



Common European Framework of Reference for Languages (CEFR)

Understanding and using the CEFR for teaching and learning





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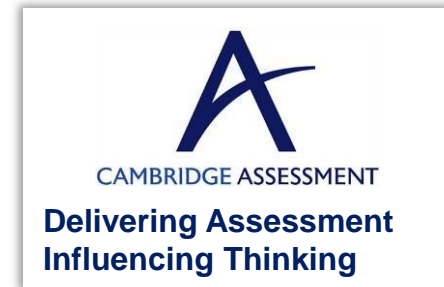
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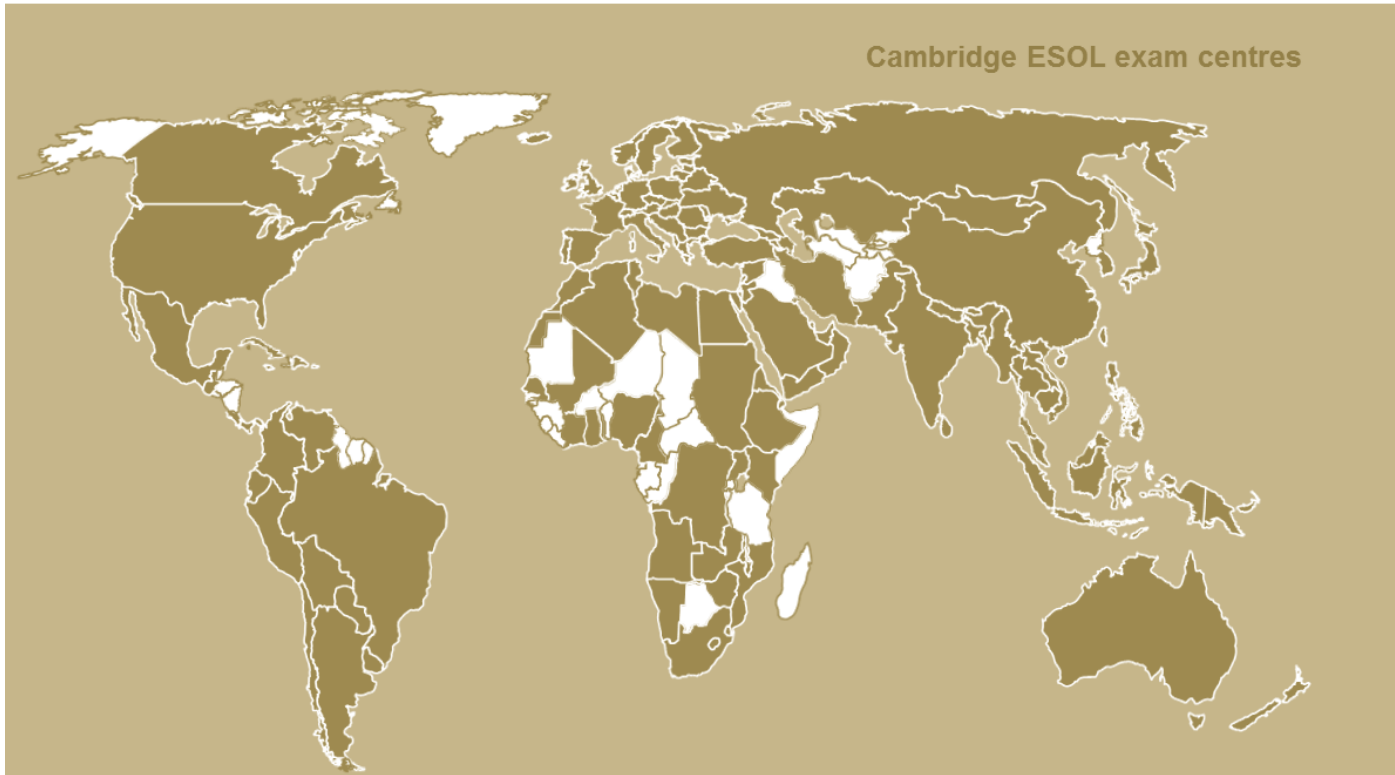
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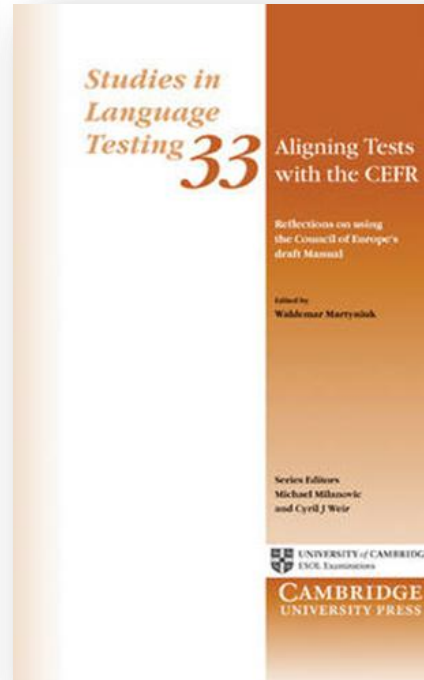
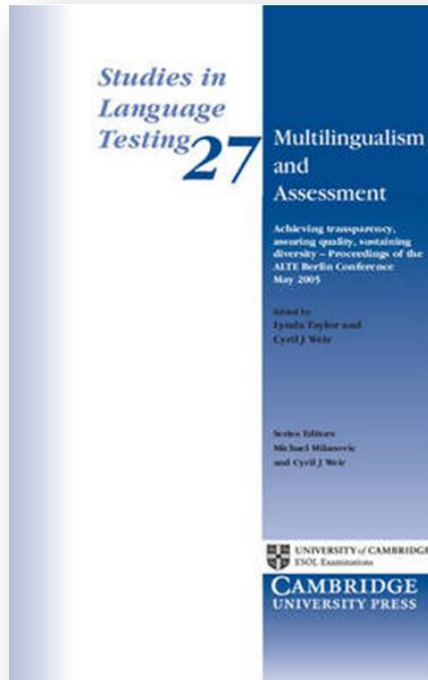


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Publications





Webinar overview

- Getting started with the CEFR
 - What is the CEFR
 - Who uses it and why
- Understanding the scales
- Putting the scales into practice



Terminology

- CEFR Common European Framework of Reference

- CFR Common Framework of Reference

- CEF Common European Framework (of reference)



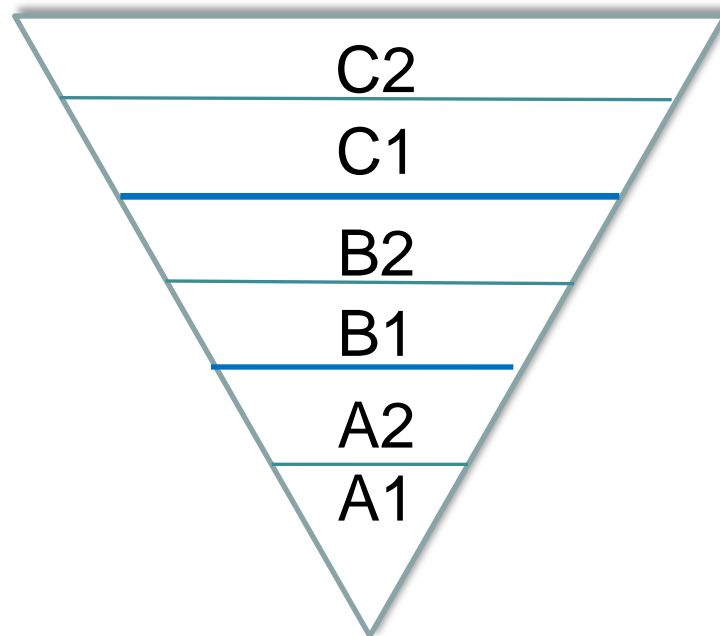
What is the CEFR?

- A framework that can be used to describe language ability in a **consistent** and **standard** way regardless of language or location of instruction
- An overarching aim is to **increase transparency** in language education



The CEFR framework

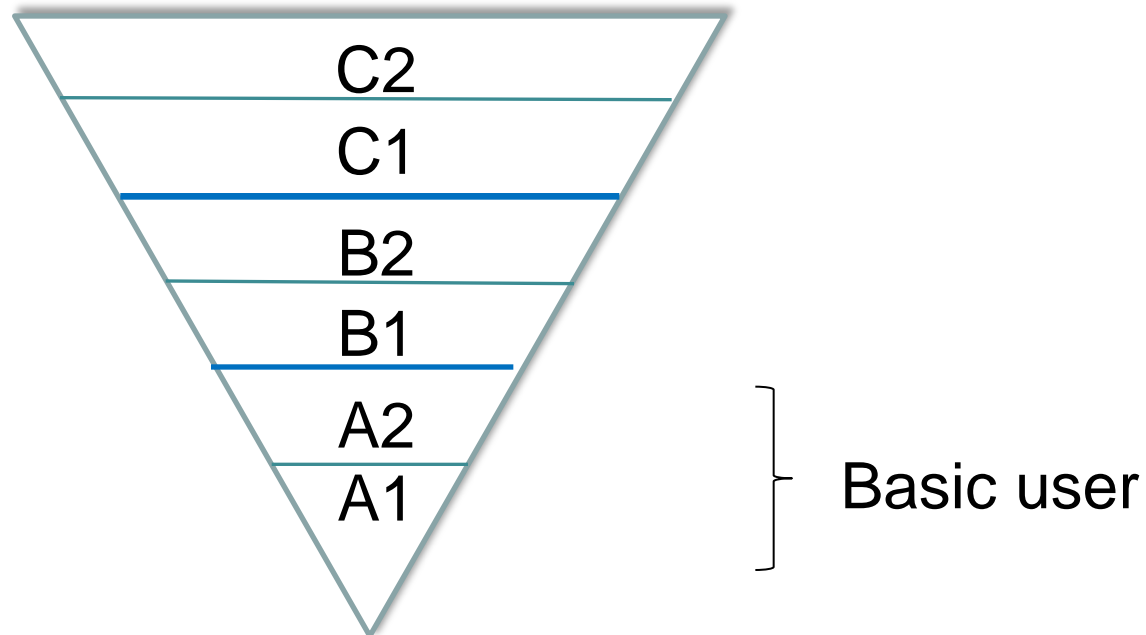
The CEFR framework describes language ability at six reference levels:





The CEFR framework

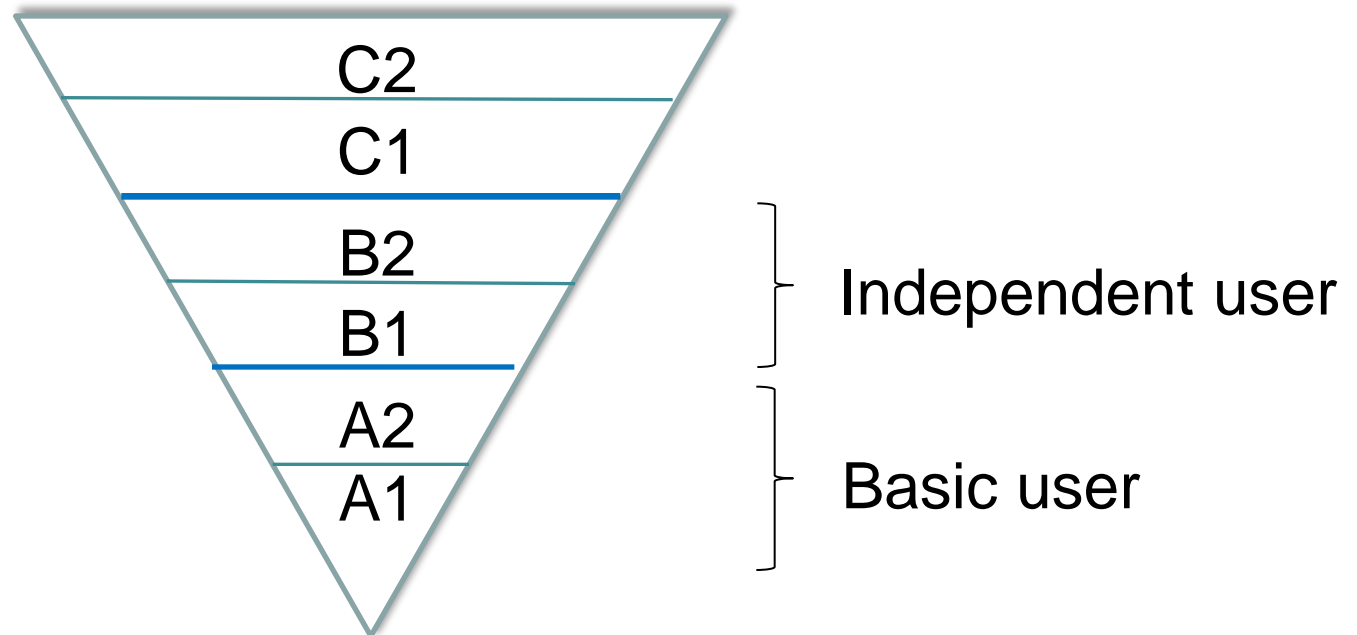
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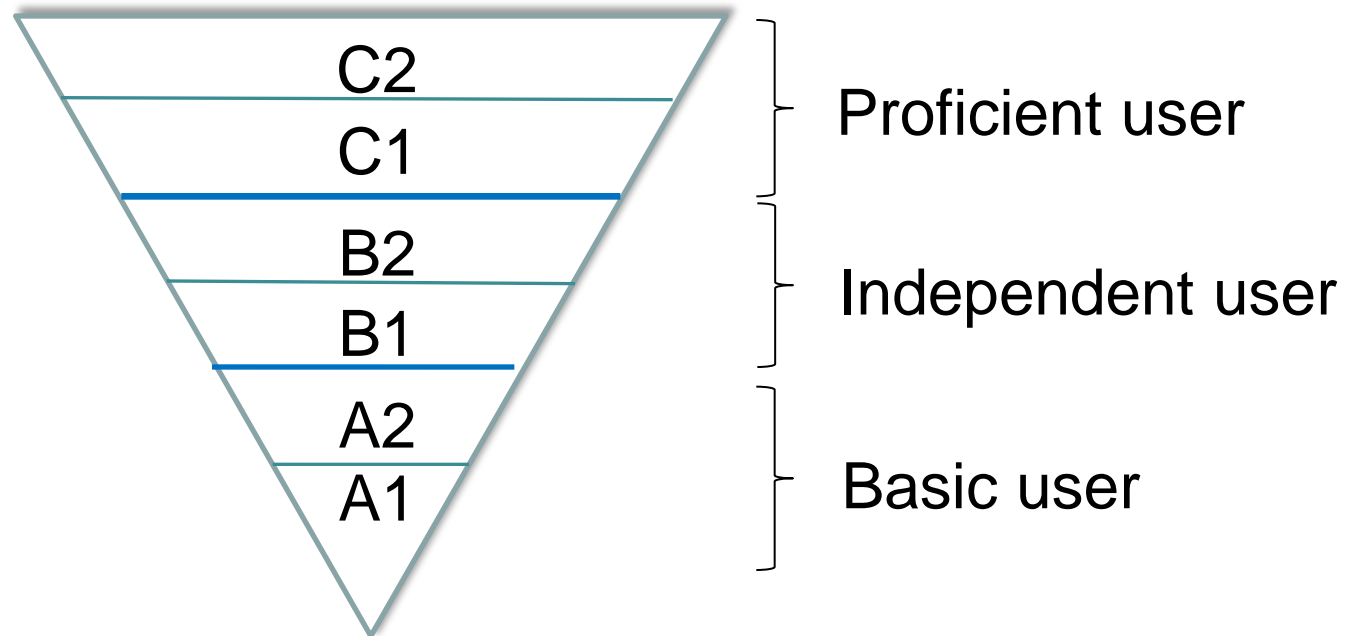
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The CEFR framework

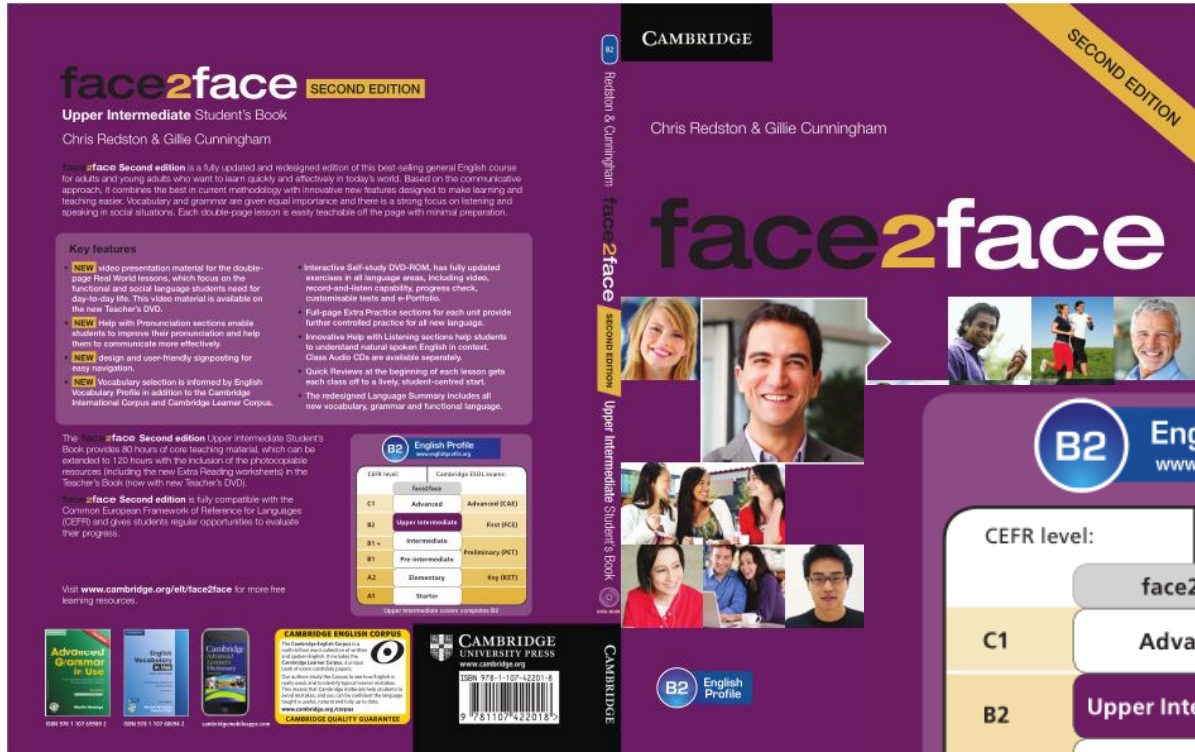
The CEFR framework describes language ability at six reference levels:





Who uses the CEFR?

- Curriculum developers
- Teacher trainers
- Teachers
- Learners
- Exam boards
- Publishers, etc.



face2face SECOND EDITION

Upper Intermediate Student's Book
Chris Redston & Gillie Cunningham

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face2face second edition Upper Intermediate Student's Book

Chris Redston & Gillie Cunningham

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SECOND EDITION

face2face Second edition is a fully updated and redesigned edition of this best-selling general English course for adults and young adults who want to learn quickly and effectively in today's world. Based on the communicative approach, it combines the best in current methodology with innovative new features designed to make learning and teaching easier. Vocabulary and grammar are given equal importance and there is a strong focus on listening and speaking in social situations. Each double-page lesson is easily teachable off the page with minimal preparation.

Key features:

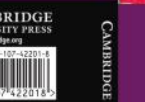
- NEW** Video presentation material for the double-page Real World lessons, which focus on the functional and social language students need for day-to-day life. This video material is available on the new Teacher's DVD.
- NEW** Help with Pronunciation sections enable students to improve their pronunciation and help them to communicate more effectively.
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The **face2face Second edition** Upper Intermediate Student's Book provides 80 hours of core teaching material, which can be extended to 120 hours with the inclusion of the photocopiable resources (including the new Extra Reading worksheets) in the Teacher's Book (now with new Teacher's DVD).

face2face Second edition is fully compatible with the Common European Framework of Reference for Languages (CEFR) and gives students regular opportunities to evaluate their progress.

Visit www.cambridge.org/elt/face2face for more free learning resources.

| CEFR level: | Cambridge ESOL exams: |
|-------------|------------------------------------|
| C1 | Advanced Advanced (CAE) |
| B2 | Upper Intermediate First (FCE) |
| B1 + | Intermediate |
| B1 | Pre-intermediate Preliminary (PET) |
| A2 | Elementary Key (KET) |
| A1 | Starter |



| CEFR level: | Cambridge ESOL exams: |
|-------------|---------------------------------------|
| | face2face |
| C1 | Advanced Advanced (CAE) |
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Upper Intermediate covers completes B2



Uses of the CEFR

The CEFR can be used by language practitioners as the basis for...

- A. setting realistic learning targets for a particular group of students
- B. determining the language ability needed to do a particular activity
 - e.g. to do a particular job, study at a university in the language, etc.
- C. designing language tests
- D. comparing language qualifications (from different countries or languages)
- E. reflecting on and describing teaching practice



How are the CEFR levels described?

Most general



Most detailed

**Global
scale**

**Self-assessment
grid**

**Specification of
objectives for each
level (the illustrative
scales)**



Global scale: familiarisation

1. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

A: Basic User

B: Independent User

C: Proficient User



Global scale: familiarisation

1. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
2. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

A: Basic User

B: Independent User

C: Proficient User



Global scale: familiarisation

1. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
2. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.
3. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.

A: Basic User

B: Independent User

C: Proficient User



Global scale (see handout)

| | | |
|-------------------------|-----------|---|
| Proficient User | C2 | Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations. |
| | C1 | Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices. |
| Independent User | B2 | Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. |
| | B1 | Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans. |
| Basic User | A2 | Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need. |
| | A1 | Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help. |



Distinguishing between levels

| | | |
|-------------------------|-----------|---|
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Distinguishing between levels

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|-------------------------|-----------|--|
| Independent User | B1 | <p>Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.</p> |
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Distinguishing between levels

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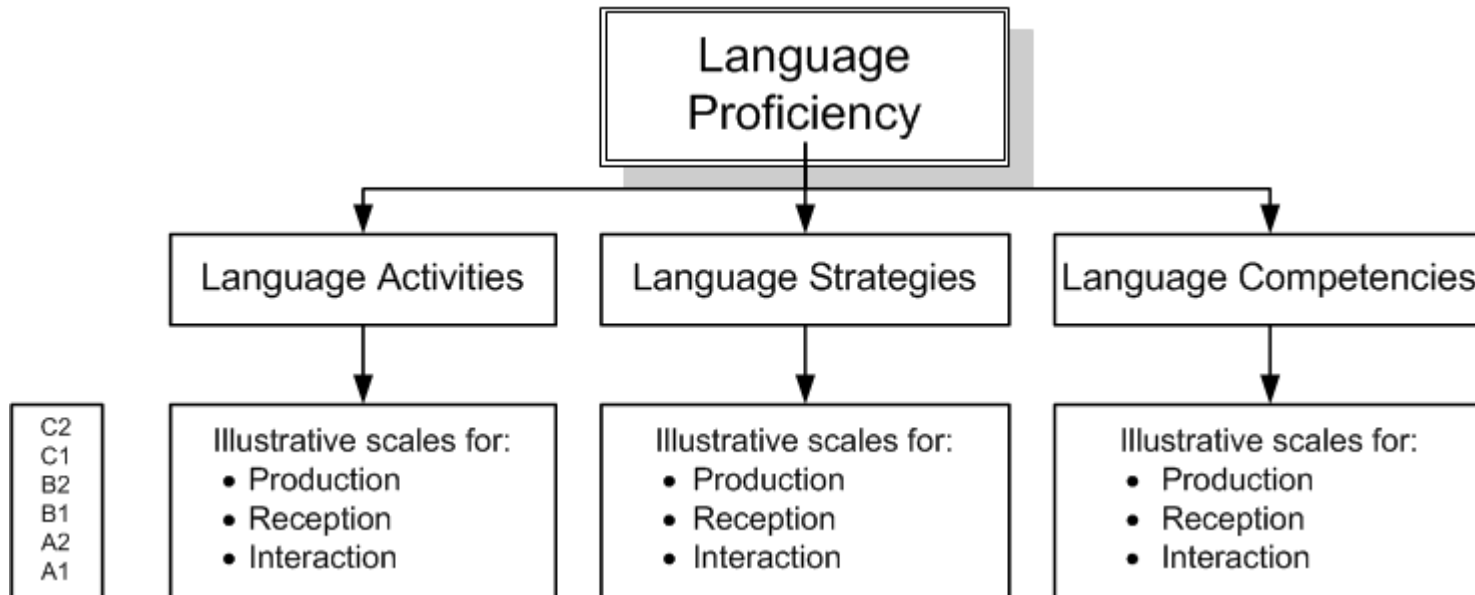
The CEFR illustrative scales

- General scales
 - Global scale
 - Self-assessment grid across levels and skills



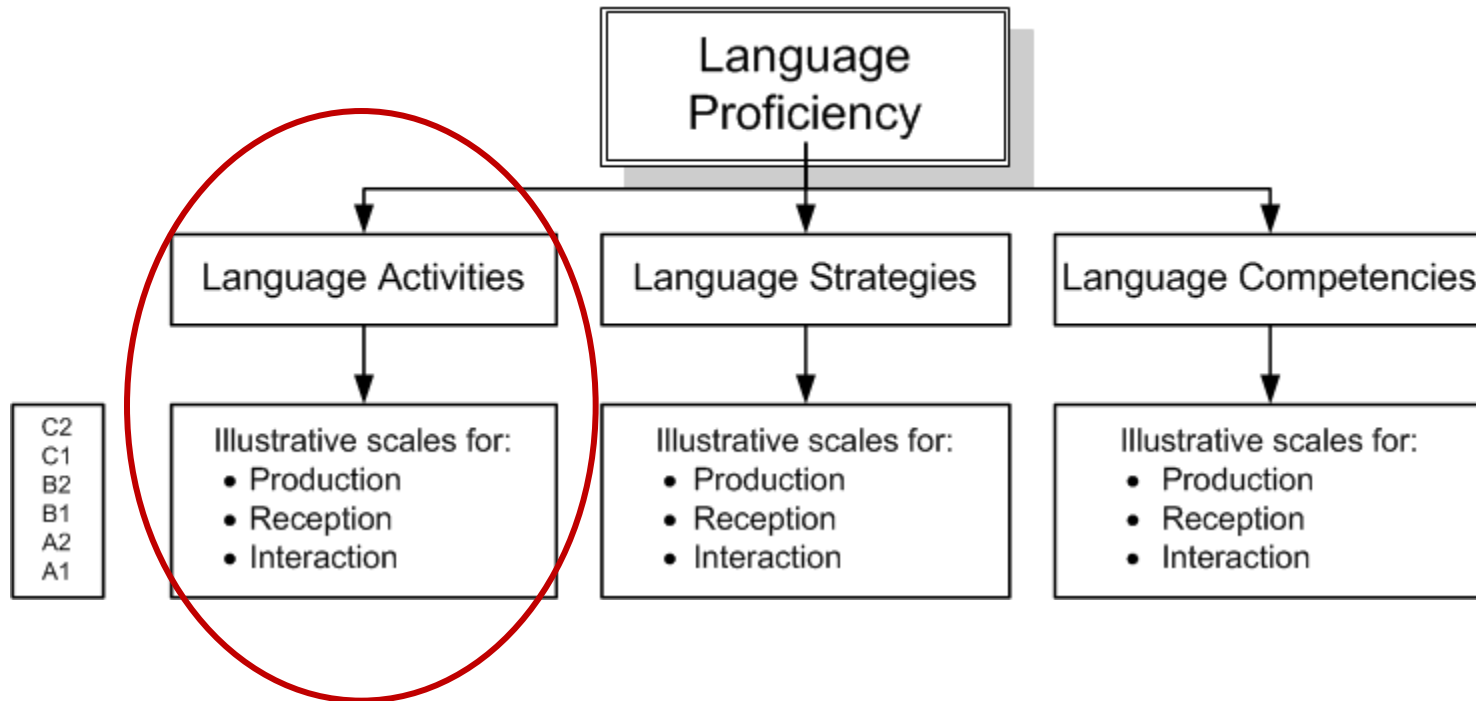
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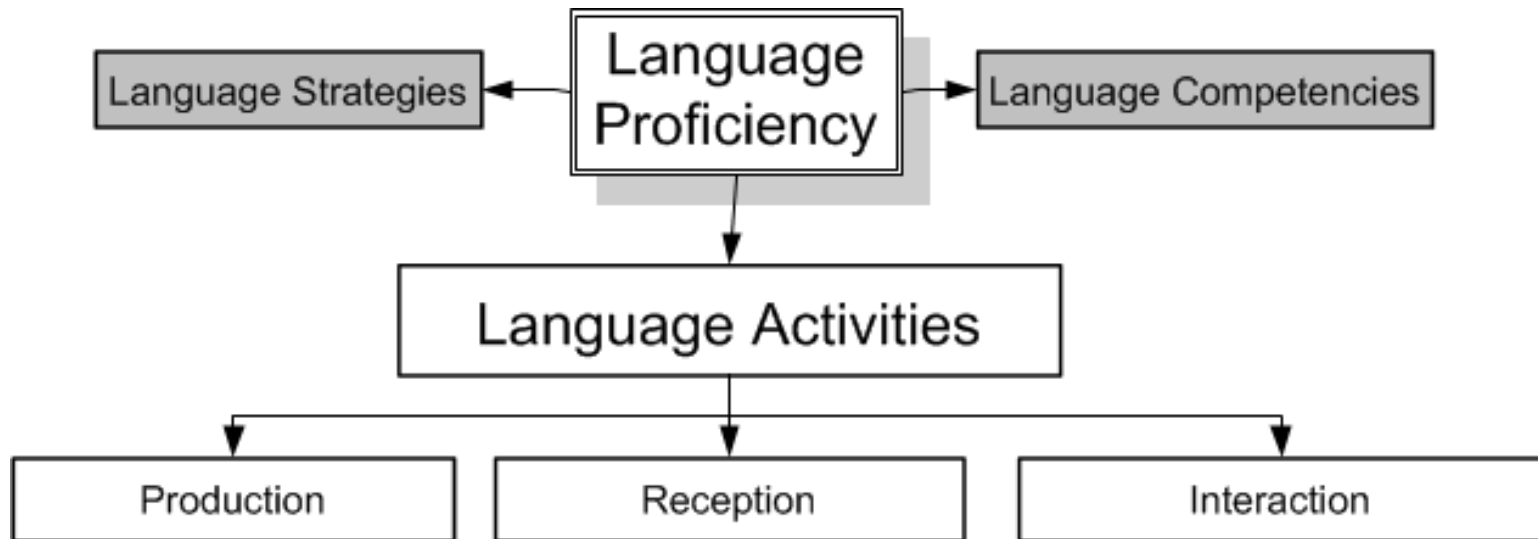


Overview of the illustrative scales



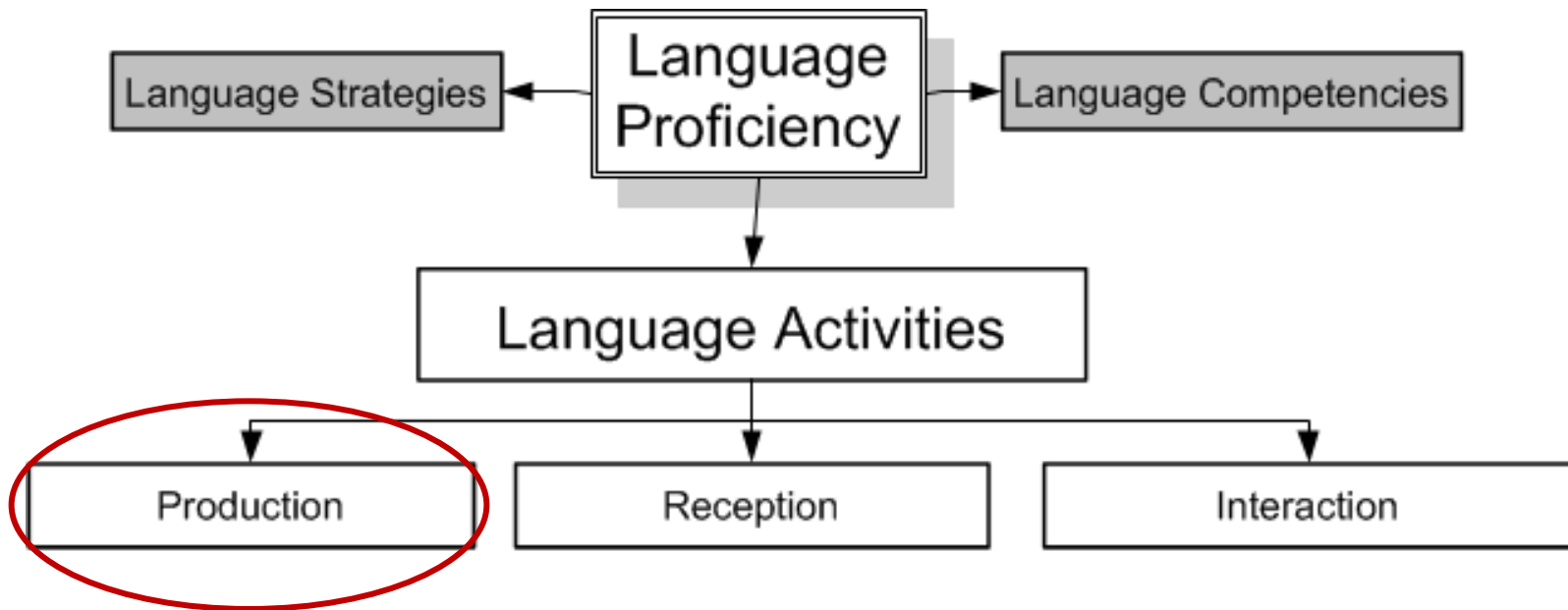


Language activities



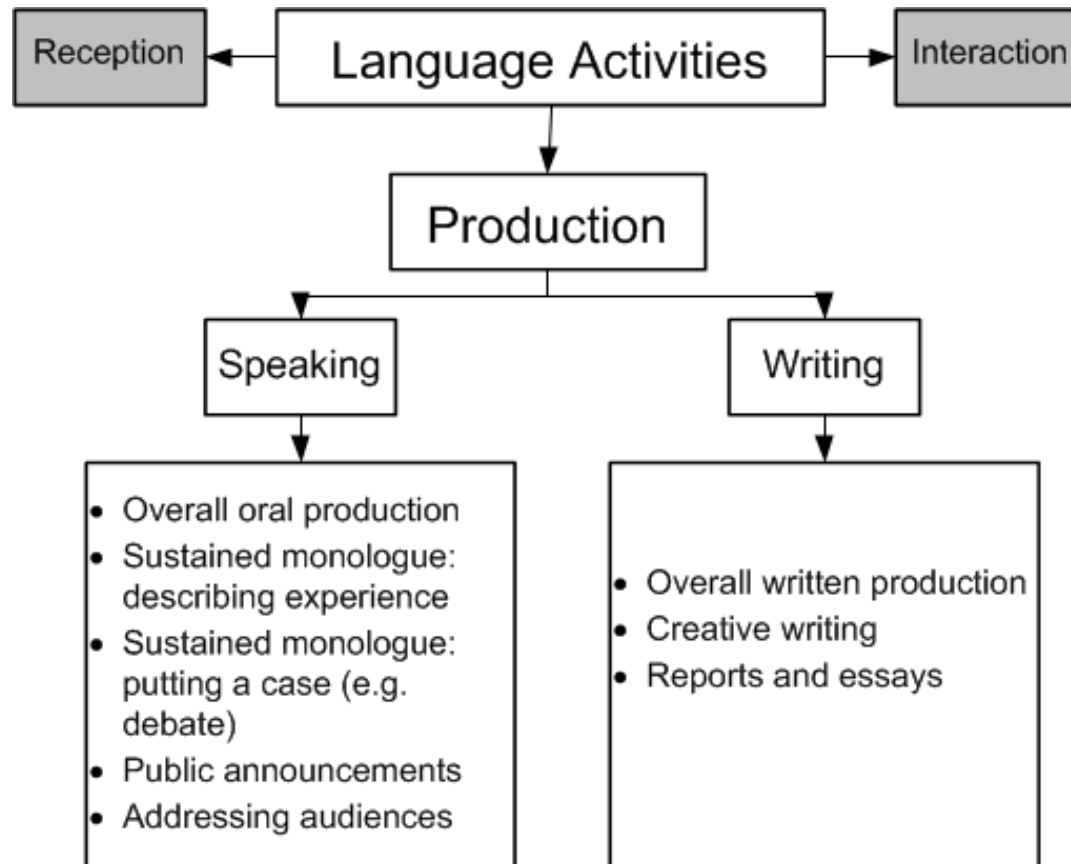


Language activities





Language activities: Production



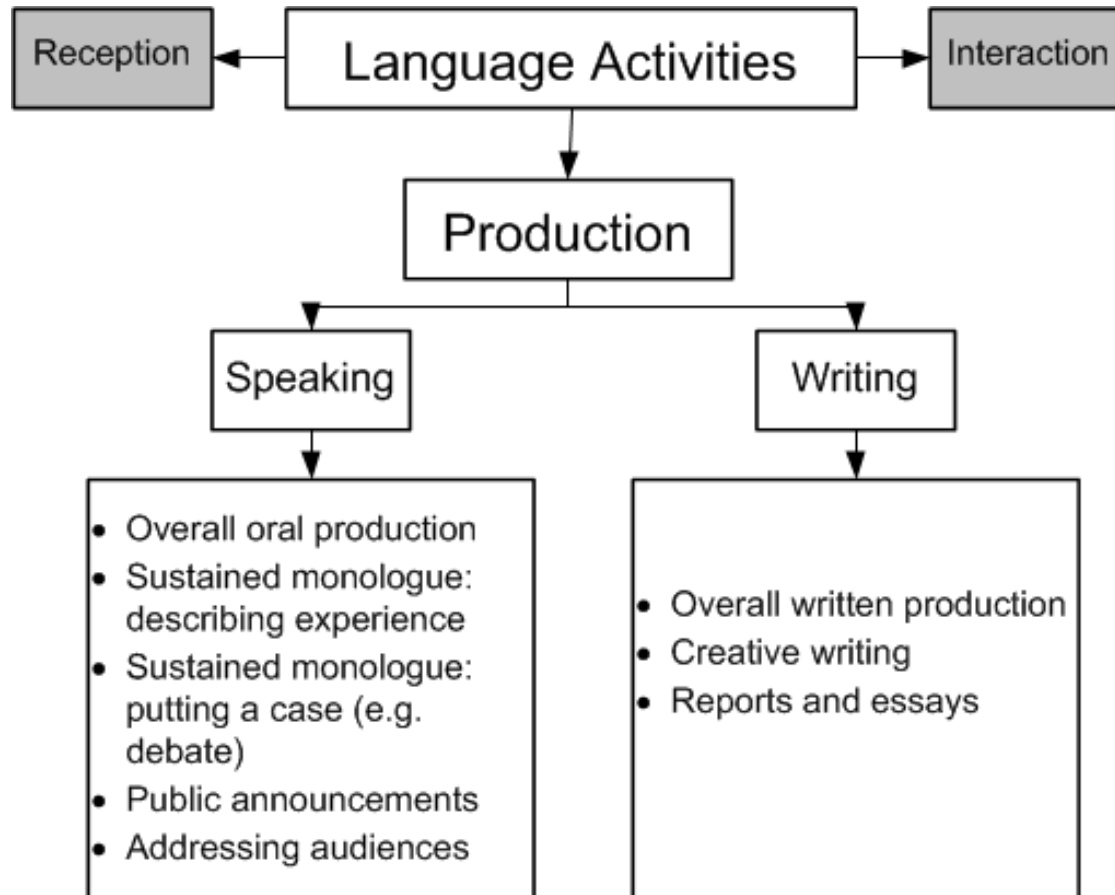


Example speaking scale

| | PUBLIC ANNOUNCEMENTS |
|-----------|---|
| C2 | No descriptor available |
| C1 | Can deliver announcements fluently, almost effortlessly, using stress and intonation to convey finer shades of meaning precisely. |
| B2 | Can deliver announcements on most general topics with a degree of clarity, fluency and spontaneity which causes no strain or inconvenience to the listener. |
| B1 | Can deliver short, rehearsed announcements on a topic pertinent to everyday occurrences in his/her field which, despite possibly very foreign stress and intonation, are nevertheless clearly intelligible. |
| A2 | Can deliver very short, rehearsed announcements of predictable, learned content which are intelligible to listeners who are prepared to concentrate. |
| A1 | No descriptor available |

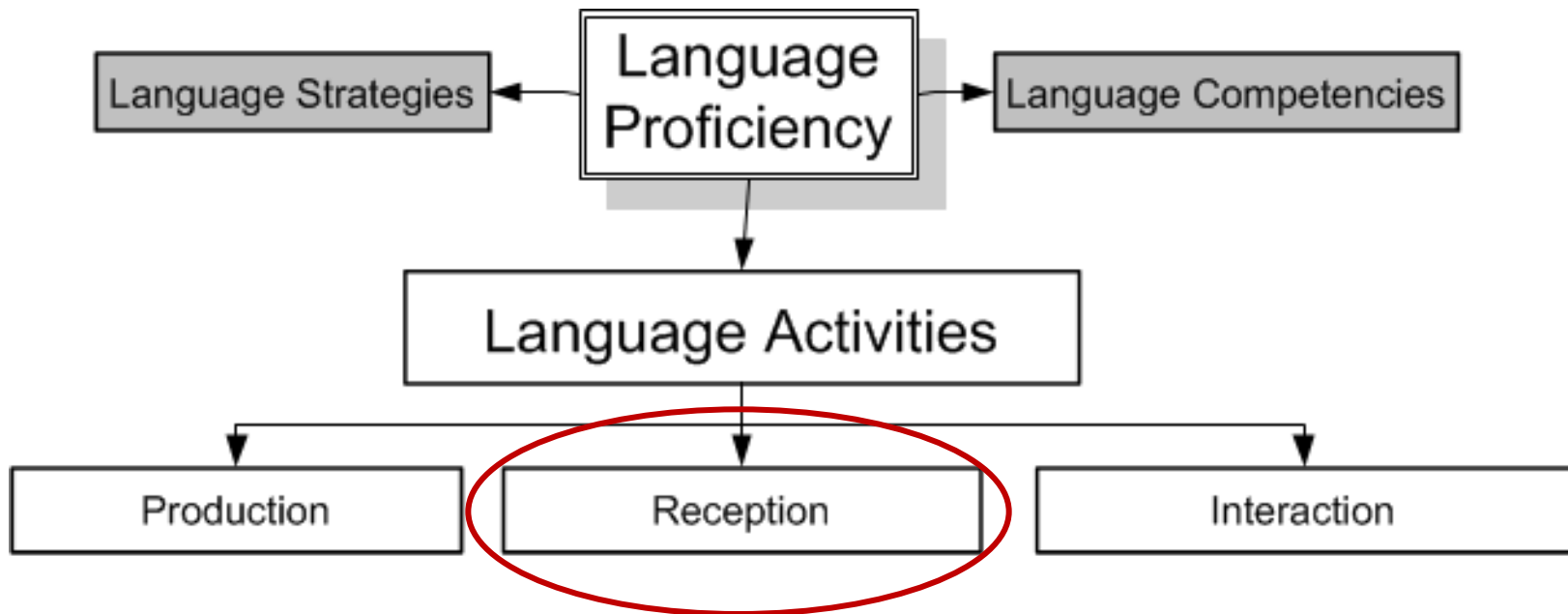


Language activities: Production



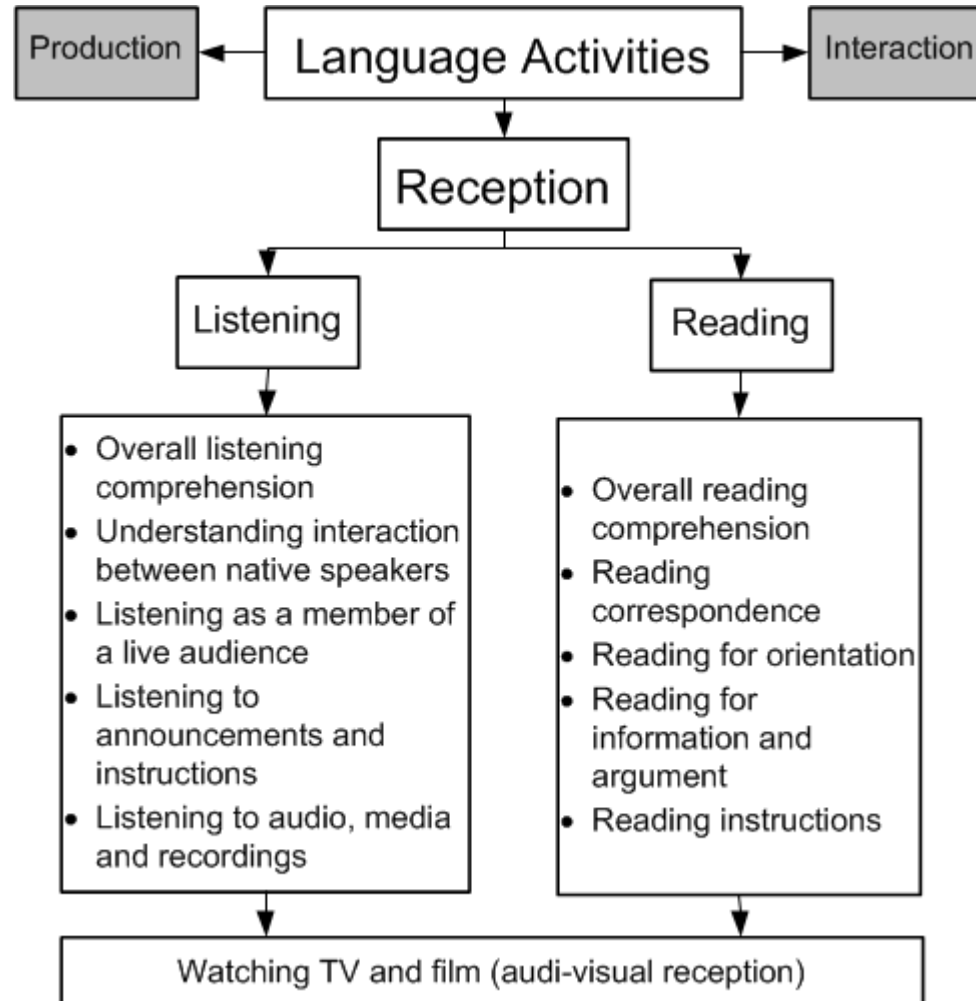


Language activities





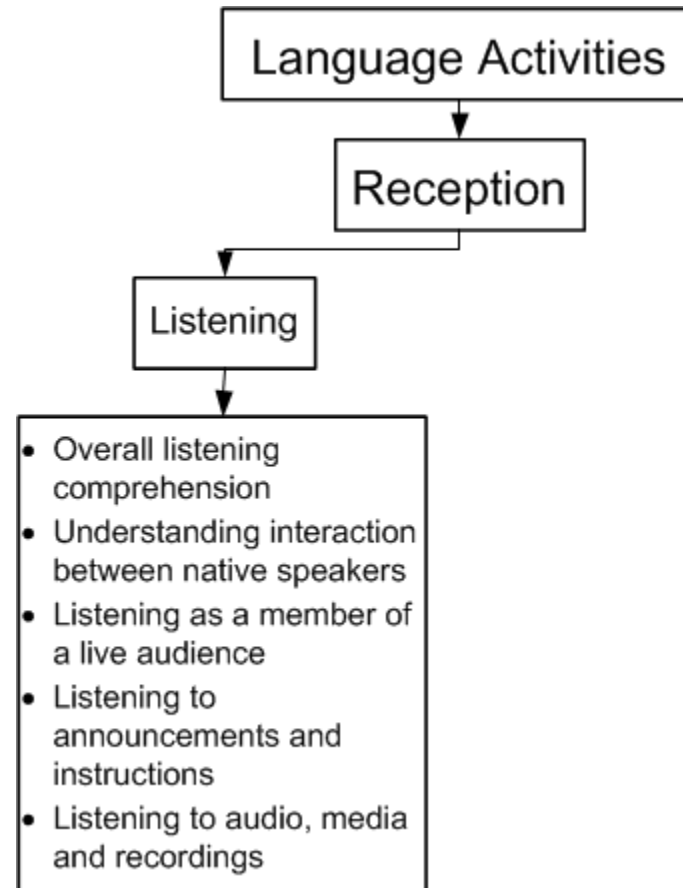
Language activities: Reception





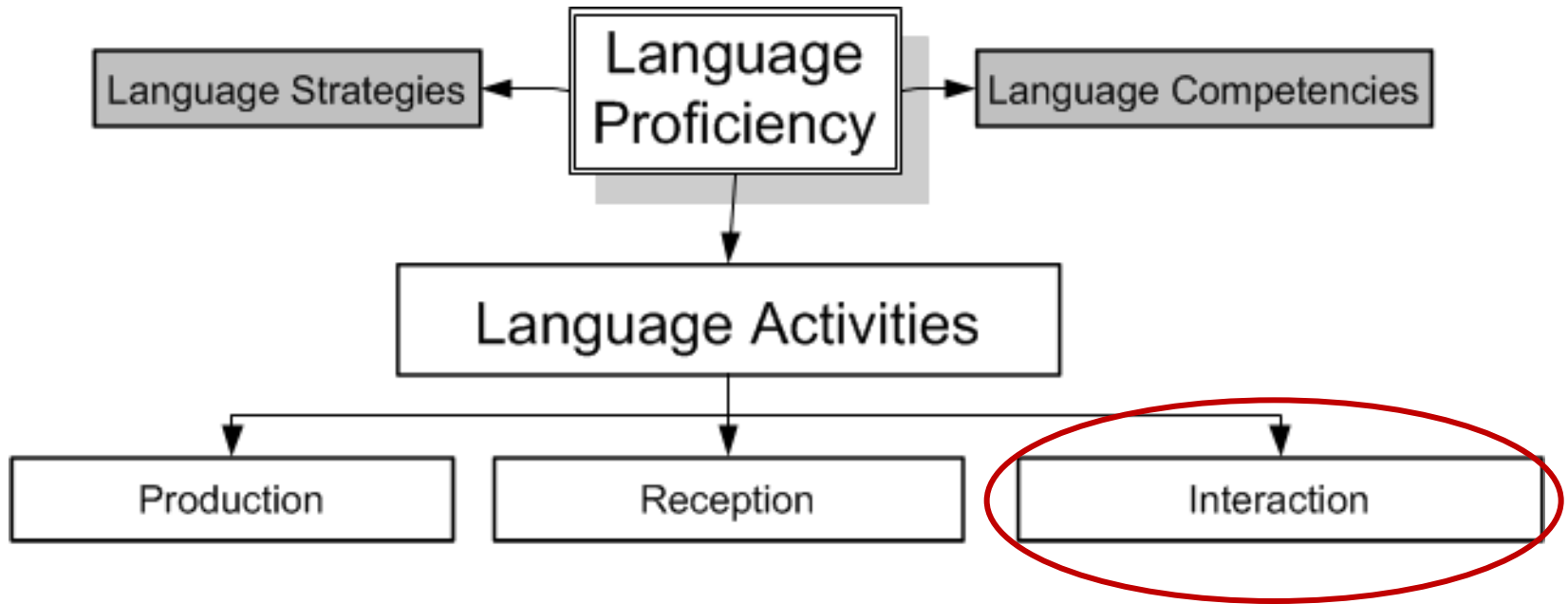
Language activities: Reception

Which subscale is most relevant for a learner who works in a multi-national company and must attend meetings in English?



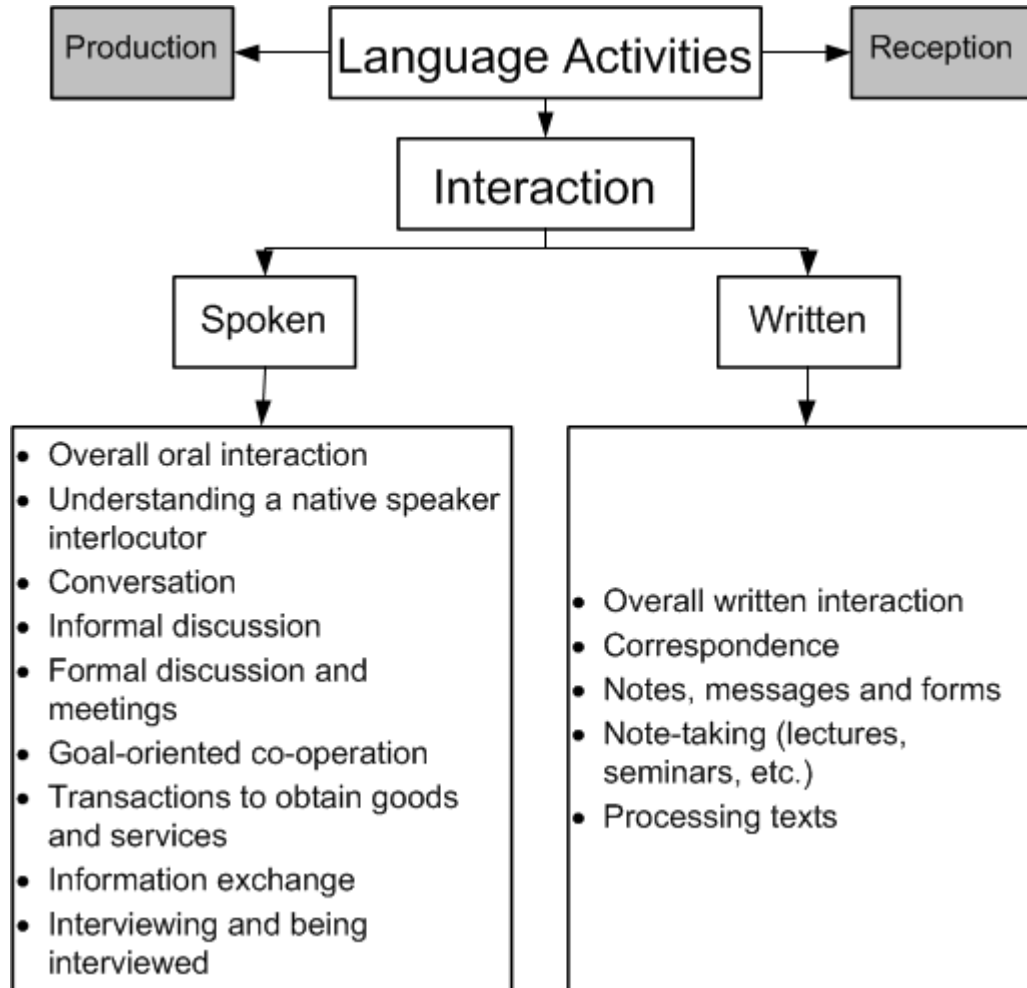


Language activities





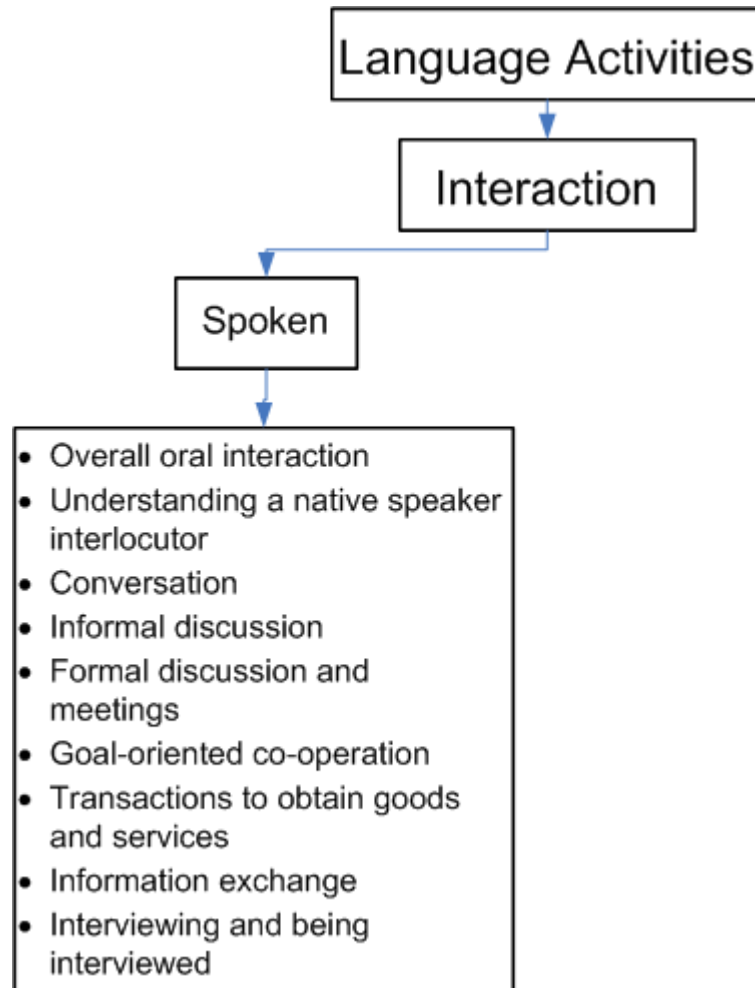
Language activities: Interaction





Which subscale?

A2 Can discuss what to do in the evening, at the weekend.

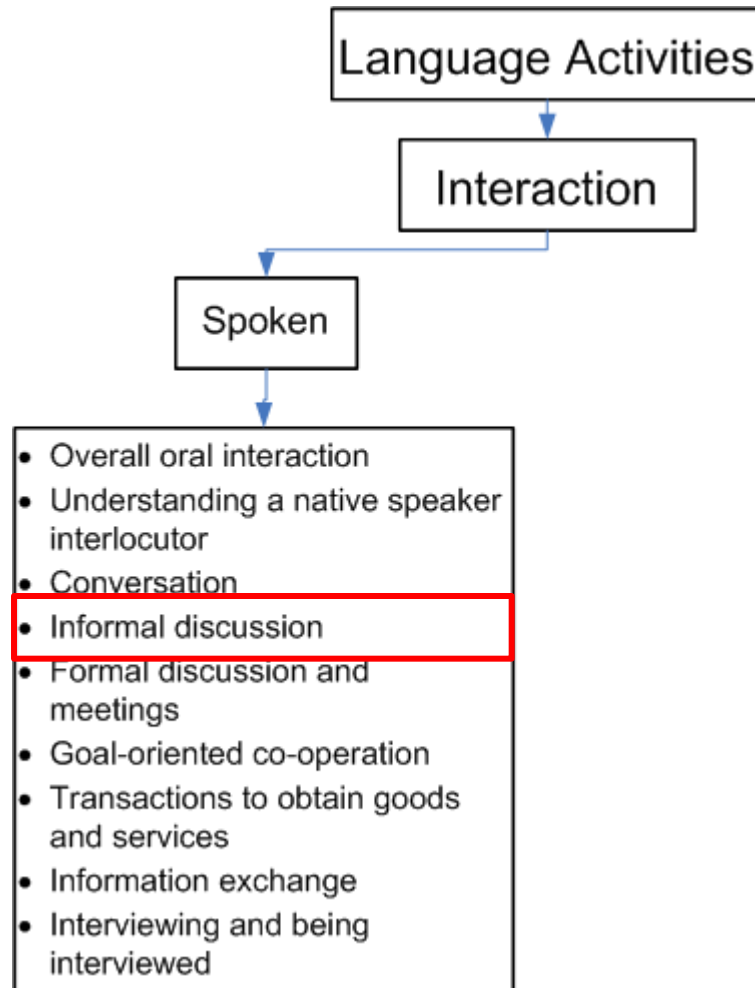




Which subscale?

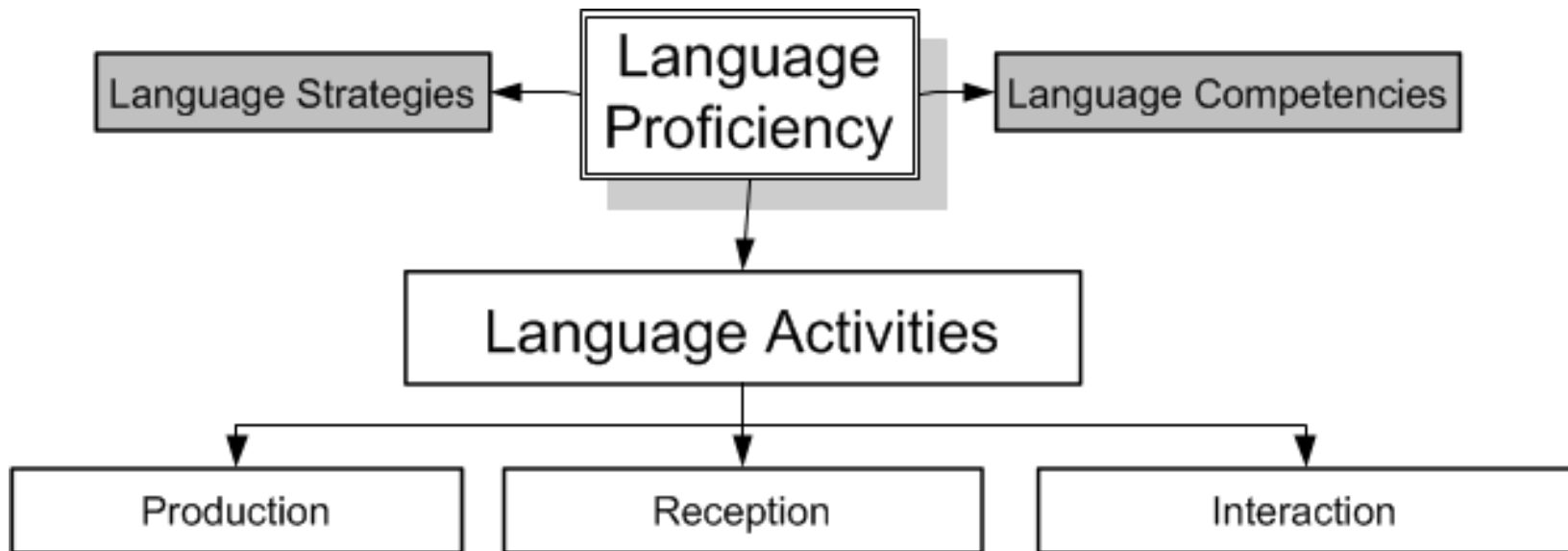
A2

Can discuss what to do in the evening, at the weekend.



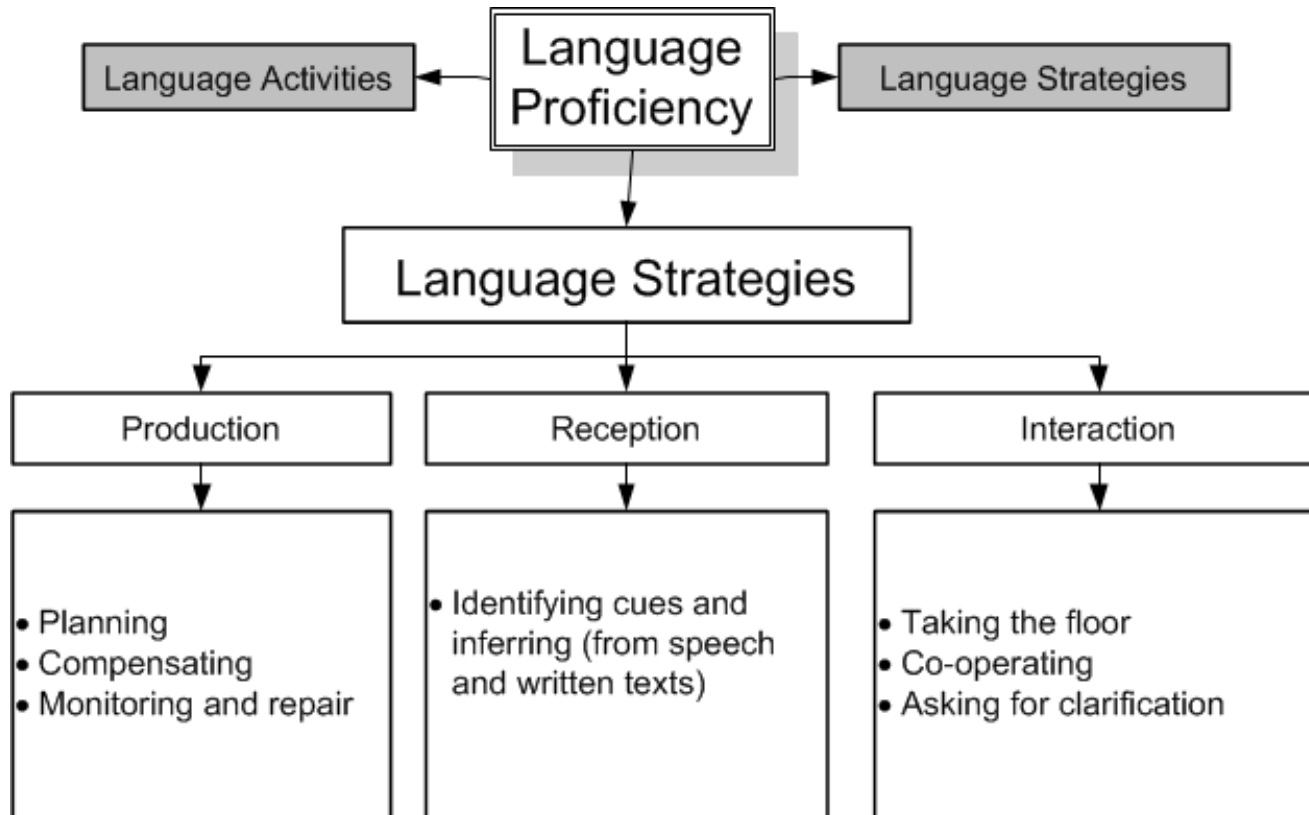


Language activities



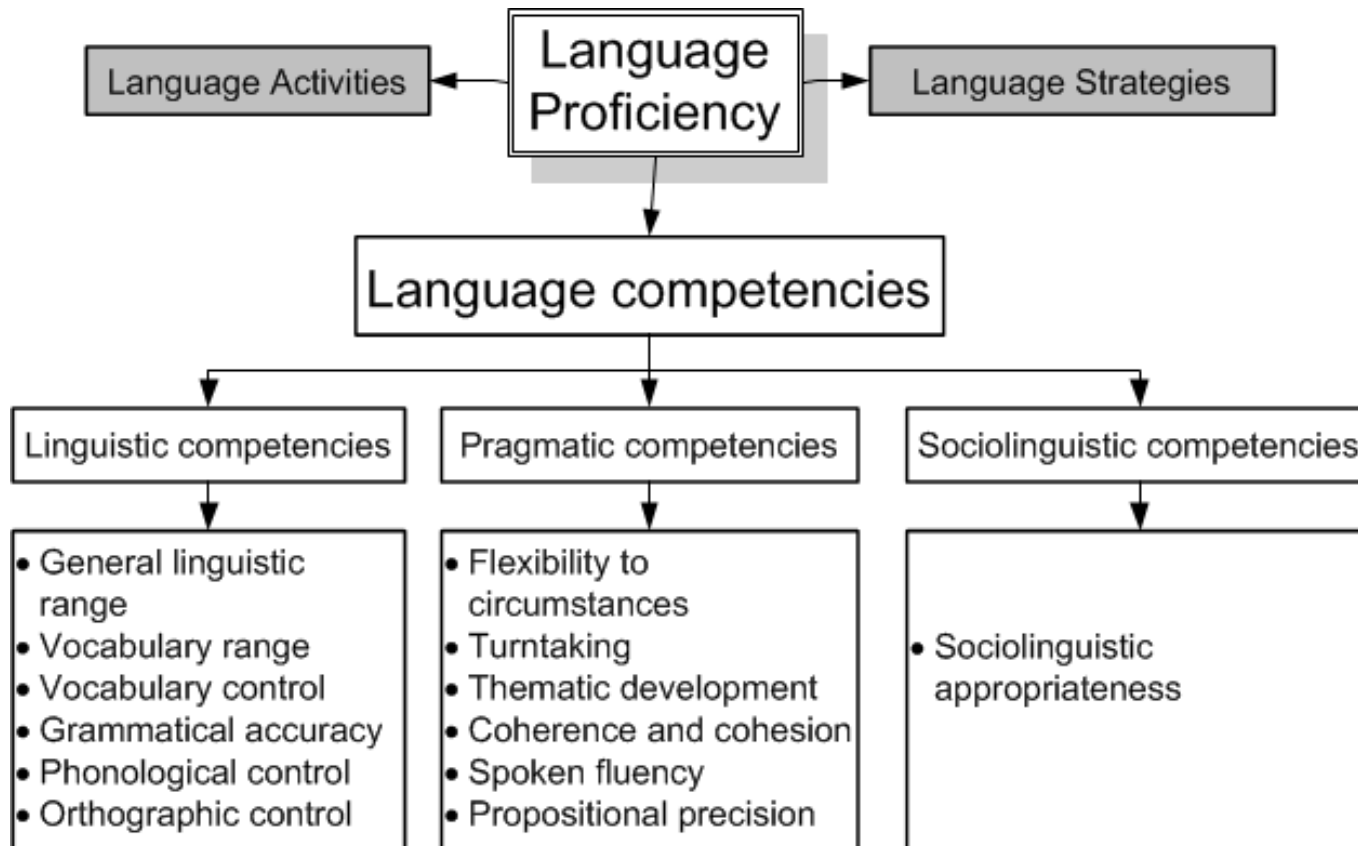


Language strategies





Language competences





| | Vocabulary range |
|-----------|--|
| C2 | Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning. |
| C1 | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms |
| B2 | Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. |
| B1 | Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events. |
| A2 | Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics. |
| | Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs. |
| A1 | Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations. |



The self-assessment scale

- Self-assessment grid across levels and skills



The self-assessment scale

- Self-assessment grid across levels and skills

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 programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.



Which level?

A. A2

B. B1

C. B2

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 programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.



Which level?

Receptive
Listening
B1

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 programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.



What the CEFR is and is not!

Decide if the following
statements are True or False



What the CEFR is and is not!

Decide if the statement is True or False

The CEFR scales should be used to describe, not to prescribe



What the CEFR is and is not!

Decide if the statement is True or False

The CEFR scales should be used to describe, not to prescribe

True:

- The CEFR was developed as a planning tool



What the CEFR is and is not!

Decide if the statement is True or False

The CEFR scales can be a seal of approval



What the CEFR is and is not!

Decide if the statement is True or False

The CEFR scales can be a seal of approval

False:

- The CEFR can be used to provide evidence of the claims being made.



What the CEFR is and is not!

Decide if the statement is True or False

The CEFR scales cover all levels



What the CEFR is and is not!

Decide if the statement is True or False

The CEFR scales cover all levels

False:

- The scales are not exhaustive



Why do I want to follow the CEFR scales in my teaching context?



Here are some possible answers!

- Finding a common ground
- Knowing that my level B1 is your level B1
- For quality assurance
- For its influence



Where do I go from here!

Define your context and your learners

- Become familiar with the scales
- Select the relevant scales for your context and learners
- Adapt, refine or extend descriptors to fit your context
- Refer to the levels when developing lessons or assessing your learners



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Putting the scales into practice





Can Do statements – Reading (A2)

- A. I can understand everyday signs and public notices (e.g. on the street, in shops, hotels, railway station).
- B. I can understand instructions when expressed in simple language (e.g. how to use a public telephone).
- C. I can identify key information in short newspaper/magazine reports.



Benefits of using Can Do statements in the classroom



Benefits of using Can Do statements in the classroom

1. They suggest areas that students need to work on.

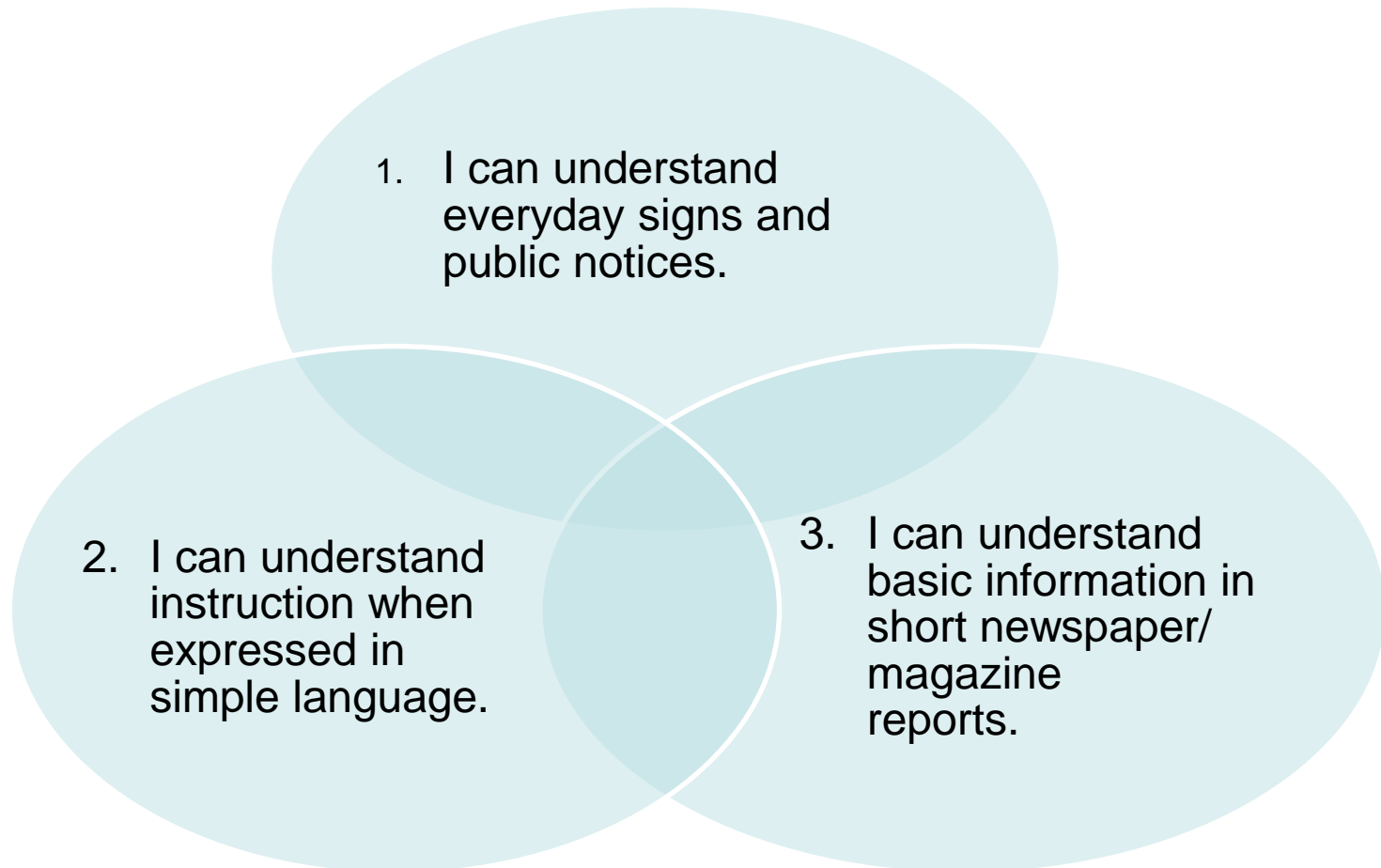


Benefits of using Can Do statements in the classroom

1. They suggest areas that students need to work on.
2. They give a clear indication of progress if referred to regularly.
3. They allow teachers and learners to monitor problem areas.
4. They give a sense of achievement.
5. They can themselves be a learning resource.



Can Do statements – Reading (A2)





Can Do statements – Reading (A2)

| Can Do statements | Can Do |
|---|--------------|
| 1. I can understand everyday signs and public notices | ☺ ✓ |
| 2. I can understand instructions when expressed in simple language. | ☹ x |
| 3. I can identify key information in short newspaper/magazine reports | 3 March 2013 |



Can Do statements – Reading (A2)

| Can-do statements | My learning target | I can do this | Someone else confirms that I can do this |
|---|--------------------|---------------|--|
| 1. I can understand everyday signs and public notices | | | |
| 2. I can understand instructions when expressed in simple language. | | | |
| 3. I can identify key information in short newspaper/magazine reports | | | |



Can Do statements – Reading (A2)

| Can Do statements | With a lot of help | With a little help | Without help |
|---|--------------------|--------------------|---------------|
| 1. I can understand everyday signs and public notices | 3 March 2013 | 21 March 2013 | 4 April 2013 |
| 2. I can understand instructions when expressed in simple language. | 14 January 2013 | 12 February 2013 | 3 March 2013 |
| 3. I can identify key information in short newspaper/magazine reports | 12 February 2013 | 3 March 2013 | 21 March 2013 |
| | | | |



A learner contract

| My general aims and reflections | | |
|---|----------|---------------------|
| | Language |/...../20..... |
| I am learning this language because (1) | | |
| | | |
| | | |
| | | |
| In this language I want to be able to (2) | | |
| | | |
| | | |
| | | |
| Things I like doing in language class (3) | | |
| | | |
| | | |
| | | |
| Things I am good at (4) | | |
| | | |
| | | |
| | | |
| Things I find difficult (4) | | |
| | | |
| | | |
| | | |

| Setting goals and thinking about learning | |
|---|--|
| | Language |
|/...../20..... | ☉ My next target (1) |
| 20..... | |
|/...../20..... | How well did I achieve it (2) |
| 20..... | |
|/...../20..... | What have I learnt about myself or about learning? (3) |
| 20..... | |
|/...../20..... | ☉ My next target (4) |
| 20..... | |
|/...../20..... | How well did I achieve it? (5) |
| 20..... | |
|/...../20..... | What have I learnt about myself or about learning? (6) |
| 20..... | |



Activities for the classroom

- To link to can-do statements



Can Do statements – Reading (A2)

A. I can understand everyday signs and public notices

B. I can understand instructions when expressed in simple language.

C. I can identify key information in short newspaper/magazine reports

Questions 1-5

Which notice (A-H) says this (1-5)?

For questions 1-5, mark the correct letter A-H on your answer sheet.

Example:

0 You can eat here in the mornings.

Answer:

| | | | | | | | | |
|---|---|---|---|---|---|-------------------------------------|---|--------------------------|
| 0 | A | B | C | D | E | F | G | H |
| | | | | | | <input checked="" type="checkbox"/> | | <input type="checkbox"/> |

1 You should not swim here.

2 You must not drive fast here.

3 You can play football here after lessons.

4 It is cheaper to buy things today than tomorrow.

5 You can drive here next week.

A

SLOW!
DANGEROUS CROSSROADS

B

SWIMMING POOL
OPEN AFTERNOONS
Adu ts - £2.50
Ch dren - £1.00

C

**HALF PRICE FOOTBALL SHORTS -
SALE MUST END THIS AFTERNOON**

D

POLICE CARS ONLY

E

DANGER!
**DO NOT GO INTO
THE WATER**

F

BREAKFAST SERVED
7.00 - 10.00



Can Do statements – Reading (A2)

A. I can understand everyday signs and public notices

B. I can understand instructions when expressed in simple language.

C. I can identify key information in short newspaper/magazine reports

Are sentences 21-27 'Right' (A) or 'Wrong' (B)?

If there is not enough information to answer 'Right' (A) or 'Wrong' (B), choose 'Doesn't say' (C).

For questions 21-27, mark A, B or C on your answer sheet.

THE RING AND THE FISH



Thomas and Inger, who live in Sweden, are the happiest couple in the world. Two years ago, they were on a boat a few kilometres from the beach. Thomas asked Inger to marry him and he gave her a gold ring. He wanted to put the ring on Inger's finger, but he dropped it and it fell into the sea. They were sure the ring was lost for ever.

Example:

0 Thomas and Inger's home is in Sweden.

A Right B Wrong C Doesn't say

Answer: 0 A B C

21 Thomas asked Inger to marry him when they were on a boat.

A Right B Wrong C Doesn't say

22 Thomas put the gold ring on Inger's finger.

A Right B Wrong C Doesn't say



Can Do statements – Speaking (A2)



Can Do statements – Speaking (A2)

- A. I can participate in short conversations in routine contexts on topics of interest.
- B. I can express what I feel in simple terms, and express thanks appropriately.
- C. I can discuss what to do, where to go, make arrangements to meet (e.g. in the evening, at the weekend).
- D. I can get simple practical information (e.g. in shops, post offices, railway stations) and order something to eat or drink.



Can Do statements – Speaking (A2)

A. I can participate in short conversations in routine contexts on topics of interest.

D. I can get simple practical information (e.g. in shops, post offices, railway stations) and order something to eat or drink.

Give out calendars, do a group mingle. Students plan their social life for the next week, by arranging to do things with at least five other students

B. I can express what I feel in simple terms, and express thanks appropriately.

C. I can discuss what to do, where to go, make arrangements to meet (e.g. in the evening, at the weekend).



Can Do statements – Speaking (A2)

A. I can participate in short conversations in routine contexts on topics of interest.

D. I can get simple practical information (e.g. in shops, post offices, railway stations) and order something to eat or drink.

With a partner, talk about your everyday life.
Name two things that make you happy and two things that make you angry.

B. I can express what I feel in simple terms, and express thanks appropriately.

C. I can discuss what to do, where to go, make arrangements to meet (e.g. in the evening, at the weekend).



Putting it all together

- Familiarise yourself with the CEFR
- Decide which scales are relevant for your context
- Introduce your students to the self-assessment scales
- Design lessons around the ‘can do’ statements

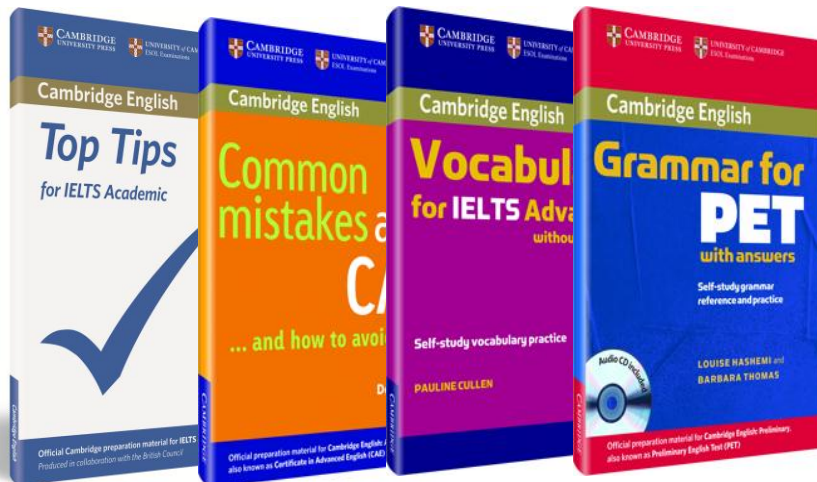
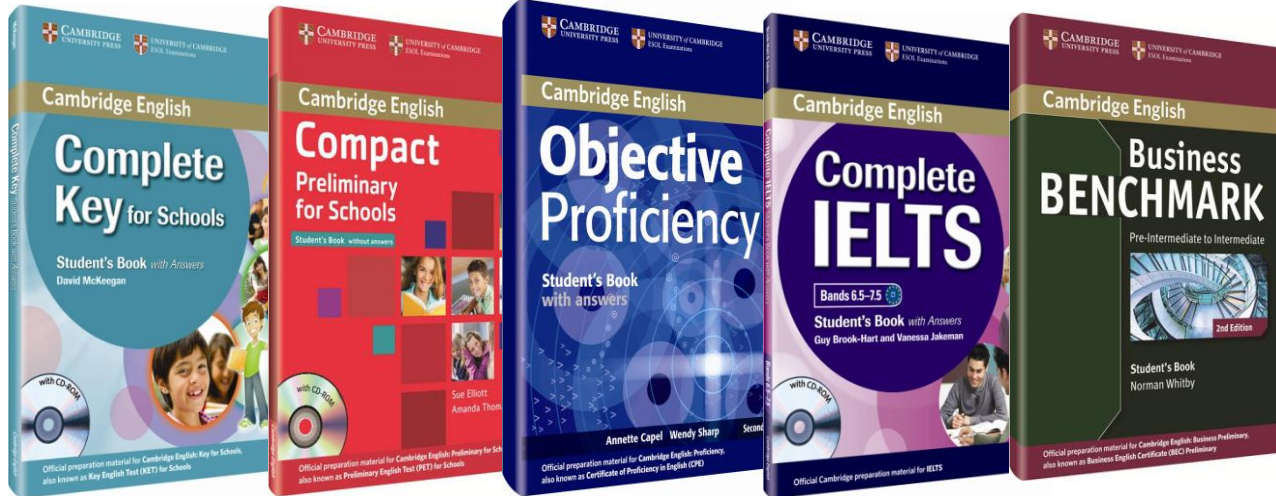
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Registration began in October

- Help your students practise reading and writing in English.
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The screenshot shows the Cambridge English Penfriends website. At the top, it features the Cambridge English logo and the 'Penfriends' title with a cartoon pencil character. A navigation menu includes 'HOME', 'REGISTER', 'SCHOOL PROFILE', 'BROWSE CARDS', 'BROWSE SCHOOLS', 'ABOUT CAMBRIDGE ESOL', and 'UPLOAD A CARD'. Below the menu are three main steps: 1. Register your school, 2. Upload cards, and 3. Browse cards. A 'latest cards' section displays a carousel of student drawings, including one by Qian Li Xia (Bill) from Agod 8, China. A 'Quick links' section offers 'Top rated cards', 'Find my school', and 'About the campaign'. A 'start here' button is also visible.



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