

	A1	A2	B1	B2	C1	C2
Listening in face-to-face and digital scenarios <i>*e.g. numbers, equations, topic-specific vocabulary. key ICT terms,</i>	I can understand frequently encountered lexis for e-communication and my engineering field*. I can understand a message that includes this lexis.	I can listen out for important information and understand enough of a speech to answer simple questions. I can understand simple instructions that use a wider range of lexis for e-communication and my engineering field*.	I can follow instructions from other engineers. I understand enough from spoken media e.g. radio/TV/lectures/webinars to be able to summarise the main facts and figures, provided the topic is familiar to me.	I can understand extended, structured speech and can follow potentially complex arguments and counter-arguments about a topic in my engineering field. I can identify and refer to specific points made in another's speech.	I can follow a presentation (e.g. part of a lecture, a conference call) designed for an expert audience on a new topic within my engineering field. I can understand and infer meaning in discussions and unplanned speech about technical topics.	I can understand extended speech on any topic, even beyond my engineering field, and can simultaneously analyse and evaluate the information provided.
Reading simple → complex texts	I can understand frequently encountered lexis for e-communication and my engineering field*. I can understand simple sentences that include this lexis.	I can read simple paragraphs and can infer meaning where necessary in more complex text. I can follow instructions given in simple everyday correspondence (e.g. a note, an instant message, an e-mail).	I can understand correspondence and recognise distinctive differences in register. I can scan and search in texts of different genres and learn from instructive texts on familiar engineering topics.	I can find the answers to specific questions in complex texts on topics within my engineering field. I can read popular science texts on a range of subjects and follow potentially complex arguments and counter-arguments.	I can scan/read texts written for experts within my engineering field and infer meaning where necessary. I can follow complex instructions on unfamiliar processes and understand the subtleties of register.	I can understand texts, even beyond my engineering field, and can simultaneously analyse and evaluate the information provided.
Spoken interaction in face-to-face and digital scenarios	I can meet new people and respond to basic questions about myself and my studies/work. I can ask basic, corresponding questions. I can recognise basic non-verbal cues.	I can exchange more detailed personal and professional information and can cope in brief, routine situations with my peers. I can inform others about common difficulties. I can articulate words clearly and use non-verbal cues to facilitate the interaction.	I can use a range of simple language to deal with formal and informal situations and suggest solutions. I can interact in a conversation and participate actively in meetings about my work. I can ask questions to develop the topic of conversation.	I can interact effectively on a range of topics within my engineering field and address specific problems. I can substantiate my opinions with evidence, negotiate with colleagues, lead meetings, and interact effectively to reach a consensus.	I can express my understanding and motives fluently to expert and non-expert audiences in a range of situations. I can interact spontaneously with a high degree of fluency to collaborate, give/receive feedback, enhance dialogue, and resolve problems.	I can participate constructively in discussions on any topic, even beyond my engineering field. I can adapt the register, technical complexity, and arguments of my speech to the situation and the audience.
Spoken production pre-learnt → spontaneous speech in face-to-face and digital scenarios	I can present myself, my background, my engineering field, and my future plans. With practice, I can give simple instructions and read out numbers and frequently encountered equations from my engineering field.	I can use scripted language and frequently encountered lexis* from my engineering field to describe objects, experiences, observations, and plans. I can verbalise formulae and communicate data in simple language.	I can recount my current work and previous experiences in connected phrases. I can summarise information, present data and describe specific processes. I can create and deliver a presentation with visuals about a technical topic.	I can describe and give effective instructions about specific processes and methods within my engineering field. I can interpret data spontaneously and share my understanding precisely and concisely.	I can apply the structures used in prepared presentations in more spontaneous speech to convince both expert and non-expert audiences. I can ensure that audiences pay attention and feel convinced and well-informed.	I can speak fluently about any topic, even beyond my engineering field. I can adapt the register, technical complexity, and arguments of my speech to the situation and the audience.
Writing individual & collaborative in synchronous and asynchronous scenarios	I can enter text and basic information in e.g. forms, login pages. I can compose texts with simple sentences about myself, my background, and my engineering field.	I can compose simple texts for my peers about routine occurrences at school/work. I can describe common objects. I can make and respond to requests and suggestions using the conventions of e.g. instant messaging, social media, and e-mail.	I can compose definitions and descriptions, and produce simple, cohesive text to inform readers about topics in my engineering field. I can correspond/interact using a neutral and formal register. I can use reference materials to improve my writing.	I can summarise and/or paraphrase texts about technical topics. I can (co-) write texts that are effectively structured. I can write about technical topics in both an informative style and a persuasive style. I can use the conventions of formal correspondence.	I can (co-)write coherent texts. I can apply the conventions of academic/technical writing to produce effective and informative text with supporting evidence and an appropriate combination of media. I can collaborate and give/receive feedback.	I can compose fluent, coherent, reader-friendly text on any topic, even beyond my engineering field. I can adapt the register, technical complexity, and arguments of my writing to the situation and the audience. I can use social media to disseminate my work.