

LISTENING

Tick when you can do these things.

Breakthrough		
A1	I can understand familiar words and very basic phrases when people speak slowly and clearly	 <input checked="" type="checkbox"/>
Grade 1	I can understand a few familiar spoken words and phrases e.g. the teacher's instructions, a few words and phrases in a song or a rhyme, days of the week, colours or numbers ...	<input type="checkbox"/>
Grade 2	I can understand a range of familiar spoken phrases e.g. basic phrases concerning myself, my family and school ...	<input type="checkbox"/>
Grade 3	I can understand the main point(s) from a short spoken passage e.g. a short rhyme or song, a telephone message, announcement or weather forecast ...	<input type="checkbox"/>

Preliminary		
A2	I can understand phrases and high frequency words relating to basic personal and everyday matters and the main points in short, clear, simple messages and announcements	 <input checked="" type="checkbox"/>
Grade 4	I can understand the main points and some of the detail from a short spoken passage e.g. sentences describing what people are wearing, what they are doing, an announcement or message ...	<input type="checkbox"/>
Grade 5	I can understand the main points and simple opinions (e.g. likes and dislikes) of a longer spoken passage e.g. children talking about their likes and dislikes; descriptions of people and what they are wearing ...	<input type="checkbox"/>
Grade 6	I can understand spoken passages referring to past or future events e.g. someone giving details of what he or she did on holiday or at the weekend; a telephone conversation arranging to meet someone; a conversation in which people talk about what they are going to do at the weekend ...	<input type="checkbox"/>

Step 2

Now consider one fairly low level of the scale, either for young learners or for beginning adults, and prepare 'differentiated' descriptors for the different objectives (you can decide whether you want to refer to a unique task, to one competence, to one communicative activity or to a combination of these elements). If you consider it more useful to turn to an advanced level, feel free to do so.



Task B († †)

Looking at pages 33, 34 and 35 of the CEF, Chapter 4 (paragraph 9) of the Guide and Card A, prepare the branching that you consider best for your own specific context.
You might decide to develop at least a part of the objectives of each sub-level.

