

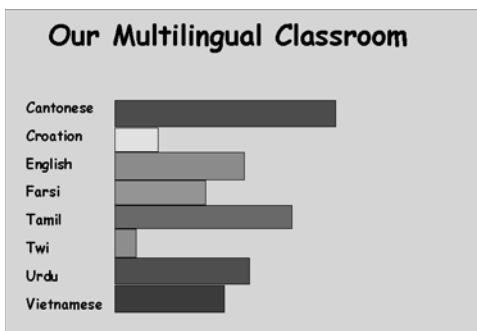
## Support for the Efforts of Language Learners

Help students who are learning English by recognizing and supporting their efforts and enlisting the support of all students in the class.

- *Explain that every classroom is a language classroom* as well as a place for learning mathematics, social studies, or other subjects. Explain the importance of a supportive environment in which language learners feel comfortable speaking English without fear of ridicule or criticism.
- *Show English-speaking students how they can actively help classmates* who are learning English (e.g., by repeating or rephrasing, using gestures and drawings to help explain something, writing a word, and using effective strategies for seeking clarification and confirming comprehension). Encourage students to follow your example when communicating with second language learners.
- *Communicate a positive attitude toward language learning.* The task is not overwhelming, especially in a supportive environment with positive motivation. Anyone who has acquired one language can acquire another. Point out role models — other students, teachers, and public figures — who have successfully acquired English as a second or additional language.
- *Communicate a positive attitude toward second language learners.* Students who are learning English are not “experiencing language difficulties”; they are becoming linguistically enriched. Bilingualism is an admirable goal, and people who are fully bilingual are an asset to their community and country. English language learners in your class can provide positive role models for learning another language.

## A Multilingual Classroom Environment

Students in multilingual classrooms benefit when teachers and classmates value linguistic diversity.



Celebrating linguistic diversity helps all students feel valued.

- *Communicate a positive attitude toward linguistic diversity* by, for example, displaying slogans that support language learning and encouraging students to invent additional slogans.
- *Incorporate other languages and other varieties of English* into the classroom and the curriculum by creating multilingual displays and signs, comparing how various languages express ideas, and producing dual-language versions of projects and assignments. Encourage students to consult adults. This will help students expand their knowledge of their first languages and provide parents with opportunities to become involved in their children’s education. See Chapter 10 for more suggestions for incorporating students’ languages into the program.
- *Learn simple expressions in students’ languages.* Students will appreciate your efforts even if you learn only a few greetings. You might

speakers may subconsciously view their speech — and by association, their intellect — as childish or undeveloped.

- a student distorts the pronunciation of words by stressing the wrong syllable, or by giving unstressed syllables equal emphasis. The word *examine*, for example, is normally pronounced /ɪgzæmɪn/, with the major stress on the second syllable. The word becomes unintelligible if it is pronounced as /ɛksəməɪn/, with the major stress on the first syllable, the second syllable unstressed, and the final vowel sound pronounced as it is in words like *mine*, *line*, and *fine*.
- inappropriate intonation leads to a mistaken conclusion that the student is bored, tentative, deferential, overbearing, or aggressive.

## How to Teach Pronunciation

Second language learners may have difficulty not only in *producing* some of the sounds of English, but also in *hearing* the difference between the way they produce a sound and the way the sound is produced by a native speaker of English. For this reason, instruction in pronunciation begins with helping students develop their **phonemic awareness**: the ability to perceive sounds and subtle differences among sounds.

The following strategies help raise students' phonemic awareness and improve their articulation and intonation of English words and phrases:

- Read aloud often so that students become familiar with the rhythm and intonation patterns of English.
- Read the same statement several different ways, using intonation to communicate different meanings. Invite students to figure out the differences in meaning.
- Encourage students to listen to books on tape while they follow along in a printed text. They can rewind when they hear a new or difficult word. For more ideas on using books on tape, see Chapter 11.
- Choose language arts software that allows students to point to or click on specific items to hear how the words are pronounced. Make sure that the voice quality of the program is true to life: much computer speech lacks stress and intonation, and you don't want your students to sound like robots!
- Lead students in choral readings of sentences and paragraphs to help them produce the stress and intonation patterns of English. Jazz chants that set common expressions and sentence patterns to music are especially effective in helping learners of all ages internalize stress and intonation patterns, as well as common expressions and grammatical patterns. For more information about jazz chants, see "To Learn More ..." at the end of this chapter.
- Introduce **minimal pairs** to help students perceive differences between sounds. Minimal pairs are pairs of words that are identical except for one specific vowel or consonant sound (e.g., *sit* and *seat*, *slip* and *sleep*). Always use real words and, as far as possible, use words that students already know. For younger children or beginning language learners, draw a picture to illustrate each word.

Ask students to listen as you say each word while pointing to an appropriate picture. Be sure to pronounce each word in the pair with exactly the same intonation: the two should sound identical



Recognizing rhyme is an important aspect of phonemic awareness.

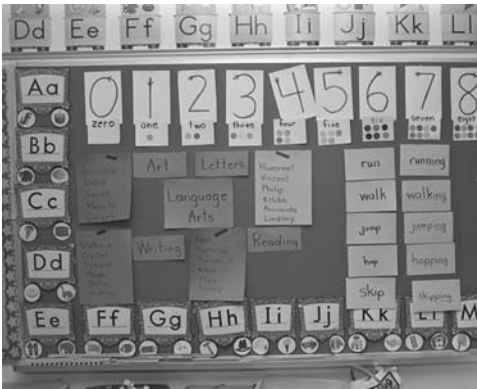
Work with a partner. One is the teacher and one is the student. The student did not finish the homework last night. Use the following words in your conversation:

- I'm sorry ...
- I didn't ...
- Why didn't you ...?
- I will ...
- I won't ...
- Next time ...

### A Rich Print Environment

Surrounding students with print, in English and their own languages, encourages them to learn to recognize, read, and write words.

- Label classroom objects and places in the school in more than one language.
- Surround learners with environmental print such as street signs, brand names, labels, advertisements, and material written by students.
- Introduce students to computers and software. Some students from other countries have had limited access to computers, and many new immigrant families do not have a computer at home. Introduce simple word processing and graphic programs. Students can start by creating simple labels and captions for photos and classroom objects. They will learn more if they work with a partner, reading to each other, discussing choices, and taking turns at the keyboard.
- Provide plenty of reading material written at a level suitable for beginning language learners. Various publishers produce material that uses controlled vocabulary and sentence structure and is written specifically for beginning learners. See the list at the end of Chapter 5 for information on some of these materials.
- Create a word wall with charts of words and phrases related to specific concepts (e.g., words about size, words related to mathematics, or words related to a specific story). It's helpful to provide examples of some words in context. Picture cues are also helpful for beginners.



New words on this classroom's word wall are highlighted on different-colored cards.

Nouns	Verbs	Adjectives	Related Words	Examples
province		provincial		We live in the province of British Columbia. Our provincial government is in Victoria.
culture		cultural	multicultural	People from many cultures live in British Columbia.



**Making a kite provides beginning language learners with opportunities to learn to use new vocabulary and practice language forms.**



**As students display the kite they made, each has an opportunity to talk about their creation and how they made it.**



**What better way to test a kite than to try flying it?**

## Experience-Based Learning

Hands-on experiences inside and outside the classroom help language learners acquire basic vocabulary. The children in the photographs, for example, were making a kite. In the process, they used language about size, shape, and color; gave and followed instructions; and used polite forms such as, “May I have the scissors?” Then each talked about the kite before going outside to fly it. When they came inside again, the teacher instructed them to write or complete some patterned sentences about making and flying kites. Reading aloud a story about a kite is also a good idea.

To teach the names of fruits and vegetables and to provide practice in using the language of shopping, for example, you might escort a group to a nearby supermarket to see, touch, and buy fruits and vegetables, some of which may be new to the students. If there is no time for a trip to a store, bring some fruit and vegetables to the classroom. Students can handle the produce, cut it up and taste it, and learn related vocabulary. If English-speaking peers are involved, they can provide additional language models for the language learners.

Afterwards, write the words on flash cards and instruct students to match the cards to the fruits and vegetables. Later, they can copy the printed words. Children in the early primary grades and learners who are unfamiliar with the Roman alphabet can trace the words before they copy them.

## Language Experience Stories

Language experience stories, which are commonly used with primary children, can also be used effectively with beginning language learners of all ages. This approach involves teacher and students in working together to create a story based on a personal or a shared experience, such as a story, a field trip, photographs, a film, or a school event. At first, the “story” may amount to one-word labels for objects or pictures or captions for photos of a class activity.

### How to Use the Language Experience Approach

Working with a group, ask each student to contribute one or two words or sentences for you to print in large letters on a sheet of chart paper.

- As students dictate, print their words verbatim. Control spelling and punctuation, but don’t edit grammar.
- After writing each sentence, read it back to the student to check that you have written what the student intended. If others suggest changes, the student who dictated the sentence decides whether it should be changed.
- When the story is finished, read it aloud, running a finger under the words and speaking a little more slowly than normal but with normal phrasing and intonation. Do this several times, then encourage the students to read aloud with you.
- When the story is completely familiar, ask students to read it individually. At first, expect students to read only their own words or



These students are working with their teacher to create a

- sentences. Then, ask each student to read the whole story aloud or suggest that they form pairs and read it to each other.
- Instruct students to copy the story into notebooks. Ruled primary notebooks work best with students who are just beginning to learn to write and those who are just starting to learn the Roman alphabet.
- Print new words on flash cards for students to read aloud. Ask them to match the cards to objects or pictures in the story.
- Print the story in sentence strips for students to arrange in the correct order. At first, they might do this in small groups, then individually. You can also cut the strips in half and instruct students to match the halves.
- Create cloze exercises based on the story by deleting some of the new words. To complete this exercise, some students may need a list of the missing words in random order.
- Analyze the form of words that follow particular patterns (e.g., all words that end in *-ing*, words that rhyme, words that follow a particular spelling pattern, or words that are related, such as *big*, *bigger*, and *biggest*; *go* and *went*). Expand students' understanding by encouraging them to volunteer other words that follow the pattern.

## Listening to Stories on Tape

Listening to stories on tape while reading a print copy enables students to hear the language at the same time as they see it in print. They can re-read and hear sections again, paying attention to the pronunciation of specific words or listening to the phrasing and intonation. They can also stop the tape to look up new words or ask a question of the teacher. Unfortunately, most commercially produced books and stories on audiotape are read too quickly and feature language that is too difficult for beginning language learners.

The Carbo method of recording books, which is promoted by the National Reading Styles Institute, is more appropriate for both beginning language learners and students whose literacy experiences are limited. This method involves reading more slowly, with longer pauses between phrases and sentences, while maintaining natural phrasing and intonation. The idea is to provide time for the reader to see and hear every word. See "To Learn More ..." for information about the National Reading Styles Institute and the Carbo method.

You can also create your own recorded books using the Carbo method. Some of the graded readers listed at the end of Chapter 5 are suitable for this. Many children's picture books can also be used with beginning learners of English, including adolescents, especially if there is a repeated pattern and as long as the content and the illustrations are age appropriate. Look for material that includes people of varied ethnocultural backgrounds in differing social and geographic contexts.

When making your own tapes, add prompts such as, "Turn the page," and "Look at the picture." Use short tapes (10 minutes a side, if you can find them) so that readers can easily replay sections. You might also use a computer to make your recordings.

For beginners, avoid distractions such as sound effects. For students beyond the beginning stage, you might ask high school drama students



As students read along with a story on tape, they can repeat sections as necessary.

A follow-up activity like the following helps students generate the language required to compare or contrast.

Comparing Canada and ...	
Using information from your chart, write sentences that compare Canada and the other country. Use some of the following words and sentence patterns.	
Similarities	
both	Canada and China are <b>both</b> large countries.
too	Poland produces steel, <b>and Canada does, too.</b>
so	Poland produces steel, <b>and so does</b> Canada.
neither	Poland doesn't produce bananas, <b>and neither does</b> Canada.
neither ... nor ...	<b>Neither Canada nor Poland</b> produces bananas.
Differences	
... than ...	Jamaica is much <b>smaller than</b> Canada.
not as ... as ...	The United States is <b>not as big as</b> Canada.
but	Canada has a lot of lakes and rivers, <b>but</b> Somalia doesn't.
whereas	India produces a lot of rice, <b>whereas</b> Canada produces a lot of wheat.



Guided reading enables students to draw meaning from text that is beyond their independent reading level.

## Guided Reading

Most instructional text is beyond the independent reading level of English language learners — and of many English-speaking students as well. The support of a teacher is required to help them manage the text.

From Kindergarten through secondary school, it is important for all teachers to guide students through texts, demonstrating effective reading strategies and focusing on specific aspects of the text, such as organization, visual material, and vocabulary. This kind of teacher-directed intensive reading, often known as **guided reading**, helps all students develop strategies that they can use independently to read challenging texts. In the case of English language learners, the support provided by guided reading may make the difference between frustration and success.

The guided reading process consists of three stages: before reading, during reading, and after reading. This process also works well when students are using other media, such as documentary TV, instructional videos, and websites. To implement guided reading in your classroom, select appropriate strategies for each stage. You may choose to use one or more strategies at each stage, but do not skip any of the stages.

## Before Reading

The following strategies help students activate their previous knowledge and develop background for a new topic.

- *Create a KWL chart* like the following by brainstorming with the class or groups.

What We Know about Whales	What We Want to Know about Whales	What We Learned about Whales
Mammals Live in the sea Very large Killer whales	How do they breathe? We think they have a language. What do they eat? Are they dangerous?	To be completed at the end of the unit or project.

- *Develop students background knowledge.* Use pictures, photographs, films, speakers, field trips, concrete materials, and anecdotes to prepare the students conceptually for the material they are about to read. It is pointless to proceed if students do not have the background knowledge needed to make sense of the material.
- *Relate what students already know about the topic* to the information in the text. Some students, for example, have knowledge of government structures in other countries, and this knowledge helps them understand text that deals with government in their new country.
- *Guide the students in a survey of the text* so that they are familiar with the organization, content, and helpful features before they start reading. Direct their attention to features such as the table of contents, chapter introductions, chapter headings and subheadings, highlighted words, notes and supplementary information that may be included in text boxes or margins, end-of-chapter summaries and questions, the glossary and index, and visual material, such as maps, graphs, charts, diagrams, and photographs. Though proficient readers use these features to navigate text and get a sense of the content, many English language learners are so anxious about their comprehension that they bypass this step, plunging into a word-by-word reading, with little sense of the overall topic or purpose. After guiding students through this preview, encourage them to discuss with the class, a group, or a partner what they expect to find out by reading the assigned passage.

- *Use key visuals* to illustrate how ideas are related.
- *Teach some key words* that will help students understand the material. Don't teach *all* the new words, however, because during the reading, you will demonstrate how to use various strategies to understand unfamiliar words.

### Should Students Read Aloud?

Reading unfamiliar material aloud is especially difficult for English language learners, who often concentrate more on pronunciation than on comprehension and may be so anxious about their performance that they are able to draw little or no meaning from a passage.

Asking students to read aloud is useful when students are familiar with the material and when the focus is not on comprehension but on some other aspect of performance, such as locating and identifying specific information, producing the stress and intonation patterns of English, or giving a dramatic interpretation.

It is best to invite students to read aloud during the after-reading stage of the guided reading process.

### During Reading

Proficient readers read different material in different ways, according to their purpose for reading. They may, for example, skim a chapter to get the general idea, then return to read specific sections in more detail.

- *Chunk the text* into manageable sections. Numbering the paragraphs can be helpful for quick reference.
- *Provide a pre-reading question* related to the main idea of each chunk of text. As students become more proficient readers, encourage them to begin asking themselves questions as they read.
- *Instruct students to read silently*, skimming to find the main idea of the passage or section.
- *Read some sections aloud* to students. This will model pronunciation and help students develop a feel for the rhythm and intonation of English sentences.
- *Provide a key visual* for students to complete as they read.
- *Encourage students to continue reading* when they come to unfamiliar words. They can return to the passage afterwards to check vocabulary.
- *Stop after students have finished reading each section* to ensure that they have identified the main idea and to deal with their questions.
- *Think aloud* to demonstrate how to deal with new vocabulary. For more ideas for helping students develop strategies for handling new words, see "Integrating Vocabulary" later in this chapter.

### After Reading

This stage of the process helps students review a passage, reinforce their understanding, and check their knowledge of new words. Many of these strategies can be rehearsed first in groups.

- *Encourage students to re-read specific sections* by asking questions that require them to return to the passage to find details that exemplify, support, or clarify the main idea, concept, or principle.
- *Invite students to read some passages aloud*. You might, for example, instruct them to find the most important sentence in each paragraph and be prepared to read it aloud and explain why it is important.

## Thinking Aloud

Your modeling of the use of reading strategies by thinking aloud helps students develop competence in using these strategies. The following is an example of how to model a strategy.

Here's an interesting word: *nilometer*. What other words end in *meter*?

Yes, *thermometer* is a good example. What do you think *meter* means in these words?

Yes, something to do with measuring. Now, what about the *nil* part?

That's a good guess. It could mean zero, but I don't think it does here. Let's think about the context. We're reading about Egypt. What's the name of the great river?

Yes, so what did the Egyptians measure with a nilometer?

So it's something they used to measure how deep the Nile was, so that they knew when to plant their crops.

Do you think we need to add this word to our vocabulary list? Do you think you will ever need it again? Okay, we won't add it to our list, but we will remember how to break a word down and use context to figure out the meaning.

- *Encourage students to use context to infer the meaning of new words.* To help them figure out the meaning of *predominant*, for example, refer them to a specific paragraph and tell them to find a word that means the most important.
- *Refer students to a dictionary* as a last resort and only when a word is essential to comprehending the text (see "Integrated Vocabulary Instruction" later in this chapter).
- *Add new words to a word wall* or encourage students to record new words in their vocabulary notebooks (see "Integrated Vocabulary Instruction" later in this chapter).
- *Focus on connectives* and explain how these words are used. For more on connectives, see Chapter 6.  
Make a transparency of a text and highlight one specific kind of connective, as shown in the following passage, which uses various words and phrases indicating time and sequence. Create a chart of these expressions for display and add new expressions as they are encountered. As time goes by, develop and add to several charts showing different kinds of connectives.

Frogs live in or near water. In early spring they lay their eggs in shallow ponds, pools, and marshes, around lakes, and beside rivers and streams. Later they scatter on land to feed. Sometimes they wander quite far from the water, although they always stay in damp places. Frogs need to keep their skin moist in order to breathe properly. If a frog's skin becomes dry, the animal soon dies. Therefore, frogs cannot stay away from water for long.
- *Encourage students to make inferences* beyond the text or relate the information to their own knowledge or experience.
- *Encourage students to form opinions* about what they have read. They may engage in small group discussions or write a personal journal response (see "Journals" later in this chapter).
- *Show students how to paraphrase or summarize* what they have read. This is very difficult for English language learners, who are often so anxious about making grammar mistakes that they tend to copy whole chunks from the text.
- *Organize a role play.* Students might, for example, re-enact scenes from a novel or story, interview a character, or devise an alternative scene or ending. In history and social studies, they might interview a key historical figure or develop alternative outcomes. In other subjects, they could play the role of a famous musician, painter, scientist, or inventor. Encourage students to use new words in their role play by asking them to choose five new words and use each at least three times.

The following template might be used to create a journal entry in science.

<i>Introduce</i> the topic	Our group investigated ...
<i>Relate</i> the topic to your own knowledge or experience	Before we started our investigation, I thought ...
<i>Retell</i> (What happened?)	When we carried out our investigation we observed that ...
<i>Reflect</i> (What did you learn?)	I learned that ... I wonder ...

A template like the following can be used for writing a simple exposition that argues a point of view.

Introduction (State your opinion)	In my ... opinion ... I have _ reasons for taking this point of view.
First argument	First, ... For instance, ...
Second argument	I would also like to point out that ...
Third argument	Another problem (argument, consideration) is, ... For example, ...
Conclusion (restatement)	For these reasons, I believe ...

## Journals

Increasingly, teachers in all subject areas are encouraging students to keep journals. Journals encourage students to think aloud on paper, express their feelings and opinions, ask questions, and reflect on their learning in a personal way. Journal responses are usually more thoughtful if the students have first had an opportunity to discuss the information and ideas in small groups.

Journals may also help students prepare for other writing assignments. Journals are seldom marked or graded, although students may choose to revise and polish an entry for publication or evaluation (see “The Writing Process” later in this chapter). Teachers may also use the journals to note specific language difficulties that can become the focus of instruction at another time.

Various formats can be used for journal writing. Response journals, learning logs, and dialogue journals are especially useful and can be adapted for use in various subject areas.



## Response Journals

Response journals encourage students to respond in writing to a reading passage, video, field trip, classroom speaker, or group discussion or activity, as well as to other sources of new information. These responses encourage students to make connections between their previous knowledge and new learning.

Be careful not to over-use response journals, however. Students can quickly become disenchanted with even the most exciting field trip or learning experience if they know they will be required to write a journal entry afterwards.

Most English language learners need help when they begin using response journals, and many teachers encourage journal writing by sharing some of their own entries. Providing models and templates encourages students to go beyond simply retelling what they have learned or discovered, prompting them to relate the new learning to their own lives or previous knowledge and reflect on its implications and applications.

Students in the early stages of learning English may benefit from writing in their first language. To encourage fluency, suggest that they substitute words from their first language when they don't know the English equivalents and look up the English words later.

The following template is based on a three-part model for Retelling, Relating, and Reflecting.

<b>Title</b>	<b>Our Visit to the Science Center</b>
<b>Retell</b>	What was the most important or interesting thing you learned during our visit to the Science Center?
<b>Relate</b>	How does this relate to what we have been studying in class?
<b>Reflect</b>	How might this be important? Do you have any opinions about what you learned? What questions do you still have?

### Learning Logs

Learning logs are used to review a lesson or learning activity. For example, students might write their own explanations of a new concept or describe how they solved a problem. Students can also use learning logs to record their progress on major assignments, such as research projects or group presentations. Learning logs have become increasingly important even in subjects such as mathematics, in which writing has traditionally received little attention.

Learning logs help develop metacognitive skills by encouraging students to express their thoughts in writing and reflect on and make plans for their own learning. Teachers can use learning logs to gain insights into students' thinking about and understanding of new concepts, as well as their attitudes toward a subject and their individual learning styles. Learning logs can also provide teachers with valuable insights into their own teaching.

As with other kinds of writing, it is helpful to model the process and provide prompts or templates like those shown in the margin to help students get started.

#### Write about Today's Lesson

What did you learn?

What was the best part of the lesson?

What suggestions do you have for the teacher?

### Dialogue Journals

Students use dialogue journals to write directly and privately to a specific reader, who writes back. Students may use this kind of journal for a variety of real purposes, such as asking questions about an aspect of a lesson, sharing personal information, and offering opinions.

Because responding to dialogue journals is time-consuming, it's a good idea to enlist the help of others, whether this is a student in another grade or even someone who doesn't know the writer. Some teachers set up secret friend or secret correspondent partnerships. The partners may be introduced to each other at the end of the year.

A respondent who can write in a student's first language can be especially helpful to beginning learners of English. Responses should be thoughtful, personal, and non-evaluative, designed to stimulate thinking and provide models of language use. The respondent may notice specific errors in a student's writing and provide supportive feedback in the response by modeling and underlining the appropriate grammatical form or word choice. By using appropriate synonyms and antonyms, the responses may also help expand a student's vocabulary and repertoire of ways of saying the same thing. For resources on using dialogue journals with English language learners, see "To Learn More ..." at the end of this chapter.

### Common European Framework of Reference for Languages: self-assessment grid

The Common European Framework of Reference for Languages, developed by the Council of Europe, provides a model for a six-stage continuum of language proficiency. Designed for use with any language, this framework is widely used in Europe to standardize language curricula and assessment tools in many different languages. Many countries are also developing versions of a European Language Portfolio, which includes a self-assessment component based on this grid. The Framework and the associated materials provide invaluable guidance for the development of language assessment tools for use with students who are learning English as a second or additional language in English-language schools.

		A1	A2	B1
U N D E R S T A N D I N G	<b>Listening</b>	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.
	<b>Reading</b>	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.
S P E A K I N G	<b>Spoken Interaction</b>	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).
	<b>Spoken Production</b>	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.
W R I T I N G	<b>Writing</b>	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages relating to matters in areas of immediate need. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.

B2	C1	C2
I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select style appropriate to the reader in mind.	I can write clear, smoothly flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.