

# Rosetta Course™ English and the Common European Framework of Reference for Languages Scale

Rosetta Course lessons give learners the content needed to advance into the B1 level of proficiency on the Common European Framework of Reference (CEFR) scale, and helps them develop the skills necessary to continue their language-learning growth at higher levels. The Rosetta Stone® solution focuses significantly on production of new language and using it in context to help learners retain new language and know when to use it correctly.

In this document, you'll find a list of basic language-learning skills and descriptions of the CEFR levels through B2. These descriptions are copied from the CEFR Self-Assessment Grid produced by the Council of Europe. In addition to these summaries, you'll find a description of how Rosetta Course content helps learners succeed at each level. The correlations provided here refer specifically to the English (American) course of five levels. Other Rosetta Stone language courses with five levels introduce learners to content similar in depth and scope, but varying in grammatical and syntactic content. For that reason, the English language correlations may not apply exactly to other Rosetta Stone five-level language courses. Please refer to the index at the end of this document for further information on where within Rosetta Course learners encounter content to help them master particular skills.

## A Levels

	A1	A2	Rosetta Stone
<b>Listening</b>	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	The content and design of Rosetta Course Levels 1 and 2 provide the setting for learners to produce most of the skills associated with the CEFR A1 and A2 designations. For a general correlation of where particular skills are covered in the course, please see the index.  Learners are guided through tightly woven content designed to introduce each new concept by situating it in language that learners are familiar with. Language and meaning are paired with clear, beautiful, high-quality imagery to immerse learners in the learning experience and allow them to more easily grasp new concepts. By using this approach and varying the method of interaction (speaking, reading, listening, typing, etc.), Rosetta Course allows students to practice and improve all their skills as they are learning. Through the 16 lessons and more than 160 activities that make up Level 1, learners acquire language for greetings, introductions, and counting, and they learn to talk about work, school, shopping, money, and basic tasks. The language taught is intentionally conversational and as such focuses the learner's progress on communicating meaning-bearing pieces of information and understanding simple sentences.
<b>Reading</b>	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	Over the course of the 160-plus activities in Level 2, learners acquire language and grammatical forms necessary to use past and future tenses and to discuss travel destinations, locations, arrival and departure, weather, careers, formal and informal situations, landmarks, the arts, and vacation activities. They also learn to use their new language to follow and give instructions, plan, give invitations and apologies, go out to eat, and express emotions. The language taught in Level 2 focuses on interacting with the world and understanding and communicating about concrete ideas and events. Grammar forms used in this level reflect an increased focus on formality, tense, and complexity of sentence structure.
<b>Spoken Interaction</b>	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	
<b>Spoken Production</b>	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	
<b>Writing</b>	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages relating to matters in areas of immediate needs. I can write a very simple personal letter, for example thanking someone for something.	

## B Levels

	B1	Rosetta Stone
<b>Listening</b>	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programs on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	At the completion of Level 5 of Rosetta Course, <sup>™</sup> learners have been exposed to a variety of content that should enable them to reach into, but not necessarily master, the B1 level of proficiency. With further exposure to new grammatical forms and vocabulary, learners should become more comfortable being exposed to media, ad hoc conversations, and interpersonal correspondence in their language of study.  After finishing the 805 activities across the five levels, learners will have learned new language for expressing gratitude, clarifying remarks, inquiring about and assessing comprehension, giving and receiving instructions, providing assurance, etc. They will have seen content and practiced language related to politics, tourism and recreation, professions, hobbies, research, household repairs, and driving. They will also have acquired skills to converse about health and healing, industry, retail, agriculture, law, government, citizenship, science, disasters, emergencies, solving problems, and extended-family relationships.
<b>Reading</b>	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	
<b>Spoken Interaction</b>	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	
<b>Spoken Production</b>	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	
<b>Writing</b>	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	
	B2	Rosetta Stone
<b>Listening</b>	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programs. I can understand the majority of films in standard dialect.	Rosetta Stone opens the door to B2-level proficiency for learners, enabling them to further their study and advance through the B2 level and into the C levels of the CEFR. Certain aspects of the Rosetta Stone <sup>®</sup> experience are within the criteria for B2, including responding to a request, prohibiting people from doing something, and making people feel welcome. However, given the topical and in-depth nature of ratings at or above B2, Rosetta Stone does not contain content that meets these criteria without outside study.
<b>Reading</b>	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	
<b>Spoken Interaction</b>	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	
<b>Spoken Production</b>	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	
<b>Writing</b>	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	

# Index

The Rosetta Stone® Dynamic Immersion® solution motivates learners to produce their new language, in addition to merely recognising it. This revolutionary solution enables learners to use new language in context and helps them retain the language longer.

Content and Skills Development		Level 1	Level 2	Level 3	Level 4	Level 5
A1	Offer and respond to greetings and farewells					
	Make and react to introductions					
	Address people in formal and informal situations					
	Open and close a conversation					
	Describe and narrate a situation, event, or sequence of events					
	Repair misunderstandings in conversation via correction or clarification					
	Ask and answer questions					
	Suggest or agree to a course of action					
	Request or invite others to do something					
	Accept or decline an offer or invitation					
	Offer or request assistance					
	Give advice or warnings					
	Apologise and grant forgiveness					
	Give and seek permission					
	Express (dis)agreement					
	Express (in)ability					
	Express (un)certainty					
	Express knowledge, ignorance, or non-understanding of an event or an expression					
	Express obligation					
	Express volition					
	Express emotion					
	Express approval					
	Express appreciation					
	Express regret					
	Congratulate someone					
	Make a telephone call					
A2	Deny something					
	Express intention					
	Express preference					
	Express hope					
	Express disappointment					
	Express gratitude					
	Express (dis)pleasure					
	Express (dis)likes					
	Express (dis)satisfaction					

Content and Skills Development		Level 1	Level 2	Level 3	Level 4	Level 5
B1	State whether one remembers or has forgotten a person, thing, fact or action					
	Express an opinion, disapproval of an idea or event, and the likelihood of an event or outcome		■	■	■	■
	Express interest or a lack of interest in something					
	Give reassurance			■	■	■
	React to an expression of gratitude					
	Instruct someone to do something			■	■	■
	Clarify a statement through rephrasing					
	Clarify a statement through repetition		■	■	■	
	Clarify a statement through the use of examples					
	Judge whether or not a statement has been understood			■		
B2	Interrupt a conversation in an appropriate way					
	Respond to a request				■	
	Prohibit someone from doing something					
	Make someone feel welcome	■	■	■	■	■