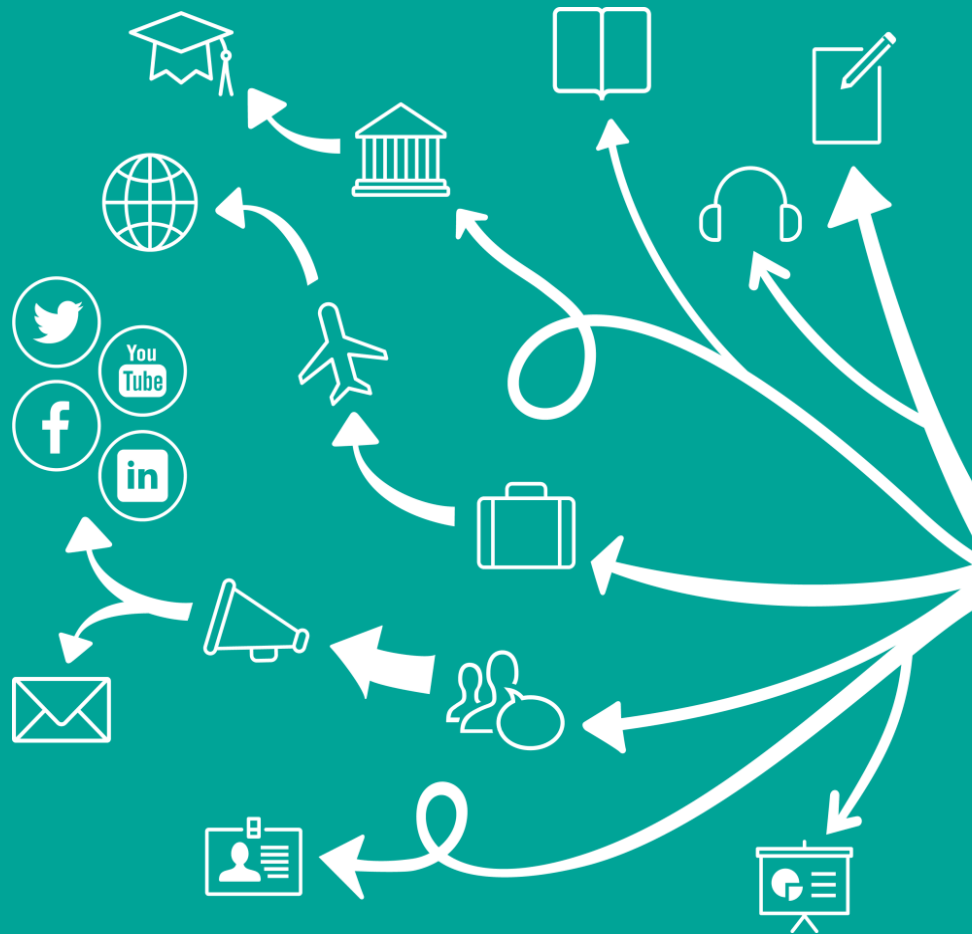
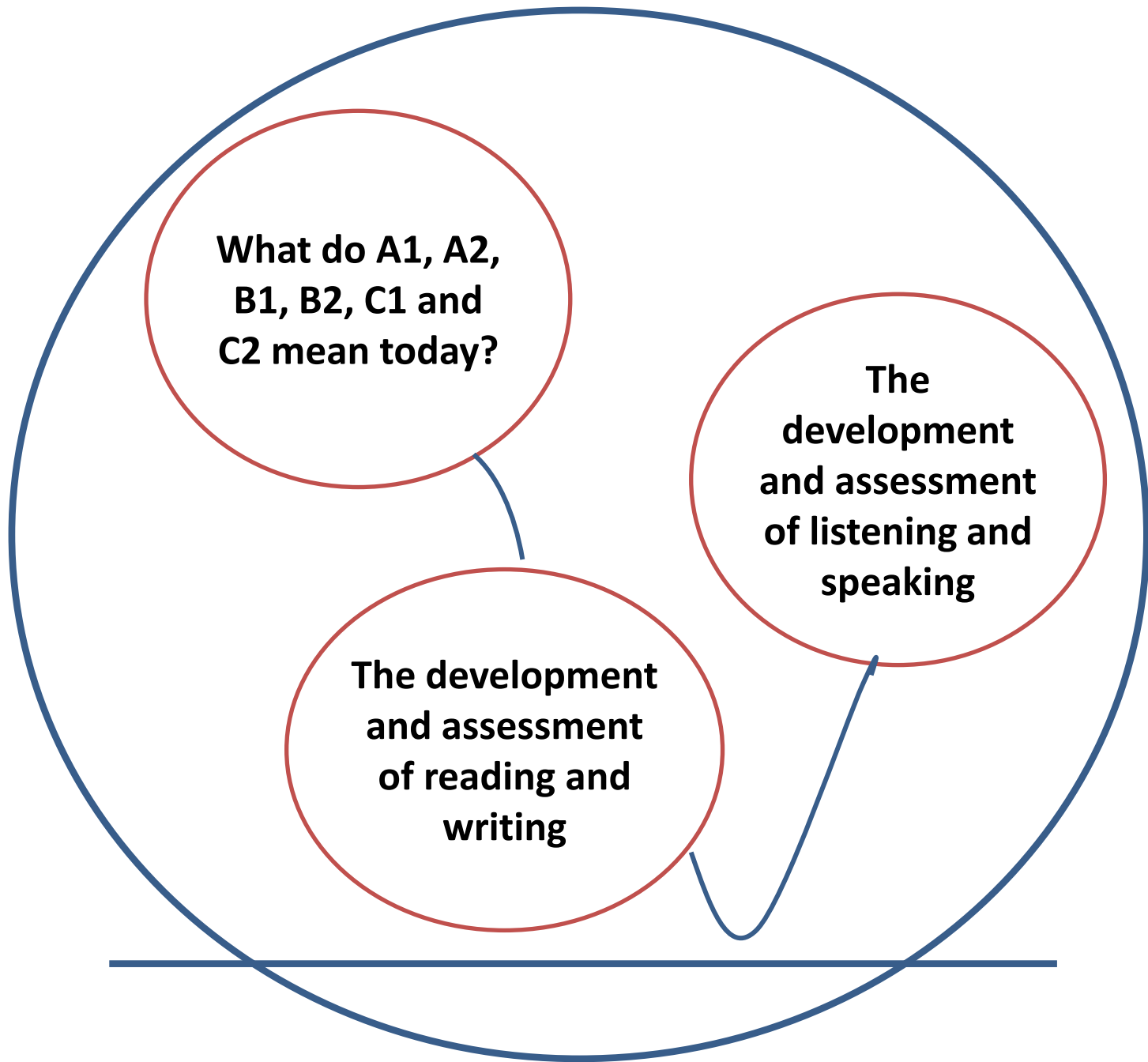

**What do A1, A2,
B1, B2, C1 and C2
mean today?**

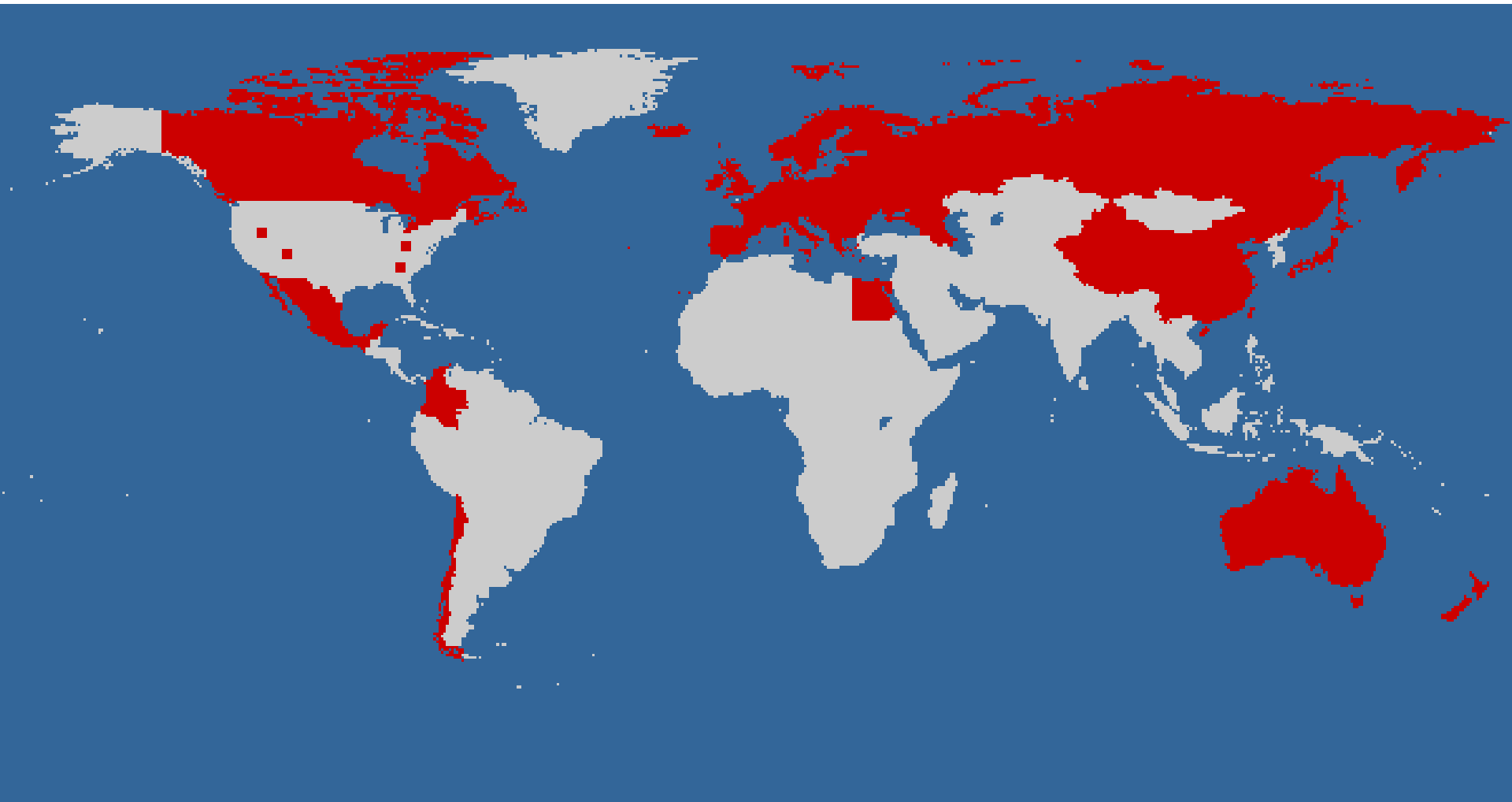


Overview of the Course

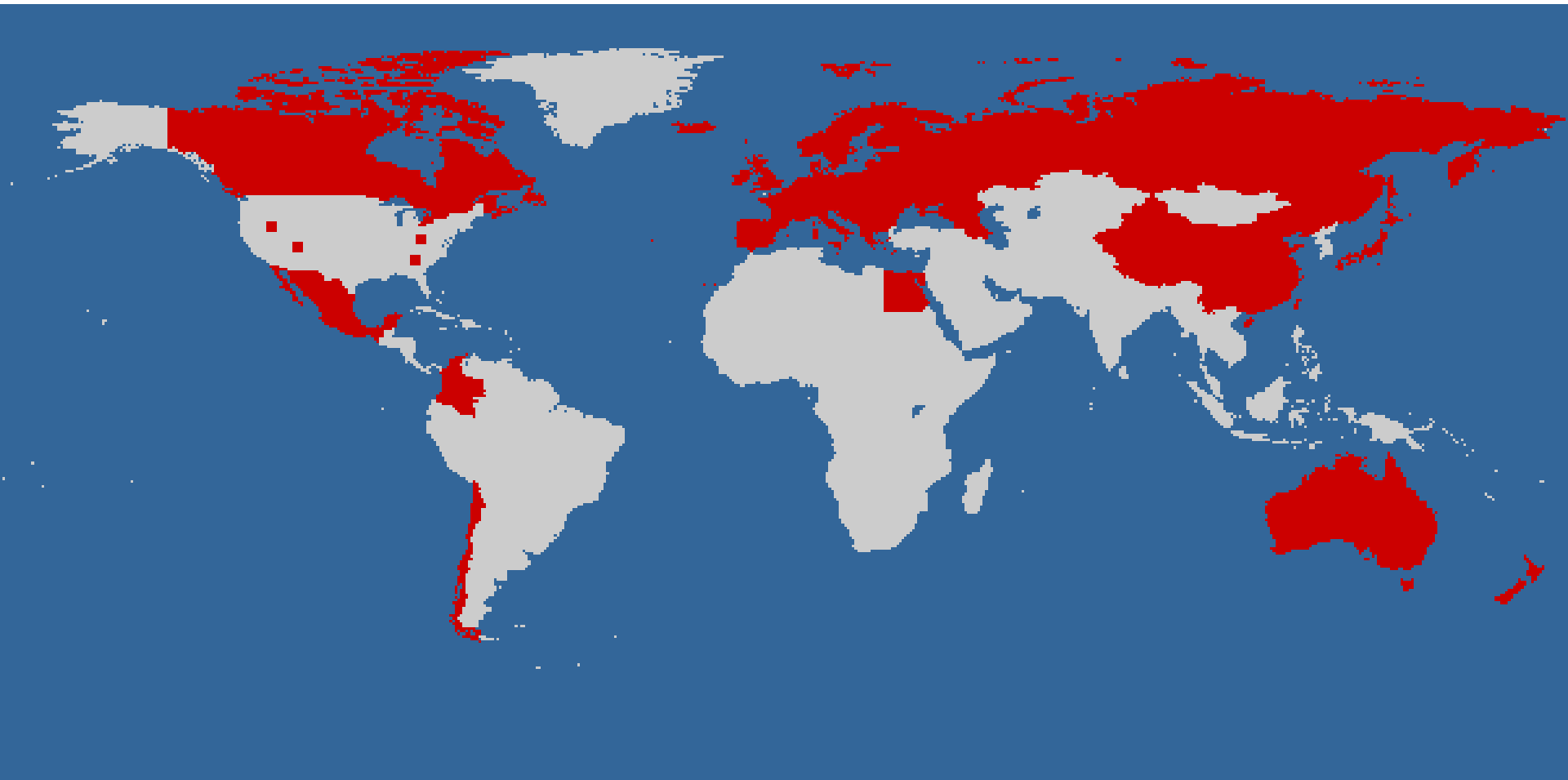


The **Common**
European
Framework
of
Reference
for **Languages**

What do you think the map shows?



CEFR: De facto world standard

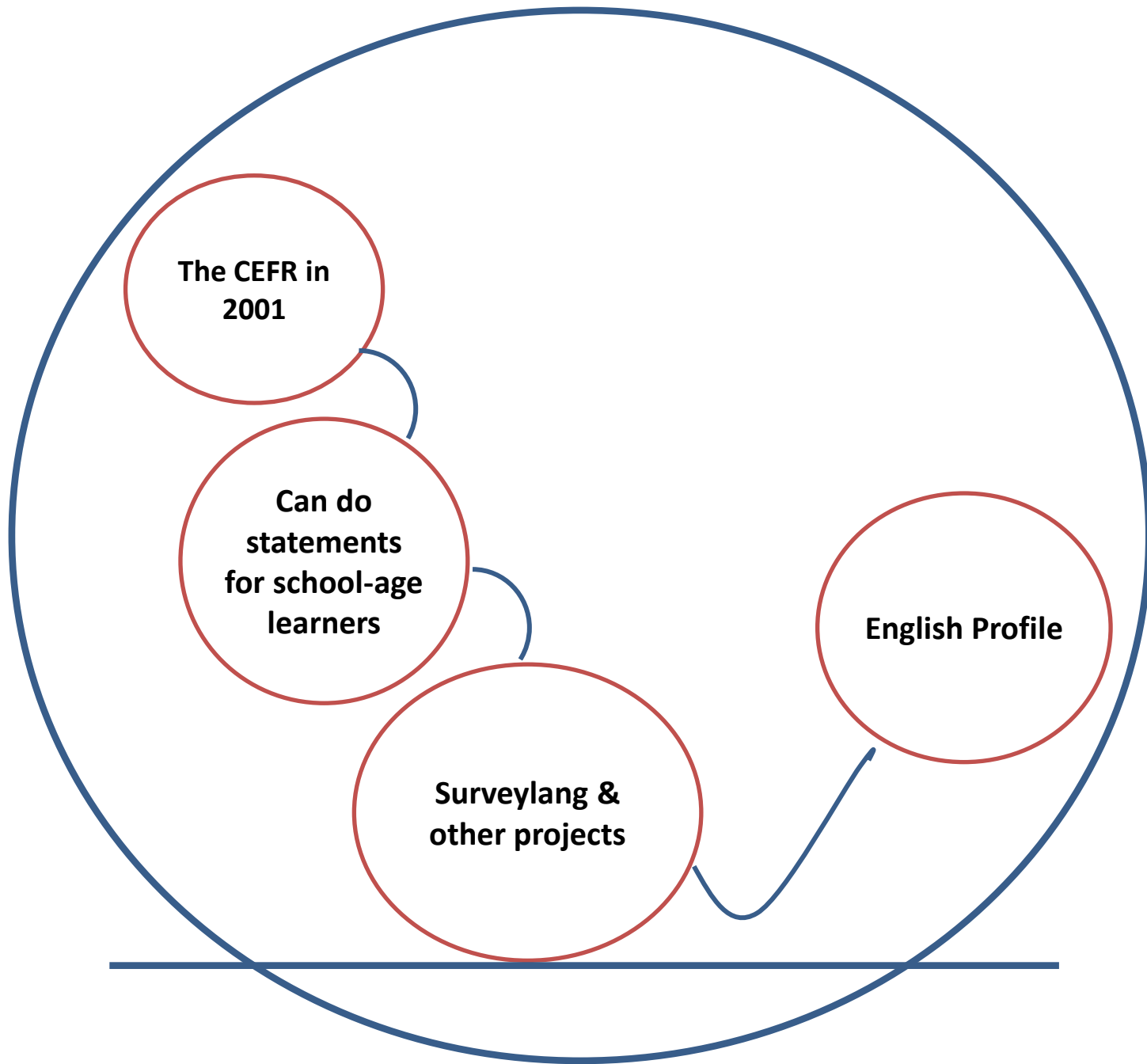


Map showing the influence of the Common European Framework of Reference (CEFR) around the world at national policy level.

CEFR regional and world impact

- *Educational language policy* in China, Hong Kong, Japan, Korea, Philippines, Taiwan, Thailand, Singapore and Vietnam is **aligned to the CEFR**
- Countries in South America (Chile, Colombia, Argentina), the Middle East (Bahrain, Qatar) and Africa (Egypt) are *incorporating the CEFR into their educational systems*
- Even countries which have developed their own language frameworks, such as Canada and the USA, are beginning to utilise the CEFR or identify ways of *bringing their own frameworks and the CEFR together*.
- All these countries have undertaken *CEFR-related projects*:
Albania, Armenia, Austria, Bulgaria, Croatia, Czech Republic, Cyprus, Denmark, Estonia, Finland, France, Georgia, Germany, Greece, Hungary, Israel, Italy, Lebanon, Lithuania, Macedonia, Moldova, Netherlands, New Zealand, Norway, Mexico, Poland, Portugal, Russia, Serbia, Slovakia, Slovenia, Spain, Sweden, Turkey, Ukraine
- Translated into *40 languages*

Overview of today's session



Background to the CEFR

Growth in European Union membership and processes of integration and movement

- increased mobility of people
- need for mutual recognition of language qualifications obtained from different institutions and from different countries

Background to the CEFR

comprehensive

cover all levels,
needs & reasons for
using & learning
languages

plurilingual

hang together and
make sense

transparent

help develop clear &
unambiguous
courses, exams,
materials

coherent

cover all languages,
and be available in
the user's first
language

Background to the CEFR

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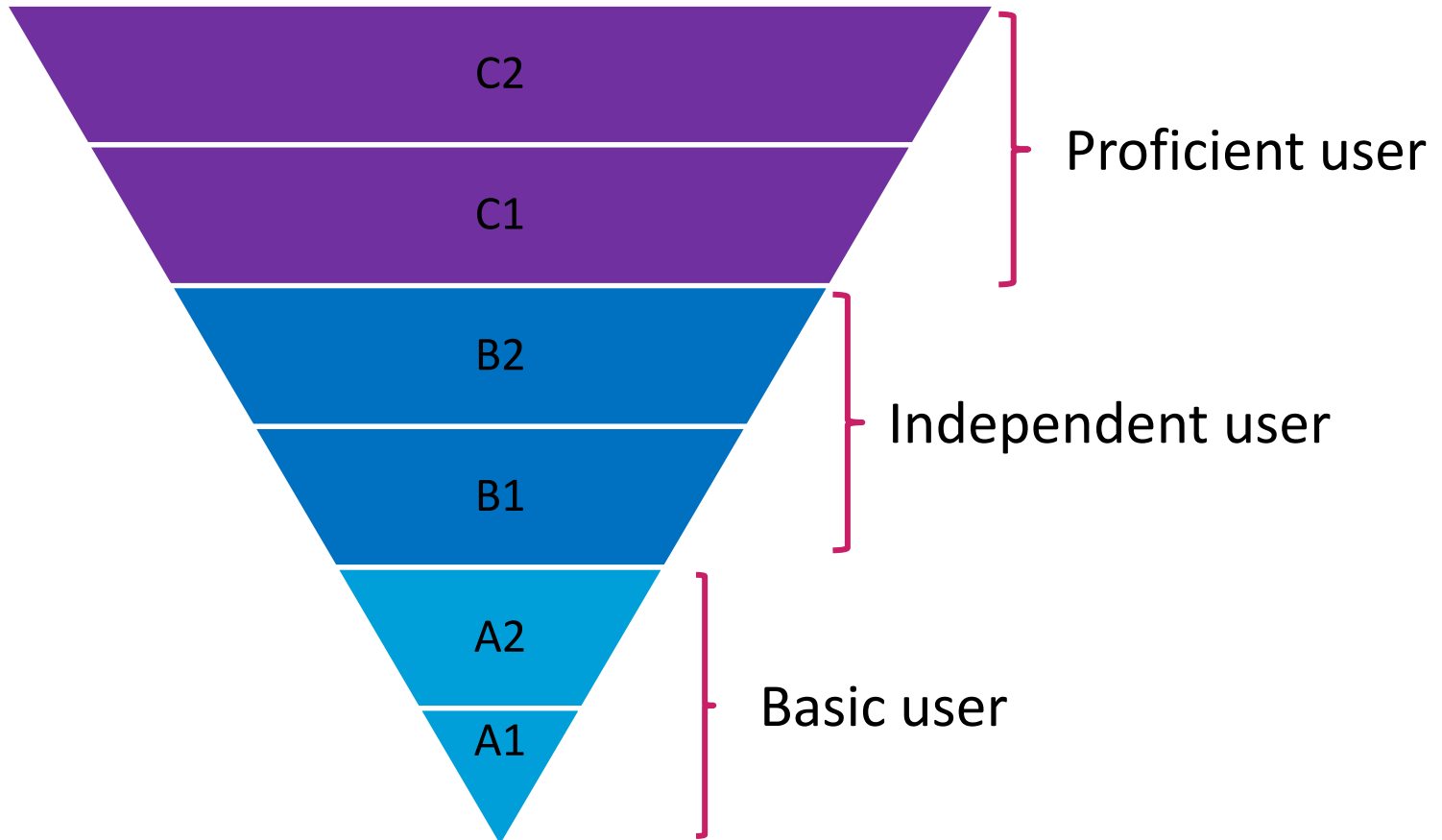
plurilingual

Cover all languages,
and be available in the
user's first language

coherent

hang together and
make sense

Six common reference levels



A1	A2	B1	B2
<p>Familiar words, very basic phrases. Very simple sentences</p>	<p>Phrases and the highest frequency vocabulary Short, simple texts</p>	<p>The main points of clear standard speech Description of events, feelings and wishes</p>	<p>Extended speech Complex lines of argument if topic is reasonably familiar. Attitudes and viewpoints</p>
<p>Notices, posters, catalogues</p>	<p>Simple everyday material, Simple personal letters</p>	<p>Radio and TV programmes Texts with high frequency vocabulary Personal letters</p>	<p>Lectures TV news Films in standard dialect Articles and reports</p>

A1	A2	B1	B2
Simple phrases and sentences	Series of phrases and sentences	Connected phrases	Clear, detailed descriptions and text
Describe people I know and where I live	Describe my family, background, job	Describe events, dreams, hopes, reactions, experiences Give reasons	Explain a viewpoint, give advantages and disadvantages
Short, simple postcard Forms with personal details	Short, simple notes and messages Very simple personal letters	Simple connected text Personal letters	Lectures TV news Films in standard dialect Articles and reports

Background to the CEFR

comprehensive

cover all levels, needs
& reasons for using &
learning languages

plurilingual

Cover all languages,
and be available in the
user's first language

Can do statements for younger
learners

Treatment of topics

buying a car
work schedules

paying in a restaurant
writing a note to a
work colleague

buying a bike
school schedules & different
jobs

choosing food
writing a note to a classmate

For Schools can do statements

CEFR Abilities	For Schools
Overall general ability	Overall general ability
Social and Tourist	Social and Leisure
Study	School and study
Work	-

Can take basic notes in a ~~lecture~~.

becomes:

Can take basic notes in a **lesson**.

Surveylang 2005-2012



May 2014 – new measures

To promote multilingualism and increase the quality of language learning and teaching

- ✓ Encouraging a better understanding and use of the CEFR
- ✓ Teachers need to become more familiar with the CEFR



This is why we are here today, tomorrow and Friday!

The CEFR and English

CEFR is **pan-linguistic** or **language-neutral** ,
not **language-specific**

➤ Call for the development of **Reference Level Descriptions** relating to a particular language.

➤ **English Profile**

The English Profile



the English Grammar Profile (EGP)

the English Vocabulary Profile (EVP)

the English Functions Profile (EFP)

*** can-do statements for the C levels**

The English Profile



Cambridge English Corpus



What's the error? What level?

- I want to sell **many** dolls. (a lot of)
- Why do you give **those** information in an advertis(e)ment? (this)
- It was really interesting to hear about all the different people and **theirs** [backgrounds]. (their)

B2

B1

A2

English Vocabulary Profile



British
English

American
English

Choose level:

- ☐ A1
- ☐ A1-A2
- ☐ A1-B1
- ☐ A1-B2
- ☐ A2 only
- ☐ B1 only
- ☐ B2 only

[Browse A-Z](#)

OR

Enter a word or phrase

hold

ADVANCED SEARCH

☐ Hide culturally sensitive words

Search

[English Profile Home](#)

[About English Vocabulary Profile](#)

[Word of the week](#)

[Help](#)

[Feedback](#)

About the English Vocabulary Profile

Welcome to the updated A1-B2 version of the **English Vocabulary Profile**, which covers the European Framework of Reference (CEFR) for British and American English. Please note that this is a **limited time only** and will be released on subscription in the near future.

A complete version of the A1 to C2 English Vocabulary Profile for British and American English will be public in 2012. Watch this space - or [contact us](#) - for more information.

- What is the English Vocabulary Profile (EVP)?
- Why is the EVP important to me?
- How has the EVP been created?
- What does an EVP entry include?
- How can I work with the EVP?

If you have any comments, questions or requests, the EVP team would love to hear from you! [contact us](#) now.

[What is the EVP?](#) [Why is the EVP important?](#) [How has it been created?](#) [What does an EVP entry include?](#) [How can I work with the EVP?](#)

What is the English Vocabulary Profile?

The EVP shows, in both British and American English, which words and phrases learners are expected to know at each level of the CEFR. Rather than providing a syllabus of the vocabulary that learners *should* know, it shows what they *do* know at each level. CEFR levels are assigned not just to the words themselves but to the meaning of these words. So, for instance, the word *degree* is assigned level A2 for the sense of QUALIFICATION and B2 for AMOUNT. The capitalized guidewords help the user to navigate the profile. They are listed separately within an entry.

[Find out more about the CEFR.](#)

Common European Framework
of Reference for Languages

General English

Proficient user	C2	Mastery	CPE
	C1	Effective Operational Proficiency	CAE
Independent	B2	Vantage	FCE



Cambridge English

Lexical progression

	A1	A2	B1	B2
TAKE [tr.]				
				sb/sth seriously

a picture a bus an exam a break care!
 part in a deep breath your umbrella a chance
 place a keen interest

Lexical progression

	A1	A2	B1	B2	C1
TAKE [tr.]	your umbrella	a bus	part in	a deep breath	the matter further
	a picture	an exam	a break	a chance	
		care!	place	sb/sth seriously	
				a keen interest	

Get in touch

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Thank you

Any questions?



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