

Certificate of Studies

This is to confirm that

Vitor Bongioio

attended an English Language Course at this school during the following period:

03/09/2012 – 21/12/2012

Intensive (General English) AM 2012 – 22.5 Hours per week

Upper Intermediate Level

Common European Framework of Reference for Language – B2



Nadege Sokolowski
Director of Studies



BLOOMSBURY INTERNATIONAL

Accredited by the
BRITISH COUNCIL

ENGLISHUK
member

Accredited by
EAQUALS
EUROPEAN LANGUAGE ACCREDITATION



Common European Framework Level Descriptions

	C2	C1	B2	B1	A2	A1
RANGE	Shows great flexibility reformulating ideas in differing linguistic forms to convey finer shades of meaning precisely, to give emphasis, to differentiate and to eliminate ambiguity. Also has a good command of idiomatic expressions and colloquialisms.	Has a good command of a broad range of language allowing him/her to select a formulation to express him/ herself clearly in an appropriate style on a wide range of general, academic, professional or leisure topics without having to restrict what he/she wants to say.	Has a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words, using some complex sentence forms to do so.	Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circum-locutions on topics such as family, hobbies and interests, work, travel, and current events.	Uses basic sentence patterns with memorised phrases, groups of a few words and formulae in order to communicate limited information in simple everyday situations.	Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations.
ACCURACY	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions). is hardly aware of it.	Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he or she searches for patterns and expressions, there are few noticeably long pauses.	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident.	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.
FLUENCY	Can interact with ease and skill, picking up and using non-verbal and intonational cues apparently effortlessly. Can interweave his/her contribution into the joint discourse with fully natural turn taking, referencing, allusion making etc.	Can select a suitable phrase from a readily available range of discourse functions to preface his remarks in order to get or to keep the floor and to relate his/her own contributions skilfully to those of other speakers.	Can initiate discourse, take his/her turn when appropriate and end conversation when he / she needs to, though he /she may not always do this elegantly. Can help the discussion along on familiar ground confirming comprehension, inviting others in, etc.	Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. Can repeat back part of what someone has said to confirm mutual understanding.	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.	Can ask and answer questions about personal details. Can interact in a simple way but communication is totally dependent on repetition, rephrasing and repair.
INTERACTION	Can create coherent and cohesive discourse making full use of a variety of organisational patterns and appropriate use of connectors and other cohesive devices.	Can produce clear, smooth flowing, well-structured speech, showing controlled use of connectors and cohesive devices.	Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some "jumpiness" in a long contribution.	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.	Can link groups of words with simple connectors like "and", "but" and "because".	Can link words or groups of words with very basic linear connectors like "and" or "then".
COHERENCE						

From 'Common European Framework of Reference for Languages: Learning, Teaching, Assessment' The Copyright belongs to the Council of Europe.