



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. 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. 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.

New Inside Out CEF checklists

New Inside Out Intermediate is appropriate for students who can already use basic English in a limited range of situations and are now facing the daunting task of expanding their language abilities towards more general competence. By the end of *New Inside Out* Intermediate, if the students have had access to English outside the classroom, and have had the opportunity to practise, they should feel able to accomplish the things described at the B1 level with a good degree of confidence.

In order to help the teacher and student assess their progress, we've provided a list of B1 descriptors for each unit of *New Inside Out* Intermediate. A good ability with the A2 descriptors is presupposed at the start of the book, and most students who have reached that level will already be able to make a fair attempt at some of the things described at B1. The intermediate level is about building confidence and expanding the range of situations in which the student can operate comfortably in English. The descriptors allow the teacher to see a typical pattern of language acquisition. It's important to remember that every student learns differently, and that the various abilities will be acquired in a different sequence and at a different pace by each individual.

At intermediate level students have reached a stage at which it's difficult to direct their learning effectively. Up to now there's been a clear set of basic grammar rules and essential vocabulary to learn, but now students begin to realise that there's a vast amount more information about the language that they need in order to use it well, and that that information is much more difficult to codify and organise. They can gain a real sense of achievement, however, from understanding the slightly technical descriptors and applying them to their own experience.

Suggested targets for the checklist are provided for each unit. They allow the teacher to see how a typical student's confidence might be building, to identify the key skills focused on in each unit, and so to select supplementary materials or change the emphasis as necessary. At the same time, they give the students a yardstick to measure themselves against, so that they can easily identify their own weak areas and take responsibility for their own learning. It's a good idea to include the students in the ongoing planning of the course at this level: they can now express their needs and preferences in English and so if they feel consulted about the course, it's possible to establish very productive feedback.

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- 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.

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 clearly articulated speech directed at me in everyday conversation, though I sometimes have to ask for repetition of particular words and phrases.	7, 9	1 2 3 4 5
I can skim short texts (for example news summaries) and find relevant facts and information (for example who has done what, when and where).	8	1 2 3 4 5
I can start, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.	4, 5, 8, 10	1 2 3 4 5
I can give detailed accounts of experiences, describing feelings and reactions.	9	1 2 3 4 5
I can express myself reasonably accurately in familiar, predictable situations.	5, 7	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 listen to a short narrative and form hypotheses about what will happen next.	15	1 2 3 4 5
I can understand the plot of a clearly structured story and recognise what the most important events are and what is significant about them.	12	1 2 3 4 5
I can give or seek personal views and opinions in an informal discussion with friends.	16, 17	1 2 3 4 5
I can narrate a story.	15	1 2 3 4 5
I can convey simple information on immediate relevance, getting across which point I feel is most important.	13	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 understand the main points of radio news bulletins and simpler recorded material on topics of personal interest delivered relatively slowly and clearly.	22, 24	1 2 3 4 5
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.	22, 25	1 2 3 4 5
I can start, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.	24, 25	1 2 3 4 5
I can give or seek personal views and opinions in an informal discussion with friends.	22, 23	1 2 3 4 5
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.	21	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 catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.	34	1 2 3 4 5
I can guess the meaning of single unknown words from the context thus deducing the meaning of expressions if the topic is familiar.	36	1 2 3 4 5
I can understand the most important information in short simple everyday information brochures.	32	1 2 3 4 5
I can give detailed accounts of experiences, describing feelings and reactions.	34, 36, 37	1 2 3 4 5
I can write simple texts about experiences or events, for example about a trip, for a school newspaper or a club newsletter.	33, 34	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 understand the main points of radio news bulletins and simpler recorded material on topics of personal interest delivered relatively slow and clear.	40, 43	1 2 3 4 5
In private letters, I can understand those parts dealing with events, feelings and wishes well enough to correspond regularly with a pen friend.	44	1 2 3 4 5
I can deal with most situations likely to arise when making travel arrangements through an agent or when actually travelling.	46	1 2 3 4 5
I can give detailed accounts of experiences, describing feelings and reactions.	43, 45	1 2 3 4 5
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.	41, 42	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 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.	50, 51	1 2 3 4 5
I can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what I would like to.	50, 52, 54	1 2 3 4 5
I can deal with most situations likely to arise when making travel arrangements through an agent or when actually travelling.	49	1 2 3 4 5
I can express myself reasonably accurately in familiar, predictable situations.	49, 51	1 2 3 4 5
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).	53	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 the main points of radio news bulletins and simpler recorded material on topics of personal interest delivered relatively slowly and clearly.	60, 64	1 2 3 4 5
I can understand the main points in short newspaper articles about current and familiar topics.	62, 63, 64	1 2 3 4 5
I can guess the meaning of single unknown words from the context thus deducing the meaning of expressions if the topic is familiar.	62	1 2 3 4 5
I can express and respond to feelings such as happiness, sadness, interest and indifference.	66	1 2 3 4 5
In a letter, I can express feelings such as grief, happiness, interest, regret and sympathy.	65	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 listen to a short narrative and form hypotheses about what will happen next.	72	1 2 3 4 5
I can understand the most important information in short simple everyday information brochures.	69, 70	1 2 3 4 5
I can understand the plot of a clearly structured story and recognise what the most important events are and what is significant about them.	68, 72	1 2 3 4 5
I can ask for and follow detailed directions.	68, 74	1 2 3 4 5
I can explain and give reasons for my plans, intentions and actions.	71	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 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.	77, 79, 81	1	2	3	4	5
I can start, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.	76, 78	1	2	3	4	5
I can express and respond to feelings such as happiness, sadness, interest and indifference.	80, 81	1	2	3	4	5
I can relate to the plot of a book or film and describe my reactions.	79	1	2	3	4	5
I can describe in a personal letter the plot of a film or a book and give an account of a concert.	81	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 catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.	92	1	2	3	4	5
I can understand simple technical information, such as operating instructions for everyday equipment.	94	1	2	3	4	5
I can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what I would like to.	90, 91, 93, 94	1	2	3	4	5
I can narrate a story.	93	1	2	3	4	5
When I can't think of a word I want, I can use a simple word meaning something similar and invite 'correction'.	89	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 understand the main points of radio news bulletins and simpler recorded material on topics of personal interest delivered relatively slowly and clearly.	96	1 2 3 4 5
In private letters, I can understand those parts dealing with events, feelings and wishes well enough to correspond regularly with a pen friend.	98, 100	1 2 3 4 5
I can start, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.	100, 101	1 2 3 4 5
I can give or seek personal views and opinions in an informal discussion with friends.	96, 100, 101	1 2 3 4 5
In a letter, I can express feelings such as grief, happiness, interest, regret and sympathy.	99, 100	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 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.	105, 111	1 2 3 4 5
I can understand the most important information in short simple everyday information brochures.	106	1 2 3 4 5
I can skim short texts (for example news summaries) and find relevant facts and information (for example who has done what and where).	106	1 2 3 4 5
I can express myself reasonably accurately in familiar, predictable situations.	107, 108, 110	1 2 3 4 5
I can describe dreams, hopes and ambitions.	109	1 2 3 4 5

CEF Student checklists: Answer key

Unit 1

Competences	Page	Your score
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.	7, 9	① 2 3 4 5
I can skim short texts (for example news summaries) and find relevant facts and information (for example who has done what, when and where).	8	1 ② 3 4 5
I can start, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.	4, 5, 8, 10	① 2 3 4 5
I can give detailed accounts of experiences, describing feelings and reactions.	9	① 2 3 4 5
I can express myself reasonably accurately in familiar, predictable situations.	5, 7	1 ② 3 4 5

Unit 2

Competences	Page	Your score
I can listen to a short narrative and form hypotheses about what will happen next.	15	① 2 3 4 5
I can understand the plot of a clearly structured story and recognise what the most important events are and what is significant about them.	12	① 2 3 4 5
I can give or seek personal views and opinions in an informal discussion with friends.	16, 17	1 ② 3 4 5
I can narrate a story.	15	1 ② 3 4 5
I can convey simple information on immediate relevance, getting across which point I feel is most important.	13	① 2 3 4 5

Unit 3

Competences	Page	Your score
I can understand the main points of radio news bulletins and simpler recorded material on topics of personal interest delivered relatively slowly and clearly.	22, 24	1 ② 3 4 5
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.	22, 25	1 ② 3 4 5
I can start, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.	24, 25	1 ② 3 4 5
I can give or seek personal views and opinions in an informal discussion with friends.	22, 23	1 2 ③ 4 5
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.	21	1 ② 3 4 5

Unit 4

Competences	Page	Your score
I can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.	34	1 2 ③ 4 5
I can guess the meaning of single unknown words from the context thus deducing the meaning of expressions if the topic is familiar.	36	1 ② 3 4 5
I can understand the most important information in short simple everyday information brochures.	32	1 ② 3 4 5
I can give detailed accounts of experiences, describing feelings and reactions.	34, 36, 37	1 2 ③ 4 5
I can write simple texts about experiences or events, for example about a trip, for a school newspaper or a club newsletter.	33, 34	1 2 ③ 4 5

Unit 5

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In private letters, I can understand those parts dealing with events, feelings and wishes well enough to correspond regularly with a pen friend.	44	1 ② 3 4 5
I can deal with most situations likely to arise when making travel arrangements through an agent or when actually travelling.	46	1 ② 3 4 5
I can give detailed accounts of experiences, describing feelings and reactions.	43, 45	1 2 ③ 4 5
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.	41, 42	1 2 ③ 4 5

Unit 6

Competences	Page	Your score
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.	50, 51	1 2 ③ 4 5
I can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what I would like to.	50, 52, 54	1 ② 3 4 5
I can deal with most situations likely to arise when making travel arrangements through an agent or when actually travelling.	49	1 2 ③ 4 5
I can express myself reasonably accurately in familiar, predictable situations.	49, 51	1 2 ③ 4 5
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).	53	1 ② 3 4 5

Unit 7

Competences	Page	Your score
I can understand the main points of radio news bulletins and simpler recorded material on topics of personal interest delivered relatively slowly and clearly.	60, 64	1 2 3 ④ 5
I can understand the main points in short newspaper articles about current and familiar topics.	62, 63, 64	1 ② 3 4 5
I can guess the meaning of single unknown words from the context thus deducing the meaning of expressions if the topic is familiar.	62	1 ② 3 4 5
I can express and respond to feelings such as happiness, sadness, interest and indifference.	66	1 ② 3 4 5
In a letter, I can express feelings such as grief, happiness, interest, regret and sympathy.	65	① 2 3 4 5

Unit 8

Competences	Page	Your score
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I can understand the plot of a clearly structured story and recognise what the most important events are and what is significant about them.	68, 72	1 2 ③ 4 5
I can ask for and follow detailed directions.	68, 74	1 2 ③ 4 5
I can explain and give reasons for my plans, intentions and actions.	71	1 ② 3 4 5

Unit 9

Competences	Page	Your score
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.	77, 79, 81	1 2 3 ④ 5
I can start, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.	76, 78	1 2 ③ 4 5
I can express and respond to feelings such as happiness, sadness, interest and indifference.	80, 81	1 2 ③ 4 5
I can relate to the plot of a book or film and describe my reactions.	79	1 ② 3 4 5
I can describe in a personal letter the plot of a film or a book and give an account of a concert.	81	1 ② 3 4 5

Unit 10

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I can understand simple technical information, such as operating instructions for everyday equipment.	94	1 ② 3 4 5
I can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what I would like to.	90, 91, 93, 94	1 2 3 ④ 5
I can narrate a story.	93	1 2 3 ④ 5
When I can't think of a word I want, I can use a simple word meaning something similar and invite 'correction'.	89	1 ② 3 4 5

Unit 11

Competences	Page	Your score
I can understand the main points of radio news bulletins and simpler recorded material on topics of personal interest delivered relatively slowly and clearly.	96	1 2 3 4 ⑤
In private letters, I can understand those parts dealing with events, feelings and wishes well enough to correspond regularly with a pen friend.	98, 100	1 2 3 ④ 5
I can start, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.	100, 101	1 2 3 4 ⑤
I can give or seek personal views and opinions in an informal discussion with friends.	96, 100, 101	1 2 3 4 ⑤
In a letter, I can express feelings such as grief, happiness, interest, regret and sympathy.	99, 100	1 2 ③ 4 5

Unit 12

Competences	Page	Your score
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.	105, 111	1 2 3 4 ⑤
I can understand the most important information in short simple everyday information brochures.	106	1 2 3 4 ⑤
I can skim short texts (for example news summaries) and find relevant facts and information (for example who has done what and where).	106	1 2 3 4 ⑤
I can express myself reasonably accurately in familiar, predictable situations.	107, 108, 110	1 2 3 ④ 5
I can describe dreams, hopes and ambitions.	109	1 2 3 4 ⑤