

## Didattica della lingua inglese 1

Lesson 4  
Common European Framework of Reference  
for Languages  
Speaking with support

## About lesson 4

- In today's lesson we are going to look at...
  - The Common European Framework of Reference for Languages (CEFR)
    - The descriptors for the 6 levels
    - Differences between descriptors for adults and children
    - Stages within the lower levels for child learners
- We are also going to focus on speaking activities
  - Speaking with support

## Before we start...

- Here are some reasons why teachers talk in classrooms
  1. to give instructions
  2. to control/discipline
  3. to give feedback
  4. to praise
  5. to ask for information
  6. to give information
  7. to provide examples of the target language
  8. to give models of procedures or strategies
  9. to check or test pupils' understanding
  10. to joke
  11. to maintain a good atmosphere

## Before we start...

1. to give instructions
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  7. to provide examples of the target language
  8. to give models of procedures or strategies
  9. to check or test pupils' understanding
  10. to joke
  11. to maintain a good atmosphere
- How often do you do these things?
  - Which language do you normally use? Why?
  - What other reasons can you think of for speaking in class?
  - How much should a teacher talk in a language class?

Part 1

**CEFR**

Common European Framework of Reference for language

**The CEFR: an overview**

- First published: 1991
- Purpose
  - To provide a way of comparing people's ability in different languages (esp. the languages of the EC)
- Main points
  - Focus on communicative ability
  - The identification of levels of linguistic *competence* (sapere fare vs. sapere)
  - Integration of language and interpersonal skills (sapere apprendere, sapere essere)

**CEFR levels**

- There are six levels, divided into three bands.
  - Elementary → A1, A2
  - Intermediate → B1, B2
  - Advanced → C1, C2
- The 6 levels have a “name” as well as a code
  - The name reflects the competence reached
    - A1 → breakthrough; A2 → waystage
    - B1 → threshold; B2 → vantage
    - C1 → effective operational proficiency; C2 → mastery

**CEFR levels: an overview**

- A1 A basic ability to communicate and exchange information in a simple way.
- Example: *CAN ask simple questions about a menu and understand simple answers.*
- A2 An ability to deal with simple, straightforward information and begin to express oneself in familiar contexts.
- Example: *CAN take part in a routine conversation on simple predictable topics.*

## CEFR levels: an overview

- B1** The ability to express oneself in a limited way in familiar situations and to deal in a general way with non-routine information.
- Example: *CAN ask to open an account at a bank, provided that the procedure is straightforward.*
- B2** The capacity to achieve most goals and express oneself on a range of topics.
- Example: *CAN show visitors around and give a detailed description of a place.*

## CEFR levels: an overview

- C1** The ability to communicate with the emphasis on how well it is done, in terms of appropriacy, sensitivity and the capacity to deal with unfamiliar topics.
- Example: *CAN deal with hostile questioning confidently. CAN get and hold onto his/her turn to speak.*
- C2** The capacity to deal with material which is academic or cognitively demanding, and to use language to good effect at a level of performance which may in certain respects be more advanced than that of an average native speaker.
- Example: *CAN scan texts for relevant information, and grasp main topic of text, reading almost as quickly as a native speaker.*

## Listening

### ADULTS

- **A1** : I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.
- **A2**: 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.

### CHILDREN

- **A1**: I can understand familiar words and very basic phrases when people speak slowly and clearly
- **A2**: I can understand phrases and high frequency words relating to basic personal and everyday matters and the main points in short, clear, simple messages and announcements

## Listening

### ADULTS

- **B1**: 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.

### CHILDREN

- **B1**: I can understand the main points of clear standard speech on familiar topics which I meet regularly in my spare time and at school. I can understand the main points of many radio or TV programmes on topics which interest me, when the commentary is fairly slow and clear

## Speaking

- The CEFR separates speaking into two areas
  - spoken interaction (dialogue; speaking with others)
  - spoken production (monologue; speaking alone)
- Speaking is separated in the language biography
  - “can do” statements
- It is not separated in the Junior Language Passport
  - It is listed as “Speaking and talking to someone”
  - In the following slides, the two areas are indicated in different colours to help you differentiate them

## Speaking

### ADULTS

- **A1:** I can use simple phrases and sentences to describe where I live and people I know. 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.

### CHILDREN

- **A1:** I can use simple phrases and sentences and I can also talk with someone in a simple way, asking and answering questions

## Speaking

### ADULTS

- **A2:** 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 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.

### CHILDREN

- **A2:** I can give a short prepared talk, e.g. describe a picture or people, my school, my home, and take part in a simple conversation on familiar topics.

## Speaking

### ADULTS

- **B1:** 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 connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can narrate a story or relate the plot of a book or film and describe my reactions. I can briefly give reasons and explanations for opinions and plans.

### CHILDREN

- **B1:** I can join in an unprepared conversation on everyday topics. I can tell a story I can describe things I have done and what I am going to do, giving reasons for opinions and plans

## Reading

### ADULTS

- **A1:** I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.
- **A2:** 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.
- **B1:** 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.

### CHILDREN

- **A1:** I can understand familiar names, words and very simple sentences
- **A2:** I can read very short, simple texts and find information I need in longer texts such as simple messages, stories or Internet texts
- **B1:** I can understand authentic texts on topics of interest to me and the description of events, feelings and wishes in personal letters or e-mails

## Writing

### ADULTS

- **A1:** 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.
- **A2:** I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.
- **B1:** I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.

### CHILDREN

- **A1:** I can write a short, simple postcard or e-mail message. I can write simple information about myself
- **A2:** I can write short, simple notes and messages. I can write a simple personal letter or e-mail message
- **B1:** I can write simple connected text on topics which are familiar or of interest to me. I can also write personal letters and e-mails describing experiences and impressions

## Descriptors for children

- The descriptors for the levels do not change for children, but
  - The competences are subdivided into stages
  - The focus of the language is different
    - Children and adults talk about different things
    - Children and adults have different priorities
    - A child's world is more limited than an adult's world
  - The range of language is different
    - Children and adults use different words and structures

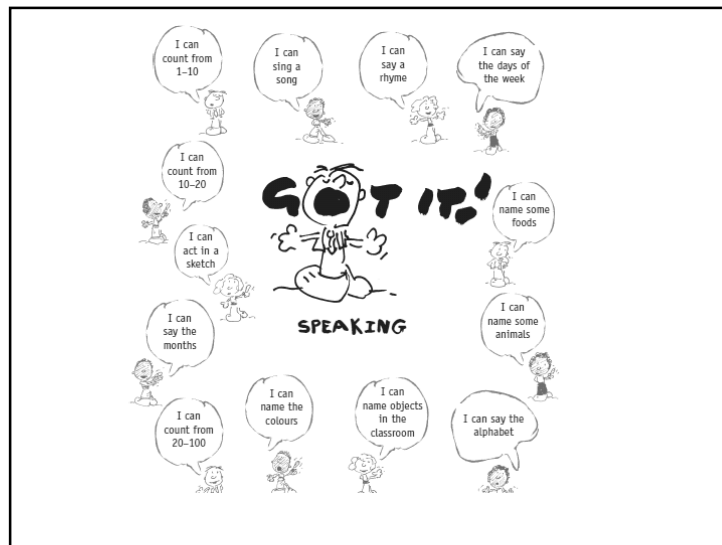
## Listening

| Grade |   |                                                                                                                                                                                                                     |
|-------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A1    | 1 | I can understand a few familiar spoken words and phrases<br>e.g. the teacher's instructions, days of the week, colours or numbers                                                                                   |
| A1    | 2 | I can understand a range of familiar spoken phrases<br>e.g. basic phrases concerning myself, my family and school                                                                                                   |
| A1    | 3 | I can understand the main point(s) from a short spoken passage<br>e.g. short rhyme /song, a phone message, announcement or weather forecast ...                                                                     |
| A2    | 4 | I can understand the main points and some of the detail from a short spoken passage<br>e.g. sentences describing people, what they are wearing, what they are doing                                                 |
| A2    | 5 | I can understand the main points and simple opinions (e.g. likes and dislikes) of a longer spoken passage<br>e.g. children talking about their likes and dislikes; descriptions of people and what they are wearing |
| A2    | 6 | I can understand spoken passages referring to past or future events<br>e.g. someone giving details of what he or she did on holiday or at the weekend; a telephone conversation arranging to meet someone ...       |



## Speaking and talking to someone

| Grade |   |                                                                                                                                                                                                                                                             |
|-------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A1    | 1 | I can say/repeat a few words and short simple phrases<br><i>e.g. what the weather is like; greeting someone; naming classroom objects ...</i>                                                                                                               |
| A1    | 2 | I can answer simple questions and give basic information<br><i>e.g. about the weather; where I live; if I have brothers or sisters, or a pet ...</i>                                                                                                        |
| A1    | 3 | I can ask and answer simple questions and talk about my interests<br><i>e.g. taking part in an interview about my area and interests; a survey on pets or favourite foods; talking with a friend about what we like to do and wear ...</i>                  |
| A2    | 4 | I can take part in a simple conversation and I can express my opinions<br><i>e.g. discussing a picture with a partner, describing colours, shapes and saying whether I like it or not; asking for /giving directions; discussing houses, pets, food ...</i> |
| A2    | 5 | I can give a short prepared talk, on a topic of my choice, including expressing my opinions<br><i>e.g. talking on a familiar subject; describing a picture; making a presentation ...</i>                                                                   |
| A2    | 6 | I can give a short prepared talk, on a topic of my choice expressing opinions and answering simple questions about it<br><i>e.g. talking about school, asking/answering questions on sport or a story</i>                                                   |



## Reading

| grade |   |                                                                                                                                                                                                                          |
|-------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A1    | 1 | I can recognise and read out a few familiar words and phrases<br><i>e.g. from stories and rhymes, labels on familiar objects, the date, the weather ...</i>                                                              |
| A1    | 2 | I can understand familiar written phrases<br><i>e.g. simple phrases, weather phrases, simple description of objects, someone writing about their pet ...</i>                                                             |
| A1    | 3 | I can understand the main point(s) from a short written passage in clear printed script<br><i>e.g. very simple messages on a postcard or in an e-mail ...</i>                                                            |
| A2    | 4 | I can understand the main points and some of the detail from a short written passage<br><i>e.g. three to four sentences of information about my e-pal; a description of someone's school day ...</i>                     |
| A2    | 5 | I can understand the main points and simple opinions (likes and dislikes) of a longer written passage<br><i>e.g. a postcard or letter from a penpal; a written account of school life, a poem or part of a story ...</i> |
| A2    | 6 | I can understand longer passages and distinguish present and past or                                                                                                                                                     |



## Writing

| grade |   |                                                                                                                                                                                                                        |
|-------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A1    | 1 | I can write or copy simple words or symbols<br><i>e.g. personal information, where I live, how old I am, numbers, colours and objects ...</i>                                                                          |
| A1    | 2 | I can write 1-2 short sentences and fill in the words on a simple form<br><i>e.g. a shopping list, holiday greetings by e-mail or on a postcard ...</i>                                                                |
| A1    | 3 | I can write two to three short sentences using reference materials/with the support of a peer<br><i>e.g. a postcard, a simple note or message, an identity card ...</i>                                                |
| A2    | 4 | I can write a short passage on a familiar topic using reference materials/with the support of a peer<br><i>e.g. 3-4 sentences for a wall display; a simple e-mail message ...</i>                                      |
| A2    | 5 | I can write a short passage on a range of everyday topics<br><i>e.g. 3-4 sentences about myself, about a story and about a picture; a message containing three to four sentences; a postcard or greetings card ...</i> |
| A2    | 6 | I can write a simple text, e.g. a letter, giving and seeking information<br><i>e.g. about holidays, hobbies, outings, where I live ...</i>                                                                             |



intermezzo

**TOPIC TALK***Creepy crawlies:*

Spiders, beetles, and small creatures

- Which of these small creatures do your pupils know something about? Add others to the list:

|             |         |              |
|-------------|---------|--------------|
| spiders     | beetles | caterpillars |
| butterflies | worms   | snails       |
| bees        | wasps   | flies        |
|             |         |              |
|             |         |              |

*Creepy crawlies:*

Spiders, beetles, and small creatures

- Write down 2-3 things that children might know or ought to know about each of these creatures
  - Spiders have eight legs. They make webs. They eat flies and other insects.
- Think of 2 questions you might ask children about each creature:
  - What do bees say?
  - Have you ever been stung by a wasp or bee?

Part 2

**SPEAKING WITH SUPPORT**

## Introduction to speaking

- Today, we are going to focus on pupils' responding and beginning to speak some English.
  - When children are listening they
    - are still actively learning
    - are acquiring language and learning to understand
    - are absorbing pronunciation and intonation
    - can repeat what they hear
    - can answer or comment in their mother tongue.
- You can support children when they start to speak English
  - by using English for “caretaker talk” (c.f. Lesson 1)
  - by encouraging every effort they make to speak English
  - by listening carefully when they speak
  - by not interrupting to correct small errors.

## Classroom Language

- Pupils respond to their teacher. They
  - ask you questions and tell you things they want you to know
  - often repeat comments and requests
  - can easily learn to repeat the set expressions you use during their English lesson.
- On the next slide there is a drawing. There are three empty speech bubbles.
  - What are the children going to say?

## Classroom language



## Classroom language

- It is best to introduce useful classroom phrases in the situation in which they are normally used.
- Make sure you teach the phrases that will be useful for every lesson, e.g.
  - Open your books
  - Work in pairs
  - Form a group



## Classroom language

- When children repeat set phrases it does not necessarily mean language acquisition is taking place. But they are
  - getting used to saying English sounds
  - practising the intonation patterns
  - gaining confidence.
- REMEMBER
  - When children are learning their first language they hear phrases and understand the general meaning before they understand individual words.
  - They hear connected sounds before they separate them into individual words.
  - Only written language is divided into words and sentences.
  - Young learners who cannot read hear a flow of sound.
  - They hear intonation patterns, and sounds or words that are stressed. These are the sounds they will say first.

## What learners need to say and ask

- Here are some things children might need to tell you. Add more to the table.

|                                                              |                                                     |
|--------------------------------------------------------------|-----------------------------------------------------|
| I haven't got<br>I've forgotten<br>I can't find<br>I've lost | my pencils.<br>my colours.<br>my book.              |
| Look, I've got                                               | a new bag/pencil case<br>some new felt tipped pens. |

- How would you respond?

## What learners need to say and ask

- Which of these responses...
  - Checks that the pupil isn't worried
  - Asks the other pupils to help
  - Offers direct help from the teacher
  - Asks the pupil to offer information

Can someone lend Giorgio a pencil/some colours?  
 Who's got a spare pencil?  
 Leila-can he look at your book?  
 Can he share with you?  
 Here's one. Here you are.  
 Did you leave it at home? OK, never mind.  
 Go and get one from my table.  
 Don't worry - I've got a spare one/set here.  
 That's/Those are lovely. Who gave you that/those?

## Teacher talk

- When we speak with other people, it is because we want them to do something for us:
  - To give us information
  - To give us an object
  - To do something
- Or because we want to offer them something
  - Our opinion
  - Information
  - Objects (c.f. Halliday's "Clause as Exchange", lesson 3)
- You will probably find that you answer a pupil's question with another question, because you are asking the class to cooperate to solve the problem.

## What learners need to say and ask

- Practise some possible exchanges.

- CHILD      Excuse me! Can you help me?
- TEACHER    Yes-of course, just coming.
- CHILD      Please Miss **X**! Is this right?
- TEACHER    Wait a moment, Ana, I'm just helping Peter. Yes... what is it you need?
- CHILD      I don't know what to do!
- TEACHER    That's fine like that.
- CHILD      Please can I ask in Spanish?
- TEACHER    Yes... What do you need to know?

Coda

## TOPIC TALK 2

## Animals

- Make lists of animals that children know about:

| pets | farm animals | wild animals | nasty/scary animals |
|------|--------------|--------------|---------------------|
| dog  | pig          | lion         | spider              |
| cat  | horse        | elephant     | bat                 |

- For each animal think of 2-3 things to tell children about it and 1-2 questions to ask them.
  - Write these down and then choose five to record.
  - Also write down and record your responses to the answers you think they might give.

## Over to you

- **Revise**
  - Read Chapter 4 of **English for Primary Teachers**
- **Extend**
  - Read Chapter 7 of Sarah Phillips. 1993. **Young Learners**. Oxford: Oxford University Press. (download from pagina docente)
- **Practise**
  - Practice all the useful phrases from this lesson.
  - Record yourself speaking them from memory (don't read them)