

Inspired and the Common European Framework

| COMMON EUROPEAN FRAMEWORK | | | | | |
|---------------------------|----------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|
| A1 | A2 | B1 | B2 | C1 | C2 |
| | Level 1 | <i>Inspired Student's Book 1</i> | | | |
| | | Level 2 | <i>Inspired Student's Book 2</i> | | |
| | | | Level 3 | <i>Inspired Student's Book 3</i> | |
| | | | | Level 4 | <i>Inspired Student's Book 4</i> |

The Common European Framework (CEF) is a widely-used standard created by the Council of Europe. In the classroom, familiarity with the CEF can be of great help to any teacher in identifying students' actual progress and helping them to set their learning priorities.

Inspired offers a wide range of teaching materials in various components which give teachers the opportunity to develop all aspects of their students' language ability. The CEF can be used to follow their progress.

Below are the A1–A2 descriptors (description of competences) covered in *Inspired 1* which students are

aiming to reach. A basic level of confidence with the A1–A2 descriptors is expected as students start using *Inspired 2*, and by the end of the course students should be able to accomplish more of the B1 level. Many of the B1 descriptors talk of greater confidence with the same kinds of ability already described at A2: others only emerge for the first time at B1.

On the teacher's website you will find a list of unit-by-unit descriptors with suggested targets which you can print out and copy for your students to assess themselves. Students can use these at any point to get a detailed picture of their own individual progress.

What is a CEF Portfolio?

If you are using portfolios as a way of evaluating your students' coursework over the year, you will find a wide variety of opportunities within each *Inspired* unit to provide material for the dossier.

A portfolio is a means to document a person's achievements. Artists, architects or designers collect samples of their work in portfolios. The basic idea is that students collect samples of their work in their portfolio. Most of the time, these samples will be texts created by the students, but they could also include photos of classroom scenes, wall displays, audio recordings and DVDs. All these documents provide evidence of a student's performance, e.g. during a discussion, an oral presentation or a role play.

The portfolio consists of three parts: the **Language Passport**, with information about a student's proficiency in one or more languages i.e. qualifications; the **Language Biography**, where students reflect their learning process and progress and say what they can do in their foreign language(s); and the **Dossier**, a collection of materials and data put together by students to document and illustrate their learning experiences.

Although it may be a demanding task to set up in the beginning, the overall aim is for students to be involved in planning, collecting and evaluating their own work – taking responsibility for their own learning. This in turn may lead to increased participation and autonomy on the learners' part.

| | Inspired 1 TB Descriptors | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 |
|---------------------|--|-----------------------|----------------|----------------|------------|------------------------|--------------------|----------------|--------------------|
| Listening A1 | I can understand when someone speaks very slowly to me and articulates carefully, with long pauses for me to assimilate meaning. | 8 | | | | | | | |
| | I can understand simple directions how to get from X to Y, by foot or public transportation. | | | | | | | | |
| | I can understand questions and instructions addressed carefully and slowly to me and follow short, simple directions. | | | | | | | | |
| | I can understand numbers, prices, and times. | 9, 14, 15, 16, 21, 22 | | | | | | | |
| Listening A2 | I can understand what is said clearly, slowly, and directly to me in simple everyday conversation; it is possible to make me understand, if the speaker can take the trouble. | | | 39 | | | | | |
| | I can generally identify the topic of discussion around me when people speak slowly and clearly. | 12, 14, 20 | 29, 31 | 38, 43 | 55, 56 | 66, 72 | 79, 83 | 93, 94 | |
| | I can understand phrases, words, and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local area, employment). | 11, 17, 19 | 24, 25 | 38, 41, 42, 43 | 51 | 64, 72, 75 | | 93, 97 | 107 |
| | I can catch the main point in short, clear, simple messages, and announcements. | | | | 55 | | | 97 | |
| | I can understand the essential information in short recorded passages dealing with predictable everyday matters which are spoken slowly and clearly. | 15, 19 | 25, 27, 29, 31 | 37, 39, 41, 43 | 51, 55, 56 | 63, 64, 67, 70, 71, 75 | 76, 79, 81, 82, 83 | 88, 90, 93, 97 | 103, 105, 107, 109 |
| | I can identify the main point of TV news items reporting events, accidents etc. when the visual supports the commentary. | | | | | | | | |
| Reading A1 | I can understand information about people (place of residence, age, etc.) in newspapers. | | | | | | | | |
| | I can locate a concert or a movie on calendars of public events or posters and identify where it takes place and at what time it starts. | | | | | | | | |
| | I can understand a questionnaire (entry permit form, hotel registration form) well enough to give the most important information about myself (name, last name, date of birth, nationality). | | | | | | | | |
| | I can understand words and phrases on signs encountered in everyday life (for instance, "parking lot", "station", "no parking", "no smoking", "keep left.") | 20 | | 46 | | 72 | | 98 | |
| | I can understand the most important orders in a computer program, such as "PRINT", "SAVE", "COPY", etc. | | 28 | | | | | | |
| | I can follow short simple written directions (e.g. how to go from X to Y). | | 28 | | | | | | |
| | I can understand short simple messages on postcards. | | | | | | | | |
| | In everyday situations I can understand simple messages written by friends or co-workers, for example "back at six o'clock". | | | | | | | | 108 |

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| Reading A2 | I can identify important information in news summaries or simple newspaper articles in which numbers and names play an important role and which are clearly structured and illustrated. | 18 | 40, 44 | 56 | 68 | 76, 78, 84, 86 | 92, 93, 94, 101 | 104, 106 |
| | I can understand a simple personal letter in which the writer tells or asks me about aspects of everyday life. | 32 | 45 | | 64 | | 96 | |
| | I can understand simple written messages from friends or co-workers, for example saying when we should meet to play soccer, or asking me to be at work early. | | | | | | 91 | 108, 109 |
| | I can find the most important information on leisure time activities, exhibits, etc. in information leaflets. | | | 50, 58 | | | 96 | |
| | I can skim small advertisements in newspapers, locate the heading or column I want, and identify the most important pieces of information (price and size of apartments, cars, computers). | | | | | | | |
| | I can understand simple user's instructions for equipment (for example, a public telephone). | 29 | | | | | | |
| | I can understand feedback messages or simple help indications in computer programs. | | | | | | | |
| | I can understand short narratives about everyday things dealing with topics which are familiar to me if the text is written in simple language. | 24, 30, 32 | 38, 40, 42, 44, 48, 49 | 52, 54, 60 | 65 | 80, 81, 82 | 90 | 102, 110 |
| | I can introduce somebody and use basic greeting and leave-taking expressions. | 8 | | | | | | |
| Spoken Interaction A1 | I can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need, or on very familiar topics. | 8, 9, 11, 13 | 25, 27, 31 | 37, 41, 45 | 58, 59 | 64, 72 | 79 | 97 |
| | I can make myself understood in a simple way but I am dependent on my partner being prepared to repeat more slowly and rephrase what I say and to help me to say what I want. | | | | | | | |
| | I can make simple purchases where pointing or other gestures can support what I say. | | | | | | | |
| | I can handle numbers, quantities, cost, and time. | 15, 21 | | | | | | |
| | I can ask people for things and give people things. | | | | | | | |
| | I can ask people questions about where they live, people they know, things they have, etc. and answer such questions addressed to me provided they are articulated slowly and clearly. | 8, 9 | 25 | 49 | | 67 | | 95, 105 |
| | I can indicate time by such phrases as "next week", "last Friday", "in November", "three o'clock". | | | | | | | |
| Spoken Interaction A2 | I can make simple transactions in stores, post offices, or banks. | | | | | | | |
| | I can use public transportation: buses, trains, and taxis, ask for basic information, and buy tickets. | | | | | | | |
| | I can get simple information about travel. | | | 58 | | | 97 | |
| | I can order something to eat or drink. | | | | | | | 103 |

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| | I can make simple purchases by stating what I want and asking the price. | | | | | | | | | 105 |
| | I can ask for and give directions referring to a map or plan. | | | | | | | | | |
| | I can ask how people are and react to news. | | | | | | 83 | 97 | | |
| | I can make and respond to invitations. | | | | | | | | | 108, 109 |
| | I can make and accept apologies. | | | | | 66 | 80, 83 | | | 109 |
| | I can say what I like and dislike. | 11 | 24, 31 | 37, 39, 45 | 54 | 66 | | 93, 97, 98 | | |
| | I can discuss with other people what to do, where to go, and make arrangements to meet. | | | | | | | | | |
| | I can ask people questions about what they do at work and in free time, and answer such questions addressed to me. | | | 41, 43, 45 | | 72 | 77 | 91, 98 | | |
| Spoken Production A1 | I can give personal information (address, telephone number, nationality, age, family, and hobbies). | 8, 9, 17, 19 | | 43, 45 | | | | 95 | | |
| | I can describe where I live. | | | | | | | | | |
| Spoken Production A2 | I can describe myself, my family, and other people. | 16 | 25 | | | | | | | |
| | I can describe where I live. | | | | 57 | | | | | |
| | I can give short, basic descriptions of events. | | | 42 | 54 | | 81 | 91 | | 111 |
| | I can describe my educational background, my present or most recent job. | | | | | | | | | |
| | I can describe my hobbies and interests in a simple way. | | 31 | 43, 45 | | | | | | |
| | I can describe past activities and personal experiences (e.g. last weekend, my last vacation). | | | | | | 77, 79, 81 | | | |
| Strategies A1 | I can say when I don't understand. | 19 | | | | 75 | 83 | | | |
| | I can very simply ask somebody to repeat what they said. | | | | | 75 | | | | |
| | I can very simply ask somebody to speak more slowly. | | | | | | | | | |
| Strategies A2 | I can ask for attention. | | | | | 75 | | | | |
| | I can indicate when I am following. | | | | | | | | | |
| | I can very simply ask somebody to repeat what they said. | | | | | | | | | |
| Language Quality A2 | I can make myself understood using memorized phrases and single expressions. | 8, 9, 12 | 29, 31 | 45 | 57 | 71 | | | | 109 |
| | I can link groups of words with simple connectors like "and", "but", and "because". | | | 39, 49 | | | 83, 85 | 91 | | |
| | I can use some simple structures correctly. | 9, 15, 17 | 25, 27, 29, 34 | 39, 41, 43 | 51, 53, 55, 60 | 65, 69 | 79, 81, 84, 86, 87 | 91, 93, 95, 101 | | 103, 105, 107, 112, 113 |

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| | I have a sufficient vocabulary for coping with simple everyday situations. | 11, 13, 14, 16, 19, 20 | 24, 25, 26, 29, 30, 33, 35 | 36, 39, 42, 43, 44, 46, 47, 49 | 50, 51, 55, 56, 58, 61 | 62, 65, 66, 67, 69, 70, 71 | 77, 78, 80, 83, 86, 87 | 88, 92, 94, 95 | 102, 103, 105, 110, 113 |
| Writing A1 | I can fill in a questionnaire with my personal details (job, age, address, hobbies). | 9 | | | | 71 | | | |
| | I can write a greeting card, for instance a birthday card. | | | | | | | | |
| | I can write a simple postcard. | | | | 59 | | | | |
| | I can write a note to tell somebody where I am or where we are to meet. | | | | | | | | |
| | I can write sentences and simple phrases about myself, for example where I live, and what I do. | 13, 21 | 25, | | 51 | | 85 | | |
| Writing A2 | I can write short, simple notes and messages. | | 29, 33 | | | | 84 | 91 | |
| | I can describe an event in simple sentences and report what happened when and where (for example a party or an accident). | | | | | | 77, 84 | | 107 |
| | I can write about aspects of my everyday life in simple phrases and sentences (people, places, job, school, family, hobbies). | 19, 21 | 31, 32, 33 | 39, 47 | 55, 57 | 65, 69, 73 | 77, 79, 85 | 91, 93, 99, 101 | 105, 107, 110, 111 |
| | I can fill in a questionnaire giving an account of my educational background, my job, my interests, and my specific skills. | | | | | | | | |
| | I can briefly introduce myself in a letter with simple phrases and sentences (family, school, job, hobbies). | | 32 | 43, 45 | 57 | | | | 111 |
| | I can write a short letter using simple expressions for greeting, addressing, asking or thanking somebody. | | | | | | | | 108, 109, 111 |
| | I can write simple sentences, connecting them with words such as "and", "but", and "because". | 23 | | 39, 49 | | | 83 | 93 | |
| | I can use the most important connecting words to indicate the chronological order of events (first, then, after, later). | | | | | | 83 | | |