

1 The CEFR

The CEFR was published in 2001 in English¹ and French after a period of development from 1992 to 1996 and piloting from 1997–2000, has been translated into 40 languages and is now accepted as *the* international standard for language teaching and learning. The CEFR has two main aims: to encourage reflection by users over the way their current practice meets the real world language needs of their learners and to provide a set of defined common reference levels (A1-C2) as points of reference to facilitate communication and comparisons. The CEFR differs from other, national, language frameworks in two ways:

- Firstly it highlights the *competences* a learner needs (pragmatic, linguistic, sociolinguistic, strategic, intercultural) as a language user and it develops the familiar but inadequate four skills into a richer description of activities the learner undertakes (spoken and written: reception, interaction, production and mediation).
- Secondly it provides validated, scientifically calibrated *descriptors* of these different aspects of its descriptive scheme², except for intercultural competences and mediation. The most comprehensive set of CEFR-based descriptors is available at www.coe.int/portfolio. Consistent coverage for all levels in simplified “I can” form is provided by the recent EAQUALS revision, also available on www.eaquals.org. The original CEFR descriptors are presented in “I can” form in the EAQUALS/ALTE electronic European Language Portfolio on www.eELP.org.

The relevance of the CEFR to language education is firstly that the descriptive scheme offers a starting point to review curriculum content and secondly that the common reference levels provide a framework for putting curriculum objectives, entry testing, syllabus definition, materials organisation, progress testing and certification of proficiency into one coherent local system that is appropriate to the context, related to real world language ability and easily communicated, internally and externally.

The CEFR avoids using relative labels like “intermediate” because these mean very different things in different contexts; neither schools nor publishers use these terms consistently and they are also employed in different ways in different educational sectors and in relation to different languages.

The analysis in this project confirms that the relationship between the CEFR levels and the labels used by EFL publishers is approximately as follows:

					Proficiency
				Advanced	
			Upper Inter		
		Intermediate			
	Pre-inter				
	Elementary				
Beginners					
A1	A2	B1	B2	C1	C2

The relationship is clearest from B1 to C1. Beginners books are clearly A1. Books labelled “elementary” span the content for A1 and A2. The greatest confusion is with books labelled “pre-intermediate” since both schools and publishers use this expression in different ways. Essentially “pre-intermediate” appears to correspond most closely to the more demanding content of A2, sometimes called A2+. In the analysis in this project, beginners’ materials were analysed in relation to A1, pre-intermediate materials in relation to A2, and elementary materials in relation to both A1 and A2.

¹ Council of Europe (2001): *Common European Framework of Reference for Languages: learning, teaching, assessment*. Cambridge, Cambridge University Press.

² North, B. (2000): *The Development of a common framework scale of language proficiency*. New York, Peter Lang.

North, B. and Schneider, G. (1998): Scaling descriptors for language proficiency scales. In: *Language Testing* 15/2: 217–262.

SCENARIO: BUSINESS MEETING

DOMAIN	CONTEXT	TASKS	ACTIVITIES	TEXTS
Occupational	Organisation: Multinational corporation Location: Office Persons: Colleagues	Attending meeting Contributing opinion on other proposal Making own proposal	Listening as member of live audience Spoken Production Spoken Interaction	Sustained monologue PowerPoint presentation Formal discussion

LEVEL	B2
CAN-DOS*	Follow the discussion on matters related to his/her field, and understand in detail the points given prominence by the speaker. Contribute, account for and sustain his/her opinion, evaluate alternative proposals, and make and respond to hypotheses. Give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest. Develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples.
CRITERIA*	
APPROPRIATENESS	Can express himself / herself appropriately in situations and avoid cross errors of formulation.
COHERENCE	Can use a variety of linking words efficiently to mark clearly the relationships between ideas.
FLUENCY	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions, there are few noticeably long pauses.
RANGE	Has a sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words, using some complex sentence forms to do so.

COMPETENCES	
STRATEGIC	Intervene appropriately, using a variety of expressions to do so. Follow up what people say, relating contribution to those of others. Overcome gaps in vocabulary with paraphrases and alternative expressions. Monitor speech to correct slips and mistakes.
PRAGMATIC	Functional Expressing abstract ideas Giving precise information Speculating Developing an argument Justification Discourse Formal Speech Markers Complex sentences Addition, sequence and contrast (although; in spite of; despite; on the one hand...) Summarising
LINGUISTIC	Grammatical Modals of deduction in the past All passive forms All conditionals Collocation of intensifiers Wide range of (complex) NPs Lexical Work-related collocations Extended phrasal verbs Phonological Intonation patterns

* Taken verbatim from the CEFR. Portfolio or school's adapted descriptors might be used.

Overview: Angeles Ortega. Implementation: Howard Smith

SCENARIO IMPLEMENTATION

Competence(s)	Learning context	Activity	Materials
Engage Formal speech markers. Intervene appropriately, using a variety of expressions to do so. Follow up what people say, relating contribution to those of others. Grammar: conditionals Speculating Developing an argument Justifying	Classroom – whole class /group discussion Classroom – group/whole class	Watch TV business reality show discussion – discuss which contestant they find more persuasive – analyse language to identify features marking formal discussion, relating contribution and persuasion. Play online Tycoon*-style game collaboratively either groups with individual PCs or projected onto board – discussing strategy between 'turns'.	Recorded/online episode of reality show. Online/downloaded Tycoon* game. (Data-projector/IWB)
Study Lexis: work/business related collocations Phonology: Intonation Discourse: Intervention/reaction language Discourse markers	Home/self-study Classroom - groups	Web-quest – Note lexis and collocation; listen to business news/transcribe and learn a short stretch of speech ‘Just a minute’ style discussion/game – learners assigned discourse markers and try to include them unobtrusively into rapid discussion on a variety of topics.	Webquest directing learners to sites including business training sites and business news radio. Discourse markers on cards.
Passive forms Passive forms Business/work related lexis	Home Classroom - pairs	Grammar activity – practise form and function of passive Business news article, rewritten with all passives made active – learners reconstruct original text. Discuss reasons for opting for passive over active form.	Grammar activity Article (rewritten)
If clauses/conditionals Speculating Justifying	Classroom	Language analysis followed by micro-discussions of possible consequences of various business decisions	Situation>decision cards – invented or based on real business scenarios.
Extended phrasal verbs Discourse markers Formal speech markers	Home/Self study Home → Classroom	Exercise introducing and practising phrasal verbs in a business context Listen to business news and note language features in context – peer teach	Exercise/dictionary Radio/internet connection
Intonation Giving precise information Being persuasive Developing an argument Responding to contributions	Classroom Home → Classroom	Text from business press – mark ideas for opinion and fact. Guided discovery – tonality/tonicity Mark up text with tone units/tonic stresses and practise reading aloud. Devils advocacy: Mini-presentations – learners write mini-presentation at home advocating a point of view – Deliver presentation using PowerPoint and answer questions.	Text (opinion piece) from business press. Laptop/desktop computer and data-projector Presentation software
All	Groups (classroom)	Meeting simulation, either completely imaginary or ‘pseudo-real’ (e.g. meeting to make suggestions re: college’s social programme or canteen)	Role cards (if appropriate) Agenda Computer/projector
All	Real world	Participate in a real meeting (either in learners’ own working environment or e.g. a college council) and report back. Report could take the form of a further presentation or a formal written report.	(report could take the form of a further presentation or a formal written report

Possible activities brainstormed into a familiar lesson-planning model – in this case Jeremy Harmer’s Engage – Study- Activate (See Harmer How to Teach English Longman 1998). This model chosen in part due to its resemblance to the CEFR general competences: *savoir être, savoir être, savoir faire* (pp. 11-12, 101-130) Though any model familiar to teachers could be used, e.g. ARC (Scrivener Learning Teaching Macmillan 1994); PPP; Jane Willis’ TBL framework (Willis A Framework for Task Based Learning Longman 1996) Stages can then be fitted into normal lesson planning.

DOMAIN	CONTEXT	TASKS	ACTIVITIES	TEXTS
Personal Public	Places: airports, hotels, shops, restaurants, public transport, entertainment People: officials, hotel/shop & other personnel, other travellers/holidaymakers	Getting information to book a trip Travelling Contracting and using services (e.g. hire & pick up car; check in at hotel) Finding your way Socializing	Listening to announcements & instructions Reading instructions/for information & orientation Spoken Production Spoken Interaction Written Production	Sustained monologue: description Transactions, conversations Forms, postcards Notices, instructions, brochures

LEVEL	A1
CAN-DOS*	Can understand questions and instructions addressed carefully and slowly to him/her, and follow short, simple directions. Can understand numbers, prices and times. Can ask for and give personal information (address, telephone number, nationality, age, family, and hobbies). Can handle numbers, quantities, cost and time. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.
CRITERIA*	
Interaction	Can interact in a simple way but communication is totally dependent on repetition, rephrasing and repair.
Coherence	Can link words or groups of words with very basic linear connectors like "and" or "then".
Range	Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations.

COMPETENCES	
STRATEGIC	Establish contact with people using simple words, phrases and gestures Ask someone to repeat what they said more slowly Invite help with gesture when you don't know the word
PRAGMATIC	Functional Understanding and using numbers Understanding and using prices Greetings Giving personal information Understanding simple directions and instructions
LINGUISTIC	Discourse Connecting words (and, but, because) Grammatical Simple verb forms Questions Present simple I'd like Prepositions and prepositional phrases Lexical Nationalities and countries Personal information Things in the town, shops and shopping

This is a sequence of assessed tasks related to a sequence of tasks associated with being on holiday. The precise order of activities is left to the teacher or learner.

Susan Sheehan

EXPONENT	COMPETENCE	ACTIVITY	ASSESSMENT
There are 500 people in our village How much does the room cost? 45 Euros per night	Understanding & using numbers Understanding & using prices	Teacher presentation and controlled practice using appropriate course book or other available materials	Sequence of short role plays
Hi John, how are you today? My name is Carlos I am from the north of China I live in Beirut	Greetings Giving personal information	Teacher presentation and controlled practice using appropriate course book or other available materials. This can be developed into a mingle activity.	Group mingle can be an assessed activity
The hotel is on the left Go to the end of the street and turn right Where is the supermarket? It's straight ahead	Understanding simple directions and instructions Prepositions and prepositional phrases	Teacher presentation using appropriate visual materials. Students complete an information gap activity or a real world mystery tour.	Students complete a map activity in pairs
She lives in Switzerland and goes skiing a lot I don't like Indian food but I like Chinese	Connecting words (and, but, because)	Using short texts teacher asks students to notice the connecting words and the role they play in the text. For homework students complete a text with the necessary connecting words.	Students write a postcard and teacher assesses how the connecting words are used
Are you French? No I'm not Is she from Egypt? What is your name? How much does it cost? Pedro is Spanish but he works in France She's married and has three children I am 26 years old, single and I work in a bank No I'm not tired France is a wonderful country I am a psychology student at the moment	Questions Nationalities and countries Personal information Simple verb forms Present simple	After appropriate presentation by teacher students engage in a mingling activity asking and answering personal questions and questions about nationalities and countries if it is a multi-national task or role play an international gathering.	Completing an immigration form/landing card/hotel check-in form Role plays of the following situations: picking a car up at the airport, checking in to a hotel, planning and booking a day trip
Where is the supermarket/train station? How much does this cost? Does this bus go to the town centre? I want to buy a phone I'd like a cup of coffee/I'd like to go home	Things in the town, shops and shopping Travel & services vocabulary I'd like	Teacher presentation using appropriate visual aids and course book materials. Students perform controlled practice in pairs.	Role play in a shop, obtaining travel services
	Establish contact with people using simple words, phrases and gestures Ask someone to repeat what they said more slowly Invite help with gesture when you don't know the word	Teacher presentation and practice in small groups/pairs.	This assessment can be integrated in the role plays outlined above

DOMAIN	CONTEXT	TASKS	ACTIVITIES	TEXTS
Personal	Place: workplace, school People: friends or colleagues	Planning an outing in a small group Finding information on where to go/what's on Presenting the plan Reaching consensus on the final plan	Reading for orientation Spoken interaction: informal discussion with friends Spoken production: sustained monologue	Informational printed material (brochures, leaflets etc) Calendars, programmes and descriptions (on websites) Informal discussion

LEVEL	A2
CAN-DOS*	Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time. Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events /advertisements, prospectuses, menus, reference lists and timetables. Can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations. Can discuss everyday practical issues in a simple way: what to do, where to go and make arrangements to meet. Can make and respond to suggestions. Can agree and disagree with others.
CRITERIA*	
FLUENCY	Can make him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident.
RANGE:	Can communicate what he/she wants to say in a simple and direct exchange of limited information on familiar and routine matters. Can use basic sentence patterns and communicate with memorised phrases, groups of a few words. Has sufficient vocabulary to conduct everyday discussion involving familiar situations and topics.
ACCURACY	It is usually clear what he/she is trying to say.
COHERENCE	Can link groups of words with simple connectors like "and, "but" and "because".
INTERACTION	Can use simple techniques to start, maintain, or end a short turn in conversation.

*From the CEFR.
Overview and implementation: Brian North

SCENARIO IMPLEMENTATION

The educational context is an intensive course in a region where the language is spoken. Activities are presented in a possible order; however, other sequencing is clearly possible.

SEQ	COMPETENCES	STUDY CONTEXT	ACTIVITIES	MATERIALS
1	Describing past experiences Past simple Things in the town Travel and services vocabulary	Classroom- Teacher 1	Warm-up - Teacher-led Pair information gap Writing a short text describing experiences	Students' weekends. No specific material
2	Prepositional phrases (time, place and movement) Prepositions of time (at/on/in)	Computer room, paired learners Homework	Quizzes with remedial exercise practice Exercise	M/C computer quizzes, easy / difficult Gap fill teacher-produced test
3	Scan for specific services /information (e.g. times, prices) Things in the town vocabulary Travel and services vocabulary Describing places Describing activities Managing interaction	Classroom- Teacher 2	Search reading activity Information-gap group work	Authentic leaflets, brochures, adverts etc for tourist and cultural offers
4	Suggestions Simple connectors "and" "but" and "because" Agreeing and disagreeing	Classroom- Teacher 1 Homework	Presentation + practice Completing dialogues	Coursebook
5	Skim to identify relevant texts, sections of texts Describing activities	Homework/ computer room alone	Web search	List of suggested information sites Google and other search engines
6	Questions Things in the town vocabulary Travel and services vocabulary Ask for clarification about key words or phrases not understood using stock phrases. Use an inadequate word from repertoire and use gesture to clarify.	Homework Classroom Out on the town	Preparing questions Sharing and correcting questions Role-playing rehearsals Collecting information from information services and venues - Face to face - Telephone	Students think up the questions and write them down. No specific material
7	All	Classroom- Teacher 1	Search reading activity Relating offers found Small group discussion - consensus task	Websites and infos identified and collected by students

DOMAIN	CONTEXT	TASK	ACTIVITIES	TEXTS
Occupational/ Personal	Setting: Work/domestic Location: home/office People: online acquaintances	Reading online comments/conversation Contributing to online discussion Giving/responding to feedback	Participating in online discussion/debate Written production	Messageboard/blog posts
LEVEL	B1			
CAN-DOS*	Can read columns/blogs and other entries in which someone takes a stand on a current topic or event and understand the overall meaning of the text. Can guess the meaning of single unknown words from the context thus deducing the meaning of expressions if the topic is familiar. Can understand, in private letters, those parts dealing with events, feelings and wishes well enough to correspond regularly with a pen friend. Can write simple connected texts on a range of topics within his/her field of interest and can express personal views and opinions. Can write personal messages to friends or acquaintances asking for or giving them news and narrating events.		identify unfamiliar words from the context on topics related to his/her field and interests. Identify key points and ideas in a text on a familiar topic and avoid being distracted by subsidiary points. Intervene in a (written) discussion on a familiar topic. Ask someone to clarify or elaborate what he or she has just said. Correct slips and errors if he/she becomes conscious of them or if they have led to misunderstandings	
CRITERIA*				
APPROPRIATENESS	Is aware of the salient politeness conventions and acts appropriately.		Functional escribing experiences and events Expressing opinions: language of agreeing and disagreeing Managing interaction	
COHERENCE	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.		Discourse	
RANGE	Has enough language to get by, with sufficient vocabulary to express him/herself on topics such as hobbies and interests, work, travel, and current events.		Grammatical	Comparatives and superlatives Conditionals, 1st and 2nd Modals – might, may, will. Modals – should have, might have etc Range of verb forms (past, present and future) Reported speech
COMPREHENSION	Can identify the main conclusions in clearly signalled argumentative texts. Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.		Lexical	Collocation and lexis related to familiar topics and interests
ACCURACY	Can express the main point he/she wants to make comprehensibly with reasonable precision. Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express.			
COMPETENCES				
STRATEGIC				
PRAGMATIC				
LINGUISTIC				

* From the CEFR. Portfolio or school's adapted descriptors might be used. Overview & Implementation: Howard Smith

SCENARIO IMPLEMENTATION

Activities were brainstormed in the order shown and assigned to a stage of the process. See below for suggestions on sequencing.

STAGE	COMPETENCES	STUDY CONTEXT	ACTIVITIES	MATERIALS/SOURCES
1	Lexis/grammar Strategy - Identify key points and ideas in a text on a familiar topic and avoid being distracted by subsidiary points	Classroom – pairs/individuals	Discourse analysis – Identify core topic vocabulary and frequent grammar/structure. Examine text structure.	Pages from online messageboard/blog on subject of learner interest.
2	Grammar	Self-study	Practice exercises on key grammatical structures	Grammar practice material
4	Describing experiences/events Grammar – range of verb forms, mixing verb forms	Classroom self-study	Grammar practice activities Process writing – short descriptive text	
4	Expressing opinion/agreeing disagreeing	Classroom - groups	Intensive discussion activity – short opinion followed by reaction	Realia (e.g. film/books/music etc)
4	Written interaction – managing interaction – ask for clarification – correct slips/errors	Classroom – whole class	Fast writing/note passing	
3	Identify unknown language from context – identify key points and ideas in a text on a familiar topic and avoid being distracted by subsidiary points	Classroom	Reading comprehension – work on identifying main points, recognising opinion.	Texts from special interest magazines/websites Word-clouds
1	Lexis	Self-study	Mind-mapping topic lexis and collocations	
2	Discourse – connecting expressions	Classroom – pairs/individuals	Review/practise basic discourse markers	Course book
3	Pragmatic – agreeing disagreeing/politeness conventions Reading – understanding main ideas	Classroom	Analysis/discussion of conventions in online vs other discourse models	Article – “Netiquette”
5	All	Home/Self-study	Participate in online discussion	
1	Lexis	Classroom	Use search engine to find appropriate/message board	Computer search engine
5	All	Self-study with teacher support	Prepare and deliver report/presentation on experiences with online discussion	
1	Lexis Strategy - Identify key points and ideas in a text on a familiar topic and avoid being distracted by subsidiary points	Classroom – whole class	Identify topic and key content from extracted lexis	Online texts Wordle word clouds
5	All	Classroom	Simulation of online discussion – either on networked computers or pen-paper	Networked or stand-alone computer – institutional website/VLE

Possible teaching sequence, envisaged as extending over a number of lessons though could be compressed / reduced.

- 1 Introduction of topic – introducing message board/blog posting – identifying key lexis – finding appropriate site – analysing discourse features – analysing language features
- 2 Lexis and grammar – working on lexis and structure
- 3 Reading skills – text comprehension work
- 4 Writing skills – writing accurately and fluently – managing interaction
- 5 Extension and report – extending language work into the real world and reporting back (note: activities labelled 5 above could be alternatives for an extension activity or could complement each other, perhaps being used at different stages of the teaching sequence)

DOMAIN	CONTEXT	TASKS	ACTIVITIES	TEXTS
Occupational	Organisation: corporation, bank, sponsorship donors Location: Office Persons: management committee / potential donors / bank manager	Making a proposal Responding to objections / follow up questions Summarise your case	Spoken Production Spoken Interaction	Sustained monologue Q and A

LEVEL	B2
CAN-DOS*	Can give a clear, prepared presentation, giving reasons in support of a product and giving the advantages and disadvantages of various options. Can take a series of follow up questions with a degree of fluency and spontaneity which pose no strain for either him/herself or the audience. Can account for and sustain own opinions by providing relevant explanations, arguments and comments.
CRITERIA*	
FLUENCY	Can communicate spontaneously, often showing remarkable fluency, ease of expression and fairly even tempo in longer, complex stretches of speech. He/she can be hesitant as he/she searches for patterns and expressions but there are few noticeably long pauses.
COHERENCE	Can use a limited number of linking expressions to mark clearly the relationships between ideas. Can respond appropriately to questions.
RANGE	Has a sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words, using some complex sentence forms to do so.
ACCURACY	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. Has a clear, natural, pronunciation and intonation.

* Taken and adapted from the CEFR. Overview & Implementation: Nareene Kaloyan

COMPETENCES	
STRATEGIC	Plan what is to be said and the means to say it, considering the effect on the recipient/s. Use circumlocution and paraphrase to cover gaps in vocabulary and structure. Use stock phrases (e.g. "That's a difficult question to answer") to gain time whilst formulating what to say. Follow up what people say, relating contribution to those of others.
PRAGMATIC	Functional Discourse Explaining a rationale Developing an argument Giving precise information Responding to counterarguments Synthesizing, evaluating information Persuading Complex sentences Summarising your case Connecting words expressing cause and effect, contrast, etc.
LINGUISTIC	Grammatical Phonological Passive forms Conditional forms Complex noun phrases Collocation of intensifiers Lexical Various collocations Giving emphasis Intonation patterns

SCENARIO IMPLEMENTATION

This scenario can be implemented in at least 3 ways leading up to one of the following:

- 1 Classroom activity. Simulating the popular TV programme Dragon's Den. Each person/team presents their idea to the rest of the class who take the role of the panel of experts/investors.
 - 2 Assessment task. A dossier and/or presentation to a panel of examiners e.g. the school's centre manager, academic manager and a teacher.
 - 3 Real task. Entering a competition to win some real money to realise the project. This is often done in sixth form or business colleges.
- The enabling activities below are presented in the order in which they were brainstormed. The teaching sequence will depend on the context. For the competition/ assessment task there may be no teaching involved. The students might receive some limited support or advice in a tutorial or two with their teacher.

COMPETENCES	STUDY CONTEXT	SUGGESTED ACTIVITIES	MATERIALS	LINK TO CRITERIA
Strategic: structuring an argument, using stock phrases to gain time	Classroom Individual work Pairs / groups	Authentic listening to an extract from a persuasive argument. Two or three recognition activities, e.g. ticking off stock phrases used, analysis of argument structure/development, etc. Follow up with practice (e.g. Q & A- where learners need to gain time to formulate their responses)	A recording of a television/ radio programme (reality show, political, current affairs, etc.)	Can respond appropriately to questions.
Linguistic: collocation of intensifiers	Classroom Individual work	Self-discovery activity, e.g. correcting incorrect collocations from a listening text, followed by written practice, e.g. enriching/expanding a text with intensifiers	TV programme / course book listening / live listening to teacher	Has a sufficient range of language to be able to give clear descriptions.
Linguistic / phonological: giving emphasis, intonation patterns	Classroom Whole class Pairs	Discovery of phonological features, drilling and pair work practice	Course book or pronunciation book	Has a clear, natural, pronunciation and intonation.
Pragmatic: summarising, synthesising, evaluating	Research at home Groups / pairs	Learners find examples of patented inventions/products with pictures and descriptions. Summarise key positive features to one another in groups	Research on internet, e.g. a US patents website	
Linguistic: complex sentences, complex noun phrases	Classroom	Expanding simple sentences / deconstructing complex sentences. Raising awareness to formation of complex noun phrases, verb phrases and sentence structure. Learners practice making complex sentences which may be illogical in meaning whilst being grammatically correct and therefore coherent.	None	Shows a relatively high degree of grammatical control.
Linguistic: passives review, connecting words to express cause and effect / sequencing	Classroom Home	Recognition. Mining a newspaper text for passive forms, connecting words. Controlled practice. At home, learners write a description of a process in which an everyday household product was made, developed etc.	News article (on business, finance, a particular product/ innovation)	Can use a limited number of linking expressions to mark clearly the relationships between ideas.
Pragmatic: persuading, giving precise information	Classroom	Watching infomercials and drawing attention to language and techniques of persuasion. Learners role-play selling each other various products or they simulate a radio advertisement. Can vote for the product they were most persuaded to buy, analyse each other's performance, give feedback.	Pictures of products Recordings of television infomercials	Has a sufficient range of language to be able to give clear descriptions.
Linguistic: conditionals review, collocation of intensifiers	Classroom			

DOMAIN	CONTEXT	TASKS	ACTIVITIES	TEXTS
Educational	Location: University / College Persons: Tutors/ Lecturers/ Researchers / Fellow students	Plan research Collect data Produce academic paper	Listening as a member of a live audience (lectures) Taking & making notes Reading for information and argument Writing an essay	Sustained monologue (Lectures) Articles, reports & other academic/ scientific texts Notes, outline, essay

LEVEL	C1
CAN-DOS	<p>Can follow most lectures with relative ease, even when not clearly structured and when relationships are only implied and not signalled explicitly.</p> <p>Can take detailed notes during a lecture on topics in his/her field of interest, recording the information so accurately and so close to the original that the notes could also be useful to other people.</p> <p>Can understand in detail lengthy, complex texts likely to be encountered in academic life, identifying finer points of detail including attitudes and implied as well as stated opinion, provided he/she can reread difficult sections.</p> <p>Can summarise long, demanding texts. Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, integrating sub-themes, developing particular points expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion.</p>
CRITERIA	
ACCURACY	Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot. Spelling is accurate, apart from occasional slips of the pen.
COHESION	Can produce clear, well-structured texts, showing controlled use of organisational patterns, connectors and cohesive devices. Layout, paragraphing and punctuation are consistent and helpful.
RANGE	Can select an appropriate formulation from a broad range of language to express herself / himself clearly, without having to restrict what she/he wants to say.
PRECISION	Can pass on detailed information reliably. Can qualify opinions and statements precisely.

* From the CEFR
Overview & Implementation: Angeles Ortega

COMPETENCES	
SOCIO-CULTURAL	Knowledge of scientific contents
SOCIOLINGUISTIC	Conventions of format & style of academic genres Register
STRATEGIC	Inferencing: Use contextual, grammatical and lexical cues to infer attitude and intentions in other authors. Planning: Prepare an outline, integrating points from different sources. Relate own contribution skilfully to those of other authors. Editing: Drafting and redrafting
PRAGMATIC	Functional Defining & describing in detail Synthesizing, evaluating, glossing info Developing an argument systematically Exemplifying Speculating and hypothesising about causes, consequences, etc
	Discourse Paraphrasing & summarising Formal logical markers Complex sentences Addition, sequence & contrast (moreover, consequently . . .)
LINGUISTIC	Grammatical Mixed conditionals All passives Modals in the past
	Lexical Topic-related collocations Greek/Latin derived technical words
	Orthograph Greek/Latin derived technical words Abbreviations, acronyms & symbols

REAL WORLD ACTIONS	LEARNING ACTIONS	LEARNING SPACE	RESOURCES
Plan research	<ul style="list-style-type: none"> Awareness-raising activity: Brainstorm DRAW steps and features Listen to (10'-15') lecture by teacher on DRAW and take notes Compare notes and draw conclusions (pairs → groups → whole class) Brainstorm ideas for improving oral reception and note-taking Listening cues (nonverbal, prosodic, discourse markers, syntax), and practise Note-taking cues (Linear: layout, headings, numbering, indentation, underlining, abbreviation, symbols; Branching/Mind maps), and practise. Peer assess notes Discuss possible shared topic(s) and different points of view Choose common topic and individual viewpoint Plan order (sequence, comparison, contrast) Write topic/thesis sentence Study samples of general and other types of outline → Write outline Review plagiarism and how to avoid it (paraphrasing, summarising, quoting, referencing) 	Classroom Pairs Groups Whole class	Manuals Reference books Listening exercises Note-taking exercises Notes templates Sample outlines Data projector
Collect data	<ul style="list-style-type: none"> Listen to (15'-20') lecture by teacher on evaluating sources and content, and take notes Web-quest for more info on sources and referencing formats (BSI, APA, MLA) Reading comprehension and efficiency cues Practise to improve reading efficiency (anticipation, reading speed, timed reading) Practise to improve reading comprehension (markers, increase vocabulary range) Read about topic (5 sources from books, journals, dissertations, other) and make notes, copy quotes, take references following formats. Practise quoting and referencing Listen to (45'- 60') lecture on topic by guest lecturer / online and take notes In pairs compare and improve notes Rewrite outline on feedback from sources, peers and teacher 	Classroom Pairs Groups Whole class Self-access centre Library Home	Browsers General & subject encyclopaedias Academic publications Online/live lectures Reading exercises Reference skills exercises Data projector
Produce paper	<ul style="list-style-type: none"> Analyse essays/papers for type text related format/discourse/syntax/lexis patterns Practise sentence-clause structure & paragraphing (divide into paragraphs; expand paragraphs from topic sentences), paraphrasing, summarising (samples and exercises) Write rough draft following outline (synthesize, cite and personal thesis). Topic sentences + supporting points for Intro-Body-Conclusion. Peer check for logical gaps and general errors. Improve organization, sentence-clause structure, sub-themes, examples Write second draft on peer feedback. Enrich description (modifiers, specific lexis); Provide transition (addition, sequence & contrast markers; formal logical markers); Adapt register (passives, modals, conditionals); Extend support (quotes, footnotes, endnotes, bibliographies) → Self assess with revising checklist Type final version. Focus on accuracy (correction codes). Check with dictionaries and advanced grammars → Teacher one-to-one feedback Brainstorm general and specific aspects to improve along the DRAW process 	Classroom Pairs Groups Whole class Self-access centre Library Home E-mail communication	Sample essays Revising checklists Correction codes Advanced grammars Dictionaries Subject dictionaries Style Manuals Word processor E-mail