



# 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](http://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](http://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* Upper intermediate is appropriate for students who can already use English in a basic way in a reasonably wide range of situations. They now need to expand their vocabulary, develop good habits of self-monitoring and correction, and practice understanding more challenging texts. By the end of *New Inside Out* Upper intermediate, if the students have had plenty of practice with English outside the classroom, they should feel able to accomplish most things described at the B2 level to a satisfactory extent.

In order to help the teacher and student assess their progress, we've provided a list of B2 descriptors for each unit of *New Inside Out* Upper intermediate. A good ability with the B1 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 B2. The descriptors in these charts allow the teacher to see a typical pattern of language acquisition.

Upper intermediate students can engage fully with the descriptors and begin to assess their own progress autonomously. At the lower levels, it's possible to identify a typical sequence in which the various skills may be acquired. Once the students have mastered the B1 level, the more advanced language competences they still lack are far more global in nature and far more interconnected with one another. For this reason, practice and exposure to a wide range of authentic language become more important than mere study. As a result, the sequence in which individual students will master the abilities identified by the descriptors isn't predictable at all, and certainly shouldn't be prescribed or too rigidly guided. There are more skills to master at this level, but it's seldom possible to trace a student's progress towards an individual descriptor.

Suggested targets for the checklist are provided for each unit. They allow the teacher to identify the key skills focused on in each unit, and so to select supplementary materials or change the emphasis as necessary. They also give the students a checklist of the competences they're working towards, so that they can easily identify their own weak areas and take full responsibility for their own learning. They'll also be able to tell the teacher what they find helpful to spend time on in class. The teacher should make it clear to them that their private study and practice with English is now central to their learning, and will increasingly exploit class time to stimulate students with more challenging examples of language use.

- 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 understand most radio documentaries delivered in standard language and can identify the speaker's mood, tone, etc.	5, 10	1 2 3 4 5
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.	12	1 2 3 4 5
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.	7	1 2 3 4 5
I have sufficient vocabulary to express myself on matters connected to my field and on most general topics.	6, 8, 11	1 2 3 4 5
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.	13	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 in detail what is said to me in standard spoken language even in a noisy environment.	18, 19, 20, 21, 22	1 2 3 4 5
I can help a discussion along on familiar ground confirming comprehension, inviting others in, etc.	14, 18, 20	1 2 3 4 5
I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	21	1 2 3 4 5
I can make a note of 'favourite mistakes' and consciously monitor speech for them.	17	1 2 3 4 5
I can pass on detailed information reliably.	22	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 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.	27, 30	1 2 3 4 5
I can understand specialised articles outside my own field if I can occasionally check with a dictionary.	24, 26	1 2 3 4 5
I can initiate, maintain and end discourse naturally with effective turn-taking.	28, 31, 32	1 2 3 4 5
I can speculate about causes, consequence, hypothetical situations.	29	1 2 3 4 5
I can write about events and real or fictional experiences in a detailed and easily readable way.	33	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 use a variety of strategies to achieve comprehension, including listening for main points, checking comprehension by using contextual clues.	38	1 2 3 4 5
I can understand in detail texts within my field of interest or the area of my academic or professional speciality.	36, 40, 42	1 2 3 4 5
I can convey degrees of emotion and highlight the personal significance of events and experiences.	44	1 2 3 4 5
I have sufficient vocabulary to express myself on matters connected to my field and on most general topics.	36, 38, 40, 43, 45	1 2 3 4 5
I can communicate with reasonable accuracy and can correct mistakes if they have led to misunderstandings.	38, 39, 41, 43	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 in detail what is said to me in standard spoken language even in a noisy environment.	48, 51, 53, 54	1 2 3 4 5
I can exchange considerable quantities of detailed factual information on matters within my field of interest.	48, 49, 51	1 2 3 4 5
I have sufficient vocabulary to express myself on matters connected to my field and on most general topics.	46, 48, 50	1 2 3 4 5
I can communicate with reasonable accuracy and can correct mistakes if they have led to misunderstandings.	49, 52, 53	1 2 3 4 5
I can develop an argument systematically in a composition or report, emphasising decisive points and including supporting details.	61	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 understand TV documentaries, live interviews, talk shows, plays and the majority of films in standard dialect.	58, 64	1 2 3 4 5
I can read and understand articles and reports on current problems in which the writers express specific attitudes and points of view.	57, 60	1 2 3 4 5
I can understand specialised articles outside my own field if I can occasionally check with a dictionary.	62	1 2 3 4 5
I can engage in extended conversation in a clearly participatory fashion on most general topics.	56, 58, 60, 64	1 2 3 4 5
I have sufficient vocabulary to express myself on matters connected to my field and on most general topics.	57, 58, 60, 63, 64, 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 follow a lecture or talk within my own field, provided the subject matter is familiar and the presentation straightforward and clearly structured.	71, 74	1 2 3 4 5
I can understand in a narrative or play the motives for the characters' actions and their consequences for the development of the plot.	68, 74	1 2 3 4 5
I can construct a chain of reasoned argument, linking my ideas logically.	74	1 2 3 4 5
I can communicate with reasonable accuracy and can correct mistakes if they have led to misunderstandings.	70, 71, 73, 75, 76	1 2 3 4 5
I can write clear and detailed texts (compositions, reports or texts of presentations) on various topics related to my field of interest.	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 TV documentaries, live interviews, talk shows, plays and the majority of films in standard dialect.	78, 80, 84, 85	1 2 3 4 5
I can read and understand articles and reports on current problems in which the writers express specific attitudes and points of view.	79, 81	1 2 3 4 5
I can give clear, detailed descriptions on a wide range of subjects related to my field of interest.	78, 85	1 2 3 4 5
I can communicate with reasonable accuracy and can correct mistakes if they have led to misunderstandings.	80, 81	1 2 3 4 5
I can discuss a topic in a composition or 'letter to the media', giving reasons for or against a specific point of view.	80	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 understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in my field of specialisation.	90, 92, 94	1	2	3	4	5
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.	88	1	2	3	4	5
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.	96	1	2	3	4	5
I can understand and summarise orally short extracts from news items, interviews or documentaries containing opinions, argument and discussion.	88, 93, 95	1	2	3	4	5
I can speculate about causes, consequence, hypothetical situations.	91	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 read reviews dealing with the content and criticism of cultural topics (films, theatre, books, concerts) and summarise the main points.	102	1	2	3	4	5
I can convey degrees of emotion and highlight the personal significance of events and experiences.	102, 105, 108	1	2	3	4	5
I can account for and sustain my opinions in discussion by providing relevant explanations, arguments and comments.	104, 108	1	2	3	4	5
I can write summaries of articles on topics of general interest.	106	1	2	3	4	5
I can engage in extended conversation in a clearly participatory fashion on most general topics.	100, 102, 104, 105, 107	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 carry out a prepared interview, checking and confirming information, following up interesting replies.	114, 116	1 2 3 4 5
I can give clear, detailed descriptions on a wide range of subjects related to my field of interest.	111, 114, 115	1 2 3 4 5
I can understand and summarise orally the plot and sequence of events in an extract from a film or play.	115	1 2 3 4 5
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.	111, 115, 116	1 2 3 4 5
I can communicate with reasonable accuracy and can correct mistakes if they have led to misunderstandings.	110, 112, 113	1 2 3 4 5



## Unit 12

Complete the checklist.

- 1 = I can do this with a lot of help from my teacher
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- 3 = I can do this fairly well
- 4 = I can do this really well
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Competences	Page	Your score
I can understand in detail texts within my field of interest or the area of my academic or professional speciality.	118, 122	1 2 3 4 5
I can understand in a narrative or play the motives for the characters' actions and their consequences for the development of the plot.	122	1 2 3 4 5
I can initiate, maintain and end discourse naturally with effective turn-taking.	124	1 2 3 4 5
I can speculate about causes, consequence, hypothetical situations.	120, 122	1 2 3 4 5
I have sufficient vocabulary to express myself on matters connected to my field and on most general topics.	118, 120, 122, 125	1 2 3 4 5

# CEF Student checklists: Answer key

## Unit 1

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I can understand most radio documentaries delivered in standard language and can identify the speaker's mood, tone, etc.	5, 10	1 2 ③ 4 5
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.	12	1 2 ③ 4 5
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.	7	1 ② 3 4 5
I have sufficient vocabulary to express myself on matters connected to my field and on most general topics.	6, 8, 11	① 2 3 4 5
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.	13	1 2 ③ 4 5

## Unit 2

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## Unit 3

Competences	Page	Your score
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.	27, 30	1 ② 3 4 5
I can understand specialised articles outside my own field if I can occasionally check with a dictionary.	24, 26	1 ② 3 4 5
I can initiate, maintain and end discourse naturally with effective turn-taking.	28, 31, 32	1 ② 3 4 5
I can speculate about causes, consequence, hypothetical situations.	29	① 2 3 4 5
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I can understand specialised articles outside my own field if I can occasionally check with a dictionary.	62	1 2 3 ④ 5
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I can communicate with reasonable accuracy and can correct mistakes if they have led to misunderstandings.	80, 81	1 2 3 ④ 5
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I can account for and sustain my opinions in discussion by providing relevant explanations, arguments and comments.	104, 108	1 2 ③ 4 5
I can write summaries of articles on topics of general interest.	106	1 2 ③ 4 5
I can engage in extended conversation in a clearly participatory fashion on most general topics.	100, 102, 104, 105, 107	1 2 3 ④ 5

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I can give clear, detailed descriptions on a wide range of subjects related to my field of interest.	111, 114, 115	1 2 3 ④ 5
I can understand and summarise orally the plot and sequence of events in an extract from a film or play.	115	1 2 ③ 4 5
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.	111, 115, 116	1 2 3 ④ 5
I can communicate with reasonable accuracy and can correct mistakes if they have led to misunderstandings.	110, 112, 113	1 2 3 4 ⑤

## Unit 12

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I can initiate, maintain and end discourse naturally with effective turn-taking.	124	1 2 3 ④ 5
I can speculate about causes, consequence, hypothetical situations.	120, 122	1 2 3 4 ⑤
I have sufficient vocabulary to express myself on matters connected to my field and on most general topics.	118, 120, 122, 125	1 2 3 4 ⑤