

## Workshop activities to introduce the CEFR and the ELP

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The activities that follow are designed to provide a practical introduction to the CEFR's action-oriented approach and proficiency levels (Activities 1–3) and to two key ELP processes, self-assessment (Activity 4) and goal setting based on learners' own analysis of their communicative needs (Activity 5). The activities work best when carried out in small groups, optimally of four participants.

### **Activity 1    The CEFR's five language activities and six proficiency levels (15–30 minutes)**

This activity introduces the CEFR's six proficiency levels in relation to the five language activities of LISTENING, READING, SPOKEN INTERACTION, SPOKEN PRODUCTION and WRITING, which are elaborated in detail in Chapter 4 of the CEFR.

Give the participants Activity Sheet 1.1 (a partially empty version of the CEFR's self-assessment grid) and Activity Sheet 1.2 (the descriptors missing from the grid, arranged in random order). The task, which should be carried out by the group working together, is to write the numbers of the descriptors listed in Activity Sheet 1.2 in the empty cells in Activity Sheet 1.1. When the groups have completed the task, give them Activity Sheet 1.3 (the complete self-assessment grid), so that they can check their answers.

The activity can be extended by group or plenary discussion of (i) wrong answers and what caused them, and (ii) general characteristics of the six proficiency levels.

Teachers who already have experience of working with adult migrants may use the self-assessment grid to discuss the variety of proficiency profiles they have met among their migrant learners and to identify which tasks they have found easy and which they have found difficult to teach.

### **Activity 2    Some dimensions of communicative language competence (15–30 minutes)**

This activity focuses on six dimensions of communicative language competence: vocabulary range; grammatical accuracy; sociolinguistic appropriateness; flexibility; coherence and cohesion; spoken fluency. These and other dimensions of communicative language competence are elaborated in Chapter 5 of the CEFR.

Give the participants Activity Sheet 2.1, which invites them to assign twelve descriptors to (i) the appropriate CEFR level and (ii) one of the six domains of communicative language competence listed above. Encourage them to perform this task collaboratively and with reference to the self-assessment grid. When the groups have completed the task, give them Activity Sheets 2.2 and 2.3 so that they can check their answers and familiarise themselves further with dimensions of communicative competence.

The activity can be extended by group or plenary discussion of (i) wrong answers and what caused them, and (ii) ways in which the different competences interact with one another in communicative language use. Discussion of (ii) may usefully compare the descriptors in Activity Sheet 2.3 with those in the self-assessment grid (Activity Sheet 1.3).

### **Activity 3 Working with detailed descriptors (20–30 minutes)**

Building on Activity 1, this activity requires participants to engage with the CEFR's proficiency levels in greater detail.

Give the participants Activity Sheet 2.1, which invites them to assign descriptors to the appropriate language activity (LISTENING, READING, SPOKEN INTERACTION, SPOKEN PRODUCTION, WRITING) and CEFR level. Activity Sheet 2.2 provides the correct answers.

The activity can be extended by group or plenary discussion of (i) wrong answers and what caused them, and (ii) what dimensions of communicative language competence (Activity Sheet 2.3) are essential to mastering a random selection of 4–6 descriptors on Activity Sheet 3.2.

### **Activity 4 Self-assessment: profiling one's own L2 proficiency (30–45 minutes)**

This activity gives participants a chance to consolidate what they have learnt from Activities 1–3 by assessing their own proficiency in languages other than their home language/mother tongue. It also introduces a key ELP process: learner self-assessment.

Give participants Activity Sheet 4 and invite them to create their own second/foreign language proficiency profile. They will need to refer to the self-assessment grid (Activity Sheet 1.3), and may also find it helpful to refer to the descriptors on which Activity 3 is based (Activity Sheet 3.2) and the table summarising six dimensions of communicative language competence (Activity Sheet 2.3).

Encourage participants to complete their profile in interaction with the other members of their group. In preparation for a plenary feedback session at the end of the activity, ask them to consider how they would demonstrate to the other members of the group that they really do possess the proficiency levels claimed in their profile.

Teachers may find it useful to discuss how they would introduce self-assessment to adult migrant learners, many of whom may have limited experience of formal language learning.

### **Activity 5 Analysing communicative needs and setting learning priorities (30–45 minutes)**

This activity introduces participants to needs analysis and the identification of learning targets based on the CEFR's action-oriented approach and proficiency levels.

Participants should imagine that, for reasons beyond their control, they must go and live in a country whose language they have never encountered before. For the first six months they are in the country they are allowed to attend an intensive language course that will be tailor-made to suit their needs. Activity Sheet 5 identifies some of the everyday themes/situations that migrants typically have to cope with. Participants attach a degree of importance to each theme/situation and identify the communicative language activities and CEFR level each theme/situation requires. They will probably find it useful to refer to Activity Sheets 1.3, 2.3 and 3.2.

Teachers may find it useful to discuss how they could use a version of this activity as a way of ensuring that each individual learner's perceived needs are met.

## Activity Sheet 1.1

		A1	A2	B1	B2	C1	C2
<b>U N D E R S T A N D I N G</b>	<b>Listening</b>		I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g., very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.		I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
	<b>Reading</b>	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.		
<b>S P E A K I N G</b>	<b>Spoken Interaction</b>			I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g., family, hobbies, work, travel and current events).		I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	<b>Spoken Production</b>	I can use simple phrases and sentences to describe where I live and people I know.			I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
<b>W R I T I N G</b>	<b>Writing</b>	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.			I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

**Table 1: Self-assessment grid (CEFR, pp.26–27; © Council of Europe)**

## Activity Sheet 1.2

Assign the following descriptors to their activity and level by writing their number in the appropriate blank on Activity Sheet 1.1

1. I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.
2. I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.
3. I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.
4. I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
5. I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.
6. I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind.
7. I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.
8. I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.
9. I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.
10. I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.
11. I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.

## Activity Sheet 1.3

		A1	A2	B1	B2	C1	C2
<b>U N D E R S T A N D I N G</b>	<b>Listening</b>	I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g., very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
	<b>Reading</b>	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
<b>S P E A K I N G</b>	<b>Spoken Interaction</b>	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g., family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	<b>Spoken Production</b>	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
<b>W R I T I N G</b>	<b>Writing</b>	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

**Table 1: Self-assessment grid (CEFR, pp.26–27; © Council of Europe)**

## Activity Sheet 2.1

Referring to the self-assessment grid as necessary, assign the descriptors in the table below to a CEFR proficiency level and one of the following dimensions of communicative language competence:

- Vocabulary range
- Grammatical accuracy
- Sociolinguistic appropriateness
- Flexibility
- Coherence and cohesion
- Spoken fluency

	CEFR level	Dimension of communicative language competence
Can adjust to the changes of direction, style and emphasis normally found in conversation.		
Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.		
Appreciates fully the sociolinguistic and sociocultural implications of language used by native speakers and can react accordingly.		
Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.		
Can expand learned phrases through simple re-combinations of their elements.		
Can link words or groups of words with very basic linear connectors like 'and' or 'then'.		
Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.		
Can establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry, etc.		
Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.		
Can create coherent and cohesive text making full and appropriate use of a variety of organisational patterns and a wide range of cohesive devices.		
Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.		
Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party.		

## Activity Sheet 2.2

### Solutions for Activity Sheet 2.1

	<b>CEFR level</b>	<b>Dimension of communicative language competence</b>
Can adjust to the changes of direction, style and emphasis normally found in conversation.	B2	Flexibility
Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	A1	Spoken fluency
Appreciates fully the sociolinguistic and sociocultural implications of language used by native speakers and can react accordingly.	C2	Sociolinguistic appropriateness
Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.	B1	Vocabulary range
Can expand learned phrases through simple re-combinations of their elements.	A2	Flexibility
Can link words or groups of words with very basic linear connectors like 'and' or 'then'.	A1	Coherence and cohesion
Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	C1	Vocabulary range
Can establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry, etc.	A1	Sociolinguistic appropriateness
Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	B1	Grammatical accuracy
Can create coherent and cohesive text making full and appropriate use of a variety of organisational patterns and a wide range of cohesive devices.	C2	Coherence and cohesion
Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	A2	Grammatical accuracy
Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party.	B2	Spoken fluency

## Activity Sheet 2.3

### Summary of six dimensions of communicative language competence (CEFR, Chapter 5; © Council of Europe)

	A1	A2	B1	B2	C1	C2
<b>Vocabulary range</b>	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.	Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning.
<b>Grammatical accuracy</b>	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	Uses reasonably accurately a repertoire of frequently used ‘routines’ and patterns associated with more predictable situations.	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others’ reactions).
<b>Sociolinguistic appropriateness</b>	Can establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry, etc.	Can handle very short social exchanges, using everyday polite forms of greeting and address. Can make and respond to invitations, suggestions, apologies, etc.	Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register. Is aware of the salient politeness conventions and acts appropriately. Is aware of, and looks out for signs of, the most significant differences between the customs, usages, attitudes, values and beliefs prevalent in the community concerned and those of his or her own.	Can with some effort keep up with and contribute to group discussions even when speech is fast and colloquial. Can sustain relationships with native speakers without unintentionally amusing or irritating them or requiring them to behave other than they would with a native speaker. Can express him or herself appropriately in situations and avoid crass errors of formulation.	Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts; may, however, need to confirm occasional details, especially if the accent is unfamiliar. Can follow films employing a considerable degree of slang and idiomatic usage. Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Appreciates fully the sociolinguistic and sociocultural implications of language used by native speakers and can react accordingly. Can mediate effectively between speakers of the target language and that of his/her community of origin taking account of sociocultural and sociolinguistic differences.
<b>Flexibility</b>	<i>No descriptor available</i>	Can expand learned phrases through simple re-combinations of their elements.	Can exploit a wide range of simple language flexibly to express much of what he/she wants.	Can adjust to the changes of direction, style and emphasis normally found in conversation. Can vary formulation of what he/she wants to say.	Can adjust what he/she says and the means of expressing it to the situation and the recipient and adopt a level of formality appropriate to the circumstances.	Shows great flexibility reformulating ideas in differing linguistic forms to give emphasis, to differentiate according to the situation, interlocutor, etc. and to eliminate ambiguity.
<b>Coherence and cohesion</b>	Can link words or groups of words with very basic linear connectors like ‘and’ or ‘then’.	Can link groups of words with simple connectors like ‘and’, ‘but’ and ‘because’.	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.	Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some ‘jumpiness’ in a long contribution.	Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices	Can create coherent and cohesive text making full and appropriate use of a variety of organisational patterns and a wide range of cohesive devices.
<b>Spoken fluency</b>	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party.	Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language	Can express him/herself at length with a natural, effortless, unhesitating flow. Pauses only to reflect on precisely the right words to express his/her thoughts or to find an appropriate example or explanation.

### Activity Sheet 3.1

Without referring to the self-assessment grid, assign the descriptors in the table below to (i) a communicative language activity (LISTENING, READING, SPOKEN INTERACTION, SPOKEN PRODUCTION, WRITING) and (ii) a CEFR level.

	Activity	Level
<i>I can participate effectively in extended discussions and debates on subjects of personal, academic or professional interest, marking clearly the relationship between ideas</i>		
<i>I can usually identify the topic of conversation around me when people speak slowly and clearly</i>		
<i>I can give short simple descriptions of events or tell a simple story</i>		
<i>I can follow most TV news programmes, documentaries, interviews, talk shows and the majority of films in standard dialect</i>		
<i>I can write a very simple personal letter (e.g., accepting or offering an invitation, thanking someone for something, apologising)</i>		
<i>I can develop a clear coherent argument, linking ideas logically and expanding and supporting my points with appropriate examples</i>		
<i>I can understand basic greetings and routine phrases (e.g., please, thank you)</i>		
<i>I can read straightforward factual texts on subjects related to my field of interest with a reasonable level of understanding</i>		
<i>I can give basic personal information about myself (e.g., age, address, family, subjects of study)</i>		
<i>I can say basic greetings and phrases (e.g., please, thank you), ask how someone is and say how I am</i>		
<i>I can write clear detailed descriptions of real or imaginary events and experiences in a detailed and easily readable way, marking the relationship between ideas</i>		
<i>I can understand everyday words and phrases relating to areas of personal interest (e.g., hobbies, social life, holidays, music, TV, films, travel)</i>		
<i>I can write very brief reports to a standard conventionalised format, which pass on routine factual information on matters relating to my field</i>		
<i>I can discuss what to do, where to go, make arrangements to meet (e.g., in the evening, at the weekend)</i>		
<i>I can follow a lecture or talk within my own academic or professional field, provided the subject matter is familiar and the presentation straightforward and clearly structured</i>		
<i>I can understand simple forms well enough to give basic personal details (e.g., name, address, date of birth)</i>		
<i>I can obtain information, ideas and opinions from highly specialised sources within my academic or professional field</i>		
<i>I can give detailed accounts of problems and incidents (e.g., reporting a theft, traffic accident)</i>		
<i>I can understand announcements and messages on concrete and abstract topics spoken in standard dialect at normal speed</i>		
<i>I can fill in a simple form or questionnaire with my personal details (e.g., date of birth, address, nationality)</i>		
<i>I can handle most practical tasks in everyday situations (e.g., making telephone enquiries, asking for a refund, negotiating purchases)</i>		
<i>I can find specific predictable information in simple everyday material such as advertisements, timetables, menus, directories, brochures</i>		

## Activity Sheet 3.2

### Solution to Activity Sheet 3.1

	Activity	Level
<i>I can participate effectively in extended discussions and debates on subjects of personal, academic or professional interest, marking clearly the relationship between ideas</i>	SI	B2
<i>I can usually identify the topic of conversation around me when people speak slowly and clearly</i>	L	A2
<i>I can give short simple descriptions of events or tell a simple story</i>	SP	A2
<i>I can follow most TV news programmes, documentaries, interviews, talk shows and the majority of films in standard dialect</i>	L	B2
<i>I can write a very simple personal letter (e.g., accepting or offering an invitation, thanking someone for something, apologizing)</i>	W	A2
<i>I can develop a clear coherent argument, linking ideas logically and expanding and supporting my points with appropriate examples</i>	SP	B2
<i>I can understand basic greetings and routine phrases (e.g., please, thank you)</i>	L	A1
<i>I can read straightforward factual texts on subjects related to my field of interest with a reasonable level of understanding</i>	R	B1
<i>I can give basic personal information about myself (e.g., age, address, family, subjects of study)</i>	SP	A1
<i>I can say basic greetings and phrases (e.g., please, thank you), ask how someone is and say how I am</i>	SI	A1
<i>I can write clear detailed descriptions of real or imaginary events and experiences in a detailed and easily readable way, marking the relationship between ideas</i>	W	B2
<i>I can understand everyday words and phrases relating to areas of personal interest (e.g., hobbies, social life, holidays, music, TV, films, travel)</i>	L	A2
<i>I can write very brief reports to a standard conventionalised format, which pass on routine factual information on matters relating to my field</i>	W	B1
<i>I can discuss what to do, where to go, make arrangements to meet (e.g., in the evening, at the weekend)</i>	SI	A2
<i>I can follow a lecture or talk within my own academic or professional field, provided the subject matter is familiar and the presentation straightforward and clearly structured</i>	L	B1
<i>I can understand simple forms well enough to give basic personal details (e.g., name, address, date of birth)</i>	R	A1
<i>I can obtain information, ideas and opinions from highly specialised sources within my academic or professional field</i>	R	B2
<i>I can give detailed accounts of problems and incidents (e.g., reporting a theft, traffic accident)</i>	SP	B1
<i>I can understand announcements and messages on concrete and abstract topics spoken in standard dialect at normal speed</i>	L	B2
<i>I can fill in a simple form or questionnaire with my personal details (e.g., date of birth, address, nationality)</i>	W	A1
<i>I can handle most practical tasks in everyday situations (e.g., making telephone enquiries, asking for a refund, negotiating purchases)</i>	SI	B1
<i>I can find specific predictable information in simple everyday material such as advertisements, timetables, menus, directories, brochures</i>	R	A2

## Activity Sheet 4

### A personal profile of second/foreign language proficiency

With reference to the self-assessment grid (Activity Sheet 1.3), the descriptors used in Activity 3, and the table summarising six dimensions of communicative language proficiency (Activity Sheet 2.3), draw up a profile of your proficiency in all the languages you know apart from your home language/mother tongue. How would you demonstrate to other members of your group that you really do possess these levels of proficiency?

		Self-assessment of proficiency					
		A1	A2	B1	B2	C1	C2
Language:	Listening						
	Reading						
	Spoken Interaction						
	Spoken Production						
	Writing						
Language:	Listening						
	Reading						
	Spoken Interaction						
	Spoken Production						
	Writing						
Language:	Listening						
	Reading						
	Spoken Interaction						
	Spoken Production						
	Writing						
Language:	Listening						
	Reading						
	Spoken Interaction						
	Spoken Production						
	Writing						
Language:	Listening						
	Reading						
	Spoken Interaction						
	Spoken Production						
	Writing						
Language:	Listening						
	Reading						
	Spoken Interaction						
	Spoken Production						
	Writing						

## Activity Sheet 5

### Priorities when learning the language of the host country as an immigrant

Imagine that for reasons beyond your control you are obliged to move to a country whose language you have never encountered before. For the first six months you receive financial support to attend an intensive language course. The course will be tailor-made to suit your priorities. Use the table below to decide how important the various themes/situations are to you personally (1 = not at all important, 5 = very important), and to summarise the communicative language activities (LISTENING, READING, SPOKEN INTERACTION, SPOKEN PRODUCTION, WRITING) and CEFR proficiency level each theme/situation will require of you.

Theme/situation	Importance	Communicative language activities/CEFR level
 <div style="display: inline-block; vertical-align: middle;">House or apartment</div>		
 <div style="display: inline-block; vertical-align: middle;">Family</div>		
 <div style="display: inline-block; vertical-align: middle;">Children's education</div>		
 <div style="display: inline-block; vertical-align: middle;">Money</div>		
 <div style="display: inline-block; vertical-align: middle;">Health and hospital</div>		
 <div style="display: inline-block; vertical-align: middle;">Work and occupation</div>		
 <div style="display: inline-block; vertical-align: middle;">Further education and training</div>		
 <div style="display: inline-block; vertical-align: middle;">Food and shopping</div>		
 <div style="display: inline-block; vertical-align: middle;">Dealing with officials</div>		