

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 B1–B2 descriptors (description of competencies) covered in *New Inspiration 3* which students are aiming to reach. A1–A2 descriptors are available in the *New Inspiration 1* and *2* Teacher's Books and also on the *New Inspiration* teacher's website. A

high level of confidence with the A1–A2 descriptors is expected along with a basic level of confidence of the B1 descriptors as students start using *New Inspiration 3*. By the end of the course students should be able to accomplish all the B1 level and some of the B2 level descriptors. 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 3 TB descriptors		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Listening B1	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.								
	I can generally follow the main points of extended discussion around me, provided speech is clearly articulated in standard dialect.	10	23, 24, 29	38, 47	53, 55	62, 70		91	102, 103
	I can listen to a short narrative and form hypotheses about what will happen next.				51				
	I can understand the main points of radio news bulletins and simpler recorded material on topics of personal interest delivered relatively slowly and clearly.	14, 15, 17	23, 27, 29, 30	38, 40, 43, 47	55	62, 69, 73	79, 81	89, 91, 95	102, 103, 106, 107
	I can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.								
	I can understand simple technical information, such as operating instructions for everyday equipment.								
Listening B2	I can understand in detail what is said to me in standard spoken language even in a noisy environment.	13	24, 27			69			104, 105
	I can follow a lecture or talk within my own field, provided the subject matter is familiar and the presentation straightforward and clearly structured.		30	43					
	I can understand most radio documentaries delivered in standard language and can identify the speaker's mood, tone etc. by using contextual clues.	15						95	
	I can understand TV documentaries, live interviews, talk shows, plays and the majority of films in standard dialect.							93	
	I can understand the main ideas of complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in my field of specialisation.								
	I can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension.	10, 11, 13	23	40, 43, 47	53, 55	69, 73	79, 81	89, 93	102, 103, 104, 105, 107

Reading B1	I can understand the main points in short newspaper articles about current and familiar topics.	14, 18		36, 39, 42		63	80		
	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.			40, 42	48, 52	64, 70	76	99	100
	I can guess the meaning of single unknown words from the context thus deducing the meaning of expressions if the topic is familiar.	16	28			68, 69	79	94	
	I can skim short texts (for example news summaries) and find relevant facts and information (for example who has done what and where).	10, 12, 16	22, 26, 28	36, 42	48, 52	63, 64, 66, 70	78, 80	88, 90, 92, 94	100, 101
	I can understand the most important information in short simple everyday information brochures.	14, 20, 21	26			72		96	106
	I can understand simple messages and standard letters (for example 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.								
	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.	16		46, 47	48, 54			92	
Reading B2	I can rapidly grasp the content and the significance of news, articles and reports on topics connected with my interests or my job, and decide if a closer reading is worthwhile.					64		92	
	I can read and understand articles and reports on current problems in which the writers express specific attitudes and points of view.			42		66, 72	74, 76	88, 98	100
	I can understand in detail texts within my field of interest or the area of my academic or professional speciality.		26			68, 70, 72	74	90, 98, 99	
	I can understand specialised articles outside my own field if I can occasionally check with a dictionary.		28			66, 68, 69			
	I can read reviews dealing with the content and criticism of cultural topics (films, theatre, books, concerts) and summarise the main points.								
	I can read letters on topics within my areas of academic or professional speciality or interest and grasp the most important points.								
	I can quickly look through a manual (for example for a computer program) and find and understand the relevant explanations and help for a specific problem.								
	I can understand in a narrative or play the motives for the characters' actions and their consequences for the development of the plot.				54				

Spoken Interaction B1	I can start, maintain and close simple face-to-face conversations on topics that are familiar or of personal interest.	11, 13	29	38, 47				93	103
	I can maintain a conversation or discussion that may sometimes be difficult to follow when trying to say exactly what I would like to.	13, 15	25	43, 47	51			93	
	I can deal with most situations likely to arise when making travel arrangements through an agent or when actually travelling.					69			
	I can ask for and follow detailed directions.								
	I can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.								
	I can give or seek personal views and opinions in an informal discussion with friends.	17	25, 27, 29	36, 37, 38, 41, 47	50	62, 64, 65, 73		95	102, 103, 107
	I can agree and disagree politely.				50				
Spoken Interaction B2	I can initiate, maintain and end discourse naturally with effective turn-taking.	13		41		67		95	
	I can exchange considerable quantities of detailed factual information on matters within my fields of interest.			38	55	73	75		108
	I can convey degrees of emotion and highlight the personal significance of events and experiences.								101, 102
	I can engage in extended conversation in a clearly participatory fashion on most general topics.	13				65, 69			102, 103, 108
	I can account for and sustain my opinions in discussion by providing relevant explanations, arguments and comments.			41		65, 73			102, 103
	I can help a discussion along on familiar ground confirming comprehension, inviting others in, etc.								
	I can carry out a prepared interview, checking and confirming information, following up interesting replies.	11, 15, 17	25, 27	38, 47		62, 65, 67	75, 79	96	102, 105, 107
Spoken Production B1	I can narrate a story.				54				
	I can give detailed accounts of experiences, describing feelings and reactions.								
	I can describe dreams, hopes and ambitions.								
	I can explain and give reasons for my plans, intentions and actions.					63			
	I can relate the plot of a book or film and describe my reactions.			46, 47					
	I can paraphrase short written passages orally in a simple fashion, using the original text wording and ordering.			41, 47	52, 54	67			101

Spoken Production B2	I can give clear, detailed descriptions on a wide range of subjects related to my fields of interest.		30		48, 49, 56		81	91	101
	I can understand and summarise orally short extracts from news items, interviews or documentaries containing opinions, argument and discussion.					69			
	I can understand and summarise orally the plot and sequence of events in an extract from a film or play.		30						
	I can construct a chain of reasoned argument, linking my ideas logically.		24	41	52	67	76, 81		
	I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.				52			89, 91	
	I can speculate about causes, consequences, hypothetical situations.			41	48, 51, 53, 54			92	101, 102
Strategies B1	I can repeat back part of what someone has said to confirm that we understand each other.								
	I can ask someone to clarify or elaborate what they have just said.								
	When I can't think of the word I want, I can use a simple word meaning something similar and invite 'correction'.		29	43					
Strategies B2	I can use standard phrases like 'That's a difficult question to answer' to gain time and keep the turn while formulating what to say.								
	I can make a note of 'favourite mistakes' and consciously monitor speech for them.								
	I can generally correct slips and errors if I become aware of them or if they have led to misunderstandings.								
Language Quality B1	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.	13	29	38, 43	54		81		107
	I can convey simple information of immediate relevance, getting across which point I feel is most important.		23, 27, 29, 30	41	48	67, 70	75	89, 95, 97	101
	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.	13, 14, 17, 18, 19	22, 23, 26, 29	36, 38, 41, 43	48, 51, 56	63, 65, 67, 69, 73	77, 79, 81, 82	89, 91, 92, 95, 96	101, 102, 103, 106, 107, 109
	I can express myself reasonably accurately in familiar, predictable situations.	13, 16, 19	23, 25, 27, 29, 31	36, 37, 39, 41	49, 51, 53, 55, 56	63, 65, 67, 69, 71, 72	75, 77, 79, 81, 82	89, 91, 93, 95, 97	101, 103, 105, 107, 109

Language Quality B2	I can produce stretches of language with a fairly even tempo; although I can be hesitant as I search for expressions, there are few noticeably long pauses.		30		49	69			
	I can pass on detailed information reliably.						77		
	I have sufficient vocabulary to express myself on matters connected to my field and on most general topics.			41		69		95	
	I can communicate with reasonable accuracy and can correct mistakes if they have led to misunderstandings.								
Writing B1	I can write simple connected texts on a range of topics within my field of interest and can express personal views and opinions.	13, 19, 21	25, 29	37, 39, 43	49, 53, 56	62, 63, 65, 71, 73	75, 77	89, 93	101, 103, 109
	I can write simple texts about experiences or events, for example about a trip, for a school newspaper or a club newsletter.	13, 15, 17, 19	23			69	75		
	I can write personal letters to friends or acquaintances asking for or giving them news and narrating events.	17		41					
	I can describe in a personal letter the plot of a film or a book or give an account of a concert.								
	In a letter I can express feelings such as grief, happiness, interest, regret and sympathy.								
	I can reply in written form to advertisements and ask for more complete or more specific information about products (for example 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.							91, 93	
	I can write my CV in summary form.								
Writing B2	I can write clear and detailed texts (compositions, reports or texts of presentations) on various topics related to my field of interest.	21	30		55, 56	65, 73	81	91, 95	101, 105, 107, 109
	I can write summaries of articles on topics of general interest.								
	I can summarise information from different sources and media.	15	30		56		79, 82	99	108
	I can discuss a topic in a composition or 'letter to the editor', giving reasons for or against a specific point of view.								
	I can develop an argument systematically in a composition or report, emphasising decisive points and including supporting details.			43			79, 81		
	I can write about events and real or fictional experiences in a detailed and easily readable way.	19				69	77	95	105
	I can write a short review of a film or a book.		23, 27						
	I can express in a personal letter different feelings and attitudes and can report the news of the day making clear what – in my opinion – are the important aspects of an event.					51			103