

# New Inspiration and the Common European Framework

COMMON EUROPEAN FRAMEWORK					
A1	A2	B1	B2	C1	C2
	Level 1	New Inspiration Student's Book 1			
	Level 2	New Inspiration Student's Book 2			
	Level 3	New Inspiration Student's Book 3			
	Level 4	New Inspiration Student's Book 4			

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.

*New Inspiration* 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 A2–B1 descriptors (description of competences) covered in *New Inspiration 2* which students are aiming to reach. A1–A2 descriptors are available in the *New Inspiration 1* Teacher Book and also

on the *New Inspiration* teacher's website. A basic level of confidence with the A1–A2 descriptors is expected as students start using *New Inspiration 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 *New Inspiration* 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.

	New Inspiration 2 TB descriptors	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
<b>Listening A2</b>	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.	10	24						
	I can generally identify the topic of discussion around me when people speak slowly and clearly.	10	24, 29	42	53	64		96	104
	I can understand phrases, words and expressions related to areas of most immediate priority (e.g. basic personal and family information, shopping, local area, employment).	12		38	55		84	95	104
	I can catch the main point in short, clear, simple messages and announcements.			41, 42		67			111
	I can understand the essential information in short recorded passages dealing with predictable everyday matters which are spoken slowly and clearly.	7, 16, 17, 18	24	35, 37, 38, 41	48, 55	61	74, 79, 81, 84	86, 95	103, 107
	I can identify the main points of TV news items reporting events, accidents etc. when the visual supports the commentary.						78, 79		
<b>Listening B1</b>	I can follow clearly articulated speech directed at me in everyday conversation, though I sometimes have to ask for repetition of particular words and phrases delivered relatively slowly and clearly.				53	68	84	90	104
	I can generally follow the main points of extended discussion around me, provided speech is clearly articulated in standard dialect.	14	29	39	52	61, 64, 70	74, 77, 81, 84	90, 95, 96	103, 104, 107, 111
	I can listen to a short narrative and form hypotheses about what will happen next.			44	49, 51, 53			95	
	I can understand the main points of radio news bulletins and simpler recorded material on topics of personal interest		29	37, 41, 43	48, 51, 55	62, 68	77, 78, 79	95	101, 107
	I can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.						78, 79		
	I can understand simple technical information, such as operating instructions for everyday equipment.								

<b>Reading A2</b>	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.	10, 14, 16	26, 28, 30	42, 46, 47	49, 50, 51, 58	64	76	89, 92, 96	100
	I can understand a simple personal letter in which the writer tells or asks me about aspects of everyday life.			47	48, 49				
	I can understand simple written messages from friends or colleagues, e.g. saying when we should meet to play football or asking me to be at work early.					63, 67			
	I can find the most important information on leisure time activities, exhibitions, etc. in information leaflets.	20	23	38			80	94	102, 103, 110
	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).	20		43	54			92	
	I can understand simple user's instructions for equipment, e.g. a public telephone.								110
	I can understand feedback messages or simple help indications in computer programmes.								
	I can understand short narratives about everyday things dealing with topics which are familiar to me if the text is written in simple language.	6, 7, 10, 12, 13, 14, 16, 17, 21	22, 24	36, 47	52, 54	68	76, 78, 80	88, 90, 98	102
<b>Reading B1</b>	I can understand the main points in short newspaper articles about current and familiar topics.		22, 28, 32	44	48, 50, 51, 58		84	92, 96, 98	100, 106
	I can read columns or interviews in newspapers and magazines in which someone takes a stand on a current topic or event and understand the overall meaning of the text.		26	40, 42	54, 58		80, 84	88	
	I can guess the meaning of single unknown words from the context thus deducing the meaning of expressions if the topic is familiar.		28, 29	44	58		76	94	100, 106
	I can skim short texts (e.g. news summaries) and find relevant facts and information (e.g. who has done what and where).	16	24	38, 44	54	66	74, 84	98	100, 101, 102, 103, 104, 110
	I can understand the most important information in short simple everyday information brochures.		28, 30, 32	38		68, 72, 73	82	94, 98	102, 106, 110
	I can understand simple messages and standard letters (e.g. from businesses, clubs or authorities).								
	In private letters I can understand those parts dealing with events, feelings and wishes well enough to correspond regularly with a pen friend.					63		93	
	I can understand the plot of a clearly structured story and recognise what the most important episodes and events are and what is significant about them.					66		88	100, 108

<b>Spoken Interaction A2</b>	I can make simple transactions in shops, post offices or banks.									
	I can use public transport: buses, trains, and taxis, ask for basic information and buy tickets.									
	I can get simple information about travel.									
	I can order something to eat or drink.					64, 65				
	I can make simple purchases by stating what I want and asking the price.					65				
	I can ask for and give directions referring to a map or plan.					67				
	I can ask how people are and react to news.				52, 55					
	I can make and respond to invitations.					65, 71				101
	I can make and accept apologies.									
	I can say what I like and dislike.	10	26	36	52, 55	72	81	87		
	I can discuss with other people what to do, where to go and make arrangements to meet.					71		93		
	I can ask people questions about what they do at work and in free time, and answer such questions addressed to me.	9, 10, 17	31	35, 39	49, 58		77	87		
<b>Spoken Interaction B1</b>	I can start, maintain and close simple face-to-face conversations on topics that are familiar or of personal interest.	15	23, 31	37, 39	51, 55	61, 63, 71	75, 83	89, 93	101, 104, 107	
	I can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what I would like to.		23, 25	28	55, 56	66, 69	81	90, 95	104, 105, 108	
	I can deal with most situations likely to arise when making travel arrangements through an agent or when actually travelling.					69		93		
	I can ask for and follow detailed directions.		25			67				
	I can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.				52			88, 94, 97	108	
	I can give or seek personal views and opinions in an informal discussion with friends.		24, 29, 31	40, 44, 45	50, 55, 56	61, 66	77, 81, 85	89, 90, 96, 99	103	
	I can agree and disagree politely.				51		81	96, 99		
<b>Spoken Production A2</b>	I can describe myself, my family and other people.	7, 19	29					90	108	
	I can describe where I live.	19								
	I can give short, basic descriptions of events.		23	45	56, 58			92	107, 108	
	I can describe my educational background, my present or most recent job.									
	I can describe my hobbies and interests in a simple way.	9, 10	26				81			
	I can describe past activities and personal experiences (e.g. last weekend, my last holiday).			37, 45			75, 85		108	

<b>Spoken Production B1</b>	I can narrate a story.				55		75		
	I can give detailed accounts of experiences, describing feelings and reactions.		24		52	61, 72	81	88, 99	108
	I can describe dreams, hopes and ambitions.								
	I can explain and give reasons for my plans, intentions and actions.		26	36, 38, 45	50	62, 69, 71	81	88, 92, 96	101
	I can relate the plot of a book or film and describe my reactions.			40	56				
	I can paraphrase short written passages orally in a simple fashion, using the original text wording and ordering.			37, 42, 45	58	62	75, 81, 85	87, 89	107
<b>Strategies A2</b>	I can ask for attention.	17							
	I can indicate when I am following.	16, 17	29					95	
	I can very simply ask somebody to repeat what they said.				55				
<b>Strategies B1</b>	I can repeat back part of what someone has said to confirm that we understand each other.							95	
	I can ask someone to clarify or elaborate what they have just said.	11, 17			55				
	When I can't think of the word I want, I can use a simple word meaning something similar and invite 'correction'.								
<b>Language Quality A2</b>	I can make myself understood using memorised phrases and single expressions.	17	25	43	55, 58	65, 69	81	91, 95	107
	I can link groups of words with simple connectors like 'and', 'but' and 'because'.		22, 27	41	51, 58				
	I can use some simple structures correctly.	11, 13, 15	23, 25, 27	37, 39, 41, 45	49, 51, 53, 55, 58, 59	63, 65, 67, 71	75, 77, 79, 81, 82	89, 91, 93	101, 103, 105, 110
	I have a sufficient vocabulary for coping with simple everyday situations.	7, 8, 9, 12, 14, 15, 18, 21	22, 23, 24, 25, 26, 33	34, 35, 37, 39, 40, 41, 42, 43, 47	49, 52, 53, 54, 55, 57, 59	60, 63, 64, 65, 67, 71, 73	75, 77, 78	86, 89, 91, 92, 99	101, 103, 105, 107, 110, 111
<b>Language Quality B1</b>	I can keep a conversation going comprehensibly, but have to pause to plan and correct what I am saying – especially when I talk freely for longer periods.						83	93, 99	107, 107, 109
	I can convey simple information of immediate relevance, getting across which point I feel is most important.		25		51, 52		76	89, 91	103, 107
	I have a sufficient vocabulary to express myself with some circumlocutions on most topics pertinent to my everyday life such as family, hobbies and interests, work, travel, and current events.		26, 32, 33	43, 47	51, 53, 54, 55, 57, 59	64, 67, 71	77, 78, 85	89, 91, 99	101, 110, 111
	I can express myself reasonably accurately in familiar, predictable situations.			40, 43	57	71	76	89, 91, 93	107, 109

<b>Writing A2</b>	I can write short, simple notes and messages.	11					82, 83, 85	97	101, 108
	I can describe an event in simple sentences and report what happened when and where (e.g. a party or an accident).	15, 17, 19	30			63	79	95	108, 109
	I can write about aspects of my everyday life in simple phrases and sentences (people, places, job, school, family, hobbies).	13, 15, 19, 21	23, 32	39, 47	57	69	77, 81, 83	91, 97	101
	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).	15	27	45				97	
	I can write a short letter using simple expressions for greeting, addressing, asking or thanking somebody.				49, 57			93	
	I can write simple sentences, connecting them with words such as 'and', 'but', 'because'.	15, 17	27, 30	41, 43	58		75, 79		
	I can use the most important connecting words to indicate the chronological order of events (first, then, after, later).					63, 67, 70, 71			107
<b>Writing B1</b>	I can write simple connected texts on a range of topics within my field of interest and can express personal views and opinions.	17, 21	25, 27, 33	39, 43, 45, 47	51, 56, 57, 59	65, 73	77, 79, 81, 82	89, 91	101, 103, 109
	I can write simple texts about experiences or events, e.g. about a trip, for a school newspaper or a club newsletter.		29	37, 39, 45	49	63, 73	75, 83	91, 95, 99	105, 108
	I can write personal letters to friends or acquaintances asking for or giving them news and narrating events.			41	55	69	77	93, 95	103, 109
	I can describe in a personal letter the plot of a film or a book or give an account of a concert.				53, 55, 56, 57				105, 108
	In a letter I can express feelings such as grief, happiness, interest, regret and sympathy.				49			97	
	I can reply in written form to advertisements and ask for more complete or more specific information about products (e.g. a car or an academic course).								
	I can convey – via fax, e-mail or a circular – short simple factual information to friends or colleagues or ask for information in such a way.								
	I can write my CV in summary form.								