

	A1	A2	B1	B2	C1	C2
Listening face-to-face & distant communication	I can recognise frequently encountered lexis* from my engineering field. I can understand a message that includes this lexis. <i>*e.g. numbers, equations, terminology, topic-specific vocabulary.</i>	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 frequently encountered lexis*.	I can follow instructions from other engineers. I understand enough from radio/ TV/ lectures to be able to summarise the main facts and figures, provided the topic is familiar to me.	I can understand extended, well-structured speech and can follow potentially complex arguments and counter-arguments. I can identify and refer to specific points made in another's speech.	I can follow a presentation designed for an expert audience on a new topic within engineering field. I can understand and infer meaning in discussions and unplanned speech about technical topics.	I can understand extended speech on any topic of my engineering field and can simultaneously analyse and evaluate the information provided.
Reading simple → complex texts	I can recognise frequently encountered lexis* from 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.	I can understand correspondence and recognise distinctive differences in register. I can scan texts for information and learn from instructive texts on familiar engineering topics.	I can find the answers to specific questions in texts on familiar but complex topics. I can read journalistic texts on a range of subjects and follow potentially complex arguments and counter-arguments.	I can skim and 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 on any topic of my engineering field and can simultaneously analyse and evaluate the information provided.
Spoken interaction face-to-face & distant communication and networking	I can meet new people and respond to basic questions about myself and my studies/ work. I can ask basic, corresponding questions.	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 use a range of simple language to deal with formal and informal situations and suggest solutions. I can interact in a conversation about my work and 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, and interact effectively to reach a consensus.	I can express my understanding and motives fluently to expert and non-expert audiences in all situations. I can interact spontaneously with a high degree of fluency to enhance dialogue and resolve problems.	I can participate constructively in discussions on any topic in my engineering field. I can adapt the lexis, register, technical complexity, and arguments of my speech to the situation and the audience.
Spoken production pre-learnt → spontaneous speech audience awareness	I can present myself, my background, my engineering field, and my future plans. With practice, I can read out numbers and frequently encountered equations from my engineering field.	I can use simple/ pre-learnt 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 present data, describe specific processes, and deliver a presentation about a topic within my engineering field.	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 and to ensure that they pay attention and feel convinced and well-informed.	I can speak fluently about any topic within my engineering field. I can adapt the lexis, register, technical complexity, and arguments of my speech to the situation and the audience.
Writing individual & collaborative audience awareness	I can fill in documents with basic information. I can compose texts with simple sentences about myself, my background, my engineering field.	I can compose simple texts for my peers about routine occurrences and make requests at school/ work. I can describe technical objects and use reference materials to enhance the quality of my written work.	I can compose succinct definitions and produce simple, cohesive text to inform readers about familiar topics in my engineering field. I can use the conventions of formal correspondence.	I can summarise and/or paraphrase texts about technical topics. I can compose texts which are effectively structured. I can write in both a neutral style to inform, and in a persuasive style to convince.	I can co-write coherent texts with my peers. I can apply the conventions of academic/ technical writing to produce effective, informative text with supporting evidence and an appropriate combination of media.	I can compose fluent, coherent, reader-friendly text on any topic within my engineering field. I can adapt the lexis, register, technical complexity, and arguments of my writing to the situation and the audience.