

Improvement Levels

Levels: B1, B1+, B2 und B2+

Level B1

At this level the learner can understand the main ideas, if the other person uses the standard dialect and talks about familiar matters like work, school, leisure; he/she can tackle most situations which could arise whilst travelling in the country where the language is spoken; he/she can express himself/herself in simple and coherent sentences on familiar topics and areas of interest; he/she can talk about experiences and events; he/she can describe dreams, hopes and goals and can give reasons/explanations for his/her plans and views.

Level B1+

At this level the learner can handle a substantially wider range of information than at the B1 level in the following areas: he/she can take messages and can communicate enquiries, explain problems; he/she can provide concrete information required in an interview/consultation (e.g. can describe symptoms to a doctor) but does so with limited precision; he/she can explain why something is a problem and can summaries and give his/her opinion about a short story, article, talk, discussion, interview, or documentary and answer further questions of detail; he/she can carry out a prepared interview, check and confirm information, though he/she may occasionally have to ask for repetition if the other person's reply is rapid or extended.

Level B2

The learner can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization; he/she can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party; he/she can produce clear, detailed texts on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

Level B2+

At this band the focus on argument, effective social discourse and on language awareness which appears at B2, continues. However, the focus on argument and social discourse can also be seen as a new focus on discourse skills. This new degree of discourse competence shows itself in conversational management (co-operating strategies): The learner can give feedback on and follow up statements and inferences by other speakers and so help the development of the discussion; he/she can relate own contribution skillfully to those of other speakers. It is also apparent in relation to coherence/cohesion: The learner can use a limited number of cohesive devices to link sentences into clear, connected discourse; he/she can use a variety of linking words efficiently to mark clearly the relationships between ideas; he/she can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail. Finally, it is at this band that there is a concentration of items on negotiating: he/she can outline a case for compensation, using persuasive language and simple arguments to demand satisfaction; can state clearly the limits to a concession.