

The Common European Framework and *New Inside Out*

The Common European Framework for language learning

Introduction

The Common European Framework (CEF) is a widely used standard created by the Council of Europe.¹ 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.

Students can use the descriptors (description of competences) at any point to get a detailed, articulated, and personal picture of their own individual progress. This is important, as no two language learners progress in the same way, and consequently it's always rather artificial to apply a 'framework level' to a class as a whole, or to a course or coursebook.

The European Language Portfolio is another Council of Europe project, designed to give every learner a structure for keeping a record of their language learning experiences and their progress as described in the CEF. Up-to-date information about developments with the CEF and Portfolio can be found on www.coe.int/portfolio.

The Swiss-based Eurocentres Foundation played a major role in the development of the levels and the descriptors for the CEF and the prototype Portfolio. The CEF descriptors, developed in a Swiss National Research Foundation project, were presented in clearer, simpler, self-assessment form in the prototype (Swiss) Portfolio. There are now dozens of different national versions of the Portfolio for different educational sectors, but the only version for adults is that developed from the Swiss version by EAQUALS (European Association for Quality Language Services) in collaboration with ALTE.² The descriptors used in this guide are taken from the EAQUALS/ALTE Portfolio. An electronic version that can be completed on-line can be downloaded in English or French from www.eelp.org. The EAQUALS/ALTE portfolio descriptors have been used in this guide, as they're more concrete and practical than the original CEFR descriptors.

1 Schneider, Günther, & North, Brian (2000): "Fremdsprachen können – was heisst das?" Zürich, Rüegger
North, Brian (2000): "The Development of a Common Framework Scale of Language Proficiency", New York, Peter Lang

2 EAQUALS is a pan-European language school accreditation body with over 100 full members. ALTE is an association dedicated to raising standards in language testing and encompasses the major European examination providers. Eurocentres provides high quality language teaching in countries where the language concerned is spoken. EAQUALS, ALTE and Eurocentres are the three NGOS advisers for language learning to the Council of Europe and all three implement the CEFR.

New Inside Out CEF checklists

New Inside Out Advanced is appropriate for students who can already communicate quite confidently in English in a good range of situations. They now need to focus on using language in a flexible and idiomatic way. They're learning to express their thoughts and intentions with precision, to use language skilfully to achieve exactly what they want to, and to build up their repertoire of expressions for specific situations. At this level autonomous study is very important, and students' success will depend greatly on the extent to which they read and speak English outside the classroom. By the time committed and enthusiastic students complete *New Inside Out* Advanced, however, they will be confident with most of the abilities described at the C1 level.

In order to help students and teachers assess progress, we have provided a list of C1 descriptors that may usefully be focused on whilst studying each of the units in *New Inside Out* Advanced. A reasonable ability with the B2 descriptors is presupposed at the start of the book. Students who have reached this level are often unclear about what their next priorities should be, and about exactly what they now need to work on in order to improve their English. A familiarity with the C1 descriptors can help students to set concrete goals and to approach their studies with the kind of attitude that will allow them to be successful. Every student learns differently, and at this level useful progress can really only be made towards personal objectives, so it is important the teacher supports students in taking responsibility for the process.

The level of ability suggested in a particular unit for a particular descriptor is given only as a guide, based on classroom experience, of what kind of progress it might be reasonable to expect to see from a 'typical' student. At this level of language learning, of course, there can be no such students, so variations from the levels indicated should not be taken as a sign that students are really doing either better or worse than an established norm.

In teaching a class of students at this level, meanwhile, it is necessary to choose materials that are likely to be of benefit to as many of the students as possible. The coursebook provides a framework for this purpose, and the descriptors for each unit can help the teacher to supplement the coursebook material constructively.

CEF Student checklists

Unit 1

Complete the checklist.

1 = I can do this with a lot of help from my teacher

2 = I can do this with a little help

3 = I can do this fairly well

4 = I can do this really well

5 = I can do this almost perfectly

Competences	Page	Your score
I can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.	5, 10	1 2 3 4 5
I can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.	4, 5, 8, 12	1 2 3 4 5
I can express my ideas and opinions clearly and precisely, and can present and respond to complex lines of reasoning convincingly.	5, 10	1 2 3 4 5
I can orally summarise long, demanding texts.	6	1 2 3 4 5
I can consistently maintain a high degree of grammatical accuracy; errors are rare and difficult to spot.	9, 11	1 2 3 4 5



Unit 2

Complete the checklist.

1 = I can do this with a lot of help from my teacher

2 = I can do this with a little help

3 = I can do this fairly well

4 = I can do this really well

5 = I can do this almost perfectly

Competences	Page	Your score
I can understand a wide range of idiomatic expressions and colloquialisms, appreciating shifts in style and register.	14, 20	1 2 3 4 5
I can give clear, detailed descriptions of complex subjects.	16, 17	1 2 3 4 5
I can give an extended description or account of something, integrating themes, developing particular points and concluding appropriately.	18, 19	1 2 3 4 5
I can express myself in writing on a wide range of general or professional topics in a clear and user-friendly manner.	19	1 2 3 4 5
I can present points of view in a comment on a topic or an event, underlining the main ideas and supporting my reasoning with detailed examples.	23	1 2 3 4 5

Unit 3

Complete the checklist.

1 = I can do this with a lot of help from my teacher

2 = I can do this with a little help

3 = I can do this fairly well

4 = I can do this really well

5 = I can do this almost perfectly

Competences	Page	Your score
I can use language fluently, accurately and effectively on a wide range of general, professional or academic topics.	26, 27, 29, 32	1 2 3 4 5
I can produce clear, smoothly-flowing, well-structured speech, showing control over ways of developing what I want to say in order to link both my ideas and my expression of them into coherent text.	30	1 2 3 4 5
I have a good command of a broad vocabulary allowing gaps to be readily overcome with circumlocutions; I rarely have to search obviously for expressions or compromise on saying exactly what I want to.	27, 33	1 2 3 4 5
I can present a complex topic in a clear and well-structured way, highlighting the most important points, for example in a composition or a report.	25	1 2 3 4 5
I can select a style appropriate to the reader in mind.	28	1 2 3 4 5



Unit 4

Complete the checklist.

1 = I can do this with a lot of help from my teacher

2 = I can do this with a little help

3 = I can do this fairly well

4 = I can do this really well

5 = I can do this almost perfectly

Competences	Page	Your score
I can understand fairly long demanding texts and summarise them orally.	36	1 2 3 4 5
I can go beyond the concrete plot of a narrative and grasp implicit meanings, ideas and connections.	36, 39	1 2 3 4 5
I can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.	40, 43, 44	1 2 3 4 5
I can substitute an equivalent term for a word I can't recall without distracting the listener.	41	1 2 3 4 5
I can give a detailed description of experiences, feelings and events in a personal letter.	45	1 2 3 4 5

Unit 5

Complete the checklist.

1 = I can do this with a lot of help from my teacher

2 = I can do this with a little help

3 = I can do this fairly well

4 = I can do this really well

5 = I can do this almost perfectly

Competences	Page	Your score
I can read complex reports, analyses and commentaries where opinions, viewpoints and connections are discussed.	48, 52	1 2 3 4 5
I can give an extended description or account of something, integrating themes, developing particular points and concluding appropriately.	51	1 2 3 4 5
I can relate my own contribution skilfully to those of other speakers.	54	1 2 3 4 5
I have a good command of a broad vocabulary allowing gaps to be readily overcome with circumlocutions; I rarely have to search obviously for expressions or compromise on saying exactly what I want to.	46, 48, 51	1 2 3 4 5
I can consistently maintain a high degree of grammatical accuracy; errors are rare and difficult to spot.	47, 53	1 2 3 4 5



Unit 6

Complete the checklist.

1 = I can do this with a lot of help from my teacher

2 = I can do this with a little help

3 = I can do this fairly well

4 = I can do this really well

5 = I can do this almost perfectly

Competences	Page	Your score
I can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.	56, 60	1 2 3 4 5
I can extract information, ideas and opinions from highly specialised texts in my own field, for example research reports.	57, 58	1 2 3 4 5
I can understand long complex instructions, for example for the use of a new piece of equipment, even if these are not related to my job or field of interest, provided I have enough time to reread them.	57	1 2 3 4 5
I can read contemporary literary texts with ease.	61	1 2 3 4 5
I can read any correspondence with occasional use of a dictionary.	65	1 2 3 4 5

Unit 7

Complete the checklist.

1 = I can do this with a lot of help from my teacher

2 = I can do this with a little help

3 = I can do this fairly well

4 = I can do this really well

5 = I can do this almost perfectly

Competences	Page	Your score
I can understand complex technical information, such as operating instructions, specifications for familiar products and services.	70	1 2 3 4 5
I can understand fairly long demanding texts and summarise them orally.	72	1 2 3 4 5
I can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.	76	1 2 3 4 5
I can give a clearly developed presentation on a subject in my fields of personal or professional interest, departing when necessary from the prepared text and following up spontaneously points raised by members of the audience.	75	1 2 3 4 5
I have a good command of a broad vocabulary allowing gaps to be readily overcome with circumlocutions; I rarely have to search obviously for expressions or compromise on saying exactly what I want to.	70, 72, 77	1 2 3 4 5



Unit 8

Complete the checklist.

1 = I can do this with a lot of help from my teacher

2 = I can do this with a little help

3 = I can do this fairly well

4 = I can do this really well

5 = I can do this almost perfectly

Competences	Page	Your score
I can understand lectures, talks and reports in my field of professional or academic interest even when they are propositionally and linguistically complex.	79, 80	1 2 3 4 5
I can express my ideas and opinions clearly and precisely, and can present and respond to complex lines of reasoning convincingly.	80, 81, 83	1 2 3 4 5
I can use fluently a variety of appropriate expressions to preface my remarks in order to get the floor, or to gain time and keep the floor while thinking.	86	1 2 3 4 5
I can produce clear, smoothly-flowing, well-structured speech, showing control over ways of developing what I want to say in order to link both my ideas and my expression of them into coherent text.	81	1 2 3 4 5
I can write texts which show a high degree of grammatical correctness and vary my vocabulary and style according to the addressee, the kind of text and the topic.	87	1 2 3 4 5

Unit 9

Complete the checklist.

1 = I can do this with a lot of help from my teacher

2 = I can do this with a little help

3 = I can do this fairly well

4 = I can do this really well

5 = I can do this almost perfectly

Competences	Page	Your score				
I can read contemporary literary texts with ease.	95	1	2	3	4	5
I can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.	88, 89	1	2	3	4	5
I can give an extended description or account of something, integrating themes, developing particular points and concluding appropriately.	92	1	2	3	4	5
I can relate my own contribution skilfully to those of other speakers.	96	1	2	3	4	5
I can produce clear, smoothly-flowing, well-structured speech, showing control over ways of developing what I want to say in order to link both my ideas and my expression of them into coherent text.	91, 92	1	2	3	4	5



Unit 10

Complete the checklist.

1 = I can do this with a lot of help from my teacher

2 = I can do this with a little help

3 = I can do this fairly well

4 = I can do this really well

5 = I can do this almost perfectly

Competences	Page	Your score				
I can understand a wide range of idiomatic expressions and colloquialisms, appreciating shifts in style and register.	101, 104, 105, 106	1	2	3	4	5
I can extract information, ideas and opinions from highly specialised texts in my own field, for example research reports.	100, 106	1	2	3	4	5
I can express myself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.	104, 105	1	2	3	4	5
I can consistently maintain a high degree of grammatical accuracy; errors are rare and difficult to spot.	103, 107	1	2	3	4	5
I can present a complex topic in a clear and well-structured way, highlighting the most important points, for example in a composition or a report.	109	1	2	3	4	5

Unit 11

Complete the checklist.

1 = I can do this with a lot of help from my teacher

2 = I can do this with a little help

3 = I can do this fairly well

4 = I can do this really well

5 = I can do this almost perfectly

Competences	Page	Your score
I can without too much effort understand films which contain a considerable degree of slang and idiomatic usage.	111	1 2 3 4 5
I can keep up with an animated conversation between native speakers.	110	1 2 3 4 5
I can express my ideas and opinions clearly and precisely, and can present and respond to complex lines of reasoning convincingly.	117	1 2 3 4 5
I can relate my own contribution skilfully to those of other speakers.	116	1 2 3 4 5
I can write texts which show a high degree of grammatical correctness and vary my vocabulary and style according to the addressee, the kind of text and the topic.	114	1 2 3 4 5



Unit 12

Complete the checklist.

1 = I can do this with a lot of help from my teacher

2 = I can do this with a little help

3 = I can do this fairly well

4 = I can do this really well

5 = I can do this almost perfectly

Competences	Page	Your score
I can extract specific information from even poor quality, audibly distorted public announcements, e.g. in a station, sports stadium etc.	118	1 2 3 4 5
I can write texts which show a high degree of grammatical correctness and vary my vocabulary and style according to the addressee, the kind of text and the topic.	120	1 2 3 4 5
I can use language fluently, accurately and effectively on a wide range of general, professional or academic topics.	120, 122	1 2 3 4 5
I have a good command of a broad vocabulary allowing gaps to be readily overcome with circumlocutions; I rarely have to search obviously for expressions or compromise on saying exactly what I want to.	121, 123	1 2 3 4 5
I can write formally correct letters, for example to complain or to take a stand in favour of or against something.	125	1 2 3 4 5

CEF Student checklists: Answer key

Unit 1

Competences	Page	Your score
I can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.	5, 10	① 2 3 4 5
I can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.	4, 5, 8, 12	① 2 3 4 5
I can express my ideas and opinions clearly and precisely, and can present and respond to complex lines of reasoning convincingly.	5, 10	① 2 3 4 5
I can orally summarise long, demanding texts.	6	1 2 ③ 4 5
I can consistently maintain a high degree of grammatical accuracy; errors are rare and difficult to spot.	9, 11	① 2 3 4 5

Unit 2

Competences	Page	Your score
I can understand a wide range of idiomatic expressions and colloquialisms, appreciating shifts in style and register.	14, 20	1 ② 3 4 5
I can give clear, detailed descriptions of complex subjects.	16, 17	1 ② 3 4 5
I can give an extended description or account of something, integrating themes, developing particular points and concluding appropriately.	18, 19	① 2 3 4 5
I can express myself in writing on a wide range of general or professional topics in a clear and user-friendly manner.	19	① 2 3 4 5
I can present points of view in a comment on a topic or an event, underlining the main ideas and supporting my reasoning with detailed examples.	23	① 2 3 4 5

Unit 3

Competences	Page	Your score
I can use language fluently, accurately and effectively on a wide range of general, professional or academic topics.	26, 27, 29, 32	① 2 3 4 5
I can produce clear, smoothly-flowing, well-structured speech, showing control over ways of developing what I want to say in order to link both my ideas and my expression of them into coherent text.	30	① 2 3 4 5
I have a good command of a broad vocabulary allowing gaps to be readily overcome with circumlocutions; I rarely have to search obviously for expressions or compromise on saying exactly what I want to.	27, 33	1 ② 3 4 5
I can present a complex topic in a clear and well-structured way, highlighting the most important points, for example in a composition or a report.	25	① 2 3 4 5
I can select a style appropriate to the reader in mind.	28	1 ② 3 4 5

Unit 4

Competences	Page	Your score
I can understand fairly long demanding texts and summarise them orally.	36	① 2 3 4 5
I can go beyond the concrete plot of a narrative and grasp implicit meanings, ideas and connections.	36, 39	1 ② 3 4 5
I can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.	40, 43, 44	1 ② 3 4 5
I can substitute an equivalent term for a word I can't recall without distracting the listener.	41	1 ② 3 4 5
I can give a detailed description of experiences, feelings and events in a personal letter.	45	1 ② 3 4 5

Unit 5

Competences	Page	Your score
I can read complex reports, analyses and commentaries where opinions, viewpoints and connections are discussed.	48, 52	1 2 ③ 4 5
I can give an extended description or account of something, integrating themes, developing particular points and concluding appropriately.	51	1 ② 3 4 5
I can relate my own contribution skilfully to those of other speakers.	54	1 ② 3 4 5
I have a good command of a broad vocabulary allowing gaps to be readily overcome with circumlocutions; I rarely have to search obviously for expressions or compromise on saying exactly what I want to.	46, 48, 51	1 2 ③ 4 5
I can consistently maintain a high degree of grammatical accuracy; errors are rare and difficult to spot.	47, 53	1 2 ③ 4 5

Unit 6

Competences	Page	Your score
I can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.	56, 60	1 2 ③ 4 5
I can extract information, ideas and opinions from highly specialised texts in my own field, for example research reports.	57, 58	1 2 ③ 4 5
I can understand long complex instructions, for example for the use of a new piece of equipment, even if these are not related to my job or field of interest, provided I have enough time to reread them.	57	① 2 3 4 5
I can read contemporary literary texts with ease.	61	1 ② 3 4 5
I can read any correspondence with occasional use of a dictionary.	65	1 2 ③ 4 5

Unit 7

Competences	Page	Your score
I can understand complex technical information, such as operating instructions, specifications for familiar products and services.	70	1 2 ③ 4 5
I can understand fairly long demanding texts and summarise them orally.	72	1 2 ③ 4 5
I can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.	76	1 2 ③ 4 5
I can give a clearly developed presentation on a subject in my fields of personal or professional interest, departing when necessary from the prepared text and following up spontaneously points raised by members of the audience.	75	1 ② 3 4 5
I have a good command of a broad vocabulary allowing gaps to be readily overcome with circumlocutions; I rarely have to search obviously for expressions or compromise on saying exactly what I want to.	70, 72, 77	1 2 3 ④ 5

Unit 8

Competences	Page	Your score
I can understand lectures, talks and reports in my field of professional or academic interest even when they are propositionally and linguistically complex.	79, 80	1 2 ③ 4 5
I can express my ideas and opinions clearly and precisely, and can present and respond to complex lines of reasoning convincingly.	80, 81, 83	1 2 3 ④ 5
I can use fluently a variety of appropriate expressions to preface my remarks in order to get the floor, or to gain time and keep the floor while thinking.	86	1 2 3 4 ⑤
I can produce clear, smoothly-flowing, well-structured speech, showing control over ways of developing what I want to say in order to link both my ideas and my expression of them into coherent text.	81	1 2 3 ④ 5
I can write texts which show a high degree of grammatical correctness and vary my vocabulary and style according to the addressee, the kind of text and the topic.	87	1 2 ③ 4 5

Unit 9

Competences	Page	Your score
I can read contemporary literary texts with ease.	95	1 2 3 ④ 5
I can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.	88, 89	1 2 3 4 5
I can give an extended description or account of something, integrating themes, developing particular points and concluding appropriately.	92	1 2 3 ④ 5
I can relate my own contribution skilfully to those of other speakers.	96	1 2 ③ 4 5
I can produce clear, smoothly-flowing, well-structured speech, showing control over ways of developing what I want to say in order to link both my ideas and my expression of them into coherent text.	91, 92	1 2 3 4 ⑤

Unit 10

Competences	Page	Your score
I can understand a wide range of idiomatic expressions and colloquialisms, appreciating shifts in style and register.	101, 104, 105, 106	1 2 3 ④ 5
I can extract information, ideas and opinions from highly specialised texts in my own field, for example research reports.	100, 106	1 2 3 ④ 5
I can express myself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.	104, 105	1 2 3 4 ⑤
I can consistently maintain a high degree of grammatical accuracy; errors are rare and difficult to spot.	103, 107	1 2 3 4 ⑤
I can present a complex topic in a clear and well-structured way, highlighting the most important points, for example in a composition or a report.	109	1 2 ③ 4 5

Unit 11

Competences	Page	Your score
I can without too much effort understand films which contain a considerable degree of slang and idiomatic usage.	111	1 2 3 ④ 5
I can keep up with an animated conversation between native speakers.	110	1 2 3 ④ 5
I can express my ideas and opinions clearly and precisely, and can present and respond to complex lines of reasoning convincingly.	117	1 2 3 4 ⑤
I can relate my own contribution skilfully to those of other speakers.	116	1 2 3 ④ 5
I can write texts which show a high degree of grammatical correctness and vary my vocabulary and style according to the addressee, the kind of text and the topic.	114	1 2 3 ④ 5

Unit 12

Competences	Page	Your score
I can extract specific information from even poor quality, audibly distorted public announcements, e.g. in a station, sports stadium etc.	118	1 2 ③ 4 5
I can write texts which show a high degree of grammatical correctness and vary my vocabulary and style according to the addressee, the kind of text and the topic.	120	1 2 3 4 5
I can use language fluently, accurately and effectively on a wide range of general, professional or academic topics.	120, 122	1 2 3 4 ⑤
I have a good command of a broad vocabulary allowing gaps to be readily overcome with circumlocutions; I rarely have to search obviously for expressions or compromise on saying exactly what I want to.	121, 123	1 2 3 4 ⑤
I can write formally correct letters, for example to complain or to take a stand in favour of or against something.	125	1 2 ③ 4 5