National Language Standard

GF 0018－2018

China's Standards of English Language Ability

Contents

Preface

China's Standards of English Language Ability (The CSE) is developed by National Education Examinations Authority and Department of Language Information Management, Ministry of Education of the People's Republic of China.

China's Standards of English Language Ability has been reviewed and approved by the National Language Standard Committee of National Language Commission of the People's Republic of China.

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China's Standards of English Language Ability

I.   Scope

China's Standards of English Language Ability (the CSE) defines the levels of English ability of Chinese learners and users of English, and describes the features of their English language ability at each CSE level.

The CSE is applicable to English assessment, and can be used as a yardstick for English teaching and learning as well.

II. Terms and definitions

The following terms and definitions apply to the CSE.

2.1 Scale

A set of standards for assessing and grading the English ability of learners and users of English.

2.2 Language ability

Language ability is the ability to interpret and express intended meanings that learners and users of English exhibit when they perform language use tasks in a certain context or situation by applying their linguistic and nonlinguistic knowledge and communicative strategies.

2.3 Linguistic knowledge

Linguistic knowledge is the knowledge required for effective use of language in various language activities. It includes organisational knowledge (grammatical knowledge and textual knowledge) and pragmatic knowledge (functional knowledge and sociolinguistic knowledge).

2.4 Language use strategy

Language use strategy is the planned, organised and purposeful steps and methods used for performing a certain language act.

2.5 Topic

Topic is the main subject or theme of a language activity.

2.6 Language activity

Language activity is what learners and users of English do when they communicate information through the use of language in a certain situation.

2.7 Language comprehension ability

Language comprehension ability is the ability of learners and users of English to comprehend discourse through listening and reading.

2.8 Language production ability

Language production ability is the ability of learners and users of English to express themselves through speaking and writing.

2.9 Organisational competence

Organisational competence is the competence that learners and users of English exhibit when they apply their organisational knowledge and strategies to comprehend and express information in a specific context. Organisational knowledge consists of grammatical knowledge and textual knowledge.

2.10 Pragmatic ability

Pragmatic ability is the ability that learners and users of English exhibit when they apply their knowledge and strategies to comprehend and express intentions in a certain situation. Pragmatic ability consists of pragmatic comprehension ability and pragmatic expression ability.

2.11 Text

A text is a discourse or sequence of word (spoken or written) which can take the form of a sentence, a paragraph, or a longer passage.

III. CSE levels

The English ability of Chinese learners and users of English is defined by three stages – elementary stage, intermediate stage and advanced stage. Their English ability is further divided into nine levels, with every three levels corresponding to one stage.

CSE levels

English ability development stages	Level
Advanced stage	Level 9
	Level 8
	Level 7
Intermediate stage	Level 6
	Level 5
	Level 4
Elementary stage	Level 3
	Level 2
	Level 1

IV. Descriptive framework for language ability

Descriptive framework for language ability includes the descriptive framework for language comprehension, language expression, pragmatic ability, linguistic knowledge, translation and interpreting, and language use strategies.

Descriptive framework for language comprehension

Language comprehension	Listening comprehension	Understanding oral description
		Understanding oral narration
		Understanding oral exposition
		Understanding oral argumentation
		Understanding oral instruction
		Understanding oral interaction
	Reading comprehension	Understanding written description
		Understanding written narration
		Understanding written exposition
		Understanding written argumentation
		Understanding written instruction
		Understanding written interaction

Descriptive framework for language expression

Language expression	Oral expression	Oral description
		Oral narration
		Oral exposition
		Oral argumentation
		Oral instruction
		Oral interaction
	Written expression	Written description
		Written narration
		Written exposition
		Written argumentation
		Written instruction
		Written interaction

Descriptive framework for pragmatic ability

Pragmatic ability	Pragmatic comprehension	Interpreting the speaker's intentions
		Interpreting the writer's intentions
	Pragmatic expression	Expressing intentions in speaking
		Expressing intentions in writing

Descriptive framework for language knowledge

Language knowledge	Organisational knowledge	Grammatical knowledge	Knowledge of phonological/graphological forms
			Knowledge of vocabulary
			Knowledge of syntax
		Textual knowledge	Knowledge of rhetorical or conversational organisation
			Knowledge of cohesion
	Pragmatic knowledge	Functional knowledge	Knowledge of ideational functions
			Knowledge of manipulative functions
			Knowledge of heuristic functions
			Knowledge of imaginative functions
		Sociolinguistic knowledge	Knowledge of genres
			Knowledge of dialects/varieties
			Knowledge of registers
			Knowledge of natural or idiomatic expressions
			Knowledge of cultural references and figures of speech

Descriptive framework for interpreting and translation

Interpreting & Translation	Interpreting	Interpreting description
		Interpreting narration
		Interpreting exposition
		Interpreting argumentation
		Interpreting instruction
		Interpreting interaction
	Translation	Translating description
		Translating narration
		Translating exposition
		Translating argumentation
		Translating instruction
		Translating interaction

Descriptive framework for language use strategies

Strategies	Comprehension strategies	Listening comprehension strategies	Planning Execution Appraising/Repair/Compensation
		Reading comprehension strategies	
	Expresssion strategies	Oral expression strategies	
		Writing expression strategies	
	Interpreting & Translation strategies	Interpreting strategies	
		Translation strategies	
	Learning strategies for organisational knowledge		

V. Overall scales

Overall scales include overall scale for language ability, overall scale for listening comprehension, overall scale for reading comprehension, overall scale for oral expression, overall scale for written expression, overall scale for organisational competence, overall scale for pragmatic ability, overall scale for interpreting ability, and overall scale for translation ability.

English learners and users at a certain CSE level are presumed to acquire the abilities described at the lower levels. Thus, the abilities described at the lower levels are not repeated at the levels above. This principle applies to all CSE scales.

Table 1 Overall language ability

CSE 9	● Can accurately and thoroughly understand a large variety of language materials. ● Can easily use all manner of expressions to engage in in-depth verbal communication with others on all kinds of topics; can express him/herself precisely, naturally, idiomatically, and in a particular style.
CSE 8	● Can understand different types of language materials on a variety of topics; can comprehend the message and recognise discourse features and linguistic style. ● Can skilfully use varied manner of expressions to communicate with others tactfully and effectively on an academic or specialised topic on a variety of occasions; can accurately, appropriately, and fully explain, justify, and comment on a range of related topics; can express him/herself precisely, fluently, coherently, and appropriately.
CSE 7	● Can understand language materials on a range of topics, including those related to his/her field of specialisation; can accurately identify the theme and key points of the material, objectively assess and comment on its content, and understand its deeper meaning. ● Can engage in in-depth discussion and exchange with others on a range of related academic and social topics; can effectively describe, clarify, explain, justify, and comment on such matters and express him/herself clearly, appropriately, smoothly, and in a conventional manner.
CSE 6	● Can understand language materials on a range of topics (including subjects of a more general nature) and fully grasp their key points and logical relationships; can analyse, determine, and evaluate viewpoints, attitudes, and implicit meanings therein. ● Can discuss a range of familiar topics in academic and work interactions, effectively present information about, compare, and comment on different ideas, and express his/her own opinions; can express him/herself coherently, appropriately, smoothly, and in keeping with relevant stylistic conventions and the features of a particular register of language.
CSE 5	● Can understand language materials on general topics discussed in a variety of situations; can grasp their theme, identify the key points, find out facts, views, and intricate details, and get to know the intentions and attitudes of others. ● Can communicate, discuss, and negotiate with others on topics such as study and work in familiar situations and express his/her viewpoints and display his/her attitude; can describe, clarify, or explain matters on general topics relatively effectively and express him/herself accurately, coherently, and appropriately.
CSE 4	● Can understand language materials on common topics discussed in normal social interactions; can identify main themes and key content, grasp the main facts and viewpoints, and understand the intentions and attitudes of others. ● Can communicate with others on familiar subjects in familiar situations; can describe the development of an event, describe current situations and related activities, point out the main features of things, and briefly discuss his/her viewpoints; can express him/herself fairly accurately, clearly, and coherently.
CSE 3	● Can understand simple everyday language materials, glean specific or key information from them, identify key points, and deduce the intentions of others. ● Can communicate with others in routine or normal social interactions using simple language; can describe personal experiences and aspirations and clearly present his/her reasons and viewpoints; can express him/herself with a basic level of accuracy, coherence, and fluency.

CSE 2	• Can understand simple and commonly found everyday language materials, glean basic factual information from them, and grasp their main content. • Can communicate with others in simple terms on familiar topics or matters of immediate relevance; can present information, narrate events, and describe circumstances; can make clear his/her basic intentions and achieve the basic goals of an interaction.
CSE 1	• Can understand simple and frequently used language materials, recognise basic information regarding related activities or matters of immediate relevance, and understand the meaning of basic terms. • Can use short and simple discourse to greet and interact with others, introduce him/herself and others, describe the basic properties of matters of immediate relevance, and express his/her opinions; occasionally may resort to repetition, gesticulation, or other non-linguistic means to aid interactions.

Table 2 Overall listening comprehension

CSE 9	● Can understand spoken discourse on all kinds of topics in all forms; extract main ideas and supporting details; comprehend the implied meaning; and make analyses, inferences, and evaluations.
CSE 8	● Can understand academic discourse (e.g. lectures, operation instructions) related to his/her own field; and comprehend main ideas and supporting details. ● Can follow radio, film, and TV programmes regardless of speech rate and accent; and understand the implied meaning of a given discourse as well as its social and cultural connotations.
CSE 7	● Can understand argumentation on abstract topics (e.g. politics, economy, history, culture); and evaluate the speakers' opinions and stance. ● Can follow interactions containing rhetorical devices (e.g. puns, metaphors) regardless of speech rate; and understand the speakers' implied meaning.
CSE 6	● Can understand highly-informative spoken discourse in his/her own field (e.g. lectures, presentations, discussions); summarise main ideas; and identify speakers' organisational patterns (e.g. overall framework, use of cohesive devices). ● Can understand common interactions in the workplace (e.g. business communications, job interviews) when produced at a normal speed; and identify the speakers' attitudes and intentions.
CSE 5	● Can understand spoken language on general topics when delivered at a normal speed; obtain main ideas and supporting details; identify logical relationships (e.g. causation, transition, progression); and understand the cultural connotations of expressions. ● Can understand radio, film, and TV programmes on general topics and grasp main ideas.
CSE 4	● Can understand spoken language delivered at a normal speed on general topics that are of personal interest (e.g. speeches, news reports, talks); distinguish primary from secondary information based on discourse features; and grasp the main idea. ● Can understand interactions on familiar topics and identify speakers' views and intentions.
CSE 3	● Can understand short speech (e.g. talks, discussions, announcements) delivered with standard pronunciation at a slow but natural speed; and obtain key information with the help of stress, intonation, background knowledge, and contextual information. ● Can identify themes and obtain main ideas when listening to radio or when watching film and TV programmes on familiar topics and at a slow but natural speed.
CSE 2	● Can understand speech (e.g. stories, talks, daily conversations) containing commonly used words delivered with standard pronunciation at a slow speed; and obtain information such as characters, time, places, and events.
CSE 1	● Can follow speech in simple language when articulated clearly and delivered slowly; identify words and phrases about oneself, his/her family, and familiar things; respond to simple instructions; and identify speakers' emotions and attitudes with the help of their stress, intonation, gestures, and facial expressions.

Note: the "speed" mentioned in this Table (also in Tables 18, 19, 20, 21, 22, 23 and 80) refers to the rate of speech in English, which is defined as follows:

Fast: approximately 140-180 words/min; Normal speed: approximately 100-140 words/min;

Slow speed: approximately 80-100 words/min; Very slow: approximately 60-80 words/min.

Table 3 Overall reading comprehension

CSE 9	● Can understand linguistically complex materials from a variety of fields, analysing them synthetically from multiple perspectives. ● Can synthetically appraise complex and abstruse specialised materials from relevant fields of study.
CSE 8	● Can discriminate and appreciate aesthetic language use and social significance of linguistically complex materials from a wide range of topics. ● Can appraise, by means of text analysis, the language and content of linguistically complex academic materials from familiar fields of study.
CSE 7	● Can synthesise the content of specialised linguistically complex materials (e.g. original literary works, science and technology literature, social commentaries), and analyse the author's viewpoint and stance. ● Can make critical comments on a variety of cultural phenomena from different cultures, as presented in linguistically complex works. ● Can comprehend the implicit meaning of specialised linguistically complex materials by relating the materials to similar topics.
CSE 6	● Can grasp significant relevant information and briefly comment on the language and content of subject-related materials of medium linguistic difficulty (e.g. literary works, news reports, business documents). ● Can infer the writer's mood and attitude while reading materials of medium linguistic difficulty (e.g. literary works, news reports). ● Can locate target information by scanning the indices of academic literature.
CSE 5	● Can grasp essential meaning, analyse linguistic features, and understand cultural implications whilst reading materials of medium linguistic difficulty on a variety of topics likely to be encountered in the domains of education, technology, and culture. ● Can distinguish different positions in materials of medium linguistic difficulty containing opposing argumentation (e.g. editorials, book reviews).
CSE 4	● Can locate detailed information and summarise the main idea whilst reading different kinds of linguistically simple materials (e.g. simple short stories, essays, letters). ● Can differentiate facts and opinions and make simple inferences in linguistically simple narratives and argumentative texts on a variety of topics. ● Can understand the relationship between ideas by analysing the structures of sentences and discourse whilst reading materials of medium linguistic difficulty.
CSE 3	● Can locate key information in linguistically simple practical forms of writing (e.g. letters, notices, signs). ● Can understand the implicit meaning and summarise the main points of short, linguistically simple materials on familiar topics. ● Can understand the relationship between points of information with the help of connectors in linguistically simple argumentative texts on familiar topics.
CSE 2	● Can acquire specific information and understand the main idea of short, linguistically simple essays on familiar topics. ● Can understand short, simple texts containing new words with the help of pictures or other methods.
CSE 1	● Can understand very short, simple texts and locate basic information (e.g. characters, time, place). ● Can understand simple materials (e.g. children's songs and nursery rhymes) and identify common words.

Table 4 Overall oral expression

CSE 9	• Can communicate extensively over a wide range of social and cultural topics and can adjust the content and manner freely and effectively. • Can effectively communicate and negotiate complicated and controversial professional topics on formal occasions.
CSE 8	• Can effectively discuss a wide range of topics in formal and informal settings, using appropriate rhetorical devices to enhance the effect utterances. • Can express his/her viewpoints accurately and fluently on professional topics at academic seminars. • Can thoroughly and effectively communicate or consult on complex and controversial issues encountered at work.
CSE 7	• Can discuss a variety of familiar topics, appropriately express the desire to speak, and hold the floor. • Can express personal opinions about abstract topics and adjust the content and styles of expression. • Can make formal academic presentations and provide further explanation based on questions, using accurate, clear, and coherent language.
CSE 6	• Can discuss hot social issues or familiar topics in his/her field and respond appropriately to remarks, interruptions, etc. • Can make some insightful remarks on given topics related to social culture and learning; has a broad repertoire of oral expressions and can speak in a coherent and organised manner. • Can communicate or negotiate effectively when dealing with daily disputes or unexpected situations.
CSE 5	• Can comment or communicate on everyday topics as well as familiar topics and popular social issues, using clear, organised, and logical language. • Can, after preparation, briefly comment on topics in his/her field. • Can communicate or consult effectively on matters of daily life, such as business, travel, and shopping.
CSE 4	• Can convey personal needs and wishes using appropriate expressions, such as different degrees of politeness. • Can communicate on topics of interest and engage in smooth communication with timely responses. • Can relate personal experiences or short stories in a coherent manner. • Can briefly describe or explain common activities or scenes in daily life and work, such as sports, recreational activities, and scenic spots.
CSE 3	• Can communicate briefly on familiar topics with fair coherence and reasonable accuracy in pronunciation, intonation, and tense. • Can, with the help of others, participate in discussions in professional or academic settings. • Can communicate with simple expressions, using strategies such as paraphrasing and word coinage for effective communication when necessary.
CSE 2	• Can handle short everyday exchanges with simple terms and clear pronunciation, using intonation appropriate and natural for the situation. • Can give a short, simple presentation or narration after preparation, resorting to strategies

	such as lexical substitution to compensate for linguistic deficiency. ● Can express his/her views with the help of pictures or other people, such as familiar people, objects, and places.
CSE 1	● Can name common objects. ● Can express personal preferences and introduce him/herself or familiar people in simple terms, using body language or demonstrative pronouns when necessary. ● Can participate in routine communicative activities when support is provided and use simple terms to ask for repetition in case of incomprehension.

Table 5 Overall written expression

CSE 9	• Can write critical articles on, or critiques pertaining to, a range of topics with a comprehensive consideration of writing purpose, readership, and communicative settings. • Can produce literary creations based on social phenomena, using expressive language full of artistic appeal and with distinctive features of style and register.
CSE 8	• Can discuss complex social problems with clarity, organisation, and logic. • Can appropriately summarise and evaluate relevant literature and write academic articles with sufficient evidence, in-depth discussion and reliable conclusion(s). • Can produce some creative writing with fluent language, relatively good structure, and depth.
CSE 7	• Can elaborate on abstract topics, using complex sentences, along with a variety of cohesive devices, to construct clear and convincing explanations. • Can collect, analyse, and integrate data into academic writing, providing strong evidence to support his/her viewpoints or refute different opinions. • Can plot complex narratives, using rhetorical devices appropriately so as to enhance liveliness and expressiveness of the language.
CSE 6	• Can use various approaches to clarify his/her views on social topical issues or phenomena, with sufficient evidence and logical arguments. • Can write research article abstracts that conform to academic conventions of his/her discipline. • Can produce writing for popular genres (e.g. news reports and book reviews), using appropriate expressions and a generic structure conforming to expected features of style and register.
CSE 5	• Can write short articles with argument and evidence on topics of interest, using a variety of cohesive devices and achieving semantic coherence. • Can write reports related to his/her own field of study (e.g. book reports and survey reports) with complete structure. • Can write for common practical reasons (e.g. letters of gratitude or meeting minutes) with the appropriate use of language.
CSE 4	• Can express opinions on topic(s) he/she is familiar with, using some evidence to support his/her viewpoint(s) in a relatively persuasive manner. • Can coherently describe familiar activities (e.g. personal experiences and campus activities), using common rhetorical devices. • Can briefly discuss familiar social and cultural matters (e.g. traditional festivals and customs) through social media (e.g. email and webpages).
CSE 3	• Can explain in simple terms the causes, processes, and results of events with generally accurate wording. • Can use simple phrases to comment on familiar things and provide reasons, with generally coherent expression. • Can briefly describe his/her daily activities in well-organised written form (e.g. email and WeChat).
CSE 2	• Can describe in simple terms the main features of people or familiar objects in response to prompt(s) (e.g. words and examples). • Can write short stories based on picture(s), using simple words and generating a sufficiently completed storyline. • Can correctly use capitalisation and common punctuation marks.
CSE 1	• Can correctly copy words and phrases. • Can describe pictures (e.g. animals and foods) using simple words and/or phrases. • Can narrate in simple terms his/her everyday activities based on examples.

Table 6 Overall organisational competence

CSE 9	• Can fluently apply grammatical and discourse knowledge on different occasions to accurately and coherently convey meaning in a creative way, using natural, appropriate, and conventional language.
CSE 8	• Can naturally use grammatical and textual knowledge in academically or professionally-related areas, expressing meaning correctly and coherently, with appropriate and conventional language use. • Can appreciate specific and nuanced meaning expressed through a range of phonological features. • Can effectively use a variety of cohesive and rhetorical devices to express meaning. • Can choose appropriate vocabulary and grammatical structures to express meaning accurately, based on communicative purposes and needs at the workplace.
CSE 7	• Can effectively use grammatical and textual knowledge in academic or professional communication, expressing meaning clearly and conventionally. • Can obtain and provide information by using common academic and professional vocabulary. • Can choose appropriate text types and use suitable language and formats based on communicative purposes. • Can understand and use common metaphorical expressions to communicate effectively.
CSE 6	• Can correctly use grammatical and textual knowledge in communication for academic or professional fields with which one is familiar, expressing meaning generally clearly and conforming to stylistic conventions and requirements. • Can understand the meaning and function of complex structures in texts. • Can use common grammatical structures to organise information in a clear way. • Can effectively use cohesive devices for coherent expression.
CSE 5	• Can use grammatical and textual knowledge of relevance to daily study or work, expressing meaning basically clearly, following stylistic conventions and requirements. • Can understand and use the differing functions of register and intonation. • Can understand the logical-semantic relations between complex sentences and paragraphs. • Can choose appropriate vocabulary to express opinions and participate in discussions on familiar topics. • Can choose appropriate sentence structures for particular communicative goals.
CSE 4	• Can use grammatical knowledge about sentence structures, tenses, and moods to understand information. • Can use appropriate vocabulary to describe events and define concepts with appropriate pronunciation and intonation when speaking. • Can use basic knowledge of discourse to effectively organise information based on communicative purposes.
CSE 3	• Can accurately use words and phrases to express meaning on familiar topics, with correct pronunciation and intonation when speaking. • Can choose common sentence structures and tenses to describe objects and events and to express personal intentions. • Can recognise the structures and language features of common texts for deeper understanding.

CSE 2	● Can use common vocabulary to talk about familiar topics with correct pronunciation and intonation. ● Can choose basic sentence structures and tenses to express meaning. ● Can recognise common types of texts and their structures.
CSE 1	● Can read the English alphabet and spell simple words. ● Can use the most common vocabulary to provide simple information. ● Can recognise the functions of uppercase and lowercase letters.

Table 7 Overall pragmatic ability

CSE 9	● Can accurately determine the purpose of different interactions. ● Can use flexible and appropriate language together with substantial social and cultural knowledge to interact with others. ● Can interact comfortably using clever and fitting expressions in different environments to achieve the desired outcome.
CSE 8	● Can accurately determine the intentions of the other party on a range of occasions. ● Can use appropriate language to interact with others and accurately state his/her position, inclination, or attitude using a style of language that is appropriate to the occasion. ● Can communicate with remarkable effectiveness.
CSE 7	● Can understand the other party's specific intentions on a range of occasions and communicate with others on a range of topics. ● Can use appropriate language to effectively express his/her point of view, feeling, and attitude; ensure that the language used is appropriate for his/her position and follow accepted social and cultural etiquette. ● Can communicate smoothly.
CSE 6	● Can understand the other party's intentions on formal or informal occasions and interact with other people on these occasions. ● Can use different language to adequately express his/her point of view, feeling, and attitude; familiar with cultural and social norms. ● Can interact appropriately to achieve a good outcome.
CSE 5	● Can understand the point of view, feeling, attitude, or other intentions of the other party on different social occasions and communicate with other people about a common topic of interest. ● Can use language that is appropriate for the occasion to adequately express his/her point of view, feeling, or attitude; pay attention to cultural differences and ensure appropriate respect is shown for the other party. ● Can communicate effectively.
CSE 4	● Can understand the other party's intentions in ordinary social interactions and communicate with other people on a familiar topic. ● Can use appropriate language suited to the circumstances of the interaction to respectfully and tactfully express regret, dissatisfaction, gratitude, and other common intentions. ● Can respect important boundaries in interactions and maintain a good relationship with the other party.
CSE 3	● Can understand intentions expressed directly or indirectly in routine interactions. ● Can use simple language to communicate with other people on routine topics, such as extending an invitation and giving advice or praise. ● Can interact on a fairly decent and effective level.
CSE 2	● Can understand intentions expressed in simple direct language in routine interactions. ● Can use simple language to adequately express his/her intentions, such as giving approval, blessing, or instruction. ● Can use language that is generally appropriate.

CSE 1	● Can understand intentions expressed in simple, brief, and direct language in routine interactions.
	● Can use simple and direct language, including common polite phrases, to adequately express his/her intentions, such as greeting, expressing thanks, or making a request.
	● Can speak politely.

Table 8 Overall interpreting ability

As the interpreting ability is based upon certain bilingual competence, the overall scale for interpreting ability starts from Level 5.

CSE 9	• Can accurately, completely, and fluently interpret speech on subjects of a wide range of categories, including technical speech relating to unfamiliar fields. • Can interpret in high-level, formal, and informal speech contexts, ensuring the register and style of target language speech is consistent with that of the source language. • Can use and integrate consecutive or simultaneous interpreting skills and strategies, and deliver adaptable, idiomatic language.
CSE 8	(Consecutive Interpreting) • Can interpret information-dense speech (e.g. foreign affairs meetings, media reports) in which segments are comparatively long and delivered at a relatively high speech rate with the aid of note-taking or other methods. • Can interpret specialised discourse (e.g. academic lectures, court hearings) fluently and professionally. • Can make timely adjustments to target-language speech based on on-site circumstances in order to ensure accurate and complete delivery, keeping as close as possible to source-language register and style. (Simultaneous Interpreting) • Can interpret moderate information-dense speech (e.g. as in news conferences, industry forums) delivered at a regular speed with little to no accent interference. • Can coordinate efforts in simultaneous interpreting for anticipation, chunking, decalage, and adjustment, and ensure relatively accurate, complete, fluent, and idiomatic delivery.
CSE 7	• Can consecutively interpret moderate information-dense speech (e.g. as in business negotiations, training activities) in which segments are comparatively short and delivered at a regular speed with note-taking notes. • Can use methods such as addition, deletion, and explication to interpret important source-language information and key details, ensuring logical, coherent, appropriate, and fluent delivery. • Can promptly discover interpreting errors such as misinterpretation or omission of important information; and take immediate actions during follow-up interpreting.
CSE 6	• Can consecutively interpret comparatively short speech on a prepared topic (e.g. as in everyday interactions with visitors, trade fairs) without taking notes. • Can actively anticipate speech information, monitor target-language accuracy and completeness, and correct mistakes.
CSE 5	• Can perform liaison interpreting on a familiar topic (e.g. greetings and goodbyes, escorted shopping assignments). • Can interpret important source-language information based on communicative settings and contextual knowledge, ensuring overall accuracy of meaning. • Can be aware of and try to correct obvious errors that occur during interpreting.

Note: the "speed" mentioned in this Table and Table 85 is defined as follows:
Fast (in English): approximately 140-180 words/min;
Moderate speed (in English): approximately 100-140 words/min;
Fast (in Chinese): approximately 160-220 Chinese Characters/min;
Moderate speed (in Chinese): approximately 120-160 Chinese Characters/min.

Table 9 Overall translation ability

As the translation ability is based upon certain bilingual capabilities, the overall scale for translation ability starts from Level 5.

CSE 9	• Can translate professional texts on a variety of topics with complex language, producing accurate, complete, standard, and idiomatic translations. • Can translate literary texts on abstract themes with complex structures, reproducing writing styles and connotations with precise language.
CSE 8	• Can translate argumentative texts on profound topics with complex language, such as literary reviews and academic papers/books, reproducing key points, clear logic, and varied sentence patterns. • Can translate professional texts for practical purposes, such as product operation directions or investigation reports, building term bases in relevant areas and producing concise and clear translations using proper terminology. • Can translate descriptive texts using diverse rhetorical devices, such as descriptions of characters and scenes, reproducing rhetorical devices, linguistic features, and writing styles.
CSE 7	• Can translate narrative texts with complex syntactic structures, including non-literary texts, such as case or incident statements, narrative prose, and stories with complex plots, reproducing full content, linguistic features, and writing styles. • Can translate commentary articles, such as social science reviews and commentary on current affairs, reproducing logical connections and adhering to genre standards in the target language. • Can translate instructive texts in his/her field, such as experiment operation procedures and directions for articles of daily use, producing translations that use correct terminology and are in compliance with industry standards.
CSE 6	• Can translate argumentative texts in his/her field, such as argumentative articles on common themes and commentary articles on social activities, producing accurate translations that faithfully reproduce viewpoints and attitudes of the original. • Can translate popular narrative texts, such as celebrities' anecdotes and short articles on people's social activities, accurately and fluently expressing key information and using diverse sentence patterns. • Can accurately translate common communicative texts, such as job applications, letters of recommendation, and formal invitations.
CSE 5	• Can translate short, simple texts on topics related to daily life, reproducing the key information. • Can translate texts describing spatial layout and the natural environment, producing faithful and accurate translations. • Can translate common instructive texts, such as public signs and schedules for routine activities, fully conveying the information and clearly expressing word meaning.

VI. Subscales

6.1 Organisational competence and learning strategies of organisational competence

This part describes the organisational knowledge from the perspective of language use; namely, organisational competence, including grammatical competence and textual competence. The strategies described from the perspective of learners are called "learning strategies of organisational knowledge".

6.1.1 Grammatical competence

Grammatical competence, the combination of grammatical knowledge and strategies, refers to how well language learners and users can grasp and apply language knowledge. It particularly refers to the competence of accurately expressing meaning by employing grammatical knowledge in tests or contexts of language use. The grammatical competence includes phonological/graphological competence, vocabulary competence and syntactic competence.

Table 10 Grammatical competence

CSE 9	• Can properly use grammar in all situations. • Can appropriately choose vocabulary and sentence structures when expressing meaning fluently and naturally on different occasions.
CSE 8	• Can appropriately use a range of stress, intonation patterns, pitch, and volume to convey subtle shifts in purpose, meaning, and attitude. • Can appropriately use vocabulary and grammatical structures to organise information and readily produce expressions based on communicative purposes and needs of the workplace.
CSE 7	• Can use correct pronunciation and smooth, natural intonation in academic fields or professional communication. • Can flexibly use a variety of language structures to ensure the effectiveness of expression.
CSE 6	• Can understand the meaning of particular intonations in speech and use stress as well as rhythm for emphasis. • Can use a wealth of vocabulary to accurately provide information. • Can use a variety of sentence structures to express ideas.
CSE 5	• Can use correct pronunciation and natural intonation in daily study or work. • Can notice vocabulary used for specific purposes in a text when obtaining information. • Can choose appropriate sentence structures and vocabulary to describe events as well as express purposes and intentions.
CSE 4	• Can use correct pronunciation and intonation in an extended speech. • Can use appropriate vocabulary to define concepts and describe things, events, behaviours, and features. • Can use grammatical knowledge to understand texts, describe events, or express personal intentions.
CSE 3	• Can use correct pronunciation and intonation in a speech. • Can use words to correctly express time, place, direction, and cause and effect. • Can use knowledge of basic sentence structures to comprehend information accurately.
CSE 2	• Can use rising tone and falling tone to express emotions and intentions. • Can use common words to talk about familiar topics. • Can use basic sentence structures and commonly used tenses when conveying meaning.
CSE 1	• Can use the most common words or phrases when expressing greetings and making brief introductions. • Can read the 26 letters of the alphabet and read simple words and phrases with correct pronunciation.

Table 11 Phonological/Graphological competence

CSE 9	• Can appreciate and comprehend prosodic features of English drama and poetry. • Can appropriately use pronunciation, intonation, and variation of rhythm to reinforce expressive effect on academic or professional occasions.
CSE 8	• Can appropriately use stress, intonation, pitch, and volume to express meaning and attitude. • Can appreciate humour, exaggeration, satire, and other effects expressed through pronunciation, intonation, and rhythm.
CSE 7	• Can understand major varieties of English pronunciation with little to no effort (e.g. American English and Indian English). • Can use correct pronunciation and intonation to communicate in academic and professional settings. • Can effectively use stress, intonation, rhythm, and liaison to express meaning and to emphasise opinions.
CSE 6	• Can understand meaning expressed through varying intonation. • Can use stress and rhythm to express views and attitudes.
CSE 5	• Can appropriately use stress, liaison, reduced voice, and loss of plosion in daily communication. • Can use tone and pitch to express emotions (e.g. surprise, anger, amazement). • Can attract and maintain the listeners' attention by using stress, tone, pitch, volume, etc. • Can use rising tone or falling tone to indicate beginning or ending of speech.
CSE 4	• Can understand intentions expressed through different pronunciation, intonation, tone, and rhythm. • Can use appropriate intonation when expressing doubts or asking questions. • Can use sentence stress to indicate emphasis.
CSE 3	• Can correctly spell words with irregular pronunciation (e.g. listen, island). • Can recognise meaning units in continuous speech. • Can recognise commonly used phonological features (e.g. word stress, reduced voice, liaison, loss of plosion, voicedness). • Can recognise meaning expressed through different intonation, rhythm, or other phonological features (e.g. "Sorry" with a rising tone means, "I didn't hear you. Could you say that again, please?"). • Can use correct pronunciation according to variations in grammatical forms (e.g. tense [-s/-ed], part of speech [record], singular and plural [-s/-es], comparatives [-er/-est]). • Can read aloud familiar dialogues or passages with correct pronunciation and intonation. • Can sustain correct intonation during extended speech. • Can accurately use basic tone patterns, such as rising and falling tones, when asking questions.
CSE 2	• Can recognise stresses of frequently used words or sentences (e.g. ba'nana; "It's 'me"). • Can recognise and understand the stresses in frequently used expressions (e.g. "Follow me"; "Open the book"). • Can correctly read commonly used words with irregular pronunciation (e.g. breakfast, hour, Wednesday).

	● Can read aloud words and short sentences; or ask simple questions with correct stress and intonation. ● Can use common contracted forms in daily communication (e.g. I'm …; It's ...; They didn't ...). ● Can use the rising tone and falling tone to indicate intention (e.g. interest; surprise; ending a topic).	
CSE 1	● Can read the alphabet and sing the "Alphabet" song. ● Can write the English alphabet, simple words, and phrases. ● Can read aloud letters or combinations of letters by using phonological rules. ● Can notice rising tone and falling tone in speech. ● Can correctly write uppercase and lowercase letters. ● Can correctly spell simple words (e.g. P-E-N—pen; T-A-K-E—take). ● Can read contracted forms out loud (e.g. I'm …; It's …; We'll …). ● Can use rising tone and falling tone to indicate interrogative and declarative mood.	

Table 12 Vocabulary competence

CSE 9	● Can creatively use vocabulary for communication based on vocabulary knowledge. ● Can appropriately command and use a variety of fixed expressions.
CSE 8	● Can correctly use complex technical vocabulary and expressions in texts. ● Can demonstrate a good command of a broad lexical repertoire in expressions. ● Can distinguish between denotative and/or connotative meaning of words and interpret influence of connotation on meaning.
CSE 7	● Can correctly understand technical vocabulary and phrases related to specific professions. ● Can skilfully use common collocations in academic or professional contexts (e.g. in spite of). ● Can appropriately use common fixed expressions (e.g. proverbs, idioms, formulaic expressions). ● Can use common academic and domain-specific words and phrases. ● Can appropriately use literal and metaphorical meanings of common words.
CSE 6	● Can appropriately use complex fixed expressions (e.g. collocations and idioms). ● Can distinguish between vocabulary typically used for informal and formal speeches (e.g. conduct/carry out; request/ask for). ● Can use common words and phrases to express complex ideas (e.g. in the hot seat: being required to respond to all questions, especially awkward or difficult ones). ● Can use synonyms to express different functions, intentions, and attitudes (e.g. explain, elaborate, expound). ● Can understand commonly used fixed expressions in communications. ● Can use the metaphorical meaning of common words (e.g. be in the red [loss]).
CSE 5	● Can understand differences in meaning between synonyms (e.g. stingy, economical, thrifty). ● Can use appropriate vocabulary to express emotions and attitudes, such as politeness, euphemism, and modesty. ● Can use highly complex vocabulary to describe highly complex objects, ideas, behaviours, or characteristics; and to illustrate concepts (e.g. air traffic control strike threat). ● Can use relevant words and phrases to discuss familiar topics. ● Can properly use common fixed expressions (e.g. take advantage of, if I were you).
CSE 4	● Can understand common expressions used to compare people, things, and events. ● Can understand words describing abstract ideas and phenomena. ● Can understand common homonyms (e.g. my bank manager, the bank of the river). ● Can understand literal and metaphorical meaning of words and phrases in context (e.g. "I have a headache"; "He is a headache"). ● Can distinguish between the precise differences of commonly used synonyms (e.g. find, search). ● Can command the meaning of core vocabulary, its common usage, and its meaning in specific contexts. ● Can understand basic vocabulary for daily topics relating to study, work, travel, and current affairs. ● Can command knowledge about root words, prefixes, suffixes, and syllabic structure in English (e.g. fortune, fortunate, unfortunate).

	●	Can use the same word to express different functions, intentions, and attitudes (e.g. must).
	●	Can flexibly use vocabulary to describe objects, behaviours, and features, as well as to define concepts.
CSE 3	●	Can understand the form and meaning of associated words (e.g. visit, visitor; rain, rainy; happy, unhappy).
	●	Can understand the meaning of unknown words by identifying root words and affixes (e.g. act, actor, action).
	●	Can command common knowledge of word-formation such as prefixes and suffixes (e.g. re-, in-, im-, un-, -ful, -ation, -ly).
	●	Can command common abbreviations for months and days of the week (e.g. Feb., Sat.).
	●	Can command commonly used collocations (e.g. set out, stay up, a lot of, black tea).
	●	Can identify and use common synonyms (e.g. see, look, watch), antonyms (e.g. long, short), and homonyms (e.g. bank, bank) for basic words.
	●	Can change a word's part of speech by using common affixes (e.g. beauty, beautiful; danger, dangerous).
	●	Can correctly use expressions to indicate time, place, and location.
	●	Can use adverbs, prepositions, and related phrases to express time, place, and reason.
	●	Can use common adverbs to express time, degree, location, direction, sequence, and frequency (e.g. now, very, there, east, second, often).
CSE 2	●	Can identify frequently occurring root verbs and their inflected forms (e.g. look, looks, looked, looking).
	●	Can identify common signs in everyday life (e.g. Danger, Toilet, Exit).
	●	Can spell words based on simple rules (e.g. meet, see, keep).
	●	Can distinguish between common homophones and near-homophones (e.g. meat, meet; son, sun).
	●	Can use appropriate lexis to express personal feelings (e.g. hobbies, likes and dislikes).
	●	Can use common adjectives to describe colours, sizes, and shapes.
	●	Can use simple words to express topics of daily life (e.g. swimming, running, and skiing to express sports).
	●	Can learn vocabulary items, including pronunciation, meaning, and form.
	●	Can use common fixed expressions (e.g. "Please stand up"; "Glad to meet you!").
	●	Can correctly use the third-person singular form of verbs.
CSE 1	●	Can understand the antonyms of common words (e.g. big, small).
	●	Can understand that a word is composed of letters (e.g. pen is composed of P-E-N).
	●	Can associate common nouns and verbs with their corresponding things and actions (e.g. associating "tiger" with the animal).
	●	Can say words and phrases with the help of visual aids such as pictures or animation.
	●	Can command fixed expressions for daily life (e.g. "Good morning!").
	●	Can command the singular and plural forms of high-frequency nouns.
	●	Can use basic vocabulary to briefly introduce people, such as family, and describe school life.

Table 13 Syntactic competence

CSE 9	● Can analyse highly complex syntactic features in materials in law, business, journalism, literature, politics, science, and technology. ● Can skilfully command language features of different genres and styles, including idiosyncratic features of an author. ● Can appropriately use specific sentence structures to express highly complex content in the fields of law, business, journalism, literature, politics, science, and technology.
CSE 8	● Can understand profession-specific grammatical structures. ● Can use common and frequently used sentence structures to express ideas in a polite way (e.g. "I'm hoping ..."; "I would say ..."). ● Can use highly complex syntactic structures to express nuance, including infinitives, modal verbs, and past conditionals used to express reasoning.
CSE 7	● Can understand and use highly complex, profession-specific grammatical forms, including nominalisations in texts of journalism as well as science and technology (e.g. "Electronic computers are applied to ..."; "The applications of electronic computers ..."). ● Can correctly use specific sentence structures to reinforce the effects of expressions (e.g. verbless clauses: "And what about the other woman? With her long black eyelashes and red lipstick").
CSE 6	● Can understand and command highly complex syntactic structures. ● Can understand and command logical relationships between main clauses and subordinate clauses which indicate manner, concession, condition, and cause and effect. ● Can correctly understand and use long, highly complex sentences. ● Can choose methods of expression and sentence structures appropriate to different occasions and genres. ● Can use special sentence structures to enhance expressional effects (e.g. change the order of the clause). ● Can skilfully use sentence structures which are typical of common argumentative styles to clearly organise discourse and express ideas. ● Can use a variety of parallel structures to emphasise juxtaposed ideas.
CSE 5	● Can command highly complex uses of modal verbs (e.g. might have done). ● Can distinguish between typical sentence structures of formal and informal expressions (e.g. subjunctive mood often used in formal expressions: "Were they to come ..."). ● Can effectively use language structures to clearly organise discourse, including possessive nouns, tenses, coordinate structures, and compound sentences. ● Can use a variety of sentence structures (e.g. predicative clauses, attributive clauses, conditional sentences, non-finite clauses). ● Can use subjunctive moods (e.g. "If I had ..."; "I would have ..."). ● Can use the passive voice to objectively express points of view (e.g. "It was found that no cases of stealing had been recorded"). ● Can use inverted sentences, emphatic sentences, and other forms to change the focus of the sentence (e.g. "Not only did he come to the meeting, but he gave a talk").

CSE 4	● Can understand a variety of sentence structures (e.g. basic conditionals, reported speech, noun clauses, relative clauses, passive and active voice, infinitives and gerunds). ● Can analyse syntactic structures in order to understand long and difficult sentences. ● Can recognise non-restrictive structures and noun clauses used for combining information. ● Can identify a variety of forms used to change the focus of a sentence, such as emphatic, inverted, and existential sentences, along with prepositional adverbs (e.g. "At eight o'clock I went down for breakfast"). ● Can command syntactic functions and differences of common words with multiple parts of speech. ● Can use correct language forms to express views, attitudes, and feelings. ● Can use direct and reported speech to recount questions and suggestions of other people. ● Can use complex verb tenses, including past perfect, present perfect, future continuous, and future perfect. ● Can use simple parallel structures. ● Can correctly use common conditional clauses expressing non-reality (e.g. "If I were you ..."). ● Can use adverbs or modal verbs to indicate possibility (e.g. perhaps, surely, might, should, will, must).
CSE 3	● Can understand and command the basic structures of complex sentences (e.g. coordinate sentences, adverbial sentences, objective sentences). ● Can notice subject-predicate agreement in both form and meaning. ● Can command common, basic uses of articles. ● Can command common word order (e.g. position of subject, predicate, object, adverbial). ● Can use common nouns, personal pronouns, and determiners to refer to people and things. ● Can use different sentence structures to achieve the same communicative purpose (e.g. "I need some water"; "Is there any water?"; "Can I have some water?"). ● Can use a variety of verb tenses, including simple present, simple past, simple future, present continuous, past continuous, and present perfect. ● Can use prepositions or prepositional phrases to indicate direction, location, and time (e.g. near, in front of, at 5:30). ● Can use structurally complete simple sentences (e.g. declarative sentences, interrogative sentences, imperative sentences, exclamatory sentences). ● Can use abbreviated forms of copula, auxiliary, and modal verbs (e.g. isn't, aren't, can't, won't). ● Can use both direct speech and reported speech to recount the speech of others (e.g. "Henry said that he wanted to go home"). ● Can use coordinate sentences, object clauses, common adverbial clauses, and other compound sentences to provide further information (e.g. "The little boy watched a movie"; "The little boy went to the cinema and watched an action movie"). ● Can use a variety of word classes to refer to people or things (e.g. uncountable nouns, personal pronouns, possessive pronouns, indefinite pronouns, articles). ● Can alter sentences to shift the focus (e.g. changing active voice to passive voice).

CSE 2	●	Can recognise verb tenses of regular verbs (e.g. "I always talk to him"; "I talked to him yesterday"; "I will talk to him tomorrow").
	●	Can recognise contracted forms of copula, auxiliary, and modal verbs (e.g. isn't, aren't, can't, won't).
	●	Can recognise basic structure of simple sentences (e.g. declarative, interrogative, imperative, exclamatory).
	●	Can recognise and correctly use common singular and plural nouns (e.g. orange, oranges; tooth, teeth).
	●	Can use basic verb tenses, including present simple, present continuous, past simple, and future simple.
	●	Can use common modal verbs to express requests and permission (e.g. "May I ...?").
	●	Can use corresponding verb forms according to rules of subject-verb agreement (e.g. "He jumps"; "We jump").
CSE 1	●	Can recognise singular and plural forms of countable nouns (e.g. apple, apples).
	●	Can recognise main forms of personal pronouns (e.g. I/we, he/they, it/they).
	●	Can recognise a limited number of simple sentence structures.

6.1.2 Textual competence

Textual knowledge refers to the knowledge of both textual cohesion and semantic relations among different linguistic features in a coherent discourse, which involves the use of various ways and means by which utterances or written texts are linked to form a discourse. Textual competence mainly includes rhetorical competence or conversational competence as well as cohesion competence.

Table 14 Textual competence

CSE 9	● Can flexibly use discourse knowledge to create texts with a clear structure and appropriate language.
CSE 8	● Can choose, analyse, summarise, and synthesise a variety of information to construct coherent and logical texts.
CSE 7	● Can make use of discourse knowledge to effectively organise information and clearly express meaning based on communicative purposes.
CSE 6	● Can accurately use cohesive devices to establish relationships such as categorisation, progression, or comparison and contrast.
CSE 5	● Can use cohesive devices to construct logical and coherent relationships of contrast, progression, transition, and cause and effect.
CSE 4	● Can use simple cohesive devices to express meaning logically and coherently.
CSE 3	● Can understand the logical relationships in a text and use simple cohesive devices to express causal and transitional relationships.
CSE 2	● Can use simple connectives to connect ideas.
CSE 1	● Can recognise the relationship between pictures and words in a text.

Table 15 Competence of rhetorical or conversational organisation

CSE 9	● Can fully understand rhetorical devices used by an author to manipulate discourse and its effects. ● Can demonstrate ability to manipulate grammatical structures and cohesive devices on complex topics; and produce well-structured and informative texts.
CSE 8	● Can choose appropriate discourse genres and rhetorical devices (e.g. parallelism, analogy) to achieve specific writing goals in academic or professional fields. ● Can use definition, classification, exemplification, comparison and contrast, and cause and effect in academic writing. ● Can appreciate texts of different genres and understand their stylistic features. ● Can choose an appropriate perspective to organise content and opinions based on a specific purpose, information, and context.
CSE 7	● Can understand rhetorical effects of metaphor, sarcasm, and exaggeration in literary works, humorous works in particular. ● Can identify classification, metaphor, and cause/effect in exposition and argumentation; and explain complex discourse structures and linguistic features. ● Can accurately identify linguistic features in narration, exposition, description, and argumentation. ● Can use rhetorical devices including metaphor, irony, and parody to persuade or express different meanings (e.g. "Where there is a will, there is a lawsuit"). ● Can use appropriate styles and formatting to achieve communicative purposes.
CSE 6	● Can understand different expressions that exaggerate or downplay certain points in a text. ● Can command and use discourse structure and linguistic features in argumentation for effective expression of views and opinions. ● Can appropriately use discourse markers to express time order, exemplification, comparison and contrast, and cause and effect. ● Can use a wealth of effective structures, such as comparison and contrast, classification, spatial order, and progression, to produce coherent discourse. ● Can integrate similar views to form a consistent stance.
CSE 5	● Can appropriately use vocabulary or grammatical devices (including inversion and repetition) to change, emphasise, and/or reinforce meaning. ● Can use common rhetorical devices such as simile or metaphor to reinforce effect. ● Can describe or discuss topics with a focus or from a certain perspective/point of view.
CSE 4	● Can understand the layout of tables, charts, and paragraphs based on writing purposes, target audience, views, and stylistic effects. ● Can use transitions or parallel structures to produce coherent and fluent discourse.
CSE 3	● Can use basic connectives to produce coherent and meaningful speech. ● Can form a coherent discourse by organising several paragraphs in logical order.
CSE 2	● Can use simple expressions (e.g. "Good morning, everyone…") to start a conversation.
CSE 1	● Can recognise the relationships between pictures and words in short, simple texts.

Table 16 Cohesion competence

CSE 9	● Can flexibly use a variety of cohesive devices to create coherent and well-structured content.
CSE 8	● Can give coherent and reasonable explanations in answer to specific questions during an academic event. ● Can skilfully and appropriately use various cohesive devices to express him/herself logically and coherently.
CSE 7	● Can use cohesive devices to indicate relationships between paragraphs, including progression, cause and effect, and comparison and contrast. ● Can understand and analyse cohesive devices in a text. ● Can use lexical cohesive devices such as linking words and pronouns to reinforce the coherence of a text.
CSE 6	● Can use lexical cohesion, omission, and other means to achieve the coherence of a complex text. ● Can use a variety of sentence patterns to make ideas flow smoothly (e.g. omission, compound sentences, complex sentences). ● Can use cohesive devices to indicate relationships between paragraphs (e.g. comparison and contrast, cause and effect, transitions). ● Can use appropriate cohesive devices to transition topics or viewpoints in a text.
CSE 5	● Can understand textual meaning based on sentential cohesion and/or coherence among paragraphs. ● Can use various cohesive devices to logically organise utterances and texts. ● Can achieve semantic coherence by using passive voice to alter the focus of sentences. ● Can use cohesive devices to demonstrate relationships among sentences (e.g. comparison and contrast, cause and effect, progression, transition).
CSE 4	● Can understand meanings and rhetorical effects conveyed by inverted and emphatic sentences. ● Can recognise cohesive devices (e.g. comparison, exemplification) used in common text types such as exposition. ● Can use basic textual knowledge to effectively organise information based on specific purposes. ● Can establish coherence among sentences and paragraphs by varying words, sentences, or text structure to reinforce textual coherence and effectiveness of expression. ● Can effectively use references and linking words to realise text coherence. ● Can use words to express contrast, addition, and/or other logical relationships (e.g. however, although, nevertheless, similarly).
CSE 3	● Can understand logical relationships in a text based on the understanding of linking words (e.g. however, in addition to). ● Can use different linking words to connect ideas (e.g. when, if, because, although). ● Can flexibly use pronouns to achieve textual cohesion (e.g. it, this, those). ● Can use linking words and phrases to indicate relationships including addition, contrast, and sequential order (e.g. for example, then, first, second).
CSE 2	● Can state the sequence of simple events or experiences. ● Can use simple linking words to connect information (e.g. and, so).
CSE 1	● Can identify the beginning and ending of simple short stories. ● Can recognise textual features of simple short stories (e.g. "Once upon a time" often used to start a story).

6.1.3 Learning strategies of organisational competence

Organisational competence strategies refer to the dynamic thoughts and behaviours chosen and applied consciously by English language learners and users in a specific context.

Table 17 Learning strategies of organisational competence

CSE 9	• Can actively accumulate and update knowledge of the English language through extensive reading or practice (e.g. reading English grammar books, novels, magazines, and newspapers; watching English movies, TV programmes, and serial dramas; writing academic papers). • Can review and acquire new grammatical knowledge.
CSE 8	• Can consolidate and verify knowledge of English when revising English compositions. • Can actively read English newspapers, magazines, and novels to maintain proficiency. • Can refer to grammar books when encountering grammar problems in communication and master the relevant grammar information.
CSE 7	• Can consolidate language knowledge by making use of various learning tools. • Can maintain awareness of key grammatical points and ignore irrelevant details in English learning. • Can improve and maintain English proficiency through watching English TV programmes, movies, documentaries, and news reports; or translating documents such as government reports. • Can collect, review, and/or discuss with classmates grammatical points that are his/her personal weaknesses. • Can acquire English by referring to books on grammar and analysing sentences while reading or communicating with others. • Can fully recognise the similarities and differences between Chinese and English in terms of discourse structure and cohesive devices. • Can carefully plan grammar learning and reflect on existing problems.
CSE 6	• Can use knowledge of the English language to help understand content in English films, documentaries, talk shows, and online courses. • Can read grammar books to enrich grammatical knowledge to solve specific grammatical problems in communication. • Can learn English grammar through reading English newspapers and magazines, and paying attention to current affairs. • Can use grammar books as references. • Can gain grammatical knowledge through reciting classics. • Can improve pronunciation by making recordings of his/her own pronunciation for comparison with standard pronunciation. • Can actively learn lines or idiomatic expressions from English movies. • Can learn and accumulate idioms, sayings, and sentence patterns from English movies, songs, and novels. • Can imitate words and sentence patterns used by native speakers and put them to use creatively. • Can acquire textual knowledge by analysing function words in discourse (e.g. conjunctions

	and other words indicating order).
	● Can pay attention to grammatical accuracy when expressing him/herself; and self-correct or seek help when encountering difficulties.
CSE 5	● Can appropriately use different kinds of reference books and resources to solve complex language problems. ● Can express interest in different customs of the world and be willing to be exposed to and acquire related linguistic knowledge. ● Can consolidate English knowledge through reading grammar books. ● Can learn English grammar through online learning activities. ● Can set realistic goals for learning English grammar. ● Can use a variety of audio resources to gain English knowledge (e.g. English movies, talk shows, sports programmes). ● Can take note of grammar use when writing English diary or weekly journal entries. ● Can refer to grammar books to summarise grammatical rules based on his/her own learning needs. ● Can improve pronunciation and intonation through various methods (e.g. repeating after recordings, reading aloud, imitating materials). ● Can learn vocabulary by reading and listening to English. ● Can enrich and expand vocabulary range through reciting well-written articles or famous speeches. ● Can take note of words used by teachers in class. ● Can express an interest in reading authentic English materials and actively accumulate words and idiomatic expressions. ● Can consolidate knowledge about vocabulary and grammar by watching English movies and reading English magazines and newspapers. ● Can frequently reread and review texts and words which have already been learnt. ● Can take note of the meaning of new words and examples of use when looking them up in a dictionary. ● Can do grammatical analysis to help understand the meaning of long and difficult sentences. ● Can seek help when having difficulties in understanding English sentences. ● Can study and understand long and difficult sentences through reading. ● Can try to understand the meaning of long and difficult sentences by analysis.
CSE 4	● Can confidently overcome difficulties in learning grammar by using the right methods. ● Can use individualised methods to consolidate grammatical knowledge. ● Can actively observe and reflect on rules about English language use. ● Can collect common grammatical mistakes and summarise grammatical rules for reflection. ● Can reflect on grammatical points that are difficult to use or tend to be used incorrectly; and find ways to improve. ● Can review key words and sentences to consolidate grammatical knowledge through reciting beautifully written articles and sentences. ● Can use different methods to learn English grammar, such as reading extensively, referring to grammar books, or consulting teachers. ● Can gain useful language knowledge while watching TV programmes by taking note of

		communication between English-speaking athletes and interpreters' translations.
	●	Can learn English grammar through listening to English songs or playing English games.
	●	Can record and reflect on methods used for learning grammar.
	●	Can use methods such as association and categorisation to learn pronunciation rules of special letter combinations (e.g. technique, antique).
	●	Can accumulate vocabulary through extensive reading.
	●	Can use a variety of methods to memorise words (e.g. word cards, word lists, reading aloud, using phonological rules).
	●	Can use linguistic knowledge to learn vocabulary (e.g. etymology, stems, suffixes).
	●	Can use his/her favourite English learning software to build up English vocabulary.
	●	Can accumulate vocabulary and sentence structures through communicating with others in English.
	●	Can use individualised methods to remember new sentences.
	●	Can recognise the meaning of connectives in discourse to gain further knowledge related to discourse.
	●	Can take note of the genre of a discourse in reading (e.g. narration, description, exposition, argumentation).
CSE 3	●	Can summarise grammatical rules which have been learnt.
	●	Can learn or consolidate grammatical knowledge through extensive reading.
	●	Can evaluate English learning through self-assessment of vocabulary or translation of short sentences.
	●	Can learn grammar through different methods (e.g. listening to recordings, reading examples aloud, and/or reading grammar books).
	●	Can use various methods to understand and memorise words (e.g. phonics, word association, word categorisation, imagery).
	●	Can look up unknown words online when watching movies or listening to songs.
	●	Can actively learn English vocabulary through playing computer games or watching movies.
	●	Can use background information to understand words and grammatical structures in English learning.
	●	Can use dictionaries and electronic devices as resources to learn English expressions.
	●	Can pay close attention to grammatical rules, such as tense, person, and subject-verb agreement.
	●	Can repeatedly read aloud examples of sentences to deepen understanding of grammatical rules.
	●	Can express meaning by imitating sample sentences.
	●	Can try to use common compound sentences, that is, clauses introduced by connectives (e.g. when, if, because).
	●	Can try to remember useful sentences through listening to English songs or memorising lyrics.
	●	Can actively share with peers English vocabulary rules or sentence structures that one has found while studying.
	●	Can actively work in groups with classmates to learn English.
CSE 2	●	Can learn English while playing interactive games.

	● Can pay close attention to the use of English in real life or in the media.
	● Can pay close attention when listening to people speaking English.
	● Can often recall vocabulary that has previously been learnt.
	● Can review English vocabulary or sentences through watching comics or movies.
	● Can use personalised methods to memorise words (e.g. using phonics, spelling while writing, categorising).
	● Can review vocabulary and/or sentences while singing.
	● Can seek help when coming across words that are unfamiliar in pronunciation or meaning.
	● Can enjoy English programmes with classmates, friends, or family and imitate favourite parts or songs.
	● Can make attempts to use words or sentences learnt when communicating with native English speakers or teachers.
	● Can actively use English to communicate with others during group work to accomplish language learning tasks in class.
CSE 1	● Can actively practice English pronunciation through imitation.
	● Can learn teachers' or native speakers' English pronunciation by observing their mouth movements.
	● Can try to learn English through short English songs or chants.
	● Can pay close attention to the differences between English and Chinese pronunciation.
	● Can pay close attention to the mechanics of English, especially letters in upper and lower cases.
	● Can enjoy repeating after recordings, books on pronunciation, audio/video files, and native speakers.
	● Can actively make friends so as to study English together.

6.2 Language comprehension and language comprehension strategies

6.2.1 Listening comprehension

Listening comprehension ability, as a comprehensive cognitive competence, comprises the competence of identification, extraction, summarisation, analysis, critique and assessment. The scales for listening comprehension ability cover the following six aspects: understanding oral description, understanding oral narration, understanding oral exposition, understanding oral instruction, understanding oral argumentation and understanding oral interaction.

Table 18 Understanding oral description

CSE 9	● Can understand detailed oral descriptions of characters and situations using sophisticated vocabulary in literary works and evaluate their role in the development of the theme. ● Can understand oral descriptions of experiments in complex reports and extract key points and details.
CSE 8	● Can understand complex oral descriptions of artificial landscapes (e.g. gardens, palaces) regardless of speech rate; and summarise their main features. ● Can understand oral descriptions of natural phenomena containing technical terms and summarise their causes and processes.
CSE 7	● Can understand descriptions of natural landscapes (e.g. mountains, rivers) regardless of speech rate; and summarise their main features. ● Can understand detailed oral descriptions of buildings containing technical terms and obtain important information.
CSE 6	● Can understand descriptions of certain places when delivered at a normal speed and grasp geographical features. ● Can understand subtle oral descriptions of emotional states of characters in stories and evaluate in relation to narrative development.
CSE 5	● Can obtain key information from descriptions of large-scale activities (e.g. festival celebrations, sports events), when delivered at a normal speed. ● Can understand native English speakers' oral descriptions of their social status quo and compare it with that of his/her own society.
CSE 4	● Can follow simple oral descriptions of places of historical interest and obtain specific information (e.g. architectural style, geographical environment). ● Can understand descriptions of settings or people when delivered at a normal speed and obtain related information.
CSE 3	● Can follow simple oral descriptions of familiar countries or regions and obtain geographical location. ● Can follow simple descriptions of animals when delivered at a slow but natural speed and obtain information about physical features.
CSE 2	● Can follow simple oral descriptions of people, places, and common objects with the help of visuals and gestures; and obtain related information. ● Can follow simple oral descriptions of pictures and obtain specific information in the pictures (e.g. people, objects).
CSE 1	● Can follow oral descriptions of common objects and identify specific information (e.g. colours, numbers). ● Can understand oral descriptions of a person that use simple words and identify who is being described.

Table 19 Understanding oral narration

CSE 9	● Can understand long narratives on all kinds of topics containing low-frequency words and comprehend allusions. ● Can understand classic dramas or literary works delivered orally, and comprehend their social, cultural, and historical meaning.
CSE 8	● Can understand television interviews in language with an accent and identify speakers' opinions and attitudes. ● Can extract important information from stories containing colloquial expressions regardless of speech rate. ● Can understand well-organised poems delivered orally and appreciate the rhythm and the mood.
CSE 7	● Can understand news programmes regardless of speech rate and comprehend the sociocultural connotations involved. ● Can understand live news reports on familiar topics regardless of background noise and summarise the main content. ● Can follow coverage on sports events and extract key information (e.g. athletes' performance, results).
CSE 6	● Can understand radio programmes delivered at a normal speed and identify speakers' opinions and stance. ● Can summarise the main content when watching TV programmes delivered at a normal speed. ● Can understand news programmes delivered at a normal speed and grasp main ideas. ● Can understand complex stories delivered at a normal speed and grasp the moral or philosophy.
CSE 5	● Can follow short news reports delivered at a normal speed and obtain factual information. ● Can understand humorous stories delivered at a normal speed and recognise the humour. ● Can understand complex novels delivered at a normal speed and identify personality traits of the main characters. ● Can understand familiar and popular English songs and grasp main ideas.
CSE 4	● Can understand and note down specific information when listening to radio programmes or watching TV programmes on general topics when delivered with standard pronunciation and at a normal speed. ● Can understand news reports delivered at a normal speed and identify causal relationships among events. ● Can follow the plot when listening to stories delivered at a normal speed. ● Can understand stories delivered at a normal speed and grasp the underlying message. ● Can understand anecdotes and travel logs delivered with standard pronunciation and at a normal speed and grasp main ideas. ● Can analyse relationships among characters and events when watching simple TV and film dramas.

CSE 3	- Can understand simple stories or narratives delivered slowly but naturally and identify logical relationships among characters and events. - Can follow accounts of personal experience when delivered with standard pronunciation and at a slow but natural speed; and obtain specific information such as time, place, and relationships among characters. - Can follow radio programmes on familiar topics when delivered slowly but naturally and identify the themes.
CSE 2	- Can understand narratives about daily life and personal information when delivered slowly and grasp main ideas. - Can follow simple stories containing few low-frequency words when delivered at a slow speed; and obtain specific information (e.g. characters, places, events). - Can understand simple stories containing few low-frequency words when delivered at a slow speed and infer causal relationships among events.
CSE 1	- Can understand simple statements about common objects. - Can understand main ideas of dialogues or monologues in cartoons that employ simple language. - Can understand stories in simple language in picture books and match the words with pictures.

Table 20 Understanding oral exposition

CSE 9	• Can understand introductory descriptions of academic frontiers regardless of speech rate and comprehend the latest development in the field. • Can understand detailed explanations of complex equipment or precision instruments and comprehend the working mechanism. • Can understand live commentaries on sports events and extract specific information.
CSE 8	• Can understand highly-informative coverage on popular science regardless of speech rate and summarise the main idea. • Can understand detailed explanations of policy documents and extract specific information.
CSE 7	• Can understand complex introductory descriptions of operations, products, and services; and extract key information. • Can understand advertisements containing slang or idioms, regardless of speech rate, and obtain specific information.
CSE 6	• Can understand open lectures in overseas universities in his/her own field and summarise the main content. • Can understand coverage on the same event from different media when delivered at a normal speed and compare opinions from different sources. • Can understand well-organised information about scenic spots when delivered with standard pronunciation; and obtain specific information.
CSE 5	• Can understand courses in his/her own field when delivered at a normal speed and note down key points. • Can understand the main content of documentaries on familiar topics when delivered at a normal speed. • Can understand introductory descriptions related to popular science when delivered at a normal speed; and grasp main ideas, provided topics are familiar.
CSE 4	• Can follow information about a certain country or region when delivered at a normal speed; and obtain specific information (e.g. eating habits, customs, culture). • Can understand weather reports delivered with standard pronunciation at a normal speed; and obtain specific information (e.g. regions, temperature, climatic features).
CSE 3	• Can understand information about daily life (e.g. health and diet, safety knowledge); and grasp the main idea, provided speech is articulated clearly and delivered with standard pronunciation at a slow but natural speed. • Can follow information about scenic spots in simple language when delivered at a slow but natural speed; and obtain specific information (e.g. historical, geographical). • Can understand information about familiar products in simple language and identify key information, provided speech is articulated clearly and delivered at a slow but natural speed.
CSE 2	• Can understand information about schedules in simple language articulated clearly and delivered slowly; and obtain specific information (e.g. time, places).
CSE 1	• Can understand concrete information, such as information about family members, in simple language delivered slowly (e.g. "She is my mom"; "We are brothers").

Table 21 Understanding oral instruction

CSE 9	● Can extract key points and procedures from complex technical operation instructions regardless of speech rate and accent.
CSE 8	● Can understand procedures for experiments in his/her own field regardless of speech rate.
CSE 7	● Can understand key points of multi-step technical instructions regardless of speech rate.
CSE 6	● Can understand broadcasts regardless of background noise in public places (e.g. stations, stadiums); and obtain specific information.
CSE 5	● Can understand multi-step instructions related to work and/or study. ● Can understand instructions for the use of everyday products when delivered with standard pronunciation at a normal speed.
CSE 4	● Can grasp main ideas of announcements and public notices when articulated clearly and delivered at a normal speed. ● Can understand general instructions (e.g. navigational directions, operation instructions) delivered at a normal speed.
CSE 3	● Can understand notices or multi-step instructions delivered at a slow but natural speed and grasp key points. ● Can understand broadcasts in public places (e.g. airports, stations) when delivered with standard pronunciation at a slow but natural speed; and obtain key information. ● Can follow explanations in simple language on the procedures for simple activities (e.g. handicrafts) when articulated clearly and delivered slowly.
CSE 2	● Can understand simple navigational directions articulated clearly and delivered slowly. ● Can understand simple instructions in handcraft making.
CSE 1	● Can understand simple instructions in daily life (e.g. cleaning rooms, opening or closing doors and/or windows). ● Can understand simple instructions in children's games.

Table 22 Understanding oral argumentation

As Level 1 learners and users are seldom involved in activities of oral argumentation, no description is given here.

CSE 9	● Can understand complex argumentation on current affairs or social issues regardless of speech rate and accent; and evaluate speakers' opinions and stance. ● Can understand debates on political, economic or moral issues regardless of speech rate; and evaluate the effectiveness of strategies used by both sides.
CSE 8	● Can understand talks on complex topics (e.g. environmental protection, public health) and distinguish main arguments from supporting evidence. ● Can understand academic lectures containing technical terms related to his/her own field and comprehend the main content. ● Can understand commentaries on current affairs, regardless of speech rate and accent; and evaluate main points. ● Can understand heated debates (e.g. court debates, public policy debates) regardless of speech rate; and evaluate the logic of the argumentation.
CSE 7	● Can understand speeches on abstract topics (e.g. politics, economy, culture) and evaluate speakers' opinions and stance. ● Can understand debates on public policies and social issues regardless of speech rate; and identify opinions and stance of both sides. ● Can understand academic conference presentations or debates in his/her own field and evaluate speakers' main points. ● Can understand academic discussions or talks in his/her own field and extract key concepts and main ideas.
CSE 6	● Can understand highly-informative lectures or audio-taped/ video-taped talks and summarise key points and opinions. ● Can understand speeches on current affairs when delivered at a normal speed and summarise main points. ● Can follow conference presentations delivered with standard pronunciation at a normal speed and understand key points and specific details.
CSE 5	● Can understand video programmes or talks on general topics when delivered at a normal speed and obtain key points and details. ● Can understand speeches on social issues when delivered at a normal speed and distinguish opinions from facts. ● Can understand discussions on social issues when delivered at a normal speed and evaluate the logic of argumentation. ● Can understand academic talks delivered with standard pronunciation and identify speakers' organisational patterns (e.g. overall framework, use of cohesive devices). ● Can understand news commentaries on hot social issues and identify speakers' opinions and attitudes. ● Can understand television interviews on general topics when delivered at a normal speed and summarise key points and opinions.

CSE 4	• Can infer speakers' emotions and attitudes when listening to speeches on familiar topics or topics of personal interest. • Can summarise main ideas with the help of pictures or videos, when listening to lectures on general topics delivered at a normal speed. • Can understand debates on familiar topics articulated clearly and grasp the main arguments and supporting evidence on both sides. • Can identify opinions of different sides and relationships among the opinions when listening to multi-party discussions on familiar topics. • Can understand commentaries on familiar literary works or TV and film dramas; and infer speakers' emotions and attitudes.
CSE 3	• Can obtain key information from speeches or talks articulated clearly and delivered with standard pronunciation at a slow but natural speed. • Can understand short argumentation on familiar topics that is delivered in simple language at a slow but natural speed; and grasp the main idea.
CSE 2	• Can understand short speeches or talks delivered with standard pronunciation at a slow speed and grasp main ideas.

Table 23 Understanding oral interaction

CSE 9	● Can understand conversations containing low-frequency colloquial expressions or jargon regardless of speech rate; and extract main ideas and supporting details.
CSE 8	● Can understand intentions and opinions of native English speakers who speak with a strong accent, when communicating with them on a wide range of topics. ● Can understand conversations using different English varieties (e.g. African American English, Indian English); and summarise main ideas. ● Can evaluate the rationality and logic of opinions of different sides when participating in impassioned academic discussions. ● Can understand group interviews regardless of speech rate and accent and identify the opinions of the interviewees.
CSE 7	● Can obtain specific information from interactions with native English speakers regardless of speech rate, without asking for repetition or clarification. ● Can understand conversations containing puns and metaphors and infer speakers' implied meaning.
CSE 6	● Can understand the cultural connotations of native English speakers' discourse when communicating with them on topics about daily life. ● Can understand conversations related to his/her own field and spoken with standard pronunciation; and distinguish primary from secondary information. ● Can understand conversations conducted with standard pronunciation and at a normal speed; and infer speakers' implied meaning. ● Can follow business negotiations articulated clearly and with standard pronunciation; and identify speakers' opinions and attitudes.
CSE 5	● Can understand conversations on hot social issues conducted at a normal speed and summarise main ideas. ● Can understand face-to-face interactions conducted at a normal speed and evaluate the appropriacy of speakers' expressions.
CSE 4	● Can understand conversations about daily life with standard pronunciation and at a normal speed; and identify the opinions and stance of different speakers. ● Can understand conversations conducted at a normal speed and evaluate the relevance between pieces of information and the topic. ● Can understand conversations conducted at a normal speed with subtleties in tone and infer speakers' implied meaning. ● Can understand interview questions delivered at a normal speed and identify interviewers' intentions.
CSE 3	● Can understand simple conversations in study and work and identify speakers' intentions. ● Can understand short conversations while shopping and obtain specific information (e.g. prices, sizes). ● Can follow formal conversations conducted at a slow but natural speed and identify topic progression and transition.

CSE 2	- Can follow short daily conversations and obtain specific information (e.g. places, events, relationships among people), provided speech is articulated clearly and delivered at a slow speed. - Can follow short daily conversations and obtain numerical information (e.g. temperature, age, telephone numbers), provided speech is articulated clearly and delivered at a slow speed. - Can follow telephone conversations about daily life, when conducted at a slow speed, and understand speakers' intentions.
CSE 1	- Can understand simple greetings in daily life. - Can follow simple conversations and identify words and phrases about oneself, his/her family, and school, provided speech is articulated clearly and delivered at a slow speed. - Can follow short conversations conducted at a slow speed and identify numbers from 1 to 100 and common colours. - Can understand simple questions about personal information (e.g. name, age, nationality).

6.2.2 Listening comprehension strategies

Listening comprehension strategies include planning, execution and appraising or repair. A comprehensive description covering Levels 1-5 is given, which forms the basis of competence requirement for learners and users at Level 6 or above.

Table 24 Listening comprehension strategies

CSE 5	• Can note down main points and make inferences about what is not clearly heard. • Can infer the meaning of new words based on the context while listening. • Can understand complex logical relationships involved in spoken discourse by drawing on past experience and background knowledge. • Can infer what is not clearly heard by drawing on common sense and/or with the help of body language. • Can identify key information based on logical relationships between sentences while listening. • Can distinguish primary from secondary information with the help of spoken discourse markers. • Can evaluate speakers' viewpoints based on knowledge of their background. • Can activate relevant words and background knowledge before listening based on information given. • Can verify prior judgements and understandings based on the logical relationships between sentences (e.g. causation, transition, progression). • Can understand what is heard based on knowledge about expressions and communication skills typically used in different settings.
CSE 4	• Can distinguish the main idea from supporting information with the help of discourse features while listening. • Can activate knowledge of relevant context and background information by listening for and making associations with key words. • Can determine listening goal and focus before listening. • Can predict what follows based on context and prior knowledge while listening. • Can note down key words to assist listening comprehension.
CSE 3	• Can make inferences about speakers' emotions with the help of keywords. • Can make inferences about people, places, and events with the help of keywords. • Can infer relationships between conversation participants based on their wording and tone. • Can make predictions about the topic and content of spoken discourse with information given. • Can predict topic development with the help of body language and pictures. • Can modify previous misunderstandings while listening. • Can make use of visual aids (e.g. pictures, videos) to assist listening comprehension. • Can evaluate his/her comprehension of what is heard with the help of speakers' gestures and facial expressions. • Can make inferences about speakers' attitudes based on their phonological features (e.g. stress, intonation).
CSE 2	• Can make predictions based on information from pictures or graphs. • Can understand speakers' communicative purposes with the help of their tones, gestures, and facial expressions.
CSE 1	• Can make inferences about speakers' emotions with the help of their tones, gestures, and facial expressions.

6.2.3 Reading comprehension

Reading comprehension ability refers to the ability of language learners and users to construct meaning by applying various types of knowledge (linguistic knowledge and non-linguistic knowledge) and strategies in reading and processing written materials. It comprises competence of identifying, extracting, summarising, analysing, criticising and assessing written information. The scales for reading comprehension include the following six aspects: understanding written description, understanding written narration, understanding written exposition, understanding written instruction, understanding written argumentation, and understanding written interaction.

As elementary-level language learners and users seldom deal with the understanding of written description, narration, instruction and interaction, Level 1 is not described in Tables 25, 27, 28, 30 and Levels 1 and 2 do not appear in Table 29.

Table 25 Understanding written description

CSE 9	● Can appraise the value of linguistically complex descriptions drawn from a variety of fields and perspectives. ● Can appreciate the aesthetic qualities (e.g. those pertaining to language, ideas, or a realm) of lengthy prose essays written in complex and evocative language.
CSE 8	● Can recognise the author's intent in giving a particular description in a literary work. ● Can sum up the main claims of lengthy prose essays with philosophical content and complex language. ● Can appreciate the aesthetics of the language of linguistically complex articles on culture or art.
CSE 7	● Can understand the cultural connotations of linguistically complex articles on social culture. ● Can appreciate the linguistic features of prose essays written in relatively complex language. ● Can analyse, from specific perspectives, the descriptive methods in different articles concerning the same social phenomenon. ● Can analyse the language of linguistically complex lyrical prose essays. ● Can summarise information in connection with people's feelings to explore the inner world of characters presented in lengthy, linguistically complex prose essays. ● Can analyse linguistically complex descriptive articles in order to infer the author's stance on significant topics (e.g. national spirit, social ideals). ● Can appreciate rhetorical devices in lengthy, linguistically complex lyrical prose essays.
CSE 6	● Can infer the author's attitude in a medium-length descriptive article written in relatively complex language. ● Can summarise the major features of a scene described in an essay written in relatively complex language. ● Can evaluate the descriptive methods used in descriptions of people, events, or objects written in relatively complex language.
CSE 5	● Can make a comparative analysis of descriptive methods used in essays on the same topic. ● Can understand the author's feelings in short prose essays written in relatively complex language. ● Can comprehend the rhetorical devices found in linguistically simple prose essays on social life. ● Can understand linguistically simple essays about a character's mentality to comprehend the character's personality or change in emotion.

CSE 4	● Can specify the major features of a scene described in linguistically simple travel writing. ● Can identify the way an author expresses himself/herself in linguistically simple lyrical prose.
CSE 3	● Can understand the main features of customs or cultures as described in a short, linguistically simple essay. ● Can extract the main information about a scenic spot from a description written in simple language. ● Can extract key details about a scenic spot as described in a short, linguistically simple essay.
CSE 2	● Can recognise the major conditions as described in a short, linguistically simple essay about an event. ● Can understand the main features of a person in a short, linguistically simple essay about a person.

Table 26 Understanding written narration

CSE 9	● Can appraise the aesthetic value of poems which are written in an abstract manner and rich in imagery. ● Can understand conflicts and their significance in the script of a play with complex language and plot. ● Can make good sense of the value of a literary work with complex language and plot. ● Can appreciate the features and devices used in a literary work.
CSE 8	● Can get the gist of a poem written in relatively complex language. ● Can summarise the main idea of a literary work with complex language and plot. ● Can evaluate the stylistic features of a linguistically complex novel.
CSE 7	● Can infer the intended meaning of a short story with relatively complex language and plot. ● Can appraise the style of a play script with complex language and plot. ● Can appraise the narrative methods used in biographical writing with relatively complex language. ● Can sum up the typical cultural characteristics in a work about culture and written in relatively complex language. ● Can understand the gist of excerpts from literary classics, including fiction and drama, written in complex language.
CSE 6	● Can analyse the narrative methods of stories which are relatively complex in terms of language and plot. ● Can locate the significant details of literary works such as novels which are written in relatively complex language. ● Can comprehend the implicit meaning in popular editions of works of philosophy. ● Can comprehensively understand characters or events pertaining to social life in stories written in relatively complex language. ● Can understand the logical progression in excerpts from novels written in relatively complex language. ● Can understand the implicit meanings and allusions in fairy tales.
CSE 5	● Can understand figures of speech (e.g. tropes and personifications) in stories written in relatively complex language. ● Can understand the emotion contained in a poem written in simple language. ● Can extract relevant details from social life stories which are relatively complex in language and plot. ● Can summarise the major plot details of a novel written in simple language. ● Can understand the relationship between elements such as characters and events in narrative prose essays written in relatively complex language.
CSE 4	● Can recognise details (e.g. time, character, and place) in articles on social life, such as travel notes, written in relatively complex language. ● Can extract details that communicate a character's feelings and attitudes from stories written in relatively complex language. ● Can work out a character's personality from anecdotes written in relatively complex language. ● Can work out the progression of historical stories which are relatively complex in terms of

	language and plot.
	● Can understand the author's stance or viewpoint in short articles about daily life, written in relatively complex language.
	● Can understand the main idea of a biography with simple language and plot.
	● Can infer the author's intent from a narrative of social life written in simple language.
	● Can distinguish between primary and secondary plots in excerpts from novels written in simple language.
CSE 3	● Can infer the implicit message of an anecdote written in simple language. ● Can extract the main outline of a historical story written in simple language. ● Can analyse the personalities of heroes and antiheroes in a story written in simple language. ● Can pick out the significant events in an abridged version of a biography. ● Can understand the implicit meaning of a fable in simple language. ● Can extract the essential meaning of paragraphs from a story about social life. ● Can understand the intent of the speakers when reading dialogues about daily life.
CSE 2	● Can list key elements, such as people, places, and events, in simple stories. ● Can categorise words pertaining to weather, colour, or animals in linguistically simple materials (e.g. children's songs and nursery rhymes). ● Can analyse the relationship between characters in short, simple everyday dialogues. ● Can recognise key words communicating the author's feelings in diary entries written in simple language. ● Can extract salient information pertaining to the main characters from anecdotes written in simple language. ● Can briefly summarise a character's personality as expressed in anecdotes written in simple language. ● Can grasp the sequence of events in simple stories.
CSE 1	● Can feel the rhyme in children's songs or nursery rhymes. ● Can understand the main ideas in a simple picture book. ● Can distinguish characters from each other in a simple story. ● Can pick out and understand the common words in children's songs or nursery rhymes.

Table 27 Understanding written exposition

CSE 9	● Can appraise the applicability of linguistically complex expository writing in a highly specialised field. ● Can rapidly find relevant information in expository writing in a specialised field. ● Can summarise the main ideas of news stories about specialised fields. ● Can understand the main ideas set out in expository writing beyond his/her area of specialisation.
CSE 8	● Can appraise the author's viewpoint in a linguistically complex article found in an English language newspaper or journal. ● Can summarise the main ideas in linguistically complex articles in political or economic newspapers and journals. ● Can analyse the relationship between different factors in charts in specialised fields. ● Can comprehend the implication of data in charts based on academic research.
CSE 7	● Can summarise the main ideas of specialised reports containing numerous pictures and graphs. ● Can discern the key information in linguistically complex articles on science and technology of long or average length. ● Can summarise the key information in linguistically complex expository writing containing jargon. ● Can summarise the main features of descriptions in linguistically complex expository writing on social sciences. ● Can make a comparative study of the traits of different cultures around the world as they are described in linguistically complex expository writing. ● Can understand research methods as described in research reports written in relatively complex language in specialised fields. ● Can understand the meaning of the data in charts in specialised fields.
CSE 6	● Can summarise the main claims made in popular science articles written in relatively complex language. ● Can identify the key points of information supplied by common news stories. ● Can summarise the main ideas of expository texts about the development of science and technology written in relatively complex language. ● Can summarise the major traits of folk customs as described in expository texts written in relatively complex language. ● Can understand the major findings of surveys on social life written in complex language.
CSE 5	● Can analyse the linguistic features of popular science articles written in relatively complex language. ● Can extract the key information in practical forms of writing (e.g. memos or notes) written in relatively complex language. ● Can understand an expository text's description of a product and its use in everyday life. ● Can analyse data trends presented in common charts. ● Can comprehend the key points made in news with captions explaining social phenomena or topical issues written in relatively complex language.
CSE 4	● Can understand the main points made in short popular science articles.

	● Can summarise the main points made in short expository essays on Chinese and foreign cultures. ● Can understand the meaning of data in simple charts. ● Can understand the main points made in notices, posters, and advertisements in everyday life. ● Can extract the key information from news stories on topical issues written in relatively complex language.
CSE 3	● Can spot specific information such as details pertaining to times and places in common practical forms of writing (e.g. notices or bulletins). ● Can recognise the core information in short, linguistically simple news stories on topical issues. ● Can recognise the key information in short, linguistically simple popular science articles. ● Can summarise the main claims in short, linguistically simple expository essays on culture.
CSE 2	● Can spot the key information in short, linguistically simple expository essays and deictic expressions about everyday life. ● Can understand the main claims in short, linguistically simple expository texts with plenty of illustrations.

Table 28 Understanding written instruction

CSE 9	● Can appraise the use of language in instructions in specialised areas (e.g. instructions for software).
CSE 8	● Can discern the implicit cultural differences in instructive texts used in different social contexts and cultural situations.
CSE 7	● Can understand the requirements of instructive texts such as professional manuals. ● Can appraise the diction in explanatory writing on laws and regulations.
CSE 6	● Can understand the terminology of operational texts in related professional areas. ● Can extract detailed information from instructive writing. ● Can understand the instructions in instructive writing.
CSE 5	● Can understand the specific technical requirements of writing in related professional areas.
CSE 4	● Can understand the connections between steps in procedures in simple flow charts.
CSE 3	● Can understand the task for each procedure in linguistically simple manuals. ● Can summarise the key content of linguistically simple instructive writing on technical requirements.
CSE 2	● Can understand the major task for each procedure in linguistically simple instructions. ● Can understand public signs (e.g. traffic signs).

Table 29 Understanding written argumentation

CSE 9	• Can understand the conclusions of a research project outside his/her fields of study. • Can make inductions from interdisciplinary academic monographs with profound content and abstract concepts. • Can make a critical appraisal of the stance reflected in commentaries on social phenomena or topical issues.
CSE 8	• Can extract the core information from literature in relevant fields of study. • Can make a critical analysis of the logic of arguments in linguistically complex argumentative writing. • Can understand the aims, methods, and conclusions of an academic paper in relevant fields of study. • Can obtain information needed for research from academic monographs in relevant fields of study. • Can make a comparative study of the research methods used in the literature in relevant fields of study. • Can differentiate opinions from facts in commentaries written in complex language and aimed to answer incisive questions. • Can make judgments on the contributions and limitations of academic papers in relevant fields of study. • Can evaluate the rationality of viewpoints in book reviews in relevant fields of study.
CSE 7	• Can appreciate the features of the language used in linguistically complex argumentative writing. • Can extract the main information from literature pertinent to relevant fields of study. • Can infer the author's feelings and attitudes in argumentative texts on profound topics. • Can get the main idea of book reviews in relevant fields of study. • Can understand the logic of the author's thought in a linguistically complex argumentative text. • Can appraise the effectiveness of arguments in linguistically complex argumentative texts. • Can evaluate the practical significance of commentaries on social issues.
CSE 6	• Can comprehend core information from speeches or reports written in relatively complex language. • Can understand the modes of argumentation employed in argumentative texts on social phenomena expressed in relatively complex language. • Can understand and summarise the author's viewpoints and stances in commentaries written in relatively complex language. • Can conduct a critical analysis of the persuasiveness of argumentative texts written in relatively complex language. • Can generalise the main ideas of literature reviews in relevant disciplines. • Can appraise the effectiveness of language used in argumentative texts written in relatively complex language. • Can evaluate the logic of speeches written in relatively complex language.
CSE 5	• Can analyse argumentative texts on common topics to infer the authors' implicit viewpoints and attitudes.

	● Can conduct a comparative or contrastive analysis of different authors' viewpoints on the same topic in argumentative texts.
	● Can summarise the viewpoints and arguments in commentaries on familiar topics.
	● Can understand the connection between the viewpoints and illustrations in argumentative texts on topical social issues.
	● Can identify the main ideas of an author's review of a non-academic book.
	● Can understand the gist of a commentary on social phenomena or topical issues.
	● Can distinguish between opinions and facts when reading speeches on familiar topics.
CSE 4	● Can find the key words embodying the authors' viewpoints on topical issues in short, simple argumentative texts.
	● Can analyse the authors' viewpoints on familiar social phenomena in short, simple argumentative texts.
	● Can make judgements about the consistency between viewpoints and arguments in linguistically simple argumentative texts on topical issues.
	● Can differentiate primary viewpoints from secondary ones in short argumentative texts on current affairs.
	● Can distinguish between opinions and facts when reading linguistically simple speeches.
	● Can understand the core ideas in linguistically simple philosophical argumentative texts.
CSE 3	● Can understand the gist of short, simple arguments about social life.

Table 30 Understanding written interaction

CSE 9	● Can appraise the diction in diplomatic correspondence.
CSE 8	● Can discern the social-historical traits in substantial correspondence between historical figures.
CSE 7	● Can discover evidence of the author's viewpoints and feelings in linguistically complex and long letters. ● Can appraise the diction in government documents written in relatively complex language. ● Can appraise the appropriacy of diction in business correspondence written in relatively complex language. ● Can make a comparative analysis of the diction and style used in a variety of correspondence.
CSE 6	● Can appraise the diction in commercial correspondence. ● Can summarise the main ideas of relatively long situational dialogues about social life.
CSE 5	● Can extract the core information from practical forms of writing (e.g. letters of application and recommendation). ● Can understand the main points in simple business dialogues. ● Can comprehend the author's stance in material about social phenomena (e.g. letters and blogs).
CSE 4	● Can extract the key information from letters about everyday life. ● Can make a judgement about the appropriacy of the language used in linguistically simple letters. ● Can extract the core information from commercial correspondence.
CSE 3	● Can extract the core information from official invitations. ● Can infer the intent of the speakers in brief and simple dialogues about everyday life. ● Can understand the authors' viewpoints in short, simple letters about social issues. ● Can distinguish primary from secondary information in short, simple notices or posters.
CSE 2	● Can pick out the key information in notes or notices in everyday life.

6.2.4 Reading comprehension strategies

Reading comprehension strategies include planning, execution and appraising/repair. The scale for reading comprehension strategies provides a comprehensive description of Levels 2-8. Level 1(seldom involved) and Level 9 (same requirement as those by Levels 2-8) are not listed in this section.

Table 31 Reading comprehension strategies

CSE 8	● Can comprehensively appraise language styles through reading a number of similar texts.
CSE 7	● Can predict a book's or a text' main themes by scanning its table of contents. ● Can make a plan for reading speed and focus according to the goals set before reading. ● Can attain a better understanding of a text's intent by analysing its rhetorical devices. ● Can check the accuracy of a book or a text by reading related information in different materials.
CSE 6	● Can find target information quickly by scanning the index. ● Can infer the author's attitudes with the help of diction or rhetorical devices. ● Can improve understanding by activating prior knowledge of genres. ● Can improve comprehension with reference to examples and details in the texts. ● Can increase reading speed by using "sense groups". ● Can understand reading materials by discriminating the meaning of words in a specific context. ● Can understand difficult and ambiguous sentences by translating them into his/her mother tongue. ● Can evaluate comprehension of the text through its abstract.
CSE 5	● Can evaluate the extent of prior knowledge about the topic before reading. ● Can deepen understanding by generalising from what has been read. ● Can guess the meanings of new words via the definitions, examples, repetitions, synonyms, and antonyms in the text. ● Can infer the author's intent by using prior knowledge of genres (e.g. advertisements for publicity, expositions for explication). ● Can identify the parts of speech or guess the meanings of new words with the help of syntactic knowledge. ● Can predict the content of the later part of the text by referring to the previous parts. ● Can make a judgement about the focus of the texts with the aid of repeated information. ● Can pinpoint the subject matter of an essay by raising questions (e.g. What's the author's intent?). ● Can comment on the logical structure of the text with reference to the sequencing of the information. ● Can acquire background knowledge by consulting reference books. ● Can overcome difficulties in reading by searching for helpful information on the internet.
CSE 4	● Can plan the reading process by browsing the length and structure of the text. ● Can improve his/her understanding by making comparisons and contrasts to analyse the main ideas of a text. ● Can review or memorise the content by formulating outlines. ● Can understand meanings of words via the analysis of word formation.

	●	Can understand sentences by deciding on the intended illocutionary force (e.g. the making of a request, refusal, order).
	●	Can discover the key information or details by skimming, scanning, or browsing.
	●	Can understand viewpoints by identifying the logical connections among sentences.
	●	Can quickly find relevant information.
	●	Can keep the reading goals in mind.
	●	Can make correct use of reading skills and make adjustments by assessing his/her comprehension.
	●	Can improve his/her understanding via Writing Expression Strategies (e.g. comparison and contrast).
	●	Can check his/her understanding of a text by extracting key thematic terms after reading.
	●	Can assess the effectiveness of his/her reading strategies and adjust them accordingly.
	●	Can use common sense to assess the rationality of the content.
CSE 3	●	Can predict the general content by reading the title of the text.
	●	Can plan the reading process according to stated goals.
	●	Can adjust reading speed and skills in accordance with a given purpose.
	●	Can assist understanding with the help of background knowledge.
	●	Can predict the progression or ending of a story with the aid of clues in the text.
	●	Can tell opinions from facts with the aid of language markers (e.g. "in fact", "I think").
	●	Can uncover the author's viewpoint with the help of conjunctions (e.g. "but", "however", "like", "in the same way") used in the reading materials.
	●	Can determine the relationship between sentences and paragraphs with the help of conjunctions.
	●	Can improve understanding of key information through the aid of visual cues such as capitalisation, italics, or underlining.
	●	Can understand the meanings of sentences by analysing sentence structure.
	●	Can improve understanding by reviewing the progression in the story.
	●	Can deepen understanding of a text by summarising the major ideas.
	●	Can improve understanding by referencing key words or topic sentences.
	●	Can understand texts on the same topic with the assistance of materials in his/her mother tongue.
	●	Can identify the main idea by scanning.
	●	Can memorise what has been read by forming associations on the basis of images.
	●	Can check the accuracy of reading comprehension with reference to context.
	●	Can remedy the shortcomings of reading comprehension by undertaking revision activities after reading.
	●	Can search for information in reference books or on the internet to help understanding of relevant content.
CSE 2	●	Can understand short picture stories with the help of illustrations.
	●	Can deepen understanding by slowing down reading speed or reading repeatedly.
	●	Can understand the meanings of sentences with the assistance of punctuation.
	●	Can guess the meanings of words or sentences by examining the development of the text.
	●	Can ascertain the target information quickly with the help of key words.

6.3 Language expression and language expression strategies

6.3.1 Oral expression

Oral expression ability is the ability by which a speaker can effectively perform the task of oral communication and thus achieve communicative goals by appropriately applying linguistic knowledge and communicative strategies based on his/her analysis of situation, participators, intentions of expression, communicative channels, and other contextual factors. The scales for oral expression competence involve the following six aspects: oral description, oral narration, oral exposition, oral instruction, oral argumentation and oral interaction.

Table 32 Oral description

CSE 9	● Can accurately and smoothly describe the details of social problems in order to solve them (e.g. customer complaints and accident disputes).
CSE 8	● Can describe subtle differences between objects or emotions of a similar nature using appropriate vocabulary. ● Can vividly describe real or historical persons, locations, or events.
CSE 7	● Can clearly and accurately describe his/her common symptoms when seeing a doctor.
CSE 6	● Can give a detailed and accurate description of scenery or places. ● Can describe in detail the main characters and scenes of a story or a movie. ● Can give a detailed and orderly description of the progression of hot social issues. ● Can describe his/her plans or experiences using a rich and accurate vocabulary.
CSE 5	● Can briefly compare different cultural traditions or customs (e.g. Chinese and Western festivals). ● Can accurately describe his/her feelings (e.g. joy, sorrow, or fear). ● Can describe in detail common events/objects, character traits, and everyday scenes. ● Can describe in an orderly way arrangements for activities (e.g. class meetings or family gatherings).
CSE 4	● Can briefly describe audio or video recordings on familiar themes. ● Can briefly describe his/her school or workplace (e.g. its location or occupants). ● Can describe in detail his/her wishes or aspirations (e.g. expected trips or ideal jobs). ● Can introduce him/herself in detail (e.g. study, work, hobbies). ● Can briefly describe past or upcoming events in chronological order. ● Can briefly describe cultural traditions or customs. ● Can briefly describe his/her symptoms when seeing a doctor.
CSE 3	● Can, with the help of others, describe his/her or other people's experiences in simple terms prompted by a picture or text. ● Can express personal needs, wishes, and feelings in simple terms. ● Can describe common Chinese and international festivals in simple terms.

CSE 2	● Can describe, after preparation, his/her dreams or aspirations in simple terms.
	● Can describe his/her feelings in simple terms (e.g. happiness, anger, excitement, boredom).
	● Can describe the features of familiar objects in simple terms (e.g. material, weight, shape).
	● Can describe the characteristics of familiar persons in simple terms (e.g. appearance, clothes, occupation).
	● Can describe familiar places in simple terms (e.g. hometown and cities visited).
	● Can describe his/her recent work or studies in simple terms.
	● Can describe the role he/she assumes or plays in simple terms in either real-life or simulated situations.
CSE 1	● Can describe his/her habits and routines in simple terms.
	● Can give basic information about him/herself (e.g. name, age, birthplace).
	● Can describe the length, size, and colour of everyday objects in simple terms.

Table 33 Oral narration

CSE 9	• Can tell stories from history, tales from literature, or anecdotes, with lively and vivid language and rich details, skilfully involving listeners.
CSE 8	• Can briefly and concisely retell an event reported by the media and elaborate on the details, if necessary.
CSE 7	• Can, with preparation, narrate the allusions and legends about places of interest in detail.
CSE 6	• Can paraphrase the content of an article in a complete and detailed manner, if the topic is familiar. • Can vividly describe the events he/she has experienced in detail. • Can describe an emergency incident in detail, such as reporting the entire course of an event to the police. • Can adapt or continue a story using his/her own words.
CSE 5	• Can describe his/her personal experiences at different stages of life in detail, such as education or life experience. • Can retell the main idea of a story he/she has read, using the words or sentences of the original text. • Can describe the main plot of a novel or film.
CSE 4	• Can tell a short story in a relatively complete and coherent manner. • Can retell the main plot of a short story in a relatively complete manner. • Can briefly report what happened during an event. • Can coherently describe a personal experience, such as a trip.
CSE 3	• Can briefly describe the elements of an event, such as time, place, and character. • Can briefly retell or paraphrase what others have said. • Can briefly retell the main idea of a short passage.
CSE 2	• Can, with preparation, tell simple and familiar short stories. • Can create and role-play short dialogues; or tell short stories and narrate personal experiences with the support of others or pictures.
CSE 1	• Can name objects in pictures. • Can read short dialogues.

Table 34 Oral exposition

CSE 9	● Can present his/her own research in detail and respond to questions coherently and logically at international conferences in his/her field. ● Can elaborate on abstract and complex issues, such as national policy, principles, and systems.
CSE 8	● Can give a detailed explanation and interpretation of articles or speeches with relatively abstract content. ● Can explain and analyse the lines of argument in public speeches in a comprehensive and logical manner. ● Can make a complete and logical summary of the information in a video or audio recording. ● Can interpret or explain complex issues using logical analysis, such as identifying priorities and highlighting essential points. ● Can offer a lucid explanation of abstract theories. ● Can accurately convey the main ideas and supporting details in an academic lecture.
CSE 7	● Can give a detailed and coherent report of the research that he/she is undertaking, such as reporting a project's progress or current priorities. ● Can make impromptu speeches in a coherent and logical manner on topics related to school, work, and the community. ● Can elaborate on his/her plan or action in a persuasive manner. ● Can give a comprehensive and accurate summary of the materials that he/she has read. ● Can briefly analyse literary reviews, including the choice of diction, delivery, and effect. ● Can make relatively in-depth oral comments on literary works, movies, TV programmes, or artistic works. ● Can briefly explain the artistic effects of literary works, movies, and TV programmes and explain the techniques used in their creation. ● Can give a detailed explanation of topics in his/her own field in a logical and comprehensible manner. ● Can give a coherent oral report of the procedure and result of an experiment or investigation.
CSE 6	● Can present a detailed analysis with comments of an article or an interview in a coherent and logical manner. ● Can clearly interpret and analyse the current state of, reasons for, and solutions to a hot social issue. ● Can give an explanation of the causes of a problem and propose a solution during a discussion. ● Can briefly present and explain viewpoints in formal meetings or seminars. ● Can elaborate on relevant details based on communicative needs.
CSE 5	● Can give a coherent and detailed explanation of his/her choices or personal preferences and give justifications. ● Can give a clear and coherent explanation of a plan, such as what to do and how to do it. ● Can effectively communicate with others on his/her circumstances and needs in the case of an emergency, such as reporting an emergency or making an emergency call. ● Can, after consulting operation manuals or guidelines, give a brief explanation of procedures or policies such as operating a computer or applying for a driver's license. ● Can, after preparation, present views coherently on hot social issues. ● Can briefly explain the basic rules of some popular sports or games.

CSE 4	● Can give short introductory descriptions for courses available at a school after consulting course descriptions or other relevant materials. ● Can give a detailed description of his/her life plans and explain the reasons. ● Can give a detailed explanation of everyday occurrences, such as running late or being absent. ● Can briefly describe why he/she is qualified for a job or position. ● Can briefly describe the steps of common activities in work or study contexts. ● Can give a brief description of or commentary on a famous person, a place of historical interest, or a cultural tradition. ● Can, after preparation, give a short presentation on topics related to school, society, or work. ● Can, after preparation, elaborate on the reasons he/she likes a particular movie or a piece of music. ● Can, after preparation, briefly present views on social problems, such as pocket money, the generation gap, and being rebellious.
CSE 3	● Can, after preparation, use simple words to express views or ideas on topics that are pertinent to his/her everyday life or study. ● Can accurately convey information given by teachers, such as homework, lesson planning, and class schedules.
CSE 2	● Can, with help from others, use simple words to describe functions of everyday items. ● Can use simple words to explain common rules, regulations, or instructions, such as basic traffic rules or indication signs.
CSE 1	● Can use simple words to express his/her likes and dislikes.

Table 35 Oral instruction

CSE 9	● Can give clear and well-constructed oral instructions in a style appropriate to the context and in a tone that would help the recipient to notice significant points.
CSE 8	● Can give coherent and clear oral instructions on on-going experiments or research.
CSE 7	● Can give clear, explicit, and detailed oral instructions on how to handle complex affairs (e.g. business negotiations or symposium programmes).
CSE 6	● Can give clear and explicit oral instructions on the methods, steps, or procedures for implementing certain plans (e.g. a spring outing or making a donation). ● Can deliver detailed instructions or make requests to classmates/colleagues at school/work.
CSE 5	● Can present detailed travel plans to others with the help of a map or a guidebook. ● Can explicitly explain the operational system of an instrument or device by referring to a manual.
CSE 4	● Can briefly respond to others' enquiries in daily communication (e.g. asking for directions). ● Can give simple oral instructions during familiar activities, such as sports or games. ● Can outline the operational procedures of common electrical appliances (e.g. computers and smart phones).
CSE 3	● Can give brief, short, and common instructions or commands in oral interactions. ● Can give short oral instructions to assign roles and tasks during tasks involving group cooperation.
CSE 2	● Can provide simple information about routes, directions, and other topics in familiar communication situations. ● Can provide simple oral instructions, such as "Open the door" and "Stand up".
CSE 1	● Can ask and answer simple questions about the position of certain objects.

Table 36 Oral argumentation

CSE 9	• Can give inspiring impromptu speeches on professional topics. • Can articulate his/her views on foreign affairs and can effectively defend his/her position.
CSE 8	• Can give speeches on professional topics and use appropriate evidence to support his/her arguments. • Can give well-structured and logical argumentative speeches on familiar topics. • Can discuss complicated and abstract topics and can express clear viewpoints and profound content.
CSE 7	• Can extensively and coherently elaborate on his/her views on academic or professional topics. • Can express his/her own viewpoints on social or cultural topics and provide extensive supporting arguments. • Can give persuasive speeches in speech contests. • Can organise ideas logically on formal occasions, such as seminars in his/her field, and can select appropriate evidence to support them. • Can provide convincing arguments in speeches based on specific topics by appropriately using statistics, presenting evidence, citing examples, and incorporating other means. • Can make appropriate comments on others' views, inferences, and argumentation in discussion. • Can synthesise and refine the main points in professional discussions to demonstrate comprehensive understanding of the problems under discussion.
CSE 6	• Can adequately express opinions and articulate his/her stance with sufficient evidence on hot social issues, such as environment protection. • Can effectively persuade others to adopt her/his views on education, careers, and other life choices, by analysing the situation from multiple perspectives and weighing the advantages and disadvantages. • Can express personal opinions with reasonable insight on given topics. • Can give in-depth comments on the information he/she has heard, seen, or read. • Can compare reports on an event that has appeared in news media such as TV and the internet and express opinions with reasonable insight.
CSE 5	• Can compare the advantages and disadvantages of different choices and make decisions accordingly, such as where to travel or which products to buy. • Can, after preparation, express brief opinions on topics relevant to his/her background. • Can give brief comments on literary works, such as movies, calligraphy, paintings, and novels. • Can present ideas logically and effectively emphasise main points in a speech. • Can give pertinent comments on other people's speeches. • Can clearly express his/her views on and attitudes towards hot topics under discussion. • Can elaborate on his/her views with concrete examples in formal speeches.
CSE 4	• Can give brief oral comments on a written text. • Can comment on a presentation given by others. • Can explain the main points in his/her speech and support them with appropriate evidence.
CSE 3	• Can use simple language to express his/her views on everyday topics. • Can give short responses to inquiries from others. • Can cite examples from everyday occurrences as evidence to support his/her viewpoint.
CSE 2	• Can use simple language to express his/her own opinions, based on the provided verbal cues or with the help of others.
CSE 1	• Can express his/her attitudes to familiar events or actions, such as agreement or disagreement and approval or disapproval.

Table 37 Oral interaction

CSE 9	● Can smoothly and comfortably discuss abstract and complex social topics without any language barrier. ● Can effectively communicate and consult on complex and controversial issues in his/her field of expertise. ● Can use language flexibly and fluently when hosting events or being interviewed.
CSE 8	● Can communicate smoothly with others in professional seminars. ● Can effortlessly participate in group discussions and debates on abstract and complex topics. ● Can participate fully and effectively in discussions on a wide range of topics in formal and informal settings. ● Can appropriately express personal opinions on challenging and sensitive topics. ● Can effortlessly and easily engage in debate about topics related to his/her professional background. ● Can communicate and negotiate effectively in business communication on topics such as business arrangements, product prices, and related matters. ● Can effectively negotiate compensation, liability, and other matters when dealing with disputes.
CSE 7	● Can converse smoothly and thoroughly with others on familiar topics. ● Can use persuasive language to lodge compensation claims and indicate the bottom line in dealing with disputes. ● Can discuss medical procedures or speak with medical staff during medical treatments. ● Can communicate spontaneously with others on popular social issues and express views clearly and logically. ● Can confidently respond to questions during an interview.
CSE 6	● Can communicate smoothly in daily business settings. ● Can communicate politely and appropriately with others during disputes that arise in everyday life, study, or work settings. ● Can effectively debate popular social issues. ● Can respond appropriately to unexpected comments, such as criticisms and queries in everyday life.
CSE 5	● Can effectively consult with relevant staff on study and work issues. ● Can engage in discussions with others on popular social issues. ● Can answer unprepared questions in interviews or after a presentation. ● Can carry out a prepared interview, checking and confirming respondents' information. ● Can conduct simple negotiations when problems arise on a trip. ● Can communicate effectively with others on familiar topics during audio or video conferences. ● Can briefly discuss with peers an article that he/she has read. ● Can participate in academic discussions and communications using simple language. ● Can engage in simple conversations about routine maintenance services (e.g. repair and maintenance of equipment or replacement of facilities). ● Can communicate effectively with salespeople when shopping (e.g. asking for information about items and bargaining).

CSE 4	● Can engage in simple conversations about goods information (e.g. colour, size, style, price of goods) when shopping. ● Can briefly discuss topics such as family or school. ● Can discuss his/her dreams or plans with others, such as plans for studying abroad or careers he/she would like to pursue. ● Can conduct brief conversations about exchanging goods, refunds, or other business matters. ● Can make requests and carry on simple negotiations about services, bills, and other transactions. ● Can book everyday services over the telephone (e.g. medical appointments, tickets, meals). ● Can ask about accommodation and travel arrangements when receiving foreign guests. ● Can briefly answer customers' inquiries at work. ● Can talk to staff at a rental company about hiring vehicles. ● Can speak with clerks at the bank about day-to-day tasks (e.g. opening or cancelling accounts, making deposits or withdrawals). ● Can conduct day-to-day communications about everyday learning, such as arranging appointments or asking for course/exam information.
CSE 3	● Can participate in group discussions about related content using simple language. ● Can exchange information with others on familiar topics. ● Can participate in group discussions about everyday topics with the help of others. ● Can communicate with others, such as hotel front desk staff, for general needs and inquiries.
CSE 2	● Can ask about others' feelings in everyday conversation. ● Can talk with others and decide on the time and place for get-togethers or meetings. ● Can negotiate time arrangements with others using simple words and phrases. ● Can describe dietary requirements using simple terms and ask about prices when ordering a meal.
CSE 1	● Can exchange greetings or holiday wishes with others.

6.3.2 Oral expression strategies

Oral expression strategies refer to the communicative strategies adopted by language learners and users in performing oral communication tasks. The strategies include planning, execution, assessment/compensation.

Table 38 Oral expression strategies

CSE 9	● Can easily and effectively adjust the content and style of expression based on the audience's social and cultural background. ● Can naturally integrate and guide conversations by methods such as turn-taking and making direct or indirect references. ● Can effectively compensate for errors and make immediate corrections.
CSE 8	● Can plan for different purposes and audiences in order to enhance effectiveness and persuasiveness of speech. ● Can use appropriate rhetorical devices or humorous language to enhance the effect of oral expression and achieve communicative goals. ● Can tactfully compensate for deficiencies in expression by using circumlocutions.
CSE 7	● Can enhance the effectiveness of his/her communication by adjusting the content and style of expression through preparation based on an appraisal of the audience and communicative purposes. ● Can express the desire to speak, as appropriate, and hold the floor. ● Can confirm whether he/she was understood by others through asking questions and, if necessary, provide further explanations.
CSE 6	● Can prepare and organise ideas before spontaneous speeches. ● Can give appropriate feedback and comments on others' speech errors in a way that maintains the discussion. ● Can make timely corrections of his/her speech errors during oral communication.
CSE 5	● Can adapt speech content as appropriate and enhance the effect of expression through preparation or rehearsing. ● Can summarise the points reached in a discussion and ensure the talk is on topic. ● Can check whether listeners have understood his/her talk by asking follow-up questions.
CSE 4	● Can show appropriate degrees of politeness based on the identity of the interlocutor. ● Can get and hold the floor in daily conversations. ● Can ask for clarification when failing to understand the interlocutor.
CSE 3	● Can select appropriate fixed expressions in different daily communicative situations. ● Can accomplish communicative tasks by paraphrasing and coining of words. ● Can ask the speaker to repeat something he/she did not understand.
CSE 2	● Can select vocabulary and tone appropriate for different contexts in simple daily communications. ● Can use substitution to compensate for linguistic deficiency. ● Can identify his/her mispronunciations and self-correct with some delay.
CSE 1	● Can use simple words or phrases to ask for repetition when misunderstandings occur. ● Can use simple hand gestures or demonstrative pronouns to help express meaning and overcome communication problems. ● Can respond to simple questions using body language.

Table 39 Oral expression strategies: planning

As Level 1 language learners and users seldom use the planning strategies in oral expression no description is given in this section.

CSE 9	● Can fluently and effectively adjust the content and styles of expression based on the audience's social or cultural background.
CSE 8	● Can plan and organise persuasive formal speeches or debates for different purposes and audiences to make the expression more effective and more convincing.
CSE 7	● Can make a speech more persuasive by choosing and organising appropriate information and ideas based on communicative purposes and audiences. ● Can choose or adjust his/her own expressions based on the interlocutor's wording. ● Can use appropriate styles of expression based on the interlocutor's attitudes, feelings, or intentions. ● Can start and conclude a speech in an appropriate way, such as with literary quotations and anecdotes.
CSE 6	● Can use appropriate tone, voice, and rhythm for a given speech location or for the identity and size of the audience. ● Can use sentence structures with different degrees of complexity based on the content and purpose of the expression. ● Can inform and persuade others using such logical means as indicating chronological sequences, thematic patterns, and causal relationships. ● Can explicitly organise thoughts and key points in an impromptu speech based on topics which have been provided in advance. ● Can use reasonable linguistic forms to fulfil different communicative functions based on different communicative situations, audiences, and purposes.
CSE 5	● Can effectively adjust the content of a speech by rehearsing. ● Can use appropriate non-verbal means to facilitate expression based on communicative needs. ● Can select appropriate means (e.g. visual, audio, graphic) to communicate ideas effectively.
CSE 4	● Can selectively and appropriately cite examples to support his/her views on a given topic when preparing a speech. ● Can selectively use expressions of different degrees of politeness for different interlocutors.
CSE 3	● Can selectively and appropriately use oral expressions when greeting people or saying farewell, based on communicative needs. ● Can selectively and appropriately use set phrases in everyday communication, based on the situation.
CSE 2	● Can selectively and appropriately use words and intonation in short daily exchanges.

Table 40 Oral expression strategies: execution

CSE 9	• Can interweave his/her contribution into a discourse and guide the conversation with natural turn-taking, referencing, and allusion making. • Can avoid sensitive topics by speaking in a tactful and humorous manner.
CSE 8	• Can give pertinent responses to diverse perspectives and summarise points of agreement and disagreement in academic symposiums. • Can appropriately quote others' words when presenting his/her ideas. • Can use appropriate rhetorical devices to strengthen effects in oral presentations. • Can use appropriate non-verbal expressions skilfully, such as facial expression and body language, to achieve the purpose of the communication. • Can gain the floor by appropriately commenting on key words or information given by others.
CSE 7	• Can use suitable words to take the floor, hold the attention of the other speaker, and gain time for thought. • Can appropriately preface remarks used to get and keep the floor. • Can make accurate use of stress or phrasing to convey particular meanings in presentations or reports. • Can deepen the understanding of relevant issues by raising questions and making detailed inquiries at conferences in his/her fields. • Can shift topics skilfully to avoid unfamiliar topics or his/her weak points. • Can respond to others' opinions and make objective statements on professional topics.
CSE 6	• Can speak in a sufficiently polite manner to maintain a harmonious atmosphere conducive to communication. • Can give appropriate feedback and comments on the speeches or remarks of others to maintain the discussion. • Can use classic speech models, such as introduction, body, and conclusion, to formulate arguments, give persuasive speeches, and engage in debates. • Can initiate, maintain, and conclude the discourse naturally in formal conversations. • Can intervene naturally in formal conversations using appropriate language. • Can confirm the speaker's intentions and points of view through effective questioning. • Can gain time for thought in long stretches of talk by means of repetition, short pauses, and drawling. • Can take the floor, intervene, and close a conversation naturally and appropriately. • Can sustain the conversation by offering help when others encounter difficulties in communication. • Can sustain the conversation by shifting the topic when encountering difficulties in communication. • Can manage the discussion by shifting the topic when others suffer breakdowns in communication. • Can maintain the flow of the discussion by nominating the next speaker when he/she is about to finish speaking.

CSE 5	● Can make strategic use of props, digital media, or visual displays of data to enhance the audience's understanding of the speech. ● Can keep the conversation going by adapting his/her use of language to the interlocutors' (e.g. using cyber language). ● Can make strategic use of questions to ensure that he/she is clearly understood. ● Can naturally nominate others to speak by introducing them. ● Can use common patterns or hesitation fillers (e.g. I mean...; You know...) to gain time to find the right words or expressions. ● Can summarise the major points in a discussion at the appropriate time to ensure that it stays focused on the topic. ● Can use circumlocution when difficulty of expression arises (e.g. paraphrasing, exemplifying, using literal translation). ● Can gain the floor in a respectful way in formal discussions. ● Can make accurate use of non-verbal cues (e.g. eye contact, facial expressions, body language) in accordance with the situation and communicative needs.
CSE 4	● Can take the initiative and hold on to a turn in everyday communication. ● Can repeat what someone has said to confirm the understanding is correct. ● Can respond to others appropriately to keep the conversation going. ● Can use simpler equivalents or synonyms when failing to comprehend more difficult words. ● Can use strategies such as code-switching between Chinese and English or literal translation to facilitate understanding between him/herself and the interlocutor. ● Can use phatic expressions to initiate or close conversations or to ask questions. ● Can gain time for thought by repeating certain words or phrases.
CSE 3	● Can use pictures or multimedia techniques appropriately when describing or giving an introduction. ● Can encourage people to join a discussion by asking for their opinions. ● Can use circumlocution to facilitate communication, such as substituting "a kind of blue flower" for "orchid". ● Can coin words to fulfil a communicative task (e.g. substituting "air ball" for "balloon"). ● Can use filled pauses (e.g. em, uh, er) to gain time for thought. ● Can close a conversation in a proper way in daily communication.
CSE 2	● Can keep the conversation going by inquiring in Chinese about the points that he/she has failed to understand. ● Can use substitutions to indirectly explain the information that he/she cannot express (e.g. substituting "table" or "chair" for "furniture"). ● Can seek help and keep the conversation going by using Chinese words as a substitute for words that he/she cannot express.
CSE 1	● Can respond to simple questions using body language.

Table 41 Oral expression strategies: assessment and compensation

CSE 9	● Can provide further explanations based on the audience feedback when elaborating on complicated and abstract concepts. ● Can cover his/her errors with humorous language in oral communication and make immediate corrections.
CSE 8	● Can use circumlocutions or avoidance strategies to make up for deficiencies in expression. ● Can immediately self-correct oral expressions that do not conform to pragmatic norms.
CSE 7	● Can recognise logical problems in his/her oral expression and adjust speech content accordingly. ● Can infer meaning from context in order to maintain the conversation when comprehension difficulties occur. ● Can confirm particular details by asking questions when the interlocutor's accent is unfamiliar. ● Can interject in his/her talk if necessary, asking for clarifications of particular opinions. ● Can ask follow-up questions to check whether other people understand his/her intention and can make further explanations during discussions pertaining to his/her own professional field.
CSE 6	● Can reword or rephrase opinions more explicitly based on the audience's feedback. ● Can immediately self-correct errors in grammar, syntax, and word use in his/her oral expression. ● Can appraise the effect of his/her utterance, speech rate, or intonation on the audience when delivering a speech and make adjustments accordingly. ● Can recognise and immediately adjust his/her inaccurate or inappropriate wordings or syntactic structures in oral expression.
CSE 5	● Can avoid misunderstandings by stressing key points in utterances. ● Can confirm whether his/her utterance has been understood through asking questions. ● Can quickly self-correct errors in verb tense in oral expression.
CSE 4	● Can ask for clarification when misunderstandings occur. ● Can promote correct understanding by making clarifications or giving explanations when misunderstandings occur. ● Can correct errors in the use of tenses with some delay when describing what happened in the past.
CSE 3	● Can ask for repetitions when misunderstandings occur through using simple sentences (e.g. "I beg your pardon?"). ● Can take the initiative to seek help when encountering difficulties in expression, e.g. ask the interlocutor to provide appropriate words or expressions. ● Can make compensations through using literal translation when encountering difficulties in expression (e.g. "Yangtze River" can be expressed as "Long River"). ● Can help the interlocutor to understand his/her meaning by making adequate explanations or citing examples when misunderstandings occur.
CSE 2	● Can recognise his/her mispronunciations and make timely corrections. ● Can recognise his/her own misuse of words that share similar pronunciations (e.g. daughter and doctor) and self-correct accordingly.
CSE 1	● Can indicate his/her confusion through facial expressions or body language in simple oral communication. ● Can ask for repetition using simple words when misunderstandings occur (e.g. "Pardon?"). ● Can use simple hand gestures or demonstrative pronouns like "this" or "that" to facilitate expression when encountering difficulties in communication.

6.3.3 Written expression

Written expression is channeled by a repertoire of writing functions, purposes and contexts. Therefore, learners'/users' ability to express in written form is mainly manifested by their capability of producing written texts of various functions. Under written expression, there includes written description, written narration, written exposition, written instruction and written interaction.

Written instruction and written argumentation are rarely applicable to learners/users of Level 1, and are therefore excluded from Tables 45 and 46. Level 9 is absent from Table 45 owing to the fact that this level overarches the descriptors of its lower levels (Levels 2 to 8).

Table 42 Written description

CSE 9	● Can describe natural scenery from different angles with appropriate, vivid, and visual language. ● Can vividly and meticulously describe the psychological features that reveal the personality of a character in creative writing.
CSE 8	● Can objectively describe and analyse the salient features of a series of events. ● Can concisely describe features of Chinese culture to foreigners in an appropriate and coherent manner.
CSE 7	● Can describe data or statistics with accuracy and clarity. ● Can summarise the main plots of novels. ● Can accurately describe subjective experience and feelings.
CSE 6	● Can describe common goods or products in a relatively accurate and clear manner. ● Can briefly describe historical and literary figures in sufficient and salient detail.
CSE 5	● Can describe familiar people or objects with sufficient clarity and explicit expression. ● Can describe a familiar scene or setting (e.g. a traditional festival or a celebration) in a detailed manner. ● Can describe personal experiences from life and study in relatively detailed content and coherent language.
CSE 4	● Can clearly describe familiar places (e.g. hometown and campus). ● Can briefly describe changes to familiar people or surroundings. ● Can briefly describe favorite movies, including main characters and storyline.
CSE 3	● Can briefly describe recent experiences or mood. ● Can briefly describe personal activities (e.g. sports meetings and class meetings). ● Can briefly describe favorite places (e.g. school and neighbourhood). ● Can briefly describe the salient features of familiar people or objects.
CSE 2	● Can describe dreams and wishes with simple short sentences. ● Can describe the salient features of familiar people, objects, or places with simple words or sentences. ● Can briefly describe family life. ● Can briefly describe features of weather or climate. ● Can clearly describe personal means of everyday transportation.
CSE 1	● Can briefly and accurately describe pictures with words or phrases. ● Can briefly describe the features of common animals with words or phrases. ● Can briefly describe likes and dislikes. ● Can label the names of familiar people, places, or objects in pictures.

Table 43 Written narration

CSE 9	● Can produce creative work based on social phenomena, using authentic, natural, and elegant linguistic expression.
CSE 8	● Can produce creative work in certain genres (e.g. skilfully-designed humorous short stories).
CSE 7	● Can write complete and standardised news reports about social events. ● Can compose stories with complex plots and vivid content.
CSE 6	● Can write science-fiction stories with clear, organised structure and interesting content based on written input or visual prompts. ● Can give a generally accurate and complete summary of the plot points of movies or dramas. ● Can give clear and organised narrations of well-known Chinese myths, legends, and folklore.
CSE 5	● Can compose short plays with relatively complete plots on familiar themes. ● Can narrate events with clear structure and vivid content. ● Can provide a relatively coherent narration of his/her experiences.
CSE 4	● Can write short stories with sufficiently complete storylines based on written or visual input. ● Can briefly and coherently narrate important events in his/her life. ● Can clearly narrate familiar activities (e.g. class meetings, contests, club activities).
CSE 3	● Can write sufficiently complete short stories based on visual input. ● Can narrate in simple terms what he/she has experienced, including causes, processes, and results.
CSE 2	● Can complete short stories based on visual input. ● Can write simple sentences to narrate his/her daily activities. ● Can write simple sentences to describe what he/she plans to do.
CSE 1	● Can describe in simple terms what he/she is doing. ● Can write simple words and sentences to describe familiar daily activities. ● Can briefly describe what he/she often does based on written or visual input.

Table 44 Written exposition

CSE 9	● Can write detailed product specifications in language conforming to industry norms.
CSE 8	● Can write substantive reports on topics related to history, society, or culture. ● Can use easy-to-understand language to explain professional knowledge unfamiliar to readers. ● Can explain certain abstract concepts in a clear and logical way.
CSE 7	● Can summarise factual and imaginative texts, highlighting the most important points. ● Can write an academic paper in his/her discipline, elaborating on the research process, major challenges, and main findings. ● Can properly explain certain social or natural phenomena and analyse tendencies in data and rules of change.
CSE 6	● Can write reports on experiments or surveys with appropriate detail. ● Can write a detailed action plan for a project. ● Can write an abstract for a research paper, conforming to academic conventions.
CSE 5	● Can describe data presented in a graph, table, or chart in a relatively accurate and complete manner. ● Can clearly explain the process of campus events (e.g. welcome parties and society meetings). ● Can write a relatively detailed introduction to a familiar product, highlighting its main features. ● Can clearly explain patterns of distribution shown in a graph and explain how they develop. ● Can explain how to deal with daily routines (e.g. returning goods online or making a complaint).
CSE 4	● Can briefly state opinions on common topics. ● Can briefly express how he/she feels after taking part in certain social activities. ● Can briefly explain familiar but abstract concepts (e.g. friendship or happiness).
CSE 3	● Can clearly explain the process or the procedure of doing something (e.g. planting a tree or borrowing a book from the library). ● Can clearly express his/her attitudes towards things around him/her. ● Can clearly explain familiar rules and regulations (e.g. school rules or codes of conduct). ● Can briefly explain the arrangement of campus events (e.g. school sports meets or class meetings).
CSE 2	● Can clearly list his/her daily activities. ● Can write simple words and sentences to explain why he/she enjoys (doing) something. ● Can write simple words and sentences to state his/her opinions of and attitudes towards certain behaviours (e.g. those pertaining to approval or disapproval).
CSE 1	● Can write simple words and phrases to describe his/her personal circumstances. ● Can list his/her activities scheduled for a particular day. ● Can write simple words and sentences to describe modes of transportation for a return journey.

Table 45 Written instruction

CSE 8	●	Can write clear and well-organised research procedures and methods for projects in his/her discipline.
CSE 7	●	Can write formal instructions and announcements (e.g. government announcements and court verdicts).
CSE 6	●	Can write properly-structured business memos in clear language.
CSE 5	●	Can write detailed activity plans for associations or clubs.
CSE 4	●	Can briefly describe steps involved in carrying out routine activities.
	●	Can write a clear travel itinerary for outdoor group activities.
CSE 3	●	Can clearly explain simple directions (e.g. how to go to the library or the canteen).
	●	Can write simple instructions for common activities based on picture prompts (e.g. how to grow potted plants or how to assemble models).
CSE 2	●	Can write down simple game or activity instructions given by a teacher.

Table 46 Written argumentation

CSE 9	● Can write responses to complex viewpoints in academic journal articles, marshalling sufficient evidence and giving convincing arguments. ● Can write editorials for newspapers and/or magazines, articulating clear viewpoints and convincing arguments on social topical issues.
CSE 8	● Can provide comprehensive summaries of and commentaries on viewpoints presented in broadcasted interviews or debates. ● Can analyse the causes of complex social problems and develop a sound argument. ● Can write literature reviews based on critical reading, with a clear structure and legitimate analysis.
CSE 7	● Can provide clear viewpoints and/or commentaries on a writer's intent, position, and language style. ● Can comment on literary works with clear logic and coherent language. ● Can analyse and integrate a variety of data, facts, and views in academic writing. ● Can clearly and logically write personal opinion pieces on artistic works (e.g. music and paintings).
CSE 6	● Can analyse social topical issues on education, entertainment, and people's livelihood and offer specific suggestions. ● Can write relatively comprehensive summaries and objective evaluations of articles, books, and movies. ● Can analyse research data or case studies in order to support an argument or hypothesis, using accurate language and clear logic. ● Can explain the reasons for supporting or opposing a point of view, clearly stating the pros and cons of different viewpoints.
CSE 5	● Can comment on articles or chapters related to his/her study, articulating a clear and convincing viewpoint. ● Can discuss social topics of interest, with clear viewpoints and good reasoning. ● Can elaborate on his/her views in a relatively clear and orderly way and provide supporting evidence.
CSE 4	● Can make suggestions on how to solve problems in his/her life or study. ● Can clearly explain the pros and cons of a particular action. ● Can persuade others to accept his/her points of view.
CSE 3	● Can briefly comment on something that has just happened around him/her. ● Can briefly comment on familiar public figures. ● Can briefly comment on someone's behaviour.
CSE 2	● Can use simple words and sentences to comment on familiar people, events, or objects. ● Can write simple sentences to persuade others to do something or dissuade them from doing something. ● Can briefly list the reasons why one likes or dislikes some everyday phenomena (e.g. weather and seasons).

Table 47 Written interaction

CSE 9	● Can compose formal and standard contracts based on given content. ● Can compose international co-operation agreements or treaties for departments of foreign, commercial, or other affairs.
CSE 8	● Can compose formal letters to related departments or agencies to apply for research funding.
CSE 7	● Can write formal and standard conference minutes and formal letters in appropriate language (e.g. invitations to academic conferences).
CSE 6	● Can write notices or posters to publicise his/her associations and their activities. ● Can write letters of complaint concerning product quality or services with adequate evidence and convincing reasons. ● Can write formal letters of congratulation pertaining to successfully-held events.
CSE 5	● Can write letters of job application, with correct format and complete content, highlighting the salience of his/her qualifications for his/her candidacy. ● Can write letters or emails to report campus or social problems to concerned individuals in a clear and complete manner. ● Can write letters of sympathy or condolence in appropriate language.
CSE 4	● Can write letters or emails describing his/her personal information, interests, hobbies, and campus life. ● Can write letters or emails to briefly describe familiar places (e.g. scenic spots). ● Can briefly outline Chinese culture (e.g. traditional festivals and customs). ● Can briefly describe his/her study plans, learning experiences, etc. in different contexts, including social media.
CSE 3	● Can write letters to familiar people to share mutual experiences. ● Can write emails to classmates, detailing specific information (e.g. class schedules or activity instructions). ● Can write letters to friends to describe campus and/or family life in a simple way.
CSE 2	● Can write simple notices for class activities. ● Can write simple birthday or holiday greeting cards. ● Can write simple lost-and-found notices.
CSE 1	● Can write simple greetings based on examples. ● Can correctly write personal information (e.g. name and age).

6.3.4 Writing expression strategies

Writing expression strategies include planning, formulation and revision.

The planning strategies in writing expression are rarely applicable to learners/users of Level 1, and are therefore excluded from Table 49.

Table 48 Writing expression strategies

CSE 9	● Can revise the structure, content, and language of a manuscript based on comments and suggestions from academic journal reviewers.
CSE 8	● Can revise texts in accordance with writing purpose, readership, or other requirements, demonstrating depth of critical thinking and logic.
CSE 7	● Can collect information from various sources and judge its reliability. ● Can extract important points or information from literature or references prior to writing academic papers. ● Can use rhetorical devices (e.g. parallelism, repetition, analogy) to enhance the effect of expression. ● Can redraft academic articles in terms of content, structure, and format.
CSE 6	● Can tailor his/her writing style in accordance with the requirements of the situation and the readership. ● Can properly use proverbs, slang, and other idiomatic expressions to enhance the effectiveness of expression. ● Can paraphrase to enrich his/her choice of words. ● Can adopt methods (e.g. adding examples and details) to enrich the writing content.
CSE 5	● Can adopt various pre-writing methods, such as group discussion, outlining, or listing key points. ● Can use basic writing techniques (e.g. planning the structure of writing, developing/concluding paragraphs, using transitions). ● Can use appropriate approaches (e.g. emphatic structures and punctuation marks) to highlight important points. ● Can make proper adjustment of writing structure or content and correct language errors.
CSE 4	● Can plan the beginning, body, and conclusion of a piece of writing. ● Can incorporate and reference relevant content from background reading to support a viewpoint. ● Can use examples from daily life, study, or work to support, justify, or explain his/her viewpoint. ● Can adjust wording or modify sentences as needed. ● Can check for and correct inappropriate expressions and inappropriate uses of linking devices.
CSE 3	● Can collect materials based on writing needs. ● Can use simple conjunctions and other cohesive devices to connect sentences. ● Can correct conspicuous grammatical mistakes through proofreading.
CSE 2	● Can revise erroneous sentences based on prompts or requirements. ● Can describe persons, objects, and places with the aid of prompts or from his/her own imagination.
CSE 1	● Can proofread to identify and correct obvious mistakes in writing (e.g. misspelling and repetition).

Table 49 Writing expression strategies: planning

CSE 9	• Can use tables and graphs to conceptualise theoretical frameworks or models. • Can plan the framework and outline key points of a written response to controversial issues raised in academic papers.
CSE 8	• Can plan speeches according to the requirements of different academic contexts to support academic exchange.
CSE 7	• Can collect information from different perspectives and examine the validity and reliability of these sources. • Can extract main arguments or information from relevant literature prior to writing academic papers. • Can collect literature relevant to a field of research by referring to bibliographies cited in other papers and/or works.
CSE 6	• Can clarify thoughts by self-questioning to obtain information needed. • Can thoroughly analyse the topic under discussion to plan the content of writing. • Can adopt a style of writing suited to a particular readership and situation. • Can collect relevant academic literature from a wide range of sources by using electronic databases.
CSE 5	• Can outline the characters, themes, or ideas of a text to lend support to his/her ideas. • Can collect evidence from different sources in support of an argument. • Can adopt various pre-writing methods (e.g. group discussion, outlining, listing key points, association).
CSE 4	• Can provide a title suitable for the theme and main content of writing. • Can plan a paper's structure, including its paragraph structure, in accordance with a descending order of significance and/or a balance between primary and subsidiary details. • Can list key words or points to summarise articles or chapters. • Can reasonably plan the introduction, main body, and conclusion of an essay to develop a complete structure. • Can outline key words before writing an essay.
CSE 3	• Can collect useful quotations based on writing needs. • Can use photos or portraits to plan how to describe someone's salient features. • Can collect and appropriately sort out materials according to writing requirements.
CSE 2	• Can outline descriptions of features of familiar persons and objects through imagination or association.

Table 50 Writing expression strategies: formulation

CSE 9	● Can flexibly and appropriately use rhetorical devices (e.g. rhyming or homonyms). ● Can use puns, homonyms, and other devices to express wit and humour. ● Can use a range of words and expressions to demonstrate subtleties in meaning to enhance vividness in expression.
CSE 8	● Can appropriately use colloquial and idiomatic expressions common in British and American English. ● Can use language with regional cultural characteristics to enrich content. ● Can expound ideas using logically or emotionally persuasive arguments.
CSE 7	● Can effectively use cohesive devices (e.g. anaphora, substitution, ellipsis). ● Can adopt methods (e.g. substitution and explanation) to overcome difficulties in expression.
CSE 6	● Can integrate tables and figures to support viewpoints or provide information. ● Can appropriately use rhetorical devices (e.g. rhetorical questions, repetition, metaphors, parallelism) to enhance expressiveness. ● Can expound viewpoints through a combination of writing techniques (e.g. exposition and persuasion). ● Can use proverbs, colloquialisms, or other idiomatic expressions in a proper way to enhance expressiveness. ● Can avoid repetition by diversifying words and syntactic structures. ● Can appropriately use formal or informal language.
CSE 5	● Can justify or refute by paraphrasing or citing other people's opinions. ● Can appropriately highlight key points (e.g. by using emphatic structures, punctuation, or font) to attract readers' attention. ● Can agree or disagree with someone in a euphemistic manner. ● Can naturally initiate, maintain, and close written communication in a proper way within multimedia or online interactions.
CSE 4	● Can use a topic sentence to highlight the main idea of a paragraph. ● Can make use of relevant content from what is read to support his/her opinions. ● Can use various writing techniques (e.g. using rhetorical questions and quoting proverbs) to make the beginning of an essay appealing. ● Can arrange content logically in a spatial or temporal sequence or sequence of significance. ● Can explain or account for something by taking examples from daily life, study, or work. ● Can highlight the key points or existing problems in the presentation script by means of graphs, colours, or text styles.
CSE 3	● Can use conjunctions to demonstrate contextual relations (e.g. parallel, adversary, causal, and additive). ● Can compare and/or contrast advantages and/or disadvantages in describing changes. ● Can select information or opinions from transcripts or notes and integrate into writing. ● Can use strategies (e.g. questioning and repeating) to maintain multimedia or online interactions.
CSE 2	● Can write greeting cards, postcards, invitation letters when following given formats or samples. ● Can use simple metaphors to describe persons, objects, articles.
CSE 1	● Can write a sentence by following a similar morpho-syntactic structure in the mother tongue (e.g. "I love China" or "I like my parents").

Table 51 Writing expression strategies: revision

CSE 9	● Can revise the structure, content, and/or language of a manuscript based on comments from academic journal reviewers.
CSE 8	● Can polish the language of a speech draft by reading aloud repeatedly.
CSE 7	● Can examine the accuracy and appropriacy of quotations cited through checking reference materials from multiple sources. ● Can adjust the format of references in research articles according to different requirements, conforming to academic conventions. ● Can revise and edit, for different writing purposes, the content, structure, format, and/or punctuation of texts so as to meet the requirements of communication.
CSE 6	● Can modify texts by diversifying sentence structures to improve the effectiveness of expression.
CSE 5	● Can correct linguistic errata and adjust the structure and content of compositions through student peer review. ● Can re-organise the structure, revise the content, and correct linguistic errata based on others' comments. ● Can adjust sentence structures according to requirements to make expression more specific.
CSE 4	● Can modify sentences or wording according to writing requirements or with support from others. ● Can use appropriate conjunctions or verb forms to convert simple sentences into complex or compound ones, making the arguments more succinct. ● Can revise with the support of word processing software. ● Can check, identify, and correct inappropriate linguistic expressions and problems of cohesion and coherence.
CSE 3	● Can check, identify, and correct obvious grammatical errors (e.g. errors in number of nouns or subject-verb agreement).
CSE 2	● Can revise ungrammatical sentences according to instructions or requirements. ● Can check spelling, grammatical, and punctuation errors in the assignment, with teacher or peer support.
CSE 1	● Can check, identify, and correct obvious mistakes (e.g. misspelling, omission, repetition).

6.4 Pragmatic knowledge and pragmatic ability

6.4.1 Pragmatic knowledge

Pragmatic knowledge consists of functional knowledge and sociolinguistic knowledge.

6.4.1.1 Functional knowledge

Functional knowledge refers to the knowledge applied by language users to align linguistic forms with their corresponding intentions by identifying and selecting appropriate discourse to achieve their communicative purposes.

Table 52 Functional knowledge

CSE 9	● Has a good command of the methods used to express implicit information, such as accents, changes in intonation, and other techniques. ● Thoroughly understands the subtle differences, nuances, and implications in utterances. ● Has good knowledge of many different creative techniques.
CSE 8	● Skilled in different methods of inquiry, criticism, and response. ● Skilled in different methods of making an argument or providing clarification. ● Skilled in a variety of ways to control the pace of conversation.
CSE 7	● Proficient in methods for describing abstract ideas. ● Proficient in methods for explaining or articulating instructions for a complex activity. ● Proficient in methods for describing a space, situation, or person. ● Proficient in the use of common jokes or humorous expressions. ● Proficient in methods for making suggestions or recommendations.
CSE 6	● Proficient in using common methods to analyse and deduce implications. ● Proficient in using common expressions to describe a space, situation, or person. ● Proficient in using euphemisms for threatening or warning someone. ● Proficient in using vivid language to describe something in detail.
CSE 5	● Proficient in using a variety of expressions to indicate agreement or disagreement when discussing a common subject. ● Proficient in using a variety of persuasive techniques when discussing a common subject. ● Proficient in using a variety of ways to express inquiry when discussing a common subject. ● Proficient in basic ways to describe familiar events or scenes. ● Proficient in basic ways to give or decline invitations.
CSE 4	● Knows the basic ways to express implicit information on informal occasions. ● Knows basic ways to infer the other party's state of mind or attitude on informal occasions. ● Knows basic ways to change the topic of conversation on informal occasions. ● Understands step-by-step instructions for common activities on informal occasions. ● Knows basic ways to confirm or clarify facts on informal occasions. ● Knows common ways to suggest or request something on informal occasions.
CSE 3	● Knows common phrases used to remind or caution someone. ● Proficient in ways to discuss basic information regarding a personal subject. ● Proficient in simple ways of expressing his/her likes and dislikes. ● Proficient in routine ways of indirectly expressing a common opinion. ● Proficient in simple and routine ways of asking for information.

CSE 2	● Has a basic grasp of ways to express simple information on a familiar subject. ● Has a basic grasp of the common ways to express his/her emotions. ● Has a basic grasp of the main phrases used to start or end a speech. ● Understands simple instructions or signs found in everyday life. ● Has a basic grasp of the main phrases used to ask for some his/her personal information. ● Has a basic grasp of simple ways to apologise or make requests in everyday situations.
CSE 1	● Understands ways to describe the basic properties of objects commonly found in everyday life. ● Understands basic ways to express personal preferences. ● Understands basic routine greetings and words of thanks. ● Understands basic routine instructions. ● Understands simple ways to enquire about some his/her personal details, such as name and nationality. ● Understands common requests.

6.4.1.2 Sociolinguistic knowledge

Sociolinguistic knowledge refers to the knowledge of appropriately understanding and producing discourse, i.e. the knowledge of how context affects the use of language.

Table 53 Sociolinguistic knowledge

CSE 9	● Familiar with all types of writing styles. ● Possesses extensive socio-cultural knowledge.
CSE 8	● Knowledgeable in the literary characteristics of editorials and position papers. ● Skilled in using figures of speech.
CSE 7	● Has a clear sense of target social context. ● Knowledgeable in the literary characteristics of written plans, reports, and proposals. ● Proficient in the use of pun, empathy, and other figures of speech.
CSE 6	● Knowledgeable in the main characteristics of language used by people from different levels of society. ● Knowledgeable in the stylistic features of different types of literary works. ● Proficient in the use of contrast, irony, and other figures of speech. ● Knowledgeable in the meaning of common idioms and proverbs.
CSE 5	● Appreciates the characteristics of language used in social interactions by people from different regions. ● Understands the effects of speech variations such as pitch, speed, and rhythm in social interactions. ● Proficient in the use of parallelism, hyperbole, and other common figures of speech. ● Knowledgeable in the characteristics of different literary genres.
CSE 4	● Able to understand the conventions of courteous expressions in normal social interactions. ● Able to grasp the effects of accent and intonation when conversing in normal social interactions. ● Able to grasp the difference between using formal and informal styles in normal interactions.
CSE 3	● Has a basic understanding of the use of metaphors, personification, and other simple figures of speech. ● Has a basic grasp of the usage of courteous expressions in informal interactions. ● Has a basic grasp of the usage of cultural references in informal conversations. ● Has a basic grasp of the methods of composing written narrative, description, explanation, and discussion.
CSE 2	● Understands how to write informal letters. ● Has a basic understanding of the main characteristics of written narrative, description, explanation, and discussion. ● Has a basic understanding of the main differences in American and British accents.
CSE 1	● Understands basic courteous expressions used in daily interactions.

6.4.1.3 Appropriateness

The appropriateness of language use, as part of communicative competence, refers to whether or not, and to what extent, the use of a language is suitable for a specific context.

Table 54 Appropriateness

CSE 9	● Can use metaphors, irony, and other stylistic devices flexibly to achieve a humorous effect. ● Can use appropriate language that best expresses his/her intentions and do so eloquently. ● Can use classic cultural references when necessary and appropriate.
CSE 8	● Can intermix formal and informal language fluidly in conversation. ● Can flexibly use language to express different emotions under different circumstances. ● Can adequately reference common classical works in interactions.
CSE 7	● Can use idioms or technical language appropriate to specific occasions. ● Can use the correct level of politeness appropriate for the position and status of the other party on different occasions and express him/herself appropriately. ● Can use appropriate language that best expresses his/her intentions in different interactions.
CSE 6	● Can use euphemisms in interactions on different social occasions without causing the other party to lose face. ● Can interact with people on different social occasions and do so within social and cultural norms. ● Can adapt his/her language according his/her relationship with the other party.
CSE 5	● Can take into account cultural differences in routine interactions and express him/herself appropriately. ● Can choose appropriate genres based on his/her communicative intentions. ● Can adequately interact based on the occasion and his/her intentions, using language that is appropriate for his/her position or status. ● Can use courteous language appropriately on specific occasions.
CSE 4	● Can use simple and appropriate language to express his/her emotions in routine conversations. ● Can put forward requests or suggestions on informal occasions and do so tactfully. ● Can use different words to express his/her emotions in accordance with the context of the interaction and do so appropriately. ● Can avoid the use of words that are socially taboo in routine conversations. ● Can modulate the formality of his/her language depending on his/her relationship with the other party.
CSE 3	● Can directly express his/her opinion or emotions while using language that is generally appropriate. ● Can use courteous language in routine conversation depending on the occasion and do so appropriately. ● Can use common collocations in routine conversations and do so appropriately and naturally.
CSE 2	● Can use common courteous language in routine conversations and do so appropriately. ● Can reply to someone using simple language and do so appropriately.

CSE 1	- Can use the most basic expressions of courtesy in everyday situations and do so appropriately. - Can use the appropriate designation to talk to someone in everyday situations depending on his/her relationship with that person.

6.4.2 Pragmatic ability

Pragmatic ability, which consists of pragmatic comprehension and pragmatic expression, refers to the ability of language learners and users to comprehend and express their intentions in a specific context by applying various knowledge and strategies.

6.4.2.1 Pragmatic comprehension

Pragmatic comprehension ability consists of being able to interpret the intentions of both speakers and writers. The ability to interpret the speaker's intentions refers to being able to interpret the intentions implied in specific speech acts in communicative activities (mainly in oral communication). The ability to interpret the writer's intention refers to being able to comprehend the intentions of writers in specific communicative genres (mainly in correspondence).

Table 55 Interpreting the speaker's intentions

CSE 9	● Can sense veiled threats in language spoken on formal occasions. ● Can understand various forms of verbal conflicts at business functions.
CSE 8	● Can recognise threats and accusations at diplomatic functions. ● Can recognise humour or mockery that is steeped in cultural references.
CSE 7	● Can recognise criticism or doubt when expressed on formal occasions. ● Can appreciate the subtle differences in different forms of persuasion. ● Can understand verbal conflicts that are caused by cultural differences.
CSE 6	● Can understand relatively complicated instructions in public announcements. ● Can understand challenges relating to his/her field of study. ● Can appreciate culturally-embedded humour containing cultural references. ● Can recognise polite flattery on formal occasions. ● Can understand acknowledgments in prize awarding ceremonies or on other formal occasions.
CSE 5	● Can understand relatively formal language used to express sympathy or regret. ● Can recognise consolation or encouragement. ● Can recognise indirect expressions of complaint, dissatisfaction, or disappointment. ● Can recognise formal or discreet requests. ● Can understand dissuasion or serious advice. ● Can recognise sentiments of shame or remorse implied in conversation. ● Can understand tactfully worded rejections on formal occasions.
CSE 4	● Can understand other people's points of view or positions on informal occasions. ● Can understand complaints that are commonly heard on informal occasions. ● Can understand indirect expressions of regret in the form of explanations or clarifications on informal occasions. ● Can recognise praise or polite flattery in social exchanges. ● Can recognise discreet rejection during social interactions. ● Can understand warnings and instructions commonly used in announcements. ● Can understand relatively formal suggestions and recommendations given in public.
CSE 3	● Can understand relatively discreet routine requests. ● Can understand someone's description of his/her routine plans or intentions. ● Can understand relatively discreet counsel that is routine in nature.

	• Can understand routine advice that is simple and direct.
	• Can understand routine invitations.
	• Can understand relatively formal requests for an appointment.
	• Can understand someone's response to a compliment.
	• Can follow simple and routine multi-step instructions.
CSE 2	• Can understand simple and routine conversation starters or enders.
	• Can understand simple and routine greetings.
	• Can understand simple and routine expressions of intent.
	• Can understand simple requests for repetition or clarification.
	• Can understand simple and routine expressions of approval or objection.
	• Can follow simple and routine instructions or directions.
CSE 1	• Can understand simple and routine requests.
	• Can understand simple and routine greetings.
	• Can understand simple and routine apologies.
	• Can understand simple inquiries about his/her personal information, such as name and nationality.
	• Can understand simple and routine compliments.
	• Can understand simple and routine expressions of congratulation.
	• Can follow simple and routine instructions.

Table 56 Interpreting the writer's intentions

This scale provides the description of abilities only for Levels 1-6, which forms the basis of competence requirement for learners and users of Level 7 or above.

CSE 6	● Can appreciate arguments or rebuttals found in formal correspondence. ● Can comprehend the direction of business negotiations in formal correspondence.
CSE 5	● Can understand enquiries or recommendations found in formal correspondence. ● Can understand proposals or words of advice in formal correspondence. ● Can understand words of sympathy in formal correspondence. ● Can understand words of solicitude in formal correspondence.
CSE 4	● Can understand words of caution or warnings in normal informal correspondence. ● Can understand tactfully worded requests or rejections in normal informal correspondence. ● Can understand tactfully worded suggestions in normal informal correspondence. ● Can understand words of regret in routine informal correspondence. ● Can understand words of complaint in formal correspondence. ● Can understand someone's formal letter of appeal. ● Can understand formal notices.
CSE 3	● Can understand words of regret or understanding in routine correspondence. ● Can understand the writer's reasons for accepting or rejecting something in routine correspondence. ● Can understand enquiries or notices found in routine correspondence.
CSE 2	● Can understand requests in brief routine correspondence. ● Can understand invitations in brief routine correspondence. ● Can understand greetings in brief routine correspondence.
CSE 1	● Can understand notices or words of appreciation found in brief notes. ● Can understand greetings or words of blessing found in ordinary greeting cards.

6.4.2.2 Pragmatic expression

Pragmatic expression ability refers to the ability of language speaker or writer to use his/her pragmatic knowledge to flexibly select discourse suitable for specific communicative contexts and communicative intentions so as to appropriately express his/her intentions. The ability to express intentions in speaking refers to the realization of speech acts and intentions in a specific communicative activity (mainly in oral expression). The ability to express intentions in writing refers to the realization of writing intentions in a specific communicative genre (mainly in correspondence).

Table 57 Expressing intentions in speaking

CSE 9	● Can use different stylistic devices to convey criticism or sarcasm. ● Can use appropriate language cleverly to be humorous on different occasions. ● Can express criticism appropriately on formal occasions.
CSE 8	● Can express strong dissatisfaction appropriately on formal occasions. ● Can decline someone's request tactfully on formal occasions. ● Can give fitting praise to someone on formal occasions.
CSE 7	● Can suitably express his/her appreciation for someone on formal occasions. ● Can clearly express his/her opinion when speaking on a specific subject. ● Can express solicitude on formal occasions. ● Can effectively counter someone's argument in a debate.
CSE 6	● Can respond to complaints on different informal occasions. ● Can state his/her position on a controversial topic. ● Can politely correct someone's mistake. ● Can tactfully object or express doubt. ● Can make a suggestion and give adequate reasoning.
CSE 5	● Can make tactful requests on informal occasions. ● Can express his/her opinion and state his/her position in formal discussions. ● Can give encouragement to others on different informal occasions. ● Can proactively enter into a conversation with someone on different informal occasions. ● Can express regret for a specific event. ● Can introduce him/herself or a guest appropriately on formal occasions.
CSE 4	● Can express his/her opinion on a routine topic of discussion. ● Can tactfully make a suggestion and explain his/her reasoning in simple terms. ● Can use common phrases to express regret on informal occasions. ● Can properly express gratitude on informal occasions. ● Can tactfully decline someone's invitation or assistance. ● Can use common phrases to express his/her dissatisfaction on informal occasions. ● Can make appointments for routine activities.
CSE 3	● Can ask to be served at restaurants or other public venues. ● Can describe his/her plans or intentions in simple terms. ● Can invite someone to a routine activity. ● Can make a promise or give his/her permission in response to a routine request. ● Can convey a feeling of surprise in a routine situation. ● Can use plain language to make a suggestion in routine situations. ● Can respond to someone's encouragement or praise in routine situations.

CSE 2	● Can use basic phrases to express joy or sadness.
	● Can use basic phrases to indicate agreement or objection.
	● Can use routine topics such as the weather to chat with someone.
	● Can use basic phrases to commend or give blessing to someone.
	● Can use basic phrases to find or provide assistance.
	● Can use basic phrases to give praise.
CSE 1	● Can use basic phrases to ask for someone's basic details, such as name and nationality.
	● Can use polite routine phrases to make simple requests or express thanks.
	● Can use basic phrases to introduce him/herself.
	● Can use basic greeting or leave-taking expressions.
	● Can use basic phrases to apologise or ask for forgiveness.
	● Can use basic phrases to express fondness for a familiar object.

Table 58 Expressing intentions in writing

This scale provides the description of abilities only for Level 1 to Level 6, which forms the basis of competence requirement for learners and users of Level 7 or above.

CSE 6	● Can write formal letters of appeal. ● Can write formal letters to justify or rebut something. ● Can write formal letters to express his/her solicitude.
CSE 5	● Can write formal letters to articulate complaints. ● Can write formal letters to offer suggestions. ● Can write formal letters to give recommendations. ● Can write formal letters to express sympathy. ● Can write formal letters to conduct negotiations. ● Can write formal letters to suggest initiatives or to give counsel.
CSE 4	● Can write standard informal reminder letters or letters of warning. ● Can write standard informal letters to tactfully request or refuse something. ● Can write standard informal letters to tactfully offer a suggestion. ● Can write standard informal letters to express his/her regret. ● Can write simple formal letters to ask or notify someone of something.
CSE 3	● Can write brief routine letters of apology or forgiveness. ● Can write brief routine letters to reject or give permission for something. ● Can write brief routine letters to ask or notify someone of something.
CSE 2	● Can use simple language to write routine letters to request something. ● Can use simple language to write routine invitation letters. ● Can use simple language to write routine letters to express his/her regard for someone.
CSE 1	● Can use simple language to compose greeting cards with messages of congratulation or blessing. ● Can use simple language to write notes of appreciation.

6.5 Interpreting and translation abilities and strategies

Translation ability includes interpreting ability and (written) translation ability. Translation strategies involve interpreting strategies and (written) translation strategies.

6.5.1 Interpreting ability

Interpreting ability refers to the intercultural and inter-language mediating ability of instantaneously transforming listening materials from the source language into texts in the target language using oral means by applying language knowledge and strategies. The scales for interpreting ability cover the following six aspects: interpreting description, interpreting narration, interpreting exposition, interpreting instruction, interpreting argumentation and interpreting interaction. As different interpreting activities demand different levels of abilities, Tables 59 and 63 only cover the descriptions of Levels 6-9 while Table 64 only provides Levels 5-9.

Table 59 Interpreting description

CSE 9	● Can consistently understand miscellaneous information whilst accurately and fluently interpreting the important information and details of a speech during simultaneous interpreting (SI) for the report of a major emergency. ● Can accurately and fluently interpret highly technical information using appropriate, adaptable language with clear logic, even if technical condition or background materials are limited, during SI for a board of directors' video conference. ● Can use and integrate consecutive interpreting (CI) skills and strategies to accurately, completely, and fluently interpret source-language information while being consistent with the speaker's style and register during CI for a heads-of-government meeting.
CSE 8	● Can consistently understand the commentator's viewpoint and extract important information in real-time during SI for a live broadcast of a sports competition. ● Can understand a competitor's self-assessment while at the same time sorting out important logical relations within his/her speech during SI for a post-match news conference. ● Can summarise key information about an emergency from a loosely organised source-language speech during SI for an on-the-spot report. ● Can use idiomatic target-language speech to accurately interpret the speaker's information, including register and style during SI for a book forum. ● Can take notes to record key information, such as details and descriptions of a sports competition, during CI for a post-match press conference. ● Can use idiomatic target-language delivery to interpret principal information and important details, such as exhibition background information and explanation of imageries, during CI with note-taking for an art forum. ● Can interpret detailed information, such as a book's background information, year of publication, and its author's bibliographic details, during CI with note-taking for an academic forum. ● Can identify and deal appropriately with inessential information present in the interviewee's speech during CI with note-taking for a sports game interview. ● Can identify and interpret the speaker's perspective during CI with note-taking for a post-match news conference. ● Can follow target-culture norms to clearly interpret a description of the performance during CI without note-taking for a live performance.

	● Can deliver emphasis and other paralinguistic information present in the description of the patient's condition during CI without note-taking for a medical consultation.
CSE 7	● Can analyse important logical relations between key pieces of source-language information during CI with note-taking for a cultural forum. ● Can draw support from notes to remember key information, such as the description of the artist's creative process, during CI with note-taking for an art forum. ● Can reorganise source-language sentence structure to make it conform to target-language delivery norms during CI with note-taking for a sports news report. ● Can integrate short sentences in an introductory description of a school and use long target-language sentences to deliver their meaning during CI with note-taking for an education expo. ● Can summarise important information, such as background details of a book's creation, during CI with note-taking for a readers' forum. ● Can clearly and logically interpret important information, such as location, history, and culture during CI with note-taking for an introductory description of a place of interest. ● Can understand primary characteristics of a condition described by a patient during CI without notes for a statement of illness. ● Can infer the next idea the speaker wishes to express based on both the outcome of a sports competition and the interpreter's own background knowledge during CI without note-taking for a post-match interview. ● Can summarise the patient's condition and symptoms from loosely arranged source-language information during CI without note-taking for a medical consultation. ● Can use idiomatic target-language to reorganise important information conveyed by the patient during CI without note-taking for a description of illness.
CSE 6	● Can understand principal information used to describe a place of interest during CI without note-taking for tourism promotion. ● Can identify the sequence and logic used to describe a place of interest during CI without note-taking for a guided tour. ● Can differentiate the primary and secondary information in an introductory description of an organisation during CI without note-taking for a cocktail reception. ● Can infer and interpret the next idea the speaker wishes to express based on contextual information during CI without note-taking for a visit. ● Can identify and deal appropriately with irrelevant information during CI without note-taking for a business visit. ● Can use short target-language sentences to deliver information presented in long sentences in the source-language speech during CI without note-taking in business reception. ● Can use the target language to concisely deliver primary information about a scenic area, such as its topography, climate and customs, during CI without note-taking for a guided tour.

Table 60 Interpreting narration

CSE 9	● Can consistently and fully comprehend and interpret in real-time important information and details during simultaneous interpreting (SI) for a report of a major emergency. ● Can sort miscellaneous information while at the same time consistently interpreting details such as time, location, and names; and delivering appropriate, adaptable, idiomatic target-language speech during SI for a press conference. ● Can accurately, completely, and fluently interpret a speaker's narrative with clear enunciation and a pleasant voice during consecutive interpreting (CI) for a heads-of-government meeting.
CSE 8	● Can consistently understand source-language information and extract in real-time important information during SI for telling a historical story. ● Can understand implicit information about traditional culture while at the same time summarising important information during SI for cultural exchange. ● Can understand the course of events of a sports competition while at the same time following target-language speech norms to chunk sense groups during SI for a sports news report. ● Can follow target-culture norms to interpret accurately and completely culture-specific terms during SI for cultural exchange. ● Can take notes to accurately and completely interpret the details of the incident being reported during CI for a news report. ● Can accurately interpret important information delivered by both the anchor and the guests, with attention paid to register and style during CI with note-taking for a media interview. ● Can monitor target-language delivery and promptly identify and correct logical errors to make accurate interpreting during CI with note-taking for a news briefing session. ● Can interpret logical relations in an historic account of a place of interest during CI without note-taking for a guided tour.
CSE 7	● Can use pre-existing linguistic and background knowledge to identify a speaker's slip-of-the-tongue errors during CI with note-taking for an exhibition briefing session. ● Can use contextual knowledge to infer and interpret the information the speaker will recount next during CI with note-taking for an account of a historical event. ● Can infer the speaker's tone and bearing during CI with note-taking for an introductory description of a city. ● Can take notes to record key information, such as times, names, and historical events, during CI for an explanation of a historic site. ● Can summarise important information about the origin of an invention during CI with note-taking for a science lecture for the general public. ● Can reorganise source-language sentence structure in accordance with target-language delivery norms during CI with note-taking for the introductory description of a place of interest. ● Can clearly and logically interpret principal information, such as historical information about exhibited collections, during CI with note-taking for a museum tour. ● Can understand the principal information present in an introductory description of Chinese cultural characteristics and customs during CI without note-taking for cultural exchange.

	● Can summarise and deliver an outline of folktales from loosely organised source-language information during CI without note-taking for cultural exchange. ● Can integrate short source-language sentences found in myths and legends and, as necessary, interpret them using long target-language sentences during CI without note-taking for cultural exchange. ● Can interpret in a style that conforms to target-culture norms and reorganise pieces of information from an introductory description of customs and culture during CI without note-taking for cultural exchange.
CSE 6	● Can differentiate primary and secondary information in an account of a well-known historical story during CI without note-taking for the introductory description of a place of interest. ● Can use contextual information to extract the principal information from a fragmented narrative during CI without note-taking for community mediation. ● Can understand and interpret important information about a guest, such as age, occupation, and work experience, during CI without note-taking for the presentation of a special guest. ● Can make clear the logical order in an introduction of a guest during CI without note-taking for the presentation of a special guest. ● Can use short target-language sentences as necessary to deliver long source-language sentences during CI without note-taking for a record of inquiry. ● Can summarise in the target language the origin and course of development of dish names during CI without note-taking for a description of regional cuisine. ● Can express in the target language logical relations between different pieces of source-language information during CI without note-taking for a presentation of a personal history. ● Can follow target-language delivery norms to interpret commonly occurring slang during liaison interpreting for a familiar subject.

Table 61 Interpreting exposition

CSE 9	● Can consistently understand and accurately interpret a bid presentation using appropriate, adaptable, and idiomatic language during simultaneous interpreting (SI) for a major international event bid. ● Can integrate and utilise simultaneous skills and strategies to accurately, completely, and fluently interpret information such as national economic performance during SI for a press conference. ● Can accurately, completely, and fluently interpret the speaker's explanation of a national strategic plan while preserving the speaker's register and style during consecutive interpreting (CI) for a heads-of-government meeting.
CSE 8	● Can understand technical information in a source-language speech during SI for an academic lecture. ● Can understand the speaker's presentation of policy briefing while analysing logical relations in the speech during SI for the speech of a political leader. ● Can understand an introductory description of a product while at the same time summarising important information, such as product features and target customers, during SI for product promotion. ● Can understand and interpret important information, such as breakthroughs in product technology, during SI for product promotion. ● Can accurately interpret important information and key details, such as principles and applications of technologies, during SI for the promotion of advanced technologies. ● Can continuously monitor in real-time the quality of interpreting to ensure target-language delivery is concise and easy to understand during SI for a government advisory meeting. ● Can understand important information, such as a description of local economic performance, during CI with note-taking for a news conference. ● Can understand and interpret technical information mentioned by a speaker during CI with note-taking for a popular science lecture. ● Can infer and interpret the speaker's desired meaning based on the subject to be interpreted and pre-existing information held by the interpreter during CI with note-taking for an invitation-to-bid briefing. ● Can take notes to record key information found in the source-language speech about new trends in technology during CI for the promotion of high technologies. ● Can accurately interpret information such as policy orientation so that register and style are in accordance with target-language norms during CI with note-taking for a policy briefing. ● Can accurately and completely interpret important information, such as a patient's condition, and explanation of a treatment plan during CI without note-taking for a medical consultation.
CSE 7	● Can understand important information, such as a corporate culture, mission, and vision, during CI with note-taking for a corporate briefing. ● Can analyse logical relations in a corporate market location plan during CI with note-taking for a media release. ● Can use contextual information to infer and interpret the subject the speaker plans to explain during CI with note-taking for customer training.

	● Can integrate general scientific knowledge to identify the speaker's slip-of-the-tongue errors during CI with note-taking for a popular science lecture.
	● Can draw support from notes to remember key information, such as principles and theories of science and technology, during CI for a popular science lecture.
	● Can integrate short source-language sentences and, as necessary, deliver them using long target-language sentences during CI with note-taking for an auto show.
	● Can reorganise source-language sentence structure in accordance with target-language delivery norms during CI with note-taking for tourism promotion.
	● Can summarise and interpret key information, such as market expansion strategies, from loosely organised source-language information during CI with note-taking for a marketing seminar.
	● Can summarise important information about science and technology during CI with note-taking for promotion of technology.
	● Can follow target-language norms to accurately interpret key information about policy and implementation during CI with note-taking for a policy briefing.
	● Can follow target-language delivery norms to interpret the primary content and important details of scientific practice and thought during CI with note-taking for a popular science lecture.
	● Can use the same register in the target language as is used in the source language during CI with note-taking for promotion of technology.
	● Can follow target-language norms to interpret principal information, such as names, characteristics, and periodisation of display items, during CI without note-taking for an introductory description of a museum.
CSE 6	● Can understand key source-language information, such as product price and advantage, during CI without note-taking for a trade fair.
	● Can differentiate primary and secondary information in an introductory description of a company during CI without note-taking for a company visit.
	● Can summarise primary information in an introductory description of a school during CI without note-taking for new student orientation.
	● Can differentiate and analyse logical relations in the source language, such as the relationship between production process and product features, during CI without note-taking for a trade fair.
	● Can use short target-language sentences as necessary to deliver the meaning present in long source-language sentences during CI without note-taking for a business visit.
	● Can use the target language to summarise principal information, such as product positioning and sales strategies, during CI without note-taking for sales training.
	● Can interpret with clear logic the main distinctive features of the product during CI without note-taking for a product promotion.

Table 62 Interpreting instruction

CSE 9	• Can integrate and utilise simultaneous interpreting (SI) skills and strategies to deliver idiomatic target-language speech during difficult, specialised SI for technology training. • Can accurately, completely, and fluently interpret the trial instructions issued by the presiding judge during consecutive interpreting (CI) for all categories of court hearing.
CSE 8	• Can simultaneously listen to information about business systems and job requirements while analysing source-language logical relations during SI for personnel training. • Can consistently understand specialist explanations and extract in real-time important information during SI for technology training. • Can understand and interpret important information, such as job responsibilities and career planning, during SI for employee training. • Can accurately interpret meanings delivered by a speaker through charts, diagrams, and other multimedia forms during SI for industrial appraisal. • Can promptly adjust target-language delivery based on on-the-spot audience response in a question-and-answer session during SI for employee training. • Can differentiate and analyse primary and secondary source-language information during CI with note-taking for personnel training. • Can identify and deal appropriately with secondary information in specialised technology instructions during CI with note-taking for technology training. • Can summarise important information, such as specialist instructions, during CI with note-taking at a construction site. • Can understand and interpret the full meaning and all the particulars of a doctor's advice during CI without note-taking for a medical consultation. • Can use contextual information to infer and interpret the speaker's desired meaning during CI without note-taking for technology training. • Can use linguistically and culturally appropriate target language to completely interpret a doctor's advice during CI without note-taking for a medical consultation. • Can accurately interpret the full details of important information, such as the process of diagnosis and treatment as well as a pharmacist's instructions, during CI without note-taking for a medical consultation.
CSE 7	• Can understand important information, such as operation workflows, during CI with note-taking for engineer training. • Can identify and deal appropriately with redundant information present in the source language during CI with note-taking for employee training. • Can infer and interpret the next idea the speaker wishes to express during CI with note-taking for new student orientation. • Can take notes to record key information, such as the personnel system, during CI for employee training. • Can take notes to interpret key information, such as expectations of conduct and course schedule, during CI for new student orientation. • Can summarise important information, such as production process and quality control measures, during CI with note-taking for a business visit. • Can accurately interpret important information about a company's personnel management system during CI with note-taking for corporate training. • Can interpret logical relations that link key source-language information during CI with note-taking for employee training. • Can interpret meanings delivered by the speaker through charts, pictures, and other forms of multimedia during CI with note-taking for a pre-game strategy meeting.

	• Can use pre-existing, industry-related knowledge and background information about a company to identify slip-of-the-tongue errors committed by the speaker during CI with note-taking for employee training. • Can summarise important information, such as steps to be carried out, from loosely organised source-language information during CI without note-taking for civil administration procedures. • Can follow target-language linguistic and cultural norms to accurately deliver the meaning of culturally-loaded words during CI without note-taking for the registration formalities for foreigners. • Can follow target-language norms to adjust sentence structure and interpret the local business regulations and procedures to be followed during CI without note-taking for public service formalities (e.g. registering or applying for a business license). • Can interpret important information, such as a director's instructions, during CI without note-taking for movie and television shoots. • Can interpret important details, such as visa type, required information, and procedural steps, during CI without note-taking for a visa application. • Can interpret a doctor's advice, such as information about the administration of medication, during CI without note-taking for a medical consultation. • Can interpret a coach's instructions to athletes during CI without note-taking for a sports training.
CSE 6	• Can understand primary information, such as the itinerary of companies to be visited, during CI without note-taking for a business visit. • Can understand important information, such as route signs, during CI without note-taking for a guided tour. • Can differentiate and analyse the main line of logic present in the source-language information during CI without note-taking for a sports competition volunteer activity. • Can differentiate and analyse the main line of reasoning present in an introductory description of the sequence of investigation activities during CI without note-taking for a business visit. • Can interpret key information present in a clear, complete introductory description of the sequence of investigation activities during CI without note-taking for a business visit. • Can differentiate primary and secondary source-language information during CI without note-taking for a sports competition volunteer activity. • Can identify and deal with extraneous information during CI without note-taking for tutelage by a coach. • Can use contextual information to infer and interpret the information to be explained next by the company representative during CI without note-taking for an investigation of businesses. • Can summarise primary information, such as exhibition display requirements, during CI without note-taking for a trade fair. • Can use context to reorganise important information, such as movement instructions, during CI without note-taking for tutelage by a coach. • Can use short target-language sentences to deliver information organised in long source-language sentences during CI without note-taking for tutelage by an expert. • Can use the target language to summarise principal information, such as a teaching plan, during CI without note-taking for classroom teaching. • Can use the target language to correctly deliver classroom instructions during CI without note-taking for classroom teaching. • Can idiomatically interpret the director's instructions during CI without note-taking for an advertisement shoot.

Table 63 Interpreting argumentation

CSE 9	● Can consistently understand and accurately, completely, and fluently interpret the content of speech of all parties while ensuring the language conforms to courtroom speech norms during simultaneous interpreting (SI) for the court hearing of an important case. ● Can use and integrate SI skills and strategies to completely interpret information, such as the candidates' viewpoint, using appropriate, adaptable, idiomatic target-language speech during SI for an election debate. ● Can accurately, completely, and fluently interpret a speaker's discussion while matching register and style during consecutive interpreting (CI) for a heads-of-government meeting.
CSE 8	● Can consistently understand the process through which a point is proven, and extract in real-time important information during SI for an expert review meeting. ● Can deal appropriately with secondary source-language information whenever necessary during SI for an annual corporate meeting. ● Can understand source-language speech while idiomatically summarising the main information during SI for an expert consultation meeting. ● Can interpret important information, such as research objectives, methodology, and conclusions, during SI for an academic talk. ● Can perform real-time monitoring and timely correction of target-language mistaken details (e.g. numbers and names) during SI for an economic forum. ● Can completely interpret important information, such as project feasibility, during CI with note-taking for a project review meeting. ● Can utilise pre-existing legal and encyclopaedic knowledge and employ courtroom speech norms to interpret source-language information during CI with note-taking for a court hearing. ● Can use notes and memory to remember key information from a presentation during CI with note-taking for an academic talk. ● Can accurately deliver emphasis and other paralinguistic information during CI with note-taking for business negotiations. ● Can analyse logical relations in the content of the lawsuit during CI without note-taking for civil mediation. ● Can understand and accurately and completely interpret information put forth by the involved parties, such as specific disputes, agreement conditions, and lawsuit details, during CI without note-taking for civil mediation.
CSE 7	● Can understand the lecturer's primary line of reasoning and point of view during CI with note-taking for a public lecture on general topics. ● Can analyse the logical relations that link enquiries and recommendations during CI with note-taking for a study-abroad consultation. ● Can identify and appropriately handle any redundant or extraneous information during CI with note-taking for vocational guidance. ● Can use contextual knowledge to infer the subject and content of each participant's speech during CI with note-taking for a group discussion. ● Can remember key information, such as statistical data and analysis of results, during CI with note-taking for an employee training session.

	● Can remember key information, such as a career plan, during CI with note-taking for new employee orientation training. ● Can integrate information delivered in short source-language sentences and deliver it in long target-language sentences during CI with note-taking for an arraignment. ● Can summarise important information about survey methodology and results during CI with note-taking for market research. ● Can follow target-culture norms to reorganise and interpret culture-specific information during CI with note-taking for new employee orientation training. ● Can interpret the main viewpoints and important details presented by the parties involved during CI with note-taking for a police interview.
CSE 6	● Can distinguish between primary and secondary source-language information during CI without note-taking for a procurement assignment. ● Can extract key source-language information that is clear and structurally intact during CI without note-taking for a business matchmaking. ● Can differentiate and analyse conflicting parties' main lines of reasoning during CI without note-taking for community mediation. ● Can use contextual information to infer the primary intent and bearing of the buyer and seller during CI without note-taking for a shopping assignment. ● Can summarise the main objective and content of negotiations during CI without note-taking for business negotiations. ● Can use short target-language sentences to deliver complicated source-language information during CI without note-taking for a procurement assignment. ● Can interpret the general idea of the source-language information, such as marketplace conditions and price variations, during CI without note-taking for business negotiations. ● Can use idiomatic target-language speech to interpret important source-language information, such as "product advantage", during CI without note-taking for product promotions.

Table 64 Interpreting interaction

CSE 9	• Can accurately deduce the speaker's logic while producing appropriate and idiomatic target-language speech during simultaneous interpreting (SI) for diplomatic negotiations. • Can consistently and accurately interpret a speaker's viewpoint and monitor in real-time target-language logic during SI for high-level talks. • Can accurately, completely, and fluently interpret source-language information, while preserving the speaker's register and style in the target language during consecutive interpreting (CI) for high-level talks.
CSE 8	• Can deeply comprehend specialised information presented by a speaker during SI for the interview of a specialist. • Can consistently understand respondent responses and extract in real-time important information during SI for market research. • Can understand the content of an interview while analysing the logical relations in the source-language information during SI for a media interview. • Can understand the source-language information while chunking source-language sense groups during SI for a foreign affairs meeting. • Can differentiate primary and secondary information and appropriately summarise information during SI for a specialist discussion panel. • Can interpret central ideas in the source-language speech, such as an industry trend analysis, during SI for a board meeting. • Can use culturally appropriate target-language to interpret source-language information relatively accurately and completely during SI for a TV interview. • Can use pauses and word stress as methods to achieve a delivery that reflects the speaker's tone during SI for a round-table conference. • Can use a discussion subject and known information to infer and interpret the speaker's desired meaning during CI with note-taking for a foreign affairs meeting. • Can use context to deal appropriately with the main idea of vague information during CI with note-taking for business negotiations. • Can interpret the main idea and important information present in an interview's questions and answers during CI with note-taking for a media interview. • Can follow target-language norms to reflect source-language register and style during CI with note-taking for a foreign affairs meeting. • Can reorganise source-language information to correspond with target-language cultural norms during CI without note-taking for escorting senior management. • Can interpret important information, such as supply chains, production process controls, and sales networks, during CI without note-taking for a corporate audit.
CSE 7	• Can analyse logical relations that link key information in negotiations during CI with note-taking for contract negotiations. • Can use clues such as language structure to anticipate and interpret speech information during CI with note-taking for business negotiations. • Can use notes and memory to remember important information, such as prices, discounts, and delivery dates, during CI for business negotiations. • Can identify and deal appropriately with redundant information during CI with note-taking for business negotiations. • Can use and integrate subject and background knowledge to identify the speaker's slip-of-the-tongue errors during CI with note-taking for business negotiations. • Can use newly acquired information integrated with pre-existing linguistic and non-linguistic knowledge to interpret principal information during CI with note-taking for business negotiations.

	● Can interpret important speech information, such as viewpoint and factual details, during CI with note-taking for a TV interview. ● Can accurately and completely interpret enumerated information during CI with note-taking for a foreign affairs meeting. ● Can interpret meanings delivered by the speaker through pictures, charts, diagrams, and other multimedia devices during CI with note-taking for business negotiations. ● Can summarise important source-language information, such as inventory and mode of delivery, during CI with note-taking for business negotiations. ● Can interpret the logical relations between key pieces of source-language information during CI with note-taking for a TV interview. ● Can analyse the logical relations that link key pieces of source-language speech during CI without note-taking for a foreign affairs assignment. ● Can identify the relations that link principal information with its related details during CI without note-taking for a business meeting. ● Can process loosely organised source-language information to summarise key information, such as the questions asked of the interviewee, during CI without note-taking for a TV interview.
CSE 6	● Can differentiate and analyse the main line of logic present in the source-language information during CI without note-taking for receiving business people. ● Can differentiate primary and secondary source-language information during CI without note-taking for receiving visiting experts. ● Can use context to reorganise important source-language information, such as time, place, and people to be received, during CI without note-taking for an everyday dialogue. ● Can deal appropriately with common English passive sentences so that target-language delivery corresponds with Chinese-language norms during CI without note-taking for receiving a foreign guest at a volunteer event. ● Can use short target-language sentences as necessary to deliver meanings present in long source-language sentences during CI without note-taking for receiving business people. ● Can concisely interpret information such as the schedule of people to be received during CI without note-taking for receiving business people. ● Can interpret dialogue information, such as business-related introductory descriptions and consultations, during CI when escorting clients in a specialised trade fair. ● Can use the target language to reorganise information such as information about Chinese culture during CI without note-taking for a travel assignment. ● Can use both linguistic and non-linguistic knowledge to interpret principal source-language information during liaison interpreting for a familiar topic.
CSE 5	● Can identify key source-language words during liaison interpreting for a familiar topic. ● Can understand implicit meaning of the vocabulary and sentences in the dialogue during liaison interpreting for a familiar topic. ● Can deliver target-language speech with basic fluency during liaison interpreting for a familiar topic. ● Can interpret information in everyday dialogue, such as greetings and goodbyes, sightseeing, and shopping exchanges. ● Can interpret on-the-spot dialogue information, such as price haggling and paying, during a shopping assignment. ● Can interpret key information, such as flight numbers and arrival or departure times, during airport pick-up and drop-off. ● Can interpret customers' tone and bearing at a small goods trade fair.

6.5.2 Interpreting strategies

Interpreting strategies, which include planning, execution and appraising/compensation, refer to the skills, methods or actions applied in solving problems or improving interpreting effects in the study and practice of interpreting.

Table 65 Interpreting strategies

CSE 9	● Can familiarise him/herself with the speaker's pronunciation, intonation, speech rate, and wording preference prior to interpreting. ● Can smoothly employ appropriate strategies in order to handle speech that is information-dense, vague, or presented too quickly. ● Can identify and handle appropriately any significant error or omission made by a speaker.
CSE 8	● Can familiarise oneself with pertinent field-specific terms, background information, and development trends prior to interpreting. During consecutive interpreting: ● Can reorganise source-language sentence structure to conform to target-language delivery norms. ● Can monitor target-language speech for accuracy, completeness, and fluency. ● Can recognise and promptly correct any error in logic in target-language information and make timely adjustments based on the audience's reactions. During simultaneous interpreting: ● Can actively use strategies such as anticipation, chunking, decalage, and reorganisation. ● Can monitor in real-time the accuracy, fluency, and cohesion of target-language information. ● Can assess and handle any errors that arise during source-language delivery.
CSE 7	● Can familiarise him/herself with the basic concepts that an interpreting assignment may involve; and create a glossary of high-frequency words and field-specific terms prior to interpreting. During interpreting: ● Can rapidly chunk units of meaning, actively process information, and make reasonable anticipation based on context. ● Can adjust target-language delivery and, as necessary, add explanation in order to clarify vague or implicit source-language information. ● Can consistently assess the accuracy, completeness, and fluency of source-language.
CSE 6	● Can make use of various resources to familiarise him/herself with pertinent materials and background information relating to a speaker prior to interpreting. During interpreting: ● Can actively anticipate speech subjects and sort out speech logic. ● Can monitor target-language accuracy and completeness and promptly correct errors. ● Can consult the speaker or on-site experts when difficulties arise.
CSE 5	● Can make preparations and infer about the speaker prior to interpreting. During interpreting: ● Can integrate fragmented source-language information based on context. ● Can make enquiries when source-language information is not clear. ● Can take steps to correct obvious errors as they arise.

Table 66 Interpreting strategies: planning

CSE 9	• Can familiarise him/herself with the speaker's pronunciation, intonation, speech rate, and wording preference prior to interpreting.
CSE 8	• Can collect pertinent, field-specific terms and background information and understand development trends prior to interpreting. • Can interact with the speaker and understand important information, such as the speaker's pronunciation and intonation, as well as any key technical or novel terms that may appear in the speech, prior to interpreting. • Can use contextual information to actively anticipate upcoming content and information. • Can listen and interpret while chunking source-language information units during simultaneous interpreting (SI). • Can chunk source-language information while simultaneously following source-language sentence order to complete target-language speech during SI. • Can adjust ear-to-voice span (EVS) based on information to be interpreted and the speaker's speech rate, pronunciation, and accent during SI.
CSE 7	• Can familiarise him/herself with basic concepts, principles, procedures, and terminology that may be included in the information to be interpreted prior to interpreting. • Can find out about the topic and pertinent content of the activity to be interpreted and familiarise him/herself with the speaker and the speaker's point of view prior to interpreting. • Can create a glossary of high-frequency words and field-specific terms prior to interpreting. • Can consistently use context and experience to make reasonable predictions about upcoming information. • Can use source-language linguistic features, such as conjunctions and phrase collocations, to actively anticipate the next idea the speaker wishes to express.
CSE 6	• Can communicate effectively with a client in order to obtain assignment-related information. • Can use various channels, such as contacting event organisers or using the internet, to collect material pertinent to the interpreting assignment, such as a speaker's background information and the schedule prior to interpreting. • Can produce and memorise a Chinese-English glossary of names of important organisations and individuals participating in an activity prior to interpreting. • Can familiarise him/herself with an interpreting site, the speaker, and the interpreters' work area prior to interpreting. • Can use clues such as the subject and context of an activity and a speaker's identity and viewpoint to actively anticipate the main information to be interpreted. • Can chunk source-language units of meaning during CI without note-taking for an everyday dialogue.
CSE 5	• Can communicate with a regular interpreting client in order to find out the principal and background information to be interpreted prior to interpreting. • Can communicate and coordinate with relevant staff prior to interpreting. • Can acquire information and resources relevant to an interpreting assignment prior to interpreting. • Can mobilise reserves of pre-existing encyclopaedic knowledge in order to prepare in advance for an interpreting assignment. • Can infer the principal intent of a speaker during liaison interpreting for a familiar topic.

Table 67 Interpreting strategies: execution

This table does not provide the description of Level 9 as it covers the same requirements as the ones in Levels 5-8.

CSE 8	- Can consistently and appropriately employ strategies such as simplification, summarisation, and explication to deal with speech that is information-dense, vague, or presented too quickly. - Can include or omit source-language modifiers as necessary during simultaneous interpreting (SI). - Can appropriately use omission and simplification strategies in order to set aside time and energy to integrate target-language information delivery during SI. - Can use methods such as addition and deletion to sort loosely arranged source-language information in order to ensure concise and coherent target-language delivery during SI. - Can delay or adjust target-language information output when context is lacking during SI. - Can monitor his/her own target-language delivery to ensure accuracy of pronunciation, intonation, grammar, and field-specific terms during SI. - Can follow the logic of the speaker while at the same time monitoring the logic of the target-language information during SI. - Can consistently monitor the accuracy, fluency, and cohesion of target-language information during SI. - Can integrate memory and notes to remember all important source-language viewpoints and details during consecutive interpreting (CI) with note-taking.
CSE 7	- Can integrate the speaker's principal paralinguistic information, such as gestures, vocal pitch, and movements, in order to accurately understand the meaning of the source-language information. - Can integrate information about the interpreting setting and the speaker's background in order to analyse the implied meaning of the source-language information. - Can use context to arrange loosely organised logic in source-language information. - Can analyse source-language information and determine the content to be noted down. - Can integrate memory and notes to remember source-language information. - Can remember the principal logical relations and key details of the source-language information. - Can use note-taking symbols to accurately record key words, logical connectives, field-specific terms, numerical information, and enumerated items in source-language information. - Can determine whether notes are in accordance with basic logic and common sense and use methods of omission or summarisation to filter out any information that does not align. - Can use methods such as addition and deletion to clarify vague references in source-language information. - Can augment target-language information to provide background information which the audience may lack. - Can explain complex field-specific terms, abbreviations, or culture-loaded words as necessary.

	● Can make on-the-spot observations of the audience's responses and make necessary adjustments. ● Can adjust speech volume, speech rate, and phrasing based on the dialogue subject, the speaker's identity, and the context of information exchange. ● Can simultaneously coordinate listening and decoding, remembering, and target-language delivery.
CSE 6	● Can use topic-related linguistic and specialised knowledge to understand source-language information. ● Can sort out the logical levels of source-language information. ● Can use everyday language to promptly interpret a source-language word or phrase for which an "equivalent translation" is not immediately available. ● Can adjust speech rate and volume to correspond with on-site circumstances. ● Can monitor whether target-language information is accurate and complete.
CSE 5	● Can pay attention to a speaker's principal non-verbal information. ● Can use context to integrate fragmented source-language information. ● Can use conjunctions to reproduce or explicate logical relations between source-language phrases. ● Can recognise whether or not target-language delivery is fluent. ● Can control speech rate and volume.

Table 68 Interpreting strategies: appraising/compensation

CSE 9	• Can listen and interpret while using internet resources to look up pertinent terminology during simultaneous interpreting (SI). • Can identify and manage appropriately significant omissions or errors made by a speaker.
CSE 8	• Can assist fellow interpreters to take down numbers and check field-specific terms during SI. • Can correct slips of the tongue immediately upon discovery during SI. • Can use on-the-spot audience reaction to assess whether or not target-language delivery is adjusted appropriately during SI. • Can solicit assistance from the speaker or nearby experts to ensure accuracy when encountering unusual terminologies. • Can check with the speaker to confirm numbers, specialised terminology, and other important information when necessary. • Can consult on-site experts to resolve questions relating to ethnicity, religion, or traditional customs. • Can assess whether or not the target language conveys the principal logic of the source language. • Can assess the occurrence of significant mistakes in interpreting, such as omission of core information, confusion of logical structure, or misinterpreting crucial terminology. • Can continually assess whether or not the output corresponds with target-language delivery norms. • Can assess whether or not the target-language delivery suits the interpreting setting. • Can monitor and promptly correct stock phrases or redundancies in the target-language output. • Can use pre-existing knowledge and contextual logic to determine and correct obvious errors committed by the speaker.
CSE 7	• Can make use of translation-assisted tools to rapidly reference important words or terminology encountered while interpreting. • Can consult nearby, relevant personnel to resolve questions relating to important, unfamiliar terminology encountered while interpreting. • Can use context and pre-existing knowledge to determine whether or not his/her notes reflect the source-language logic. • Can assess completeness of source-language information delivery, such as delivery of core information, key terminology, and examples by quick reflection or viewing notes. • Can assess whether or not the logic of target-language delivery is clear by observing audience's facial expressions or by quick reflection. • Can rectify as necessary important source-language information omitted or delivered inadequately in the target language. • Can correct or supplement misinterpreted, overlooked, or misunderstood information during follow-up interpreting when it is discovered.
CSE 6	• Can make use of tools at hand, such as mobile phone dictionaries, to reference unfamiliar words or field-specific terms. • Can consult a speaker or on-site experts when difficulties arise. • Can assess whether or not target-language output is fluent. • Can correct or re-interpret any sentence that contains mistaken information. • Can reflect upon the cause(s) of any difficulties encountered during the interpreting process (e.g. deficiencies in linguistic or encyclopaedic knowledge).
CSE 5	• Can resolve issues by making enquiries when source-language information is misheard or cannot be understood. • Can take steps to correct obvious errors.

6.5.3 Translation ability

Translating is an intercultural and inter-language mediating activity in which source texts are seen as input and target texts are seen as output. Translation ability refers to the written language transference ability demonstrated by language learners and users in the participation of intercultural and trans-lingual activities. The scales for translation ability cover translating description, translating narration, translating exposition, translating instruction, translating argumentation and translating interaction.

Table 69 Translating description

CSE 9	● Can translate abstract descriptive texts with a wealth of rhetorical devices, reproducing the descriptive style of the original. ● Can translate texts containing rhymes and rhythm, reproducing the language style.
CSE 8	● Can translate prose on profound themes, reproducing thematic information and language style. ● Can translate character descriptions, reproducing the original image and demeanor of the characters. ● Can translate descriptions of scenery using vivid expressions.
CSE 7	● Can produce coherent translations of prose originally written in plain language, reflecting the author's emotions and attitudes. ● Can translate texts describing scenes of events and activities, reproducing the original details. ● Can translate rhetorical devices used in descriptive texts, such as simile, metaphor, personification, and hyperbole, reproducing the rhetorical effects in the original texts.
CSE 6	● Can translate short descriptive texts on people's social activities, completely and concisely conveying the subject matter of the original. ● Can translate short texts describing characters' emotions, conveying emotions and attitudes of the author. ● Can translate texts describing data and charts, conveying the details in the original.
CSE 5	● Can translate short texts describing social activities, conveying the key points of the original. ● Can translate texts with simple descriptions of scenes (e.g. spatial layouts or environment).

Table 70 Translating narration

CSE 9	● Can translate texts on historical and cultural subjects, reproducing characters and events and conveying cultural connotations of the original. ● Can translate drama scripts with complex language and plots, reproducing their character relations and plot development. ● Can translate novels with complex plots and various rhetorical devices, accurately conveying the theme of the original and preserving artistic value.
CSE 8	● Can translate scripts or captions of films or television shows, reproducing the idiolect of the characters in plain language. ● Can translate reportage with complex language, producing logical translations with standard language.
CSE 7	● Can translate non-literary narrative texts, such as case or incident statements, producing translations with accurate and complete information. ● Can translate popular mythologies, legends, and folk tales, conveying their cultural characteristics accurately. ● Can translate narrative prose with complex language, reproducing the rhetorical devices in the original. ● Can translate stories with complex language and plots, reproducing storylines and themes.
CSE 6	● Can translate news coverage in his/her field, reproducing the information in the original. ● Can translate celebrities' anecdotes, reproducing the main features of the characters and courses of events. ● Can translate simple documentary texts, reproducing the courses of events.
CSE 5	● Can translate short stories about daily life, reproducing the main storylines. ● Can translate short articles about social activities, such as travel experiences. ● Can translate stories with simple language, reproducing basic plots and character relations.

Table 71 Translating exposition

CSE 9	● Can translate texts on cultural subjects, producing appropriate adaptations where necessary and reproducing the cultural connotations. ● Can translate texts (e.g. technical standards, product brochures, reports on scientific experiments), producing appropriate, concise, and coherent translations. ● Can translate long reports on government affairs, fully conveying the content.
CSE 8	● Can translate introductory descriptive texts about organisations, such as descriptions of enterprises or schools, producing appropriate adaptations with standard language. ● Can translate investigation reports on a broad range of topics, producing translations with complete content and standard language.
CSE 7	● Can translate academic slides in his/her field, conveying the original content accurately. ● Can translate diplomatic memos, producing strict and formal translations conforming to genre standards of the target language. ● Can translate complex instructions for products for daily use, conveying product information and conforming to industry standards.
CSE 6	● Can translate short popular science articles, conveying the key information. ● Can translate restaurant menus, producing accurate translations conforming to genre standards of the target language. ● Can translate notices and posters used in everyday life, conveying the information in the original accurately. ● Can translate short investigation reports on social activities, completely conveying the content of the original.
CSE 5	● Can translate routine schedules, such as those of school art performances, producing concise and clear translations. ● Can translate commonly used certificates, such as school reports, conveying the content of the original completely and accurately. ● Can translate packaging and labeling directions for articles of daily use, producing accurately worded translations. ● Can translate business cards, producing accurate translations with standard language.

Table 72 Translating instruction

CSE 9	● Can translate diplomatic instruments such as communiqués and treaties, producing translations with solemn and proper language which express the government's positions and attitudes. ● Can translate various advertisements or slogans, producing concise, vivid, and convincing translations. ● Can translate various documents of laws and regulations, producing translations with strict language and adhering to legal language standards.
CSE 8	● Can translate technical texts, such as instructions for operation, manufacturing process, or processing techniques, producing concise and accurate translations with complete content and standard expressions. ● Can translate a great variety of regulations and rules, producing accurate translations with complete content and standard expressions. ● Can translate a variety of investment promotions, accurately conveying the business policies in the original. ● Can translate bidding documents, accurately conveying the rights and obligations in the original.
CSE 7	● Can translate commonly used business texts, such as shipping notices, producing translations in conformity with the genre standards of the target language. ● Can translate texts used in public affairs, such as invitations and schedules of visits for foreign affairs, producing accurate and standard translations which conform to common diplomatic practices. ● Can translate technical texts in his/her field, such as experiment procedures and engineering diagrams, producing accurate translations with standard expressions.
CSE 6	● Can translate common public signs, producing translations in conformity with the genre standards of the target language.
CSE 5	● Can translate schedules of campus activities, conveying key information such as time, location, and activities. ● Can translate common warning signs, accurately reproducing the original instructions. ● Can translate travel schedules.

Table 73 Translating argumentation

CSE 9	● Can translate news coverage, feature articles, and editorials on a wide range of topics, making appropriate transediting where necessary while conveying the viewpoints and implied meanings of the original. ● Can translate academic papers and scholarly works in a variety of fields, ensuring the translation conforms to the discourse norms of the target language.
CSE 8	● Can translate government documents, accurately conveying the meaning and conforming to the genre standards. ● Can translate literary review articles, producing coherent translations conveying the viewpoints of the original. ● Can translate academic papers and scholarly works in his/her field, conveying the main content of the original in conformity with academic norms.
CSE 7	● Can translate review articles in social sciences, producing accurate translations that reflect the viewpoints of the original articles. ● Can translate business review articles accurately and coherently. ● Can translate complex commentaries, reproducing the viewpoints and positions of the authors. ● Can translate popular newspaper articles, reproducing the main viewpoints.
CSE 6	● Can translate abstracts of professional academic theses, conveying the key points completely. ● Can translate commentaries on social activities, accurately conveying the arguments and reasoning. ● Can translate argumentative texts on common themes, conveying the authors' viewpoints and attitudes.
CSE 5	● Can translate written versions of simple speech, conveying the viewpoints and factual information accurately. ● Can translate short argumentative texts on familiar topics about social phenomena, conveying the key information in the original.

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Table 74 Translating interaction

CSE 9	● Can translate specialised work-related email or letters on a wide range of topics, such as academic or technical exchanges, producing translations with proper and standard expressions.
CSE 8	● Can translate complex and specialised work-related email or letters, reproducing the writing styles. ● Can translate diplomatic correspondence, producing translations with precise language and in standard format.
CSE 7	● Can translate common work-related letters, such as business letters, producing translations with precise language and in standard format. ● Can translate formal applications and letters of proposal, producing translations with formal language and clear expression.
CSE 6	● Can translate a wide variety of texts such as job applications and letters of recommendation, accurately conveying the key information. ● Can translate formal invitations, accurately conveying detailed information such as time and location.
CSE 5	● Can translate email or letters about daily routine, accurately conveying the full content.

6.5.4 Translation strategies

Translation strategies, which include planning, execution and appraising/compensation, refer to the skills, methods or actions applied in solving problems or improving translating effects in the study and practice of translating.

Table 75 Translation strategies

CSE 9	● Before translation, can skilfully use diverse translation software or resources to consult relevant information. ● During the translation process, can apply diverse translation strategies to solve translation problems. ● After completing the translation, can apply proper translation standards to comprehensively assess the quality of translation as well as independently revise and improve it.
CSE 8	● Before translation, can analyse the genre, cultural backgrounds, and writing skills of the original and build term bases. ● During the translation process, can apply diverse translation strategies to the main points, cultural connotations, and rhetorical devices. ● After completing the translation, can revise errors in using rhetorical devices or expressing cultural connotations.
CSE 7	● Before translation, can recognise the communicative purposes of the original; draw up plans for searching for relevant materials; foresee typical problems arising in the process of translation; and devise translation strategies. ● During the translation process, can add annotations and explanations where necessary. ● After completing the translation, can improve the translation.
CSE 6	● Before translation, can reasonably plan the process of translation according to the translation task; acquire relevant professional knowledge; and determine the meanings of terminologies through commonly used translation aids. ● During the translation process, can convert sentence patterns where necessary. ● After completing the translation, can correct the translation mistakes of conveying incomplete information or unfaithful content.
CSE 5	● Before translation, can clarify the purpose(s) of the translation and consult the meanings of words using reference books or cyber resources. ● During the translation process, can appropriately make additions or omissions where necessary. ● After completing the translation, can correct improper wording and grammatical mistakes using reference books and/or cyber resources.

Table 76 Translation strategies: planning

CSE 9	• Can draw up translation plans based on translation briefs, purposes, and corresponding standards. • Can skilfully use professional translation software. • Can retrieve text-related information through a variety of means, determine its value, and decide how to integrate or adopt it accordingly.
CSE 8	• Can analyse the social and cultural backgrounds of the original. • Can differentiate the genre and linguistic features of the original. • Can recognise rhetorical devices used in the original. • Can analyse the authors' writing skills. • Can build up term bases in relevant fields with the use of commonly used translation software. • Can accurately analyse the themes and ideology of the original. • Can foresee those factors affecting the completion of translation tasks.
CSE 7	• Can recognise the communicative purposes of the original. • Can draw up plans for searching for relevant materials. • Can foresee translation problems and devise strategies for finding solutions according to the translation task. • Can analyse the potential readers, their reading needs, and other relevant information. • Can consult relevant professionals to ensure comprehension of the professional knowledge in the original.
CSE 6	• Can plan the process of and procedures for translation within the time limit set for the translation task. • Can choose channels for obtaining professional knowledge about the original. • Can search for relevant materials written in the target language. • Can collect text-related key concepts and terms closely related to the original text, based on the translation task and the content. • Can consult relevant professionals and learn about the backgrounds of the texts. • Can determine the meanings of words and expressions in the particular context of the original with the use of translation aids. • Can identify the effectiveness and reliability of the available background information about the original. • Can consult the author(s) if conditions permit, and clarify any ambiguous expressions. • Can analyse the textual logical connections in the original. • Can differentiate between commonly used Chinese and English words, expressions, and sentence patterns.
CSE 5	• Can clarify the translation purposes. • Can gather reference books related to the content of the original. • Can consult the relevant professional reference materials. • Can look up new words and expressions in the original with the use of reference books, online dictionaries, search engines, and/or other resources.

Table 77 Translation strategies: execution

CSE 9	● Can convey the meanings and cultural connotations of the original flexibly, accurately, and idiomatically.
CSE 8	● Can creatively supplement the implied content of the original to imitate or recreate imagery or rhetorical devices in the translation. ● Can express explicitly the implications of the original, reproducing its tones and nuances. ● Can translate the Chinese four-character structures by converting them into English words, phrases, or simple sentences where necessary. ● Can translate idioms and proverbs from the original into expressions accepted in the target language.
CSE 7	● Can use omissions, rationally delete, or cut redundancy of the original to make the translation concise while retaining the original rhetorical styles. ● Can bridge the cultural gap between the source text and the target readers by making annotations in the translation. ● Can use explanations to clearly deliver the information implicit in the original so as to make the translation readable. ● Can supplement the background knowledge in the original to ensure effective delivery of its information. ● Can convert between affirmative and negative expressions from the original to the translation where necessary. ● Can use simple sentences to translate the thematic information in the original, highlighting its main ideas by clearly conveying its gist and viewpoints. ● Can communicate with relevant professionals in the translating process, ensuring the fulfilment of translation tasks.
CSE 6	● Can properly translate expressions for space and time in accordance with the syntactic rules of the translation. ● Can add a proper subject while translating Chinese subject-less sentences based on the context or according to English syntactic rules. ● Can supplement information omitted in the original to avoid repetition where necessary in the translation, ensuring the complete delivery of information. ● Can give proper annotations or additional information in translating abstract words and expressions to make the translation clear and concrete. ● Can add conjunctions indicating logical connections implied in the original according to English sentence patterns. ● Can add words or phrases implied in the original, making the translation coherent and intelligible. ● Can flexibly convert verbs, nouns, pronouns, and adverbs into other parts of speech when necessary. ● Can convert active voice into passive voice as needed. ● Can convert Chinese secondary verbs into English non-predicate verbs where necessary. ● Can convert diverse Chinese clauses or sentences into English compound sentences, non-finite verb phrases, or prepositional phrases, making the translation compact and concise.

	●	Can flexibly use translation skills such as omissions and combinations to remove repetitions in the original.
	●	Can convert animate subjects into inanimate ones when necessary.
CSE 5	●	Can supplement words properly where necessary in the translation to ensure complete grammatical structures in the target language.
	●	Can convert the implicit tenses, modalities, or voices in the Chinese texts into explicit English expressions.
	●	Can translate Chinese sentences into English words or phrases according to English grammar rules, using appropriate English expressions.
	●	Can use transliteration to translate proper nouns, such as names of persons and places.
	●	Can convert the repeated words or phrases and other constituents of the Chinese texts into English pronouns where necessary.

Table 78 Translation strategies: appraising/compensation

CSE 9	• Can skilfully use various resources to find and revise improper expressions with social and cultural connotations in the translation. • Can select and apply proper translation standards to the assessment of translation quality.
CSE 8	• Can refer to the relevant materials and convey the details and the authors' implications in the original. • Can judge and revise improper expressions and artistic styles of the translation. • Can consult relevant professionals so as to accurately reproduce the specialised knowledge and logical relations of the original in the translation.
CSE 7	• Can proofread repeatedly and judge whether the translation faithfully conveys the information in the original. • Can seek the help of experts to clarify any ambiguous or improper expressions in the translation to bridge the gap between the authors' and translator's cultural backgrounds and ways of thinking. • Can revise any incomplete expressions of the main points of the original through repeated proofreading. • Can correct any mistranslations of main ideas through cross-checking.
CSE 6	• Can make the translation more coherent by adding proper conjunctives. • Can confirm the concrete or professional meanings of the words and expressions in the original by referring to relevant materials. • Can consult the author of the original to ensure the accuracy of translation if conditions permit. • Can find and revise incomplete expressions of information in the translation. • Can find and revise inconsistencies in the translation. • Can change wording and sentence structures based on the writing styles of the original, ensuring stylistic consistency between the original and the translation.
CSE 5	• Can revise the translation by transforming sentence patterns or using synonyms so as to ensure the diversity of expressions.

VII. Self-assessment scales

Self-assessment scales can be used by both language learners and users in assessing their own English proficiency. Self-assessment scales include scales for organisational competence, listening comprehension, reading comprehension, oral expression, written expression, pragmatic ability, interpreting ability and translation ability.

Table 79 Self-assessment scale for organisational competence

CSE 9	• I can fluently use grammatical and discourse knowledge in academic and professional settings to express meaning precisely and coherently, by using appropriate vocabulary and sentence structures, with natural pronunciation and speech intonation. • I consciously employ different strategies to keep gaining new language knowledge.
CSE 8	• I can use appropriate, smooth pronunciation and intonation when expressing opinions and attitudes on different occasions. • I can choose appropriate vocabulary and sentence structures to coherently organise information and express meaning based on communicative purposes and needs of the workplace. • I can choose, analyse, summarise, and synthesise information from different channels; and express meaning fluently and logically. • I maintain and improve English proficiency through a variety of means, such as reading and participating in academic activities.
CSE 7	• I can effectively, naturally, and fluently use a range of phonological features in academic and professional activities. • I can accurately and appropriately use vocabulary and a variety of sentence structures to express meaning. • I can use textual knowledge to effectively organise information and express meaning appropriately according to requirements of language activities and tasks. • I can consolidate my English language knowledge by making use of various learning tools and learning methods.
CSE 6	• I can understand and use common fixed expressions and sentence structures. • I can use a wealth of vocabulary and a variety of sentence structures to accurately express meaning and employ natural pronunciation and intonations. • I can use appropriate rhetorical and cohesive devices to establish relations while constructing a text, such as comparison and contrast, classification, and progression. • I strive for grammatical accuracy when expressing meaning; and self-correct or seek help when I encounter difficulties.
CSE 5	• I can speak with correct pronunciation and intonation in routine activities in study and work. • I can use appropriate vocabulary, sentence structures, and grammatical devices to make statements, interpret, and persuade. • I can use cohesive devices to express comparison and contrast, cause and effect, progression, and transition with coherence and logic. • I can use various reference materials and books to solve complex language problems.

CSE 4	• I can use appropriate vocabulary to describe objects, behaviours, and features; and define concepts. • I can employ various sentence structures to understand information, describe events, or express intentions with appropriate pronunciation and intonation when speaking. • I can use simple cohesive devices to express meaning coherently and logically. • I can summarise my weaknesses in grammatical knowledge and seek ways to improve.
CSE 3	• I can comprehend and use common sentence structures to provide information. • I can use proper vocabulary to express clear meaning with correct pronunciation and intonation. • I can understand the logical relationships in discourse and use simple cohesive devices to express transition and cause and effect. • I can use background information to understand vocabulary and grammar; and acquire and consolidate grammatical knowledge through various methods.
CSE 2	• I can use basic vocabulary, sentence structures, and tenses when talking about familiar topics. • I can use simple linking words to express meaning coherently with nearly correct pronunciation and intonation. • I can legibly write English letters and words with accurate capitalisation. • I can acquire grammar and discourse knowledge through appropriate methods.
CSE 1	• I can read the English alphabet with correct pronunciation and intonation. • I can use common vocabulary when greeting and making simple introductions. • I can learn pronunciation, vocabulary, and fixed expressions through various methods.

Table 80 Self-assessment scale for listening comprehension

CSE 9	● I can understand spoken discourse on all kinds of topics in all forms; extract main ideas and supporting details; comprehend the implied meaning; and make analyses, inferences, and evaluations.
CSE 8	● I can understand academic lectures and speeches related to my own field and comprehend the main content. ● I can understand TV interview programmes regardless of accent and speech rate and identify speakers' opinions and attitudes. ● I can understand TV and film dramas regardless of accent and comprehend the implied meaning of the actors' lines in certain contexts. ● I can understand news programmes and documentaries regardless of speech rate and comprehend the sociocultural connotations involved.
CSE 7	● I can understand discussions and debates on abstract topics (e.g. politics, economy, history, culture) and evaluate speakers' opinions and stance. ● I can understand interactions containing rhetorical devices (e.g. puns, metaphors) regardless of speech rate; and understand speakers' implied meaning.
CSE 6	● I can understand open lectures in my own field and summarise the main idea. ● I can understand lectures and presentations in my own field and identify speakers' organisational patterns (e.g. overall framework, use of cohesive devices). ● I can understand radio and TV programmes on hot social and cultural issues; summarise main ideas; and identify speakers' opinions and attitudes. ● I can understand interactions on occasions such as business communications and job interviews when conducted at a normal speed; and identify speakers' attitudes and intentions.
CSE 5	● I can understand lectures or talks delivered at a normal speed and obtain key points and details. ● I can understand the cultural connotations of expressions when communicating with native English speakers on general topics. ● I can understand short news stories on TV programmes and grasp main ideas with the help of visuals.
CSE 4	● I can understand and grasp main ideas of speeches of personal interest when delivered at a normal speed. ● I can understand opinions and attitudes of other people when talking about familiar topics. ● I can understand debates on familiar topics when articulated clearly; and identify main arguments and supporting evidence on both sides.
CSE 3	● I can follow short speeches or talks delivered at a slow but natural speed and obtain key information. ● I can identify themes when listening to radio programmes of personal interest. ● I can obtain the main information while watching familiar TV programmes.
CSE 2	● I can follow short stories and obtain information such as characters, time, and places. ● I can follow simple conversations in daily life and obtain information such as weather, telephone numbers, and age. ● I can understand simple instructions and notices (e.g. "Could you please open the door?") when delivered slowly.
CSE 1	● I can follow simple conversations and understand words and phrases about myself, my family, and school (e.g. school). ● I can understand simple descriptions of objects which are present (e.g. "This is a chair"). ● I can understand main ideas of dialogues in cartoons that employ simple language.

Table 81 Self-assessment scale for reading comprehension

CSE 9	● I can comprehend linguistically complex materials which have profound content with abstract concepts beyond my own field of inquiry (e.g. academic papers, original literary works, practical forms of writing). ● I can appraise the value of reading materials from a variety of perspectives.
CSE 8	● I can comprehend linguistically complex original literary works and appreciate the aesthetics of the language. ● I can comprehend academic papers or scientific and technical literature in relevant fields of study and evaluate the research methods. ● I can synthetically appraise the language style of a work through reading a number of similar texts.
CSE 7	● I can understand linguistically complex novels and materials related to culture and appraise their linguistic features. ● I can understand book reviews in relevant fields of inquiry. ● I can infer the content of an entire book or text by scanning the table of contents.
CSE 6	● I can understand novels and argumentative texts comprised of relatively complex language. ● I can understand and summarise the main features of the objects in expository writing. ● I can understand the terminology of operational texts in related professional areas. ● I can infer the author's attitudes with the help of diction or rhetorical devices.
CSE 5	● I can read arguments on common topics and commentary on familiar topics. ● I can understand the common figures of speech in stories pertaining to social life written in relatively complex language. ● I can extract the key information in practical forms of writing (e.g. memos or notes). ● I can generalise duly from what has been read while reading.
CSE 4	● I can read short, simple stories, prose essays, and expository writing. ● I can understand details (e.g. time, character, place) in travel notes. ● I can analyse the authors' viewpoints on familiar social phenomena in short, simple pieces of argumentative writing. ● I can discover the key information or details by skimming, scanning, and/or browsing.
CSE 3	● I can understand linguistically simple stories. ● I can extract detailed information (e.g. characters, scenic spots) from prose essays. ● I can understand the authors' viewpoints in short, simple letters. ● I can improve my understanding with reference to key words or topic sentences.
CSE 2	● I can understand short, linguistically simple articles on daily life. ● I can pick out the key information in notes or notices. ● I can detect the conspicuous features of a person or an object from the descriptive section of an essay. ● I can understand short picture stories with the help of illustrations.
CSE 1	● I can read linguistically simple picture books and short stories, pick out the common words, and understand the main ideas. ● I can feel the rhyme in children's songs or nursery rhymes.

Table 82 Self-assessment scale for oral expression

CSE 9	- I can communicate and discuss extensively and fluently a wide range of topics in various settings. - I can effectively communicate and negotiate complicated and controversial topics, using humorous and tactful language. - I can give inspiring impromptu speeches on professional topics, adjusting the content and styles of expression appropriately based on the reaction of the audience.
CSE 8	- I can fully and effectively discuss a wide range of topics. - I can analyse and summarise articles or speeches with relatively abstract content in a comprehensive and logical manner. - I can express my viewpoints accurately and fluently on professional topics at academic seminars. - I can communicate and negotiate effectively on various matters in business telephone communication and dispute settlement.
CSE 7	- I can briefly analyse literary works and explain their artistic effects. - I can fully and coherently express personal opinions on abstract topics. - I can synthesise and refine the main points in professional discussions and make appropriate comments on others' views. - I can communicate spontaneously with others on hot social issues and express views clearly and logically.
CSE 6	- I can vividly describe my personal experience in detail. - I can quickly self-correct my language errors in oral expression, shifting the topic at the appropriate time. - I can discuss hot social issues or familiar topics in my field with others. - I can communicate or negotiate effectively when dealing with daily disputes or unexpected situations. - I can clearly interpret and analyse the current state of, reasons for, and solutions to a hot social issue, expressing my opinions and articulating my stance.
CSE 5	- I can relate my personal experiences in detail, describing my feelings accurately. - I can, after preparation, present views coherently on hot social issues. - I can communicate or consult effectively on matters of daily life, such as business, travel, and shopping. - I can, after preparation, express opinions briefly on topics relevant to my background, presenting ideas logically and effectively and emphasising main points.
CSE 4	- I can give a detailed description about my life plans or dreams. - I can give a detailed introductory description of my study or work. - I can explain the main points in my speech and support them with appropriate evidence. - I can make simple conversation in different forms of daily communication (e.g. telephone reservation, receiving foreign guests, shopping). - I can respond to others appropriately in everyday communication (e.g. daily conversation and talk), using strategies such as repetition, code-switching between Chinese and English, or literal translation to confirm the understanding is correct.

CSE 3	● I can express my needs, wishes, and feelings in simple terms. ● I can use simple language to express my views on everyday topics. ● I can use pictures or multimedia techniques appropriately when describing or giving an introduction. ● I can communicate briefly on familiar topics with fair coherence and reasonable accuracy in pronunciation, intonation, and tense.
CSE 2	● I can describe familiar places and objects in simple terms. ● I can handle short everyday exchanges using simple terms, with clear pronunciation and appropriate intonation. ● I can, after preparation, give a short, simple presentation or tell simple and familiar short stories. ● I can, based on provided verbal cues or with the help of teachers, use simple language to express my own opinions.
CSE 1	● I can exchange greetings or holiday blessings with others. ● I can introduce myself or people I'm familiar with in simple terms. ● I can use simple words or phrases to ask for repetition when I can't understand what other people said.

Table 83 Self-assessment scale for written expression

CSE 9	● I can write editorials for English language newspapers. ● I can produce literary writing in a professional manner.
CSE 8	● I can summarise and review reference books or collected materials. ● I can write speeches for academic conferences. ● I can use modern information technology to collect relevant academic materials.
CSE 7	● I can write reviews for literary works, television programmes, or films. ● I can sort out reference materials in accordance with topics related to my specialty. ● I can take accurate and detailed notes while attending academic lectures. ● I can use rhetorical devices to enhance the expressiveness of my writing. ● I can revise the content, structure, and format of my thesis draft.
CSE 6	● I can write English abstracts of articles/theses related to my specialty. ● I can write brief reviews of films, books, or plays. ● I can write letters/email to media on issues related to society or people's livelihood. ● I can use synonyms or near synonyms to avoid repetition in expression.
CSE 5	● I can write letters to apply for overseas exchange programmes. ● I can write down my thoughts and/or views after seeing a film/play or visiting an exhibition. ● I can write a book report after reading. ● I can collect materials from different sources to improve my writing. ● I can revise the structure and content of my writing based on teacher or peer feedback. ● I can write short argumentative essays following academic conventions. ● I can write letters/email and notes related to my study or work.
CSE 4	● I can write my views on topics I am familiar with or interested in. ● I can write a summary of what I have read. ● I can write a brief report on a certain social practice. ● I can write my resume. ● I can write brief news reports for media such as university newspapers. ● I can write an outline before I start writing. ● I can use a topic sentence to emphasise the main idea of a paragraph. ● I can check my writing and correct errors in word use and connection.
CSE 3	● I can write short stories based on prompts given by my teacher. ● I can write compositions on familiar topics. ● I can write letters or email to tell my friends about my current situation. ● I can write itineraries/schedules for class activities. ● I can collect useful words and sentences before writing. ● I can use conjunctions to connect sentences. ● I can check and correct obvious grammar errors.
CSE 2	● I can write birthday or holiday greeting cards to my classmates. ● I can describe features of animals. ● I can write a letter to introduce myself. ● I can describe how I feel about weather or a season. ● I can correct spelling, grammar, and punctuation mistakes with the help of my teacher.
CSE 1	● I can correctly write the 26 letters in the English alphabet. ● I can describe pictures using simple words, phrases, or sample sentences given by my teacher. ● I can write down words based on a picture. ● I can check and correct my spelling mistakes.

Table 84 Self-assessment scale for pragmatic ability

CSE 9	● I can accurately detect various intentions in language spoken on both formal and informal occasions. ● I can convey implied criticism or irony with proper figure of speech. ● I can communicate with others by employing appropriate language to cope with different occasions.
CSE 8	● I can recognise other people's points of view or standpoint at formal occasions. ● I can apply various strategies to different situations to accomplish communicative goals. ● I can communicate my standpoint, preference, and attitude to others at various occasions accurately.
CSE 7	● I can appreciate the subtle differences in various forms of persuasion, such as the difference between "no smoking" and "It would be nice if you could…" ● I can express gratitude and condolences properly on formal occasions. ● I can understand verbal conflicts caused by cultural differences and explain them effectively. ● I can adjust my use of language to the cultural background of other parties in social communications.
CSE 6	● I can understand and respond to challenges relating to my field of study, such as "Your performance would have been better if you had done…" ● I can recognise polite flattery at formal occasions and respond properly, such as "Your topic is interesting." or "Thank you. I am glad you like it, but…" ● I can choose appropriate utterances according to different social occasions to achieve communicative goals.
CSE 5	● I can understand and express sympathy or regret in different social occasions, such as "I wish I could go back and start all over again." ● I can understand formal acknowledgements and use appropriate phrases to express my gratitude, such as "Thanks go first to…" ● I can negotiate with others in relatively formal occasions with routine expressions, such as "Could I interrupt you for a minute?"
CSE 4	● I can understand common complaints at social interactions and appropriately complain about unfair treatment, such as "I have been waiting for two hours, but..." ● I can understand invitation in daily communication and properly invite others, such as "Wanna come?" ● I can talk to others politely on social occasions.
CSE 3	● I can understand relatively discreet routine requests in daily communication, such as "Could you…please?" ● I can understand and directly express routine advice in simple language, such as "Why don't you speak slowly?" ● I can ask for regular services at restaurants and stores with routine expressions, such as "Can I have…?"
CSE 2	● I can understand and express simple and routine requests, such as "Excuse me.", "Can you help me please?" ● I can follow simple and routine instructions or guides, such as "Sit down.", "Come in."

	● I can express blessings with simple routine expressions, such as "Happy New Year!", "Merry Christmas!"
CSE 1	● I can understand and properly express simple and routine greetings, such as "Hello!", "How are you?" ● I can understand simple and routine compliments, and express my gratitude in simple terms, such as "Great!", "Thank you." ● I can apologize and beg for forgiveness with simple phrases, such as "Sorry."

Table 85 Self-assessment scale for interpreting ability

CSE 9	• Prior to interpreting, I can familiarise myself with the speaker's speech habits, such as pronunciation and intonation, rate of speech, and wording preference. • During difficult, specialised consecutive interpreting, such as a heads-of-government meeting or a court hearing for an important case, I can accurately, completely, and fluently interpret source-language information while ensuring target-language delivery is consistent with the speaker's register and style. • During consecutive interpreting, I can use and integrate consecutive interpreting skills and strategies to deliver adaptable, idiomatic language, with a natural and relaxed bearing and clear enunciation. • During simultaneous interpreting for a government press conference or report of a major emergency, I can interpret source-language information accurately, completely, and fluently. • During simultaneous interpreting, I can use and integrate simultaneous interpreting skills and strategies to deliver appropriate, adaptable, idiomatic language with clear enunciation and a pleasant voice. • During interpreting, I can identify and handle appropriately any significant errors made by the speaker.
CSE 8	• Prior to interpreting, I can familiarise myself with industry-related specialised vocabulary, background information, and development trends. • During consecutive interpreting in which speech segments are comparatively long, such as news conferences, academic talks, or business negotiations, I can draw support from my notes to interpret information-dense, relatively specialised speech that is delivered at a regular speed with a certain degree of accent. • During consecutive interpreting in which speech segments are comparatively long, I can use context and related background knowledge to analyse the speaker's logic. • During consecutive interpreting in which speech segments are comparatively long, I can use devices such as addition, omission, explication, and word reordering to ensure the target language is produced accurately, completely, and fluently. • I can avoid committing obvious grammar mistakes and deliver the target language fluently. I can also use non-verbal methods to ensure effective communication. • During simultaneous interpreting, such as for a political leader's speech, a live-broadcast of a sporting competition, or an expert review meeting, I can interpret low-information-density speech delivered at a regular speed and without any obvious grammar mistakes. • During simultaneous interpreting, I can use strategies such as anticipation, omission, and summarisation to divide my attention. I can simultaneously listen and analyse information, using suitable sense groups to chunk source-language sentences to interpret the speaker's message relatively accurately, completely, and fluently. • During interpreting, I can monitor in real-time the accuracy, fluency, and cohesion of target-language information. • I can assess and correct errors that occur in the delivery of source-language information.
CSE 7	• I can draw support from my notes to interpret moderately information-dense speech in which speech segments are comparatively short and delivered at a regular speed, as seen in activities such as business visits, popular science lectures, or guided tours.

	• Prior to interpreting, I can use information about the subject and the speaker's background to create a glossary, gain pertinent knowledge, and actively anticipate source-language information. • During interpreting, I can understand, analyse, and remember, using my notes and memory, the speaker's entire message. • I can use relatively fluent target language to deliver source-language information. • I can use materials prepared prior to interpreting or my accumulated experience to help when I encounter difficulties.
CSE 6	• I can perform consecutive interpreting without note-taking for a familiar topic in which speech segments are comparatively short, such as when receiving business people or accompanying people on a tour. • I can use a variety of channels to make preparations, such as contacting event organisers or using the internet, to collect material pertinent to an interpreting assignment and a speaker's background. • I can understand the speaker's main intent, remember principal information of a speech, and use the target language to deliver source-language information relatively accurately. • I can monitor target-language accuracy and completeness and promptly correct mistakes. • I can request help from the speaker or the audience when I encounter difficulties. • After the interpreting assignment, I can reflect on my performance and on the reasons for any difficulties I encountered.
CSE 5	• I can integrate subject and pertinent background knowledge to interpret important information present in a dialogue while interpreting for a familiar topic, such as airport pick-up and drop-off or a shopping assignment. • Prior to interpreting, I can make pertinent preparations, such as familiarising myself with an itinerary, subject, and details of an activity. • I can recognise and promptly correct obvious errors that occur during interpreting.

Table 86 Self-assessment scale for translation ability

CSE 9	• I can translate diplomatic and bidding documents, producing accurate and standard translations. • I can translate a variety of literary works, reproducing their writing styles. • I can translate academic articles and books, producing correct and standard translations. • I can skilfully use all types of translation software and tools. • I can skilfully use translation strategies to solve translation problems. • I can revise and improve my translations independently through comprehensive assessment of their quality according to proper translation standards in the post-translation stage.
CSE 8	• I can translate texts describing characters and scenery vividly. • I can translate professional papers and books, producing clear and readable translations. • I can build up term bases. • I can analyse the genre styles, cultural backgrounds, and writing skill of the original texts. • I can embody the implications of the original texts in my translation, reproducing their styles, tones, and nuances. • I can correct the errors in the use of rhetorical devices and expressions with cultural connotation in the post-translation stage.
CSE 7	• I can translate job applications and letters of recommendation for studying abroad. • I can translate commentary articles on social sciences and business, producing coherent translations consistent with their viewpoints and attitudes. • I can translate prose and stories with complex language, reproducing themes, emotions, and plots. • I can accurately translate documents for public affairs (e.g. invitation letters, schedules of visits for foreign affairs). • I can translate professional PowerPoint presentations and memos in my field, producing standard translations. • I can recognise the communicative purposes of the texts so as to deliver their information effectively in my translations; and I can independently revise my translations in the post-translation stage.
CSE 6	• I can translate news reports in my field, conveying the main ideas and using correct key words. • I can translate short popular science articles, conveying the key information coherently and accurately. • I can translate short descriptive texts completely and clearly. • I can translate simple directions for operation of household appliances, producing concise, coherent, and readable translations. • I can translate short job applications, letters of recommendation, and invitations, accurately conveying the key information. • I can use translation skills such as omission and combination to avoid repetition in the original. • I can use compound sentences, non-finite verb phrases, and prepositional phrases to render modifier structures.

	● I can add conjunctions or other words and phrases in my translations to indicate logical connections according to customary English sentence patterns.
CSE 5	● I can translate commonly used short certificates and announcements, producing accurate and standard translations. ● I can translate simple texts describing scenes. ● I can translate schedules of campus activities. ● I can translate short essays or chapters of books related to society, culture, and learning. ● I can clarify the translation purposes, probing into the meanings of words with the use of reference books and cyber resources in the pre-translation stage. ● I can add proper words according to English grammar rules, ensuring the completeness of grammar structures in my translations. ● I can revise improper wording and grammatical mistakes by consulting reference books or cyber resources in the post-translation stage.