7. A lo largo del cuatrimestre habrá 3 momentos de evaluación parcial.

Evaluación	Fecha	Revisión de instrumento centralizado
1er parcial	Semana 5	Semana 4

2do parcial	Semana 9	Semana 8
3er parcial	Semana 12	Semana 11

8. Las evaluaciones centralizadas tendrán una duración de 1.30hora para las habilidades de escritura, lectura y comprensión de audio. Para la habilidad del habla se tendrán 2.30 minutos por estudiante.
9. Las evaluaciones centralizadas arrojarán como resultado dos posibilidades:
 - a. **Competencia alcanzada**, por cada habilidad
 - b. **Competencia por reforzar**, por cada habilidad
10. Para verificar el cumplimiento de las competencias por cada habilidad, se tomará como referencia lo siguiente:

Nivel	Comprender		Hablar		Escribir
	Comprensión auditiva	Comprensión de lectura	Interacción oral	Expresión oral	Expresión escrita
A1	Reconozco palabras y expresiones muy básicas que se usan habitualmente, relativas a mí mismo, a mi familia y a mi entorno inmediato cuando se habla despacio y con claridad.	Comprendo palabras y nombres conocidos y frases muy sencillas, por ejemplo las que hay en letreros, carteles y catálogos.	Puedo participar en una conversación de forma sencilla siempre que la otra persona esté dispuesta a repetir lo que ha dicho o a decirlo con otras palabras y a una velocidad más lenta y me ayude a formular lo que intento decir. Planteo y contesto preguntas sencillas sobre temas de necesidad inmediata o asuntos muy habituales.	Utilizó expresiones y frases sencillas para describir el lugar donde vivo y las personas que conozco.	Soy capaz de escribir postales cortas y sencillas, por ejemplo para enviar felicitaciones. Sé rellenar formularios con datos personales, por ejemplo mi nombre, mi nacionalidad y mi dirección en el formulario del registro de un hotel.

Nivel	Comprender	Hablar	Escribir
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	Comprensión auditiva	Comprensión de lectura	Interacción oral	Expresión oral	Expresión escrita
A2	Comprendo frases y el vocabulario más habitual sobre temas de interés personal (información personal y familiar muy básica, compras, lugar de residencia, empleo). Soy capaz de captar la idea principal de avisos y mensajes breves, claros y sencillos.	Soy capaz de leer textos muy breves y sencillos. Sé encontrar información específica y predecible en escritos sencillos y cotidianos como anuncios publicitarios, prospectos, menús y horarios y comprendo cartas personales breves y sencillas.	Puedo comunicarme en tareas sencillas y habituales que requieren un intercambio simple y directo de información sobre actividades y asuntos cotidianos. Soy capaz de realizar intercambios sociales muy breves, aunque, por lo general, no puedo comprender lo suficiente como para mantener la conversación por mí mismo.	Utilizó una serie de expresiones y frases para describir con términos sencillos a mi familia y otras personas, mis condiciones de vida, mi origen educativo y mi trabajo actual o el último que tuve.	Soy capaz de escribir notas y mensajes breves y sencillos relativos a mis necesidades inmediatas. Puedo escribir cartas personales muy sencillas, por ejemplo agradeciendo algo a alguien.

Nivel	Comprender		Hablar		Escribir
	Comprensión auditiva	Comprensión de lectura	Interacción oral	Expresión oral	Expresión escrita
B1	Comprendo las ideas principales cuando el discurso es claro y normal y se tratan asuntos cotidianos que tienen lugar en el trabajo, en la escuela, durante el tiempo de ocio, etc. Comprendo la idea principal de muchos programas de radio o televisión que tratan temas actuales o asuntos de interés personal o profesional, cuando la articulación es relativamente lenta y clara.	Comprendo textos redactados en una lengua de uso habitual y cotidiano o relacionado con el trabajo. Comprendo la descripción de acontecimientos, sentimientos y deseos en cartas personales	Sé desenvolverme en casi todas las situaciones que se me presentan cuando viajo donde se habla esa lengua. Puedo participar espontáneamente en una conversación que trate temas cotidianos de interés personal o que sean pertinentes para la vida diaria (por ejemplo, familia, aficiones, trabajo, viajes y acontecimientos actuales).	Sé enlazar frases de forma sencilla con el fin de describir experiencias y hechos, mis sueños, esperanzas y ambiciones. Puedo explicar y justificar brevemente mis opiniones y proyectos. Sé narrar una historia o relato, la trama de un libro o película y puedo describir mis reacciones.	Soy capaz de escribir textos sencillos y bien enlazados sobre temas que me son conocidos o de interés personal. Puedo escribir cartas personales que describen experiencias e impresiones.

Nivel	Comprender	Hablar	Escribir
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	Comprensión auditiva	Comprensión de lectura	Interacción oral	Expresión oral	Expresión escrita
B2	<p>Comprendo discursos y conferencias extensos e incluso sigo líneas argumentales complejas siempre que el tema sea relativamente conocido.</p> <p>Comprendo casi todas las noticias de la televisión y los programas sobre temas actuales.</p> <p>Comprendo la mayoría de las películas en las que se habla en un nivel de lengua estándar.</p>	<p>Soy capaz de leer artículos e informes relativos a problemas contemporáneos en los que los autores adoptan posturas o puntos de vista concretos. Comprendo la prosa literaria contemporánea.</p>	<p>Puedo participar en una conversación con cierta fluidez y espontaneidad, lo que posibilita la comunicación normal con hablantes nativos.</p> <p>Puedo tomar parte activa en debates desarrollados en situaciones cotidianas explicando y defendiendo mis puntos de vista.</p>	<p>Presento descripciones claras y detalladas de una amplia serie de temas relacionados con mi especialidad. Sé explicar un punto de vista sobre un tema exponiendo las ventajas y los inconvenientes de varias opciones.</p>	<p>Soy capaz de escribir textos claros y detallados sobre una amplia serie de temas relacionados con mis intereses. Puedo escribir redacciones o informes transmitiendo información o proponiendo motivos que apoyen o refuten un punto de vista concreto. Sé escribir cartas que destacan la importancia que le doy a determinados hechos y experiencias.</p>

Nivel	Comprender		Hablar		Escribir
	Comprensión auditiva	Comprensión de lectura	Interacción oral	Expresión oral	Expresión escrita
C1	<p>Comprendo discursos extensos incluso cuando no están estructurados con claridad y cuando las relaciones están sólo implícitas y no se señalan explícitamente.</p> <p>Comprendo sin mucho esfuerzo los programas de televisión y las películas.</p>	<p>Comprendo textos largos y complejos de carácter literario o basado en hechos, apreciando distinciones de estilo.</p> <p>Comprendo artículos especializados e instrucciones técnicas largas, aunque no se relacionen con mi especialidad.</p>	<p>Me expreso con fluidez y espontaneidad sin tener que buscar de forma muy evidente las expresiones adecuadas.</p> <p>Utilizo el lenguaje con flexibilidad y eficacia para fines sociales y profesionales. Formulo ideas y opiniones con precisión y relaciono mis intervenciones hábilmente con las de otros hablantes.</p>	<p>Presento descripciones claras y detalladas sobre temas complejos que incluyen otros temas, desarrollando ideas concretas y terminando con una conclusión apropiada.</p>	<p>Soy capaz de expresarme en textos claros y bien estructurados exponiendo puntos de vista con cierta extensión. Puedo escribir sobre temas complejos en cartas, redacciones o informes resaltando lo que considero que son aspectos importantes.</p> <p>Selecciono el estilo apropiado para los lectores a los que van dirigidos mis escritos.</p>

Nivel	Comprender	Hablar	Escribir
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	Comprensión auditiva	Comprensión de lectura	Interacción oral	Expresión oral	Expresión escrita
C2	No tengo ninguna dificultad para comprender cualquier tipo de lengua hablada, tanto en conversaciones en vivo como en discursos retransmitidos, aunque se produzcan a una velocidad de hablante nativo, siempre que tenga tiempo para familiarizarme con el acento.	Soy capaz de leer con facilidad prácticamente todas las formas de lengua escrita, incluyendo textos abstractos estructurales o lingüísticamente complejos como, por ejemplo, manuales, artículos especializados y obras literarias.	Tomo parte sin esfuerzo en cualquier conversación o debate y conozco bien modismos, frases hechas y expresiones coloquiales. Me expreso con fluidez y transmito matices sutiles de sentido con precisión. Si tengo un problema, sorteo la dificultad con tanta discreción que los demás apenas se dan cuenta.	Presento descripciones o argumentos de forma clara y fluida y con un estilo que es adecuado al contexto y con una estructura lógica y eficaz que ayuda al oyente a fijarse en las ideas importantes y a recordarlas.	Soy capaz de escribir textos claros y fluidos en un estilo apropiado. Puedo escribir cartas, informes o artículos complejos que presentan argumentos con una estructura lógica y eficaz que ayuda al oyente a fijarse en las ideas importantes y a recordarlas. Escribo resúmenes y reseñas de obras profesionales o literarias.

11. La captura de calificaciones e inasistencias en el sistema se hará en cada parcial, de acuerdo a la calendarización de servicios escolares.

12. La ponderación final del cuatrimestre considera los siguientes rubros:

34% (SER) – valor numérico del porcentaje de asistencia del cuatrimestre

33% (HACER) – valor numérico del porcentaje de cumplimiento del cuatrimestre

33% (SABER) – valor numérico de acuerdo al resultado de las evaluaciones centralizadas aplicadas durante el cuatrimestre.*

* Se considera competencia alcanzada cuando el 75% de las competencias evaluadas a lo largo del cuatrimestre se alcanzaron, el valor numérico del SABER será en función del porcentaje de competencias alcanzadas; donde, 33% corresponde a aquellos estudiantes con el 100% de las competencias alcanzadas.

* *Necesita reforzamiento en las competencias desarrolladas* durante el cuatrimestre equivale a 0 (ponderación del SABER). Se considera necesita reforzamiento cuando el 74% o menos de las competencias evaluados a lo largo del cuatrimestre se alcanzaron.

13. El alumno con evaluación numérica final de 7 o más, aprueba la materia cursada en Kardex y continúa con el programa de niveles de inglés.

14. El alumno con evaluación numérica final de 6.9 o menos, reprueba la materia cursada en Kardex y debe iniciar nuevamente con el programa del nivel que cursó.

15. El alumno interesado en medir su progreso en el nivel de inglés, tendrá opción de presentar el instrumento verificador de nivel (ITEP o similar) en Abril o Agosto cubriendo el costo del mismo y reuniendo un grupo de al menos 10 estudiantes.



ANEXOS

Competencias detalladas a alcanzar por nivel y por habilidad.

C2

LISTENING I can understand any kind of spoken language, whether live or broadcast, delivered at fast speed, even in a noisy environment. I can appreciate irony and sarcasm and draw appropriate conclusions about their use. I can understand any interlocutor, given an opportunity to adjust to a non-standard accent or dialect. I can fully appreciate the sociocultural implications of language used by other speakers and can react accordingly. I can follow debates, discussions, specialised lectures and presentations that contain a high degree of colloquial expressions, regional usage, or unfamiliar terminology. I can fully appreciate films, plays, TV and the radio, including humour, nuance, and implied meaning. I can extract necessary information from poor quality, audibly distorted public announcements or instructions, e.g. in a station with a train going past, in a sports stadium, etc.

READING I can understand any kind of text including those written in a very colloquial style and containing many idiomatic expressions or slang. I can scan quickly through complex texts from a variety of genres, including unfamiliar ones; I can read several texts in parallel to integrate information from them. I can understand texts (for example newspaper columns and satirical glosses) in which much is said in an indirect and ambiguous way and which contain hidden value judgements. I can understand complex reports, manuals and contracts, including finer shades of meaning and differentiation, plus issues that are implied rather than stated. I can understand and interpret critically classical as well as contemporary literary texts in different genres. [New] I can easily understand any formal correspondence, including on specialized or legal matters.

SPOKEN INTERACTION I can converse comfortably, appropriately and without limitations in casual conversation, at social events and in more formal discussions and debates. I can employ irony and understatement in an appropriate manner. I can easily keep up with extended debate, even when this is highly idiomatic. I can contribute to formal discussion of complex issues articulately and persuasively. When arguing for or against a case, I can convey finer shades of meaning precisely in order to give emphasis differentiate and eliminate ambiguity.

SPOKEN PRODUCTION I can give clear, smoothly flowing, elaborate and often memorable descriptions. I can argue a case on a complex issue, adapting the structure, content and emphasis in order to convince particular listeners of the validity of my argument. I can give a smoothly flowing, elaborate presentation on a complex topic, and can handle difficult, unpredictable and even hostile questioning. I can summarise orally information from different sources, reconstructing arguments and accounts accurately, coherently and concisely without including unnecessary detail.

WRITTEN PRODUCTION I can produce written work that shows good organizational structure, with an understanding of the style and content appropriate to the task. I can produce text which is proof-read and lay out in accordance with relevant conventions. I can write stories and descriptions in a clear, sophisticated style appropriate to the genre. I can write a well-structured critical review of a paper or a project giving reasons for my opinion. I can write papers that present the background and context, describing procedures and/or proposals, evaluating outcomes and drawing conclusions, whilst following the appropriate conventions throughout. I can write clear, well-structured complex letters in an appropriate style, for example an application, request, or offer to authorities or commercial clients. In a letter I can express myself in a consciously ironical, ambiguous and humorous way.

STRATEGIES I can interact naturally, picking up and using non-verbal and intonational cues without effort, and interweaving my contribution into the joint discourse with fully natural turn taking, referencing, etc. I can substitute an equivalent term for a word I can't recall without the listener noticing. I can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it. I can edit my written work to achieve the effect I want in a more differentiated and appropriate style.

QUALITY OF LANGUAGE I can reformulate ideas in differing ways to give emphasis, to differentiate and to eliminate ambiguity. I can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of expressions to qualify statements and pinpoint the extent to which something is the case

C1+

LISTENING I can understand a wide range of idiomatic expressions and colloquialisms, appreciating shifts in style and register. I can understand everybody I talk to, given the opportunity to occasionally confirm something, especially if the accent or dialect is non-standard and unfamiliar. I can easily follow complex interactions in group discussion and debate, even on abstract and unfamiliar topics. I can follow lectures, presentations and demonstrations with relative ease, making decisions about what to note down and what to omit as the lecture proceeds and ask detailed questions. I can without too much effort follow films which contain a large amount of slang and a wide range of idioms.

READING I can understand in detail lengthy, complex texts, whether or not they relate to my area of speciality. I can scan quickly through a variety of sources both within and outside my field and assess their relevance to my needs. I can understand complex reports, analyses and commentaries in which opinions, viewpoints and connections are discussed, recognizing contradictions, inconsistencies, or illogical arguments. I can understand complex manuals, regulations and contracts even within unfamiliar fields if I can reread difficult sections. I can appreciate shifts of tone and style in contemporary literary texts and recognise their significance. I can understand any formal or informal correspondence.

SPOKEN INTERACTION I can participate easily and appropriately in conversation. I have a good understanding of humour, irony and implicit cultural references. I can easily keep up with and contribute to an extended debate on abstract and complex topics, even when these are unfamiliar to me and when people start talking simultaneously. I can formulate a convincing argument and respond to questions, comments and complex counter arguments fluently, spontaneously and appropriately.

SPOKEN PRODUCTION I can give an elaborate description or account of an experience or topic of relevance, integrating themes, developing particular points and concluding appropriately. I can confidently put forward a systematically developed argument, taking account of the audience's perspective, evaluating areas of ambiguity and selecting appropriate supporting examples. I can give a clear, well-structured presentation of a complex subject, expanding and supporting points of view with reasons and relevant examples. I can confidently handle detailed questions and spontaneously follow up points raised by members of the audience. I can summarise orally information from different sources, selecting the most salient and relevant ideas, and reconstructing arguments in a coherent presentation.

WRITTEN PRODUCTION I can write well-structured texts which show a high degree of grammatical correctness and vary my vocabulary and style according to the addressee, the kind of text and the topic. I can write clear, detailed, well-developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind. I can write papers on complex topics, developing an argument systematically by highlighting the main issues and supporting points with relevant examples and details and rounding off with an appropriate conclusion. I can express myself with clarity and precision in correspondence.

STRATEGIES I can use fluently a variety of appropriate expressions to introduce my remarks in order to get the floor, or to gain time and keep the floor while thinking. I can relate my contribution skilfully to those of other speakers. I can quickly substitute an equivalent term for a word I can't recall. I can monitor what I say or write, finding more precise and more sophisticated ways of expressing what I want to.

QUALITY OF LANGUAGE I have a good command of a broad vocabulary, including collocations and idiomatic expressions; I can overcome gaps in my vocabulary with alternatives. I can reformulate ideas differently in order to ensure that people understand exactly what I mean, eliminating the possibility of misunderstandings. I can produce clear, well-structured speech and writing, showing control over ways of developing what I want to say in order to link my ideas into smoothly-flowing, coherent text. I can consistently maintain a high degree of grammatical accuracy; errors are rare and difficult to spot. I can express myself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language. I can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.

C1

LISTENING I can understand enough to follow extended speech on abstract and complex topics of academic or vocational relevance. I can generally understand everybody I talk to, though I may need to confirm some details, especially if the accent is unfamiliar. I can follow extended discussion even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can follow most lectures, discussions and debates both within and outside my field. I can understand in detail an argument in a discussion programme. I can understand complex technical information, such as instructions for operating equipment and specifications for products and services I know about.

READING I can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, though I may want time to reread them. I can scan relatively quickly through books and articles within my field of interests and assess their relevance to my needs. I can understand complex texts where stated opinions and implied points of view are discussed. I can understand lengthy, complex manuals, instructions, regulations and contracts in my field. I can read extensively, for example enjoying novels without consulting a dictionary unless I want to note precise meaning, usage or pronunciation. I can understand formal letters connected or unconnected to my field if I can occasionally check with a dictionary.

SPOKEN INTERACTION I can express myself fluently and appropriately, adopting a level of formality appropriate to the circumstances and my relationship to the person I am talking to. I can keep up with animated discussions on abstract and complex topics with a number of speakers and can participate effectively even when people start talking simultaneously. I can understand and exchange complex, detailed information on topics with which I am not personally familiar, pinpointing key areas where further explanation or clarification is needed. I can use the telephone for a variety of purposes, including solving problems and misunderstandings though I may need to ask for clarification if the accent is unfamiliar.

SPOKEN PRODUCTION I can give clear, well-structured descriptions of complex subjects. I can develop an argument systematically in well-structured speech, highlighting significant points, and concluding appropriately. I can give a clear, well-structured presentation on a complex subject in my field, expanding and supporting points of view with appropriate reasons and examples. I can put together information from different sources and relate it in a coherent summary. I can summarise orally long, demanding texts.

WRITTEN PRODUCTION I can write clear, well-structured texts on complex topics in an appropriate style with good grammatical control. I can write clear, detailed, well-developed short stories and descriptions of personal experiences. I can present points of view in a paper, developing an argument, highlighting the most important points, and supporting my reasoning with examples. I can express myself clearly and appropriately in personal correspondence, describing experiences, feelings and reactions in depth.

STRATEGIES I can select from a readily available range of expressions to preface my remarks appropriately and to follow up what other people say. (New) I do not have to restrict what I want say at all; if I can't find one expression I can substitute with another. I can monitor my speech and writing to repair slips and improve formulation.

QUALITY OF LANGUAGE I have a good command of a broad vocabulary. I do sometimes have to search for expressions but can then find alternatives to express what I want to say. I can formulate statements in a very precise manner in order to indicate my degree of agreement, certainty, concern, satisfaction, etc. I can produce clear, well-structured speech and writing, linking my ideas into coherent text. I maintain a high degree of grammatical control in speech and writing. I can express myself fluently and spontaneously, except occasionally, when speaking about a conceptually difficult subject. I can use language flexibly and appropriately, adjusting my expression depending who I am talking or writing to.

B2+

LISTENING I can understand standard spoken language, live or broadcast, even in a noisy environment. I can understand in detail what is said to me in standard spoken language, even with an element of background noise. I can keep up with an animated discussion between native speakers. I can follow lectures and presentations in my field, even if the organisation and language are both complex. I can understand in detail TV documentaries, interviews, talk shows, plays and films in standard language. I can understand announcements, instructions, telephone messages etc. even when they are spoken fast, provided they are in standard dialect.

READING I have a broad active reading vocabulary, which means I can read with a large degree of independence, adapting style and speed of reading to different texts and purposes. I can quickly scan through long and complex texts on topics of interest to locate relevant details. I can understand in detail texts within my field of interest or speciality. I can understand specialised articles outside my own field if I can occasionally check with a dictionary. I can understand lengthy, complex instructions, (e.g. for formal procedures in an academic, professional or health context) including details on conditions and warnings, as long as I can reread difficult sections. I can read novels and short stories with little use of a dictionary, after I have got used to the writer's style. I can understand correspondence relating to my personal and professional interests with occasional use of a dictionary.

SPOKEN INTERACTION I can converse spontaneously without much sign of restricting what I say. I can reformulate ideas in different ways to ensure people understand exactly what I mean. I can keep up with a discussion and express my ideas and opinions clearly, precisely and convincingly, even in formal meetings. I can understand and exchange complex information and advice relating to fields with which I have some familiarity. I can carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies. I can help to negotiate a solution to a dispute, for example financial responsibility for damage in a rented flat. I can use the telephone for a variety of purposes, including establishing contact with people I do not know, though I may need to ask for clarification if the accent is unfamiliar.

SPOKEN PRODUCTION I can give clear, well-developed, detailed descriptions on a wide range of subjects related to my interests, expanding and supporting my ideas. I can develop an argument systematically, highlighting significant points and including supporting detail where necessary. I can give a clear, well-structured presentation, with highlighting of significant points and can answer questions about the content. When giving a presentation, I can depart spontaneously from my prepared text and follow up interesting points raised by members of the audience I can summarise information and arguments from a variety of sources, highlighting significant points.

WRITTEN PRODUCTION I can use a range of language to express abstract ideas as well as topical subjects, correcting most of my mistakes in the process. I can write clear, detailed descriptions of real or imaginary events and experiences. I can write a paper developing my argument with appropriate highlighting of significant points and relevant supporting detail. I can write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on my correspondent's news and views.

STRATEGIES I can intervene appropriately in discussion, using a variety of expressions to do so. I can help the development of a discussion by giving feedback, follow up what people say and relating my contribution to theirs I can overcome gaps in vocabulary with paraphrase and alternative expression. I can monitor my speech and writing to correct slips and mistakes that I make.

QUALITY OF LANGUAGE I can express myself clearly and without much sign of having to restrict what I want to say. I can reformulate ideas in different ways to ensure people understand exactly what I mean. I can focus my attention effectively on how I formulate things, in addition to expressing the message. I can use a variety of linking words efficiently to mark clearly the relationships between ideas. I can maintain good grammatical control. I may sometimes make mistakes but I can correct them afterwards.

B2

LISTENING I can understand the main ideas of complex speech on concrete and abstract topics delivered in a standard dialect, including technical discussions in my field of specialisation. I can understand in detail what is said to me in standard spoken language. I can with some effort catch much of what is said around me, but may find it difficult to understand a discussion between several speakers who do not modify their language in any way. I can follow the essentials of lectures, talks and reports and other forms of complex academic or professional presentation in my field. I can follow TV drama and the majority of films in standard dialect. I can understand TV news, current affairs, documentaries, interviews, talk shows, etc. I can understand announcements and messages spoken in standard dialect at normal speed.

READING I can read with a large degree of independence, using dictionaries and other reference sources selectively when necessary. I can rapidly grasp the content and the significance of news, articles and reports on topics connected with my interests or my job, and decide if a closer reading is worthwhile. I can understand articles, reports and reviews in which the writers express specific points of view (e.g., political commentary, critiques of exhibitions, plays, films, etc). I can understand lengthy instructions, for example in a user manual for a TV or digital camera, for installing software, as long as I can reread difficult sections. I can read short stories and novels written in a straightforward language and style, making use of a dictionary, if I am familiar with the story and/or the writer. I can understand the main points in formal and informal letters relating to my personal and professional interests, with occasional use of a dictionary.

SPOKEN INTERACTION I can take an active part in conversation, expressing clearly my points of view, ideas or feelings naturally with effective turn-taking. I can evaluate advantages & disadvantages, and participate in reaching a decision in formal or informal discussion. I can sustain my opinions in discussion by providing relevant explanations, arguments and comments. I can find out and pass on detailed information reliably, face-to-face and on the phone, asking follow up questions and getting clarification or elaboration when necessary. I can make a complaint effectively, explaining the problem and demanding appropriate action. I can use the telephone to find out detailed information, provided the other person speaks clearly, and ask follow up questions to check that I have understood a point fully.

SPOKEN PRODUCTION I can give clear, detailed descriptions on a wide range of subjects related to my fields of interest. I can develop a clear argument, linking my ideas logically and expanding and supporting my points with appropriate examples. I can present a topical issue in a critical manner and weigh up the advantages and disadvantages of various options. I can summarise information and arguments from a number of sources, such as articles or reports, discussions, interviews, presentations, etc. I can summarise orally the plot and sequence of events in a film or play.

WRITTEN PRODUCTION I can write at length about topical issues, even though complex concepts may be oversimplified, and can correct many of my mistakes in the process. I can write clear, detailed descriptions on a variety of subjects related to my field of interest I can write a paper giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options. I can express news, views and feelings in correspondence, and respond to those of the other person. I can write standard formal letters requesting or communicating relevant information, following a template.

STRATEGIES I can use standard phrases like "That's a difficult question to answer" to gain time and keep the turn while formulating what to say. I can help a discussion along on familiar ground confirming comprehension, inviting others in, etc. I can generally cover gaps in vocabulary and structure with paraphrases. I can generally correct slips and errors if I become aware of them or if they have led to misunderstandings. I can make a note of "favourite mistakes" and consciously monitor speech for them.

QUALITY OF LANGUAGE I have a sufficient range of vocabulary to vary formulation and avoid repetition when expressing myself on matters connected to my field and on most general topics. I can explain the details of an event, idea or problem reliably. I can link what I say or write into clear, well-organised text, though I may not always do this smoothly so there may be some "jumps." (New) I can communicate with reasonable accuracy and can correct mistakes if they have led to misunderstandings.

B1+

LISTENING 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.

READING 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.

SPOKEN INTERACTION 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 have long telephone conversations with people I know personally. I can make routine telephone calls, e.g. to make or cancel an order, booking or appointment.

SPOKEN PRODUCTION 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.

WRITTEN PRODUCTION 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.

STRATEGIES 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 repeat what I said in a different way if people do not understand me. I can often correct my mistakes when people help me to see I made a mistake.

QUALITY OF LANGUAGE 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.

B1

LISTENING 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.

READING 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.

SPOKEN INTERACTION 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.

SPOKEN PRODUCTION 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.

WRITTEN PRODUCTION 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.

STRATEGIES 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 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 express myself reasonably accurately in familiar, predictable situations. 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.

A2+

LISTENING I can understand enough of what people say to be able to meet immediate needs, provided people speak slowly and clearly. I can understand when people talk to me about everyday things, as long as I can ask for help. I can generally identify changes in the topic of discussion around me which is conducted slowly and clearly. I can understand short, simple stories when told clearly and slowly. I can follow the main points of TV news, if people talk slowly and clearly, if I am familiar with the subject and if the TV pictures help me to understand the story. I can understand the main point in short, clear, simple messages, announcements and instructions (e.g. airport gate changes).

READING I can understand short, simple texts on familiar subjects, which consist of high-frequency, everyday or job-related language. I can use telephone directories and other reference books to find what I want and understand the most important pieces of information, for example price, size (apartments), power (cars, computers). I can understand the main points in short newspaper / magazine stories, especially when they are illustrated. I can understand instructions expressed in simple language (for example public telephones, public transport ticket machines, safety information, directions). I can understand short everyday stories about familiar subjects if the text is written in simple language. I can understand simple texts, emails and letters from friends or colleagues, for example saying when we should meet for lunch/dinner or asking me to be at work early.

SPOKEN INTERACTION I can have short conversations with friends and ask and answer simple questions about familiar topics (e.g., weather, hobbies, pets, music, sport). I can ask and answer simple questions about things in the past. (e.g., yesterday, last week, last year). I can ask for and give opinions, agree and disagree, in a simple way. I can discuss different things to do, places to go, etc. I can give and follow simple directions and instructions, e.g. explain how to get somewhere. I can handle most everyday situations, e.g. shopping, eating out and checking travel times. I can get simple information about travel, buying tickets and finding out and passing on information on places, times, costs, etc. I can ring friends to exchange news, discuss plans and arrange to meet.

SPOKEN PRODUCTION I can describe places I like (for example towns, holiday resorts). I can say what I usually do at home, at work, in my free time. I can describe plans, arrangements and alternatives. I can describe past activities, events and personal experiences (e.g., what I did at the weekend, on holiday). I can describe a job or a study experience. If I have time to prepare, I can briefly explain and give reasons for my actions and plans. I can briefly present a country, a sports team, a band, etc. to listeners. I can summarise simple stories I have read, relying on the language used in the story.

WRITTEN PRODUCTION I can write about my everyday life in simple sentences (people, places, job, school, family, hobbies, etc.). I can write very short, basic descriptions of past activities, and personal experiences, for example a recent holiday. I can write a short description of an event. I can complete a simple questionnaire or standardized report form using short sentences. I can write messages, short letters and emails making arrangements or giving reasons for changing them. I can write short letters or e-mails, telling about everyday things to people I know well.

STRATEGIES I can start, maintain, or end a short conversation in a simple way. I can ask somebody to repeat what they said in a simpler way. When I can't think of a word, I can use a "wrong" or simpler word and ask for help. I can often correct basic mistakes in simple structures I have learnt, if I have time and a little help.

QUALITY OF LANGUAGE I know enough vocabulary for familiar everyday situations and topics, but I need to search for the words and sometimes must simplify what I say. I can generally communicate the main points of what I want to say, though I sometimes have to simplify it. I can use the most important connecting words to tell a story (for example, "first", "then", "after", "later"). I can use some simple structures correctly in common everyday situations. I can participate in a longer conversation about familiar topics, but I often need to stop and think or start again in a different way I can socialise simply but effectively using the simplest common expressions and routines.

A2

LISTENING I can understand simple information and questions about family, people, homes, work and hobbies. I can understand what people say to me in simple, everyday conversation, if they speak clearly and slowly and give me help. I can understand short conversations about family, hobbies and daily life, provided that people speak slowly and clearly. I can follow changes of topic in TV news reports and understand the main information. I can understand short, clear and simple messages at the airport, railway station etc. For example: "The train to London leaves at 4:30". I can understand the main information in announcements if people talk very clearly. For example: weather reports, etc

READING I can understand short, simple texts containing familiar vocabulary including international words. I can find the most important information in advertisements, information leaflets, webpages, catalogues, timetables etc. I can understand the main points in short, simple news items and descriptions if I already know something about the subject. For example: news about sport or famous people. I can understand clear instructions. For example: how to use a telephone, a cash machine or a drinks machine. I can understand the main points in short, simple, everyday stories, especially if there is visual support. I can understand short simple messages from friends. For example: e-mails, web chats, postcards or short letters.

SPOKEN INTERACTION I can ask people how they feel in different situations. For example: "Are you hungry?" or "Are you ok?" and say how I feel. I can ask and answer simple questions about home and country, work and free time, likes, and dislikes. I can ask and answer simple questions about a past event. For example the time and place of a party, who was at the party and what happened there. I can make and accept invitations, or refuse invitations politely. I can make and accept apologies. I can discuss plans with other people. For example: what to do, where to go and when to meet. I can ask for and give directions using a map or plan. I can communicate in everyday situations, for example: ordering food and drink, shopping or using post offices and banks. I can use buses, trains and taxis ask for basic information about travel and buy tickets. I can use standard phrases to answer the phone, exchange simple information, and have a short telephone conversation with someone I know. For example to arrange to meet them.

SPOKEN PRODUCTION I can describe myself, my family and other people. I can describe my education, my present or last job. I can describe my hobbies and interests. I can describe my home and where I live. I can describe what I did at the weekend or on my last holiday. I can talk about my plans for the weekend or on my next holiday. I can explain why I like or dislike something. If I have time to prepare, I can give basic information about something I know well, for example: a country, a sports team, a band, etc.

WRITTEN PRODUCTION I can write about myself using simple language. For example: information about my family, school, job, hobbies, etc. I can write about things and people I know well using simple language. For example: descriptions of friends, what happened during the day. I can complete a questionnaire with information about my educational background, my job, my interests and my skills. I can write a simple message, for example to make or change an invitation or an appointment to meet. I can write a short message to friends to give them personal news or to ask them a question. For example: a text message or a postcard.

STRATEGIES I can start a conversation. I can say what exactly I don't understand and ask simply for clarification. When I can't think of a word in a shop, I can point to something and ask for help. I can check written sentences to look for mistakes (e.g. subject-verb agreement; pronoun and article agreement).

QUALITY OF LANGUAGE I have enough vocabulary to communicate in simple everyday situations. I can communicate what I want to say in a simple and direct exchange of limited information; in other situations I generally have to compromise the message. I can link ideas with simple connectors. For example: "and", "but" and "because". I can use correctly simple phrases I have learnt for specific situations, but I often make basic mistakes – for example mixing up tenses and forgetting to use the right endings. I can make myself understood with short, simple phrases, but I often need to stop, try with different words – or repeat more clearly what I said. I can talk to people politely in short social exchanges, using everyday forms of greeting and address.

A1+

LISTENING I can understand people if they speak very slowly and clearly about simple everyday topics. I can understand people describing objects and possessions (e.g. colour and size). I can understand simple questions and instructions addressed carefully and slowly to me. In a shop I can understand the price of an article, if the salesperson helps me understand. I can understand when people are talking about themselves and their families if they speak very slowly and clearly, using simple words. I can understand figures and times given in clear announcements, for example at a railway station. I can understand simple directions how to get from X to Y, on foot or by public transport, provided that people speak very slowly and very clearly.

READING I can very slowly read very short, simple texts by understanding familiar names, words and basic phrases. I can find basic information in posters, adverts or catalogues. I can understand information about people (place of residence, age, etc.) in a text if there is visual support. I can follow short simple written directions (e.g. how to go from X to Y). I can understand short simple greetings and messages e.g. on birthday cards, party invitations or in SMS phone messages.

SPOKEN INTERACTION I can ask how people are and react to news. I can ask and answer simple questions and respond to simple statements on very familiar topics (e.g., family, student life), if I can get help. I can describe clothes or other familiar objects and I can ask about them. I can indicate time by such phrases as "next week", "last Friday", "in November", "three o' clock". I can ask where to find a book or other familiar objects and can also answer such questions. I can ask simply for directions ("Where is the bank?"). I can ask people for things and give people things. I can understand simple phone messages, e.g. 'We're arriving tomorrow at half past four'. On the phone I can provide basic, prepared information, e.g. my name, address, telephone number, my request.

SPOKEN PRODUCTION I can introduce myself, for example say my name, where I come from and what I do. I can describe my family simply, for example who the members of my family are, how old they are and what they do. I can describe where I live. I can describe what I like and what I don't like (for example with regard to sports, music, school, colours). I can use simple words to describe something, (for example its size, shape or colour). I can describe what I can do and can't do and what other people or animals can or can't do.

WRITTEN PRODUCTION I can write simple sentences about myself, for example where I live and what I do. I can complete a questionnaire with my personal details. I can write a simple postcard (for example where I am, how the weather is and my feelings about my holiday).

STRATEGIES I can very simply ask somebody to speak more slowly. I can very simply ask somebody to repeat what they said more slowly. When I don't know a word I can invite help with gesture.

QUALITY OF LANGUAGE I have a basic repertoire of phrases to talk about myself and communicate in common everyday situations. I can communicate limited information about myself, my family and my job in a simple and direct exchange. I can join phrases with words like "and" "but", or "because" "then". I can use correctly some simple structures that I have memorized. I can speak slowly in a series of very short phrases, stopping and starting as I try and say different words. I can greet people, ask for things and say goodbye correctly.

A1

LISTENING I can understand simple words and phrases, like "excuse me", "sorry", "thank you", etc. I can understand the days of the week and months of the year. I can understand times and dates. I can understand numbers and prices. I can understand basic greetings and leave taking, like "Hello", "good bye", "good morning", etc. I can understand simple personal questions when people speak slowly and clearly. (e.g. What's your name?,"How old are you?," "What's your address?") When listening to a conversation, I can understand words and short sentences, provided that people speak very slowly and very clearly. I can recognise my flight number in short, clear and simple messages at international airports.

READING I can recognise names, words and phrases I know and use them to understand very simple sentences if there are pictures. I can understand words and phrases on everyday signs (for example "station", "car park", "no parking", "no smoking", "keep left"). I can understand simple forms well enough to give basic personal details (e.g., name, address, date of birth). I can understand very simple instructions if they are supported by pictures and if I know this type of instructions. In everyday situations I can understand simple messages written by friends or colleagues, for example "back at 4 o'clock".

SPOKEN INTERACTION I can use basic greeting and leave taking expressions. I can ask how people are. I can interact in a simple way, asking and answering basic questions, if I can repeat, repair and get help. I can ask and answer (simple personal) questions, like "What's your name?," "How old are you?" if the other person speaks slowly and is very helpful. I can ask people questions about where they live, people they know, things they have, etc. and answer such questions addressed to me provided they are articulated slowly and clearly. I can buy things in shops where pointing or other gestures can support what I say. I can use and understand simple numbers in everyday conversations (for example in prices or telephone numbers). I can answer the phone, give my name and answer very simple questions (e.g. "When is Mrs Jones back?").

SPOKEN PRODUCTION I can give personal information (address, telephone number, nationality, age, family, and hobbies). I can very simply describe myself and my family. I can very simply describe where I live.

WRITTEN PRODUCTION I can write about myself and where I live, using short, simple phrases. I can understand a hotel registration form well enough to give the most important information about myself (name, surname, date of birth, nationality). I can write a greeting card, for example a birthday card.

STRATEGIES I can establish contact with people using simple words and phrases and gestures. I can say when I do not understand. I can very simply ask somebody to repeat what they said.

QUALITY OF LANGUAGE I have a very basic repertoire of words and simple phrases about family and personal details, plus simple everyday situations. I can communicate very basic information about myself and my family in a simple way. I can join simple phrases with words like "and" or "then". I can use memorised, short phrases for specific purposes with reasonable accuracy. I can speak in very short phrases and isolated words. I can use the simplest everyday polite forms of greetings and farewells; introductions; saying "please", "thank you", "sorry", etc.