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

Santander,
14th March 2017
Overview of the course

Day 1: What do A1, A2, B1 …… C2 mean today?

Day 2: The development of young learners’ listening and speaking skills and how to assess them.

Day 3: The development of young learners’ reading and writing skills and how to assess them.
Overview of today’s session

- The CEFR in 2001
- Areas of the CEFR
- Can do statements for school-age learners
- Can do statements for young learners
- Lexis at A1 and A2
What is the CEFR?
• What does each of the letters CEFR stand for?
• What do you know about it?
• Have you got any language qualifications that are at any of the levels of the CEFR?
• Do you use it in your teaching in any way?
• How much do your students know about it?
What does this map show?
CEFR = world standard
Growth in European Union from 6 to 27 countries
Growth in European Union membership

– increased mobility of people

– need for mutual recognition of language qualifications from different institutions and from different countries
Background to the CEFR

Comprehensive
- Cover all levels, needs & reasons for using & learning languages
- Hang together and make sense
- Help develop clear & unambiguous courses, exams, materials
- Cover all languages, and be available in the user’s first language

Plurilingual

Transparent

Coherent
## Background to the CEFR

<table>
<thead>
<tr>
<th>comprehensive</th>
<th>plurilingual</th>
</tr>
</thead>
<tbody>
<tr>
<td>cover all levels, needs &amp; reasons for using &amp; learning languages</td>
<td>Cover all languages, and be available in the user’s first language</td>
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<td>transparent</td>
<td>coherent</td>
</tr>
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<td>help develop clear &amp; unambiguous courses, exams, materials</td>
<td>hang together and make sense</td>
</tr>
</tbody>
</table>
Six common reference levels

- Proficient user
- Independent user
- Basic user

Levels:
- C2
- C1
- B2
- B1
- A2
- A1
1. Read your statement & decide if it’s:
   Listening / Reading / Speaking / Writing
3. Find the other 2 people for your skill.
4. Decide which person has – A1-A2-B1.
5. Notice the differences in:
   the language
   the topics
<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>Familiar words, very basic phrases. Very simple sentences about me, my family, most immediate concrete surroundings.</td>
</tr>
<tr>
<td>A2</td>
<td>Phrases and the highest frequency vocabulary. Areas of most immediate personal relevance. Main points of short, clear, simple announcements.</td>
</tr>
<tr>
<td>B1</td>
<td>Main points of clear standard speech on familiar matters, many radio or TV programmes on current affairs or topics of personal or professional interest. Relatively slow and clear speech.</td>
</tr>
</tbody>
</table>

**Listening**
<table>
<thead>
<tr>
<th></th>
<th>A1</th>
<th>A2</th>
<th>B1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe where I live and the people I know.</td>
<td>Describe my family, background, job.</td>
<td>Describe events, dreams, hopes, reactions, experiences Give brief reasons and explanations. Opinions and plans.</td>
<td></td>
</tr>
</tbody>
</table>

**Speaking**
<table>
<thead>
<tr>
<th>A1</th>
<th>A2</th>
<th>B1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Familiar names, words. Very simple sentences.</td>
<td>Very short, simple texts. Simple everyday material like ads, prospectuses, menus and timetables. Simple personal letters.</td>
<td>Texts with mainly high frequency or job-related vocabulary Events, feelings, wishes in personal letters.</td>
</tr>
<tr>
<td>Notices, posters, catalogues.</td>
<td>Read</td>
<td>Reading</td>
</tr>
<tr>
<td>A1</td>
<td>A2</td>
<td>B1</td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>---------------------------------------</td>
<td>---------------------------------------</td>
</tr>
<tr>
<td>Short, simple postcards. Forms.</td>
<td>Short, simple notes and messages</td>
<td>Simple connected text Personal letters</td>
</tr>
<tr>
<td></td>
<td>Very simple personal letters.</td>
<td></td>
</tr>
</tbody>
</table>

Writing
<table>
<thead>
<tr>
<th>Buying a car</th>
<th>Buying a bike</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work schedules</td>
<td>School schedules &amp; different jobs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Paying in a restaurant</th>
<th>Choosing food</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing a note to a work colleague</td>
<td>Writing a note to a classmate</td>
</tr>
</tbody>
</table>
## For Schools can do statements

<table>
<thead>
<tr>
<th>CEFR Abilities</th>
<th>For Schools</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall general ability</td>
<td>Overall general ability</td>
<td>Can take basic notes in a lecture.</td>
</tr>
<tr>
<td>Social and Tourist</td>
<td>Social and Leisure</td>
<td>becomes:</td>
</tr>
<tr>
<td>Study</td>
<td>School and study</td>
<td>Can take basic notes in a <strong>lesson</strong>.</td>
</tr>
<tr>
<td>Work</td>
<td>-</td>
<td></td>
</tr>
</tbody>
</table>
Cambridge Young Learners
Cambridge Young Learners English (YLE)
What are the Young Learners Tests?

Who takes these tests?

How many levels?
Cambridge English Main Suite Examinations & Council of Europe levels

- CPE Level C2
- CAE Level C1
- FCE Level B2
- PET Level B1
- KET Level A2
- Level A1

Young Learners English Tests

- Flyers
- Movers
- Starters
<table>
<thead>
<tr>
<th>animals</th>
<th>the body and face</th>
<th>clothes</th>
<th>colours</th>
<th>family and friends</th>
</tr>
</thead>
<tbody>
<tr>
<td>food and drink</td>
<td>health</td>
<td>the home</td>
<td>materials</td>
<td>names</td>
</tr>
<tr>
<td>numbers</td>
<td>places and directions</td>
<td>school</td>
<td>sports and leisure</td>
<td>time</td>
</tr>
<tr>
<td>toys</td>
<td>transport</td>
<td>weather</td>
<td>work</td>
<td>the world around us</td>
</tr>
</tbody>
</table>
Transport

airport  ambulance  bicycle  bike  boat  bus
bus station  bus stop  car  drive(v)  drive(n)
driver  fire engine  fire truck  fly  go  helicopter
tour  traffic
journey  lift  lorry  motorbike  passenger  plane
railway  ride(v)  ride(n)  run  rocket  station
swim(v)  swim(n)  taxi  ticket  timetable

wheel
• more abstract (traffic, journey, lift)
• longer (phone>telephone, bike>bicycle)
• frequency of use (drive vs go for a drive, etc)
• collocation (get on a bus, go for a ride, make the bed)
• sub-/cross theme (ambulance)
• more adjectives, adverbs, etc
2018 word list additions

ship
tractor
motorway
platform
racing car/bike
spaceship
Welcome to the pilot version of the full six-level English Vocabulary Profile. This version covers levels A1-C2 of the Common European Framework of Reference (CEFR) for British and American English.
If you have any comments, questions or requests, the EVP team would love to hear from you! Get in touch now.

- 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?

What is the English Vocabulary Profile?
The EVP shows, in both British and American English, which words and phrases learners around the world know at each level - A1 to C2 - of the CEFR. Rather than providing a syllabus of the vocabulary that learners should know, the EVP project verifies what they do know at each level. CEFR levels are assigned not just to the words themselves, but to each individual meaning of these words. So, for instance, the word degree is assigned level A2 for the sense TEMPERATURE, B1 for QUALIFICATION, B2 for AMOUNT and C2 for the phrase a/some degree of (sth). The capitalized guidewords help the user to navigate longer entries, and phrases are listed separately within an entry.

Find out more about the CEFR.