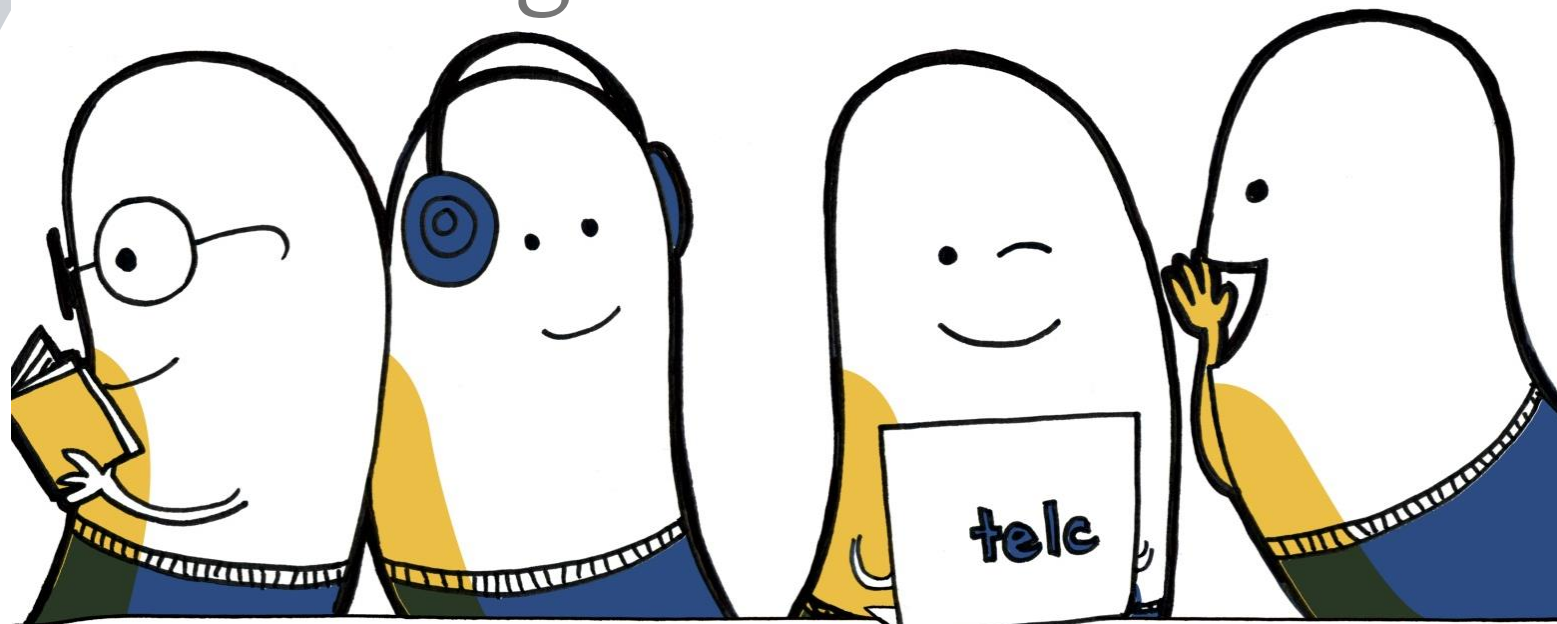


# Teaching with the CEFR



Sean McDonald

## Agenda

- Discussion CEFR
- Mapping to CEFR
- Testing with CEFR
- Teaching with CEFR
- CEFR as open source
- Using CEFR to define Goals
- Practical examples, marking criteria



SEAN MCDONALD

Who am I?

•telc  
LANGUAGE TESTS



# The CEFR?

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## Short review

- Structure
- Scales
- Companion Volume



# The CEFR

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## Short review

- Domains
- Themes
- Subcategories

# Themes

- personal identification
- house and home, environment
- daily life
- free time, entertainment
- travel
- relations with other people
- health and body care
- education
- shopping
- food and drink
- services
- places
- language
- weather

	<b>OVERALL READING COMPREHENSION</b>
<b>C2</b>	<p><i>Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings.</i></p> <p><i>Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.</i></p>
<b>C1</b>	<p><i>Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.</i></p>
<b>B2</b>	<p><i>Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low frequency idioms.</i></p>
<b>B1</b>	<p><i>Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.</i></p>
<b>A2</b>	<p><i>Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.</i></p>
	<p><i>Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.</i></p>
<b>A1</b>	<p><i>Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.</i></p>

# Visual Reception (why)

- reading for general orientation;
- reading for information, e.g. using reference works;
- reading and following instructions;
- reading for pleasure.

**READING FOR INFORMATION AND ARGUMENT**

**C2** As C1

**C1** *Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.*

**B2** *Can obtain information, ideas and opinions from highly specialised sources within his/her field. Can understand specialised articles outside his/her field, provided he/she can use a dictionary occasionally to confirm his/her interpretation of terminology.*

*Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.*

**B1** *Can identify the main conclusions in clearly signalled argumentative texts. Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.*

*Can recognise significant points in straightforward newspaper articles on familiar subjects.*

**A2** *Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events.*

**A1** *Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.*

# Student Club Constitution

## ARTICLE I: NAME AND PURPOSE

The name of this club shall be the Wombat Club.

The purpose of this club shall be: to enrich life on the university campus by providing additional social activities and to donate any profit generated from entrance fees to these events to the University's Campus Charity.

## ARTICLE II: MEMBERSHIP AND DUES

Membership shall be open to all currently enrolled students, alumni and faculty of the university. Members are persons who are listed on the membership list and have paid their dues. Dues shall be fixed at each Annual General Meeting (AGM) for the coming year.

## ARTICLE III: OFFICERS

The officers shall be a President, Vice-President, Secretary, and Treasurer.

The officers shall be elected by ballot at the AGM by a majority of the vote cast for that office. The officers shall serve for one year and their term of office shall begin one month after the AGM. They may stand for

## ARTICLE V: MEETINGS

The club shall hold the following meetings: Annual General Meeting, Regular Meetings and Special or Emergency Meetings. Special Meetings may be called by the President with the approval of the Executive Committee.

A quorum shall consist of two-thirds (2/3) of the membership to protect the club against decisions being made by a small minority.

## ARTICLE VI: EXECUTIVE COMMITTEE

Management of this club shall be vested in an Executive Committee which is responsible to the entire membership to uphold these bylaws. This committee shall consist of the officers as listed in Article III and the faculty advisor.

## ARTICLE VII: ADVISOR

There shall be a faculty/staff advisor who shall be selected each year by the membership. The responsibilities of the faculty advisor shall be to:

- Meet on a regular basis with the President to discuss upcoming events, future targets and problems of the

# Example DPT

*Can generally identify the topic of discussion around him/her when it is conducted slowly and clearly.*

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

*Can make and respond to suggestions.*

*Can agree and disagree with others.*

**A2**

---


*Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly.*


*Can discuss what to do, where to go and make arrangements to meet.*


# Example DPT


A1-012


**01** Order the sentences to form a short dialogue or text.

I love it too. What about the Roma restaurant, then? 

I would like to go to a restaurant on Friday. 

That's a great plan! 

Yes, I do. It's my favourite. 

That's a good idea. Do you like Italian food? 

Start

**READING FOR INFORMATION AND ARGUMENT**

**C2**

*As C1*

**C1**

*Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.*

**B2**

*Can obtain information, ideas and opinions from highly specialised sources within his/her field. Can understand specialised articles outside his/her field, provided he/she can use a dictionary occasionally to confirm his/her interpretation of terminology.*

*Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.*

**B1**

*Can identify the main conclusions in clearly signalled argumentative texts. Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.*

*Can recognise significant points in straightforward newspaper articles on familiar subjects.*

**A2**

*Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events.*

**A1**

*Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.*

## Reading Part 2

Read the following text. In which part of the text a–e can you find the information 7–12? There is only one correct answer for each item. Each part of the text may contain more than one of the pieces of information.

Mark your answers for items 7–12 on Answer Sheet S30.

### Example:

Which part of the text ...

0 comments that Mars settlers will be well prepared for the challenge ahead?



Which part of the text ...

- 7 criticises the Mars One plan for being based on inaccurate and unrealistic assumptions?
- 8 explains that being a one-way trip adds to the appeal of the Mars mission?
- 9 notes that there is scope for important exploration, even with a base that's closer to home?
- 10 observes that no technological breakthroughs are required for people to settle on Mars?
- 11 speculates that the mission may involve the media to reinvigorate public interest in space travel?
- 12 underscores the fact that space exploration must observe various restrictions?

### Mars, here we come!

a

The idea of sending people to live on Mars has long held a strong fascination and has inspired many books and films. But did you know that the not-for-profit foundation Mars One is in the process of turning dreams into reality? Mars One has developed a clearly defined schedule and claims that it is possible to send humans to live on Mars with our current level of scientific knowledge. The project's goal is to establish a permanent human settlement on Mars and change the way we see space exploration. The first unmanned mission is scheduled for 2022, followed by others taking the equipment to Mars in preparation for the settlement. The first rocket with a crew is due to leave in 2031, and further crews will be flown to Mars about every two years. However, to simplify the project, these will all be a one-way journey as the crews will stay on Mars and live there.

b

In 2013 the Astronaut Selection Programme was launched and attracted applicants from all over the world. The selected individuals are given intensive training in remote locations and so get used to long periods of isolation. But why would anyone want to leave everything behind them and risk the long journey and uncertain future of living the rest of their life on Mars? One applicant said he was motivated by his desire to test limits, both personal and technological. Another said she would never have applied if it had been a return journey. She claims that people can never fully accept their environment if they know it's only temporary and know that they will be going home someday. A third said he wanted "to be remembered for taking part in the biggest challenge of mankind" and to be an inspiration for future generations.

c

Mars One is not just financed by big sponsorships and partnerships. Anyone can contribute financially towards the success of the project and facilitate mankind's expansion into space. People who support Mars One get various perks such as access to the latest information on the project's progress. The more successful the crowdfunding, the quicker the project will be realized. Mars One also plans to finance a major part of the mission by selling broadcasting rights. Just as the whole world watched Neil Armstrong land on the moon in the past, in the not-so-distant future the whole world will be able to watch settlers landing on Mars. Additionally, by keeping in touch with the settlers, the organisers envisage a kind of Big Brother reality show from Mars.

d

However, there are voices that warn that, were this mission to Mars to take place, it would be a scientific disaster because the current plan has so many flaws and relies on overly-optimistic data projections. Others question the feasibility of settling on Mars and point out the many issues that have remain unsolved. Will it really be possible to grow enough food on Mars to feed the settlers? Indoor crops will generate too much oxygen – how will this surplus be removed? The surface of Mars has more radiation than the Earth, so how will the settlers react to this radiation exposure? Consider how often things break and require spare parts. The whole system completely relies on new people and replacements arriving on a regular basis, but what if something hinders this steady supply?

e

There are also other criticisms of the plan. Any manned mission to the surface of Mars would violate the international Outer Space Treaty provisions for planetary protection and the OSPAR guidelines. These were drawn up by scientists to avoid harmful contamination to planets from the Earth and vice versa, and include considerations like how to sterilise spacecraft. Permit a surface mission to Mars, and scientists will be studying a planet that has been contaminated by modern Earth life, making it extremely difficult to determine whether there was life on the planet before the settlers arrived. Indeed we could query why it is necessary to focus on the planet Mars at all, when the Moon is more accessible and has many unanswered questions. So far, only a handful of astronauts have spent time there and only on certain parts. Perhaps there are meteorites from early Earth on the surface that could tell us more about the beginning of life on Earth. Another project would be to set up telescopes on the Moon to observe the universe without interference from Earth. This would, itself, greatly enhance our understanding of space.

# Testing with CEFR

- Validation
- Reliability
- Pretesting
- Standard Setting

Standardized Methodology

ofqual

ENGLISHUK   
*corporate member*

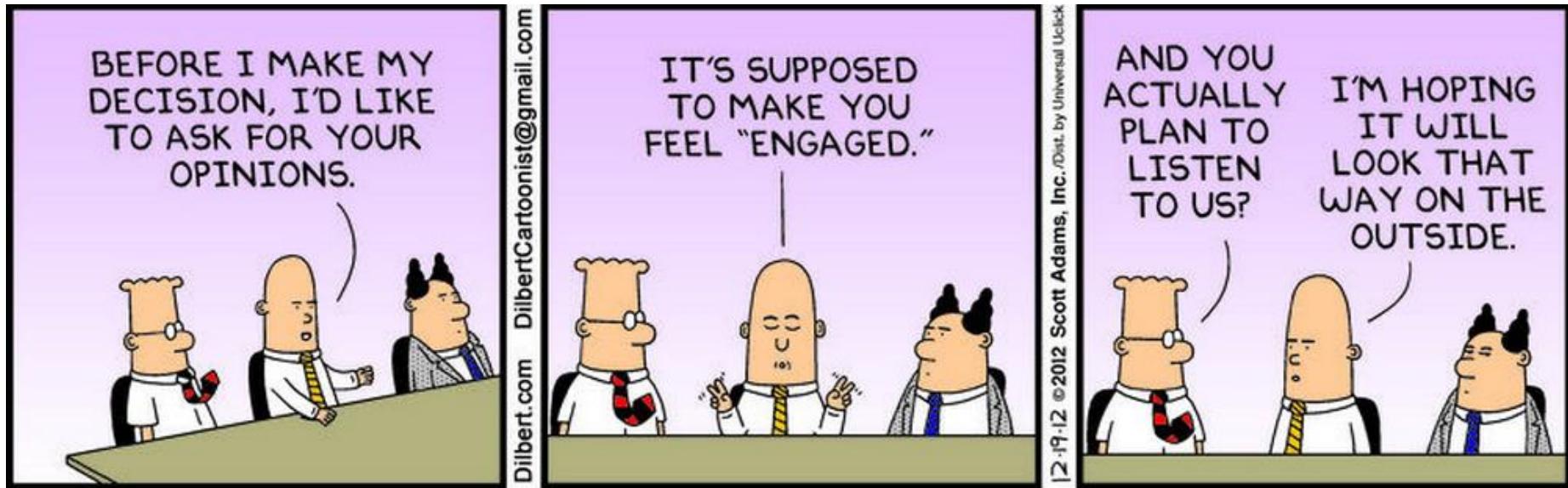
  
ACCREDITED  
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Excellence in Language Education

  
ALTE  
Association of Language Testers in Europe

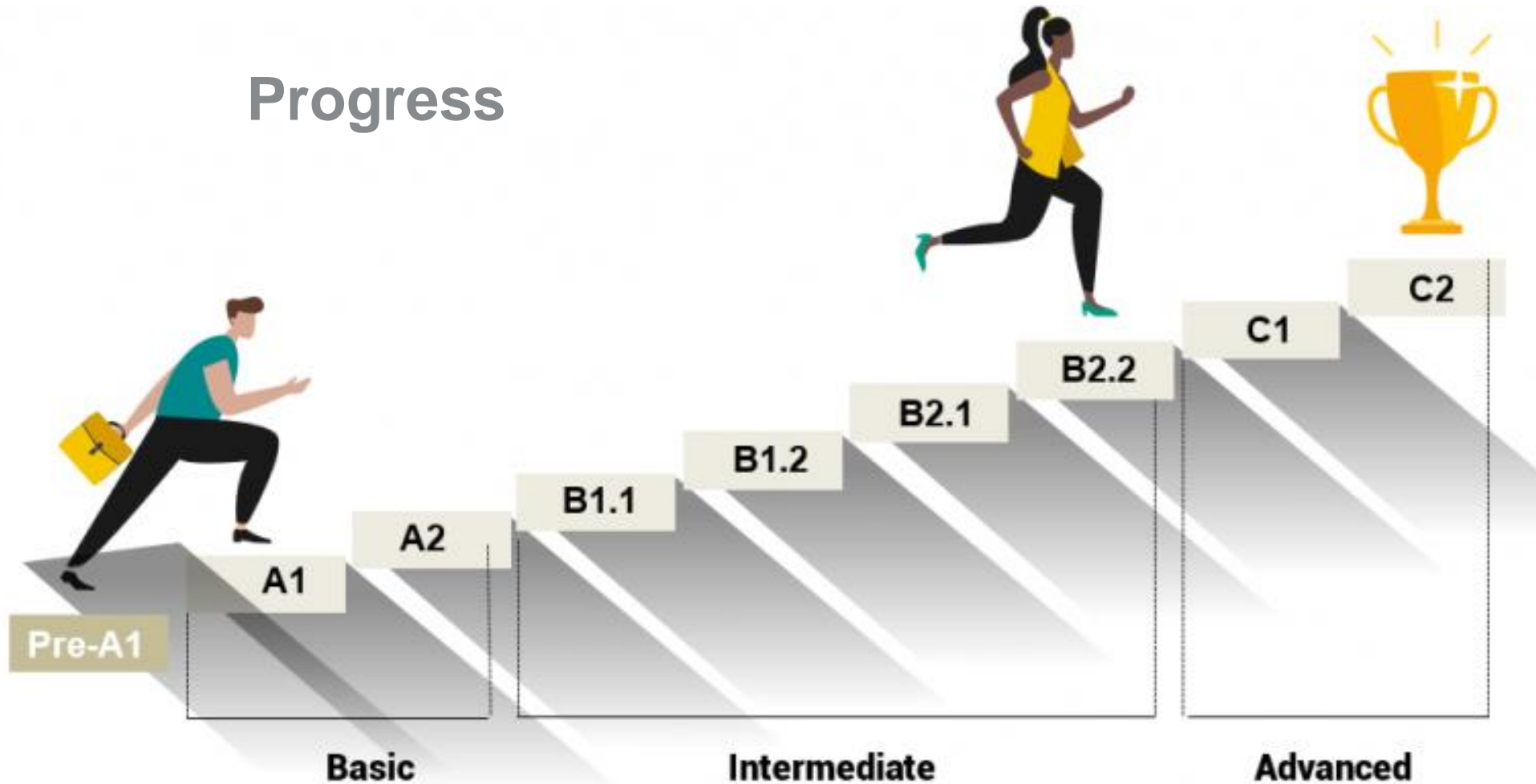
# Using the CEFR in the Classroom

- Engagement
- Progress
- Goals
- Standardization
- Success

# Engagement



# Progress



- b** Now listen to the recording again to see if you were right.
- c** Turn to the audio script in the back of the book and, with a partner, practise reading out the first conversation. Remember to stress the important words.

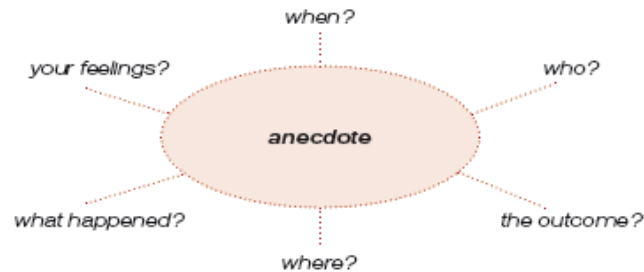
### Activity 3

- a** Look at the three audio scripts again. How do the speakers introduce their anecdotes? Underline the phrases in the texts.
- b** Intonation and stress are also important when telling a story or anecdote. What other advice could you give to someone who wants to tell a funny story?

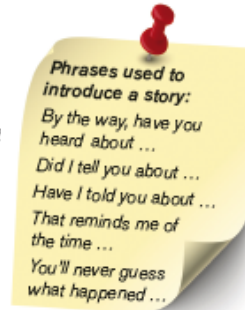
### Activity 4

"Great stories happen to those who can tell them" – Ira Glass

- a** Think of something similar that has happened to you or a friend (for example: a time when you were locked out of your flat/house) and prepare to tell an anecdote. Write down the key points and try to make the story as interesting as possible. Think about:



- b** Now move around the class and tell your anecdote to three other students. Remember to use the introductory phrases from the signpost box.
- c** Did you find that telling your story became easier the more you told it? Did you change parts of your story the more you told it? Why?



### Fluency

- B2** Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions, there are few noticeably long pauses.
- B1** Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.



# Open source CEFR



## Making Activities



# Marking Criteria

## Marking Criteria for Speaking

The candidate's performance in the Speaking subtest is assessed according to five criteria. Task Management is related to the content of what is said, whereas Pronunciation/Intonation, Fluency, Accuracy and Vocabulary are related to the language used by the candidate. These criteria are based on what can be expected of a learner at the relevant level of the *Common European Framework of Reference for Languages*.

<b>Content</b>	<b>Language</b>
<b>I</b> Task Management	<b>II</b> Pronunciation/Intonation
	<b>III</b> Fluency
	<b>IV</b> Accuracy
	<b>V</b> Vocabulary

The Speaking subtest consists of three parts divided into four sections. Criterion I (Task Management) is assessed individually in each of the four sections. Criteria II – V, in contrast, apply to the oral performance as a whole.

**Content**

		C1	B2	B1	Below B1
<b>Task Management</b>	<b>Part 1</b>	Can use language flexibly and effectively for social purposes including, for example, emotional, allusive and joking usage.	Can socialise confidently in a clearly participatory fashion, using a register appropriate to the situation and person concerned.  Can highlight the personal significance of events and experiences.	Can socialise simply but effectively using common expressions.  Can enter unprepared into conversations on familiar topics, but may sometimes be difficult to follow when trying to say exactly what he/she would like to say.	Can handle very short social exchanges such as information exchange on familiar topics and can say what he/she likes and dislikes.
	<b>Part 2A</b>	Can give a clearly structured presentation on a complex subject, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	Can give a clearly structured presentation pertaining to the topic, giving reasons in support of or against a particular point of view.	Can give a straightforward presentation on familiar topics in which the main points are explained with reasonable precision.	Shows limited ability to give a short, basic presentation.
	<b>Part 2B</b>	Can spontaneously respond to follow-up questions and express his/her thoughts clearly without having to restrict what he/she wants to say.	Can spontaneously respond to follow-up questions and express his/her thoughts clearly and precisely.	Can ask and answer straightforward follow-up questions in a brief manner.	Shows limited ability to answer simple follow-up questions.
	<b>Part 3</b>	Can easily initiate and maintain a discussion.  Can argue convincingly, qualify opinions and statements precisely, and respond to his/her partner's contributions fluently, spontaneously and appropriately.	Can actively initiate and maintain a discussion and demonstrate effective turntaking.  Can present his/her ideas and opinions with precision and respond to his/her partner's contributions in an appropriate manner.	Can take part in a discussion and generally follow the main points.  Can generally express his/her point of view and briefly comment on the views of others.  Can agree or disagree politely.	Can say what he/she thinks when addressed directly, but is rarely able to keep a conversation going.  Can generally identify the topic of discussion.

<sup>1</sup> If the entire presentation is read out, the rating must be below B1.

**Content**

		<b>C1</b>	<b>B2</b>	<b>B1</b>	<b>Below B1</b>
<b>Task Management</b>	<b>Part 1</b>	Can use language flexibly and effectively for social purposes including, for example, emotional, allusive and joking usage.	Can socialise confidently in a clearly participatory fashion, using a register appropriate to the situation and person concerned.  Can highlight the personal significance of events and experiences.	Can socialise simply but effectively using common expressions.  Can enter unprepared into conversations on familiar topics, but may sometimes be difficult to follow when trying to say exactly what he/ she would like to say.	Can handle very short social exchanges such as information exchange on familiar topics and can say what he/ she likes and dislikes.
	<b>Part 2A'</b>	Can give a clearly structured presentation on a complex subject, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	Can give a clearly structured presentation pertaining to the topic, giving reasons in support of or against a particular point of view.	Can give a straightforward presentation on familiar topics in which the main points are explained with reasonable precision.	Shows limited ability to give a short, basic presentation.
	<b>Part 2B</b>	Can spontaneously respond to follow-up questions and express his/ her thoughts clearly without having to restrict what he/ she wants to say.	Can spontaneously respond to follow-up questions and express his/ her thoughts clearly and precisely.	Can ask and answer straightforward follow-up questions in a brief manner.	Shows limited ability to answer simple follow-up questions.
	<b>Part 3</b>	Can easily initiate and maintain a discussion.  Can argue convincingly, qualify opinions and statements precisely, and respond to his/ her partner's contributions fluently, spontaneously and appropriately.	Can actively initiate and maintain a discussion and demonstrate effective turntaking.  Can present his/ her ideas and opinions with precision and respond to his/ her partner's contributions in an appropriate manner.	Can take part in a discussion and generally follow the main points.  Can generally express his/ her point of view and briefly comment on the views of others.  Can agree or disagree politely.	Can say what he/ she thinks when addressed directly, but is rarely able to keep a conversation going.  Can generally identify the topic of discussion.

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
# Use CEFR to define goals

[< Zurück](#)

## Englisch 10 (B2) (B2)

4257-70





Unterrichtet von: Russell Sean McDonald

 14. Sep. 2021 - 16. Nov. 2021, 15x

 Di + Do, 18.30 - 20.45 Uhr

 VHS Leipziger Straße



Teilen:    

Für diesen Kurs ist ein Buchungscode erforderlich. Beratung/Test erforderlich

**Für dieses Angebot ist vor Anmeldung ein Einstufungstest bzw. eine Beratung erforderlich.**

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### Themen

Englisch

B2

Sprachen

Sommerprogramm

Kurse vor Ort

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### Beschreibung

#### Inhalte

Auf dem Kursniveau B2 (Englisch 9-12) lernen Sie, sich so spontan und fließend zu verständigen, dass ein normales Gespräch mit Muttersprachler/-innen gut möglich ist. Sie lernen u.a., sich zu einem breiten Themenspektrum klar und detailliert auszudrücken, einen Standpunkt zu einer aktuellen Frage erläutern und die Vor- und Nachteile verschiedener Möglichkeiten anzugeben.

< Zurück

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# Open source CEFR

	<b>Cooking and preparing food</b>
<b>C2</b>	Can prepare a four course meal, including desert. Can choose appropriate wine. Can make a Bearnaise sauce
<b>C1</b>	Can follow a recipe for complex dishes. Can combine several vegetables. Can count and divide portions
<b>B2</b>	Can prepare a stake according to order (Well, medium, rare). Can make a complex tomato sauce for pasta.
<b>B1</b>	Can use a knife to cut vegetables, can mix ingredients such a flour and eggs, can fry an egg
<b>A2</b>	Can boil water, can make toast, can make a sandwich with meat and cheese. Can use a peeler
<b>A1</b>	Can find kitschen, refrigerator, sink, can opener Can follow simple instructions



# Next: Professor Zhao-Ming Gao