

Common European Framework (CEF) of Reference

These are extracts from the CEF 'Can-do' statements with indications to help the teacher identify where in the **QSE** materials each of the 'Can-dos' can be found. As the syllabus of **QSE** was built round the requirements of the CEF, many feature throughout the course, so only examples are given.

LISTENING: OVERALL LISTENING COMPREHENSION	Where to find it in QSE
<i>Can understand straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.</i>	Units: 2, 9, 11, 13: Listen in
<i>Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc, including short narratives.</i>	Units: 1, 3, 4, 5, 6, 7, 8, 10, 12, 15, 16: Listen in
UNDERSTANDING CONVERSATION BETWEEN NATIVE SPEAKERS	
<i>Can generally follow the main points of extended discussion around him / her, provided speech is clearly articulated in standard dialect.</i>	Unit: 1, 3, 4, 6, 7, 8, 11: Listen in
LISTENING TO AUDIO MEDIA AND RECORDINGS	
<i>Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.</i>	Unit: 2, 9, 13: Listen in
UNDERSTANDING A NATIVE SPEAKER INTERLOCUTOR	
<i>Can follow clearly articulated speech directed at him / her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases.</i>	Unit: 1, 3, 6, 7, 10, 12, 14, 16: Listen in
READING: OVERALL READING COMPREHENSION	
<i>Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.</i>	Units: 1, 3, 5, 7, 8, 12, 14, 16: Reading
READING CORRESPONDENCE	
<i>Can understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a penfriend.</i>	Unit 5: Reading
READING FOR ORIENTATION	
<i>Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.</i>	Units: 1, 5, 9: CLIL
<i>Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables.</i>	Units: 6, 12, 15: CLIL
READING FOR INFORMATION AND ARGUMENT	
<i>Can identify the main conclusions in clearly signalled argumentative texts.</i>	Units: 2, 6, 11, 13, 15: Reading
<i>Can recognise significant points in straightforward newspaper articles on familiar subjects</i>	Units: 1, 3, 9, 12, 14, 16: Reading
READING INSTRUCTIONS	
<i>Can understand clearly written, straightforward instructions for a piece of equipment.</i>	Unit 2: CLIL
SPEAKING: OVERALL ORAL PRODUCTION	
<i>Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his / her field of interest, presenting it as a linear sequence of points.</i>	All Units: Your topic, Your turn to speak
SUSTAINED MONOLOGUE: Describing experience	
<i>Can relate details of unpredictable occurrences, (eg an accident).</i>	Unit 1: Conversation
<i>Can relate the plot of a book or film and describe his / her reactions.</i>	Unit 4: Your topic
<i>Can describe dreams, hopes and ambitions.</i>	Unit 3: Conversation
<i>Can describe events, real or imagined.</i>	Unit 7: Your topic

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<i>Can narrate a story.</i>	Unit 1: Conversation Unit 7: Your topic
<i>Can describe plans and arrangements, habits and routines, past activities and personal experiences.</i>	Unit 2: Conversation, Your topic Unit: 4 Conversation Unit: 16 Conversation
SUSTAINED MONOLOGUE: Putting a case (eg in a debate)	
<i>Can briefly give reasons and explanations for opinions, plans and actions.</i>	All units: 5, 6, 13, 15 Ideas, Conversation Your topic Unit 9 Role play
PUBLIC ANNOUNCEMENTS	
<i>Can give a short, rehearsed presentation on a topic pertinent to his / her everyday life, briefly give reasons and explanations for opinions, plans and actions.</i>	All Units: Your topic
<i>Can cope with a limited number of straightforward follow-up questions.</i>	All Units: Your topic
CONVERSATION	
<i>Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he / she would like to.</i>	All Units: Your turn to speak
<i>Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.</i>	All Units: Your turn to speak
TRANSACTIONS TO OBTAIN GOODS AND SERVICES	
<i>Can cope with less routine situations in shops, post offices, banks, (eg returning an unsatisfactory purchase). Can make a complaint.</i>	Unit 5: Your turn to speak Unit 12: Focus on words
<i>Can deal with common aspects of everyday living such as travel, lodgings, eating and shopping.</i>	Unit 6: Your turn to speak
WRITING: OVERALL WRITTEN PRODUCTION	
<i>Can write straightforward connected texts on a range of familiar subjects within his / her field of interest, by linking a series of shorter discrete elements into a linear sequence.</i>	All Units: Portfolio writing
CREATIVE WRITING	
<i>Can write accounts of experiences, describing feelings and reactions in simple connected text.</i>	All Units: Portfolio writing
<i>Can write a description of an event, a recent trip – real or imagined.</i>	Unit 2: Portfolio writing
<i>Can narrate a story.</i>	Unit 7: Portfolio writing
<i>Can write about everyday aspects of his / her environment, (eg people, places, a job or study experience) in linked sentences.</i>	Units 8, 9: Portfolio writing
REPORTS AND ESSAYS	
<i>Can write short, simple essays on topics of interest.</i>	Units 6, 11, 12, 15: Portfolio writing
CORRESPONDENCE	
<i>Can write personal letters describing experiences, feelings and events in some detail.</i>	Units 1, 9, 14, 16: Portfolio writing