

WP 10

**The Common European Framework of References for
Languages - CEFR
adapted for LSP Wine
ENGLISH**

EU-Project **vinolingua**

Lifelong Learning Programme

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**Description of the competence levels of
the Common European Framework of
Languages**

A1, A2, B1

**adapted to the linguistic needs of
wine growers**

within the framework of the

European Project *VinoLingua*

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Introduction

The following tables are taken from the chapters 3, 4 and 5 of the online version of the *Common European Framework of Languages* (www.coe.int/t/dg4/linguistic/-source/Framework_EN.pdf).

In order to interpret the competence levels properly and to be able to transfer them in the didactic material, we recommend to compare each level of each competence with the inferior and superior levels. That allows you to differentiate the levels. For this reason, the descriptions of level B1 are added in the tables; the pertinent levels for VinoLingua are however A1 and A2 (and B1 in comprehension competences) at a « basic language use ».

Chapter 3.3:

Table 1 – Common Reference Levels: global scale

Independent User	B1	<p>Can understand the main points of clear standard input on familiar matters regularly encountered at work in the vineyard, at a wine tasting and when selling wine.</p> <p>Can deal with the following: guiding a winery tour, conducting a wine tasting session, taking care of tourists/guests, visiting a wine fair.</p> <p>Can produce simple connected text on topics which are familiar or of professional interest.</p> <p>Can describe experiences and events, dreams, hopes and ambitions about the wine industry, briefly give reasons, express his/her opinion his/her professional opinions and outline plans.</p>
Basic User	A2	<p>Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic information about his/her family or job, information on a wine region, wine production, wine tastings and/or wine purchasing).</p> <p>Can communicate in simple and routine tasks requiring a simple and direct exchange of information on wine production, wine tastings and selling wine).</p> <p>Can describe in simple terms aspects of his/her background, immediate environment and matters related to his/her own wine and winery and describe his/her wine region.</p>
	A1	<p>Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type, especially those related to wine.</p> <p>Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and the type of wine he/she likes best.</p> <p>Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.</p>

Table 2 – Common Reference Levels: self-assessment grid

C2 à A1	Understanding		Speaking		Writing
	listening	reading	spoken interaction	spoken production	writing

	Understanding	
	Listening	reading
B1	I can understand the main points of clear standard speech on professional matters regularly encountered when speaking about wine, care and maintenance of a vineyard, the production of white and red wine, wine tasting and purchasing at a wine fair if the delivery is relatively slow and clear.	<p>I can read and understand short texts and e-mails (e.g. orders or requests for tours).</p> <p>I can understand the essential information provided on the website about a winery or a wine fair. I can understand what type of information is being requested on a registration / reservation form.</p>
A2	I can understand phrases and the highest	I can read and understand the main points of

	frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and professional information, wine making and tasting). I can catch the main point in short, clear, simple messages and questions.	business documents, descriptions of wines and simple requests by customers.
A1	I can recognise words and very basic phrases concerning myself, my business and my field of expertise (winemaking, viticulture) when people speak slowly and clearly.	I can understand familiar names, words and very simple sentences, e.g. on labels and price lists or in catalogues.

Speaking		
	spoken interaction	spoken production
B1	I can deal with certain situations likely to arise whilst guiding a winery tour, conducting a wine tasting, visiting a wine fair. I can enter unprepared into conversation on wine-related topics.-I can give advice on accommodation: either for guests to stay at my own winery or at any other wine estate in my region.	I can connect phrases in a simple way in order to describe experiences and events, my passion for wine and explain my wine philosophy. I can briefly give reasons and explanations for opinions and plans. I can narrate a story related to winemaking, the history of my region or my business.
A2	I can answer simple questions by customers about my business, my wine and my cellar as well as sell my wine with the help of some typed hints and phrases. I can communicate in simple and routine tasks requiring a simple and direct exchange of information on wine-related 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 present my wine region, my business, my wine and my cellar to customers with the help of some typed hints and phrases as well as describe my educational background and my present or most recent job.
A1	I can answer questions by customers about my business, my cellar and my wine. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can use flash cards or other hints containing simple phrases and sentences to provide customers with an outline of my work, my winery and to be able to sell my wine.

Writing	
B1	I can create a website in my target language with the help of a sample text and linguistic support
A2	I can write a detailed wine list with a description of my wines and/or create an information brochure by using key words from a glossary. I can also handle business situations with the help of sample e-mails, letters or forms (e.g. wine sale) I can write short, simple notes and messages relating to matters in areas of immediate need. I can write a very simple business letter, for example an invitation to a wine fair.
A1	I can write a simple wine list or a short reply concerning a commercial request or the booking of a room with the help of a sample form.

I can write a short, simple postcard, can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form. I can create a very simple form.

Table 3 – Common Reference Levels: qualitative aspects of spoken language use

C2 à A1	Range	Accuracy	Fluency	Interaction	Coherence
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Range	
B1	Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as a vineyard, cellar work, wine tasting and sales, as well as describing the wine area or his business. He can express himself/herself fluently and spontaneously without much obvious struggle for words.
A2	Uses basic sentence patterns with memorised phrases, groups of a few words and formulae in order to present his winery, conduct a wine tasting or sell wine as well as to describe the wine region and his/her own business.
A1	Has a very basic repertoire of words and simple phrases related to describing a vineyard, winemaking, wine tastings or selling wine.

Accuracy	
B1	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations when dealing with topics such as a vineyard, cellar work, wine tasting and selling wine or describing the wine area and his/her own business.
A2+	-
A2	Uses some simple structures correctly when speaking about a vineyard, cellar work, wine tasting and selling wine or describing the wine area and his/her own business, but still makes basic mistakes.
A1	Shows only limited control of a few simple grammatical structures and sentence patterns in a memorised repertoire on topics such as winemaking, wine tasting or wine purchasing.

Fluency	
B1	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production when dealing with topics such as a vineyard, cellar work, wine tasting and selling wine or describing the wine area and his/her own business.
A2	Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident when speaking about a vineyard, cellar work, wine tasting and selling wine or describing the wine area and his/her own business.
A1	Can manage very short, isolated, mainly pre-packaged utterances (on topics such as winemaking, wine tasting or wine purchasing), with much pausing to search for expressions, to

articulate less familiar words, and to repair communication.

Interaction

B1	Can initiate, maintain and close simple face-to-face conversation on related to wine or his/her wine region, including tourist information. Can repeat back part of what someone has said to confirm mutual understanding.
A2	While conducting a wine tasting or selling wine, he can answer questions, especially on topics such as a winemaking, wine tasting and selling wine or describing the wine area and his/her own business. Can answer questions and respond to simple statements. Can indicate when he/she is following but is rarely able to understand enough to keep conversation going of his/her own accord.
A1	Can answer questions winemaking, wine tasting and selling wine by using flashcards and notes containing useful words and phrases. Can ask and answer questions about personal details or about his/her wine. Can interact in a simple way but communication is totally dependent on repetition, rephrasing and repair.

Coherence

B1	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.
A2	Can link groups of words with simple connectors like 'and', 'but' and 'because'.
A1	Can link words or groups of words with very basic linear connectors like 'and' or 'then'.

Chapter 4.4:

Oral Production

Overall oral production

B1	Can reasonably fluently provide a straightforward description of subjects such as winemaking, wine tasting and selling wine or describing the wine area and his/her own business.
A2	Can give a simple description or presentation of different types of wines while conducting a wine tasting and describe the way they are produced as well as the winery and the wine region as a short series of simple phrases and sentences linked into a list.
A1	Can produce simple words and phrases about winemaking, wine tasting or selling wine with the help of flashcards and notes

Substained monologue : describing experience

B1	Can conduct a wine tasting in his/her target language providing all sorts of relevant details: colour, swirl, smell, taste, and savour compared to those of other wines, special features having to do with the vineyard or the cellar work and food and wine pairing. Can reasonably fluently relate a straightforward narrative or description (e.g. the history of the winery estate, the history of the wine region, anecdotes...) as a linear sequence of points. Can give detailed accounts of experiences, describing feelings and reactions while conducting a wine tasting. Can relate details of unpredictable occurrences, e.g. an accident. Can describe his/her business philosophy and his/her goals.
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A2	<p>Can present his winery. Can describe his/her own wines and their characteristics (e.g. soil, wine production, taste...).</p> <p>Can describe his/her wine region and its tourist attractions. Can tell a story or describe something in a simple list of points. Can describe everyday aspects of his/her environment e.g. people, places, a job or study experience. Can give short, basic descriptions of events and activities. Can describe plans and arrangements, habits and routines, personal experiences and work-related activities. Can use simple descriptive language to make brief statements about his/her own wine and compare objects and possessions. Can explain what he/she likes or dislikes about wine.</p>
	<p>Can describe in simple words his/her work at the winery and in the cellar. Can describe his/her family, training, educational background, current or most recent job. Can describe people, places and possessions in simple terms.</p>
A1	Can present his winery, his cellar and his wines with the help of chunks and collocations.

Substained monologue : putting a case (e.g. in a debate)

B1	Can describe his/her approach to winemaking and justify and explain his/her business philosophy.
A2	No descriptor available
A1	No descriptor available

Written Production

Written production (technical and work-related texts)

B1	<p>Can adequately draft and/or write simple work-related texts:</p> <ul style="list-style-type: none"> • sale documents (purchase orders, price lists, a reply to a query) • information on accommodation/bookings • invitations to customers • contact texts in the context of a wine fair (e.g. registration forms for a wine fair or hotel booking) • documentation for a wine fair (e.g. a business presentation, information on working methods, his/her wines and their prices) • his/her own business website based on a sample model
A2	<p>Can draft and/or write adequately simple work-related texts based on a template:</p> <ul style="list-style-type: none"> • sale documents (purchase orders, price lists, a reply to a query) • information on accommodation/bookings • invitations to customers
A1	Can fill in a simple form.

Note: The descriptors on this scale and on the two sub-scales which follow (Creative Writing; Reports and Essays) have not been empirically calibrated with the measurement model. The descriptors for these three scales have therefore been created by recombining elements of descriptors from other scales.

Reports and essays

B1	Can write short, simple essays on topics of interest.
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	Can summarise, report and give his/her opinion about accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence.
	Can write very brief reports to a standard conventionalised format, which pass on routine factual information and state reasons for actions.
A2	No descriptor available
A1	No descriptor available

Production strategies

Planning	<ul style="list-style-type: none"> - Rehearsing - Locating resources - Considering audience - Task adjustment - Message adjustment
Execution	<ul style="list-style-type: none"> - Compensating - Building on previous knowledge - Trying out
Evaluation	<ul style="list-style-type: none"> - Monitoring success
Repair	<ul style="list-style-type: none"> - Self-correction

Planning

	Can rehearse and try out new combinations and expressions, inviting feedback.
B1	Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.
A2	Can recall and rehearse an appropriate set of phrases from his/her repertoire.
A1	No descriptor available

Compensating

B1	<p>Can define the features of something concrete for which he/she can't remember the word. Can convey meaning by qualifying a word meaning something similar (e.g. a truck for people = bus).</p> <p>Can use a simple word meaning something similar to the concept he/she wants to convey and invites 'correction'.</p> <p>Can foreignise a mother tongue word and ask for confirmation.</p>
A2	<p>Can use an inadequate word from his/her repertoire and use gesture to clarify what he/she wants to say.</p> <p>Can identify what he/she means by pointing to it (e.g. 'I'd like this, please').</p>
A1	No descriptor available

Monitoring and repair

B1	Can correct mix-ups with tenses or expressions that lead to misunderstandings provided the interlocutor indicates there is a problem.
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	Can ask for confirmation that a form used is correct. Can start again using a different tactic when communication breaks down.
A2	No descriptor available
A1	No descriptor available

Spoken interaction

Overall spoken interaction	
B1	Can communicate with some confidence on matters related to winemaking, wine tasting and selling wine and describe the wine area and his/her own business as well as different types of wines—including specialty wines. Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem. Can exploit a wide range of simple language to deal with most situations likely to arise when speaking about wine. Can enter unprepared into conversation on topics such as winemaking, wine tasting and his/her own business, express his/her own personal opinions and exchange information in person/over the telephone with a prospective guest or customer (book a room, sell wine...).
A2	Can interact in structured situations and short conversations, describe with reasonable ease different types of wine, winemaking techniques and his own business as well as book a stall at a wine fair (over the telephone) provided the other person cooperates. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on winemaking, wine tasting and his/her own business. Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord.
A1	Can describe himself, his winery and his wines in a simple manner Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.

Understanding a native speaker interlocutor	
B1	Can follow clearly articulated speech directed at him/her in conversation about wine (e.g. specialty wines, tourist information), though will sometimes have to ask for repetition of particular words and phrases.
A2	Can understand the main points when the interlocutor speaks a standard language which is clearly pronounced about his/her winery and his/her wines. Can ask his interlocutor to repeat or to paraphrase. Can understand enough to manage simple, routine exchanges without undue effort. Can generally understand clear, standard speech on familiar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time. Can understand what is said clearly, slowly and directly to him/her in simple everyday conversation; can be made to understand, if the speaker can take the trouble.
A1	Can welcome a customer and understand his needs (e.g. wine tasting) Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker. Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.

Conversation

B1	<p>Can enter unprepared into conversations on wine-related topics.</p> <p>Can follow clearly articulated speech including technical vocabulary directed at him/her, though will sometimes have to ask for repetition of particular words and phrases.</p> <p>Can maintain a conversation or discussion about wine but may sometimes be difficult to follow when trying to say exactly what he/she would like to.</p> <p>While conducting a wine tasting he/she can, interest indifference or even criticism and react to customers opinions.</p>
A2	<p>Can converse in a simple manner with customers and ask them their needs (e.g. their wine preferences), reacts on special requests (e.g. grape juice for children), understands the needs of the customers and can handle a sale.</p> <p>Can establish social contact: greetings and farewells; introductions; giving thanks.</p> <p>Can generally understand clear, standard speech on familiar wine-related matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time.</p> <p>Can participate in short conversations in routine contexts on wine-related topics.</p> <p>Can express how he/she feels in simple terms, and express thanks.</p>
A2	<p>Can welcome customers, understand their requests (e.g. they want white wine, cartons of 6 or 12 bottles) and can make relating offers.</p> <p>Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord, though he/she can be made to understand if the speaker will take the trouble.</p> <p>Can use simple everyday polite forms of greeting and address.</p> <p>Can make and respond to invitations, suggestions and apologies.</p> <p>With regards to wine, he can ask the customer what he/she likes and dislikes.</p>
A1	<p>Can welcome customers.</p> <p>Can make an introduction and use basic greeting and leave-taking expressions.</p> <p>Can ask how people are feeling and react to news, demands and wine orders.</p> <p>Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker.</p>

Informal discussion (with friends)

B1	<p>Can follow much of what is said around him/her by wine-growers and experts provided interlocutors avoid very idiomatic usage and articulate clearly.</p> <p>Can express his/her thoughts about certain wines and production methods. Can explain why something is a problem.</p> <p>Can give brief comments on the views of others.</p> <p>Can compare and contrast alternatives, discussing what to do, where to go, who or which to choose, etc.</p>
A2	<p>Can generally follow the main points in an informal discussion with customers, wine-growers or experts provided speech is clearly articulated in standard dialect.</p> <p>Can give or seek personal views and opinions in discussing wine-related topics.</p> <p>Can make his/her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organise an event (e.g. an outing).</p> <p>Can express belief, opinion, agreement and disagreement politely.</p>
A2	<p>Can generally identify the topic of discussion around him/her when speaking about wine if conversation is conducted slowly and clearly.</p> <p>Can discuss what to do in the evening, at the weekend.</p> <p>Can make and respond to suggestions.</p> <p>Can agree and disagree with others.</p>
A1	<p>Can discuss everyday wine-related issues in a simple way when addressed clearly, slowly and directly.</p>

	Can discuss what to do, where to go and make arrangements to meet.
A1	No descriptors available

Formal discussion and meetings

B1	<p>Can follow most of what is said that is related to his/her field (winemaking, wine tasting and viticulture) provided interlocutors avoid very idiomatic usage and articulate clearly.</p> <p>Can put over a point of view clearly, but has difficulty engaging in debate.</p> <p>Can take part in a routine formal discussion of wine-related topics which is conducted in clearly articulated speech in the standard dialect and which involves the exchange of factual information, receiving instructions or the discussion of solutions to practical problems.</p>
A2	<p>Can generally follow changes of topic in formal discussion related to his/her field which is conducted slowly and clearly.</p> <p>Can exchange relevant information and give his/her opinion on practical problems when asked directly, provided he/she receives some help with formulation and can ask for repetition of key points if necessary.</p> <p>Can say what he/she thinks about wine when addressed directly in a formal meeting, provided he/she can ask for repetition of key points if necessary.</p>
A1	No descriptor available

Note: The descriptors on this sub-scale have not been empirically calibrated with the measurement model.

**GOAL-ORIENTED CO-OPERATION
(e.g. Repairing a car, discussing a document, organising an event)**

B1	<p>Can follow what is said, though he/she may occasionally have to ask for repetition or clarification if the other people's talk is rapid or extended.</p> <p>Can explain why something is a problem, discuss what to do next, compare and contrast alternatives.</p> <p>Can give brief comments on the views of others.</p>
A2	<p>Can generally follow what is said and, when necessary, can repeat back part of what someone has said to confirm mutual understanding.</p> <p>Can make his/her opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations.</p> <p>Can invite others to give their views on how to proceed.</p> <p>Can organize a meeting with a client (e.g. on a wine exposition), ask him his address. Can explain how to find the way to his winery.</p> <p>Can understand enough to manage simple, routine tasks without undue effort, asking very simply for repetition when he/she does not understand.</p> <p>Can discuss what to do next, making and responding to suggestions, asking for and giving directions.</p> <p>Can ask a client for example if he can send him an offer.</p> <p>Can indicate when he/she is following and can be made to understand what is necessary, if the speaker takes the trouble.</p> <p>Can communicate in simple and routine tasks using simple phrases to ask for and provide things, to get simple information and to discuss what to do next.</p>
A1	<p>Can ask a customer whether he/she would like to buy any wine.</p> <p>Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.</p> <p>Can ask people for things, and give people things.</p>

Transactions to obtain goods and services (wine tasting and purchase)

B1	<p>Can handle easily all transactions likely to arise whilst making a factory tour, attending a wine fair, conducting a wine tasting or selling wine.</p> <p>Can handle customers as a host and provide relevant information regarding booking arrangements or tourist information</p> <p>Can provide customers with detailed information during a wine tasting.</p>
A2	<p>Can handle, with some difficulty, some transactions likely to arise whilst making a factory tour, attending a wine fair, conducting a wine tasting or selling wine.</p> <p>Can engage in conversations regarding accommodation both as a host or as a guest.</p> <p>Can respond to customers' requests and questions while conducting a wine tasting.</p>
A1	<p>Can engage in very simple conversations whilst making a factory tour, attending a wine fair, conducting a wine tasting or selling wine.</p> <p>Can understand and answer appropriately very simple questions by customers while conducting a wine tasting.</p>

Information exchange

B1	<p>Can - to a limited extent – engage in technical discussions with colleagues.</p> <p>Can exchange, check and confirm accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence.</p> <p>Can describe how to do something, giving detailed instructions.</p> <p>Can summarise and give his or her opinion about a short story, article, talk, discussion, interview, or documentary and answer further questions of detail.</p>
	<p>Can find out and pass on straightforward factual information.</p> <p>Can ask for and follow detailed directions.</p> <p>Can obtain more detailed information.</p>
A2	<p>Can understand enough to manage simple, routine exchanges without undue effort.</p> <p>Can deal with practical everyday demands: finding out and passing on straightforward factual information.</p> <p>Can ask and answer questions about habits and routines.</p> <p>Can ask and answer questions about pastimes and past activities.</p> <p>Can give and follow simple directions and instructions, e.g. explain how to get somewhere.</p>
	<p>Can communicate in simple and routine tasks requiring a simple and direct exchange of information.</p> <p>Can exchange limited information on familiar and routine operational matters.</p> <p>Can ask and answer questions about what they do at work and in free time.</p> <p>Can ask for and give directions referring to a map or plan.</p> <p>Can ask for and provide personal information.</p>
A1	<p>Can ask or answer simple questions which are necessary to sale the sell wine (e.g. conditions of payment or delivery).</p> <p>Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.</p> <p>Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.</p> <p>Can ask and answer questions about themselves and other people, where they live, people they know, things they have.</p> <p>Can indicate time by such phrases as next week, last Friday, in November, three o'clock.</p>

Written interaction (technical and work-related documents: letter writing, forms...)

Overall written interaction	
B1	Can create his/her own personal website with the help of certain linguistic interactive elements. Can fill in an online booking form (e.g. for a hotel room) or a registration form for a wine fair.
A2	Can respond to a query regarding accommodation or wine.
A1	Can adapt a template to describe winemaking or his/her own wines.

Listening comprehension

Overall listening comprehension	
B1	Can understand complex factual information about wine-related topics, identifying both general messages and specific details, provided speech is clearly articulated. Can also follow explanations on wine even when speech shows minor dialectal features and/or a colloquial style.
A2	Can understand enough to be able to meet customers' needs while conducting a wine tasting and use appropriate vocabulary to sell wine and speak about conditions of delivery provided speech is clearly and slowly articulated.
A1	Can understand quite simple requests and questions by customers (e.g. origin, preferences) provided speech is clearly and slowly.
A1	Can understand customers' preferences while conducting a wine tasting. Can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.

Understanding conversations between native speakers	
B1	Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect.
A2	Can generally identify the topic of discussion around him/her, when it is conducted slowly and clearly.
A1	No descriptor available

Listening as a member of a live audience	
B1	Can follow a lecture or talk within his/her own field, provided the subject matter is familiar and the presentation straightforward and clearly structured. Can follow in outline straightforward short talks on familiar topics provided these are delivered in clearly articulated standard speech.
A2	No descriptor available
A1	No descriptor available

Listening to announcements and instructions

B1	Can understand simple technical information, such as the description of winemaking techniques or specialty wines.
A2	Can catch the main point in short, clear, simple messages and announcements (e.g. the announcements made at a wine fair).
A1	Can understand instructions (e.g. the announcements made at a wine fair) addressed carefully and slowly to him/her and follow short, simple directions.

Listening to audio media and recordings

B1	Can understand the information content of the majority of recorded or broadcast audio material on wine-related topics delivered in clear standard speech even when speech shows minor dialectal features and/or a colloquial style.
	Can understand the main points of radio news bulletins and simpler recorded material about wine-related topics when delivered relatively slowly and clearly.
A2	Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters which are delivered slowly and clearly (e.g. announcements on a wine expositions or publicity on a wine).
A1	No descriptor available

Interaction strategies

Planning	<ul style="list-style-type: none"> - framing (selecting praxeogram) - identifying information/opinion gap (felicity conditions) - judging what can be presupposed - planning moves
Execution	<ul style="list-style-type: none"> - taking the floor - co-operating (interpersonal) - co-operating (ideational) - dealing with the unexpected - asking for help
Evaluation	<ul style="list-style-type: none"> - monitoring (schema, praxeogram) - monitoring (effect, success)
Repair	<ul style="list-style-type: none"> - asking for clarification - giving clarification - communication repair

Taking the floor (turntaking)

B1	Can intervene in a discussion on wine, using a suitable phrase to get the floor.
	Can initiate, maintain and close simple, face-to-face conversation on wine-related topics.
A2	Can use simple techniques to start, maintain, or end a short conversation.
	Can initiate, maintain and close simple, face-to-face conversation.
A1	Can ask for attention.
	No descriptor available

Co-operating

B1	Can exploit a basic repertoire of language and strategies to help keep a conversation or discussion going. Can summarise the point reached in a discussion and so help focus the talk.
	Can repeat back part of what someone has said to confirm mutual understanding and help keep the development of ideas on course. Can invite others into the discussion.
A2	Can indicate when he/she is following.
A1	No descriptor available

Asking for clarification

B1	Can ask someone to clarify or elaborate what they have just said.
A2	Can ask very simply for repetition when he/she does not understand. Can ask for clarification about key words or phrases not understood using stock phrases.
	Can say he/she didn't follow.
A1	No descriptor available

Reading

Overall reading comprehension

B1	Can read straightforward factual texts on subjects related to his/her field of interest (e.g. viticulture, winemaking, selling wine) with a satisfactory level of comprehension. Can understand factual texts on cultural or historical aspects related to wine (e.g. tourist brochures of his/her own wine region). Can understand websites devoted to wine.
	Can understand short, simple texts of a concrete type on winemaking or wine culture which consist of high frequency everyday or job-related language (e.g. about wine production).
A2	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items (e.g. about wine, winemaking and wine culture, including gastronomy)
A1	Can understand very short, simple texts about wine or winemaking a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required (e.g. a description of a wine).

Reading correspondence

B1	Can understand the information on delivery and conditions in business letters well enough to correspond regularly with a business partner.
A2	Can understand a fax/an e-mail on a wine order or a visit request Can understand basic types of standard routine letters and faxes (enquiries, orders, letters of confirmation etc.) on familiar topics. Can understand instructions when filling in a form.
	Can understand a delivery invoice or a wine order. Can understand short simple personal letters.
A1	Can understand short, simple messages on e-mails.

Reading for orientation

B1	Can scan longer texts about wine, viticulture or vineyard care and maintenance (especially on the Internet) in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.
	Can find and understand relevant information about wine, wine culture and wine fairs in everyday material, such as letters, brochures and short official documents.
A2	Can find specific, predictable information in simple everyday material such as advertisements, wine lists, prospectuses, menus, reference lists and timetables. Can locate specific information in lists and isolate the information required (on a web page devoted to wine or that of a wine fair).
	Can understand everyday signs and notices: in public places, such as streets, restaurants, railway stations or at a wine fair; in workplaces, such as directions, instructions, hazard warnings...
A1	Can recognise familiar names, words and very basic phrases on simple notices in the most common everyday situations, e.g. in announcements of a wine tasting.

Reading for information and argument

B1	Can identify the main conclusions in clearly signalled argumentative texts (e.g. about winemaking). Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.
	Can recognise significant points in straightforward newspaper articles on wine or winemaking.
A2	Can identify specific information in simpler written material he/she encounters such as letters, brochures short newspaper articles and e-mails describing events (e.g. in wine fairs).
A1	Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support (e.g. describing wine or wine production).

Reading instructions

B1	Can understand clearly written, straightforward instructions for a piece of equipment (e.g. operating instructions).
A2	Can understand regulations, for example safety, when expressed in simple language. Can understand simple instructions on equipment encountered in everyday life –such as a public telephone.
	A1

Audio-visual reception

Watching TV and film

B1	Can understand a large part of many TV programmes on wine such as interviews, short lectures, and news reports when the delivery is relatively slow and clear. Can follow a TV documentary on wine. Can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.
	A2

	Can follow changes of topic of factual TV programmes devoted to wine, and get an idea of the main content.
A1	No descriptor available

Reception strategies

Planning	Framing (selecting mental set, activating schemata, setting up expectations)
Execution	Identifying cues and inferring from them.
Evaluation	Hypothesis testing: matching cues to schemata.
Repair	Revising hypotheses.

Identifying cues and inferring (spoken and written)	
B1	Can identify unfamiliar words from the context on topics related to winemaking. Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar (e.g. in a specialized magazine).
A2	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context (e.g. a wine description).
A1	No descriptor available

Chapter 5.2:

Communicative language competences

- linguistic competences
- sociolinguistic competences
- pragmatic competences

Linguistic competences

- lexical competence
- grammatical competence
- semantic competence
- phonological competence

General linguistic range	
B1	Has a sufficient range of language to describe different aspects of winemaking, the characteristics of different wines, including specialty wine, explain the main points in an idea or problem with reasonable precision and express thoughts on abstract or cultural topics such as wine culture, gastronomy, anecdotes and tourism.
	Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics related to his/her own wine, his/her own business, the wine region and tourism around his/her own region, but lexical limitations cause repetition

	and even difficulty with formulation at times.
	Has a repertoire of basic language which enables him/her to deal with situations such as making a winery tour, conducting a wine tasting or participating in a wine fair, though he/she will generally have to compromise the message and search for words.
A2	Can produce brief expressions in order to satisfy simple needs of a concrete type: making a winery tour, conducting a wine tasting or selling wine. Can use basic sentence patterns and communicate with memorised phrases, groups of a few words and formulae about themselves and other people, what they do, places, possessions etc. Has a limited repertoire of short memorised phrases covering predictable survival situations (winery tour, wine tasting and purchase); frequent breakdowns and misunderstandings occur in non-routine situations.
A1	Has a very basic range of simple expressions which he/she is able to use to describe his/her own business and his/her own wine.

Vocabulary range

B1	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her work: different aspects of winemaking, the characteristics of different wines and wine specialties. Has enough vocabulary to explain him/herself with sufficient accuracy and express his/her own reflections on cultural issues such as wine culture and cuisine as well as to tell anecdotes. Has a sufficient vocabulary to express him/herself on topics related to his/her own wine, his/her own business, the wine region and travelling around his/her own region.
A2	Has a sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics (e.g. describing or selling wine). Has a sufficient vocabulary to express him/herself while making a winery tour, conducting a wine tasting, participating in a wine fair or selling wine.
A1	Has a basic vocabulary repertoire of isolated words and phrases related to describe his/her own wine and business.

Vocabulary control

B1	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.
A2	Can control a narrow repertoire dealing with concrete everyday needs.
A1	No descriptor available

Grammatical Accuracy

B1	Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express. Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.
A2	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.

A1	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.
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Phonological control

B1	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.
A2	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.
A1	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.

Orthographic control

B1	Can produce continuous writing which is generally intelligible throughout. Spelling, punctuation and layout are accurate enough to be followed most of the time.
A2	Can copy short sentences on everyday subjects – e.g. directions how to get somewhere. Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary.
A1	Can copy familiar words and short phrases e.g. simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly. Can spell his/her address, nationality and other personal details.

Sociolinguistic appropriateness

B1	Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register. Is aware of the salient politeness conventions and acts appropriately. Is aware of, and looks out for signs of, the most significant differences between the customs, usages, attitudes, values and beliefs prevalent in the community concerned and those of his or her own.
A2	Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way. Can socialise simply but effectively using the simplest common expressions and following basic routines. Can handle very short social exchanges, using everyday polite forms of greeting and address. Can make and respond to invitations, suggestions, apologies, etc.
A1	Can establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry, etc.

Discourse competence:

- Flexibility to circumstances
- Turntaking (also presented under interaction strategies)
- Thematic development
- Coherence and cohesion

Flexibility

B1	Can adapt his/her expression to deal with less routine, even difficult, situations.
	Can exploit a wide range of simple language flexibly to express much of what he/she wants.
A2	Can adapt well rehearsed memorised simple phrases to particular circumstances through limited lexical substitution.
	Can expand learned phrases through simple recombinations of their elements.
A1	No descriptor available

Turntaking

B1	Can intervene in a discussion on a familiar topic, using a suitable phrase to get the floor.
	Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.
A2	Can use simple techniques to start, maintain, or end a short conversation.
	Can initiate, maintain and close simple, face-to-face conversation.
	Can ask for attention.
A1	No descriptor available

Thematic development

B1	Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.
A2	Can tell a story or describe something in a simple list of points.
A1	No descriptor available

Coherence and cohesion

B1	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.
A2	Can use the most frequently occurring connectors to link simple sentences in order to tell a story or describe something as a simple list of points.
	Can link groups of words with simple connectors like 'and', 'but' and 'because'.
A1	Can link words or groups of words with very basic linear connectors like 'and' or 'then'.

Two qualitative factors which determine the functional success of the learner/user :

- fluency, the ability to articulate, to keep going, and to cope when one lands in a dead end
- propositional precision, the ability to formulate thoughts and propositions so as to make one's meaning clear.

Spoken fluency

B1	Can express him/herself with relative ease. Despite some problems with formulation resulting in pauses and 'cul-de-sacs', he/she is able to keep going effectively without help.
	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.

A2	Can make him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident.
	Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.
A1	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.

Propositional precision	
	Can explain the main points in an idea or problem with reasonable precision.
B1	Can convey simple, straightforward information of immediate relevance, getting across which point he/she feels is most important. Can express the main point he/she wants to make comprehensibly.
A2	Can communicate what he/she wants to say in a simple and direct exchange of limited information on familiar and routine matters, but in other situations he/she generally has to compromise the message.
A1	No descriptor available