



ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ, ΠΟΛΙΤΙΣΜΟΥ, ΑΘΛΗΤΙΣΜΟΥ ΚΑΙ ΝΕΟΛΑΙΑΣ  
ΚΡΑΤΙΚΑ ΙΝΣΤΙΤΟΥΤΑ ΕΠΙΜΟΡΦΩΣΗΣ

# ΣΕΜΙΝΑΡΙΑ ΔΕΚΕΜΒΡΙΟΥ 2019

**18/12/2019**

# Sharing Ideas Workshop On Lesson Planning And **CONSTRUCTING** Good Exam Papers And Tests

Nice to see you again!!

# AGENDA

- Sharing Ideas Workshop
- Lesson Planning
- Constructing good exam papers and tests

# How to plan a lesson

## VIDEO WATCHING

<https://www.youtube.com/watch?v=hdDQtXC-QPA>



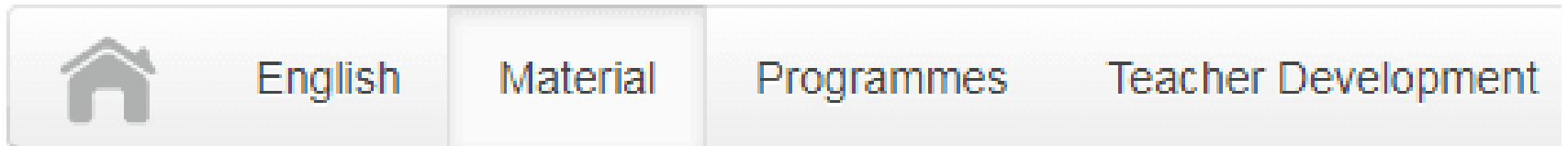
Secondary Education  
SUBJECT: ENGLISH  
OFFICIAL URL

<http://anglm.schools.ac.cy/>

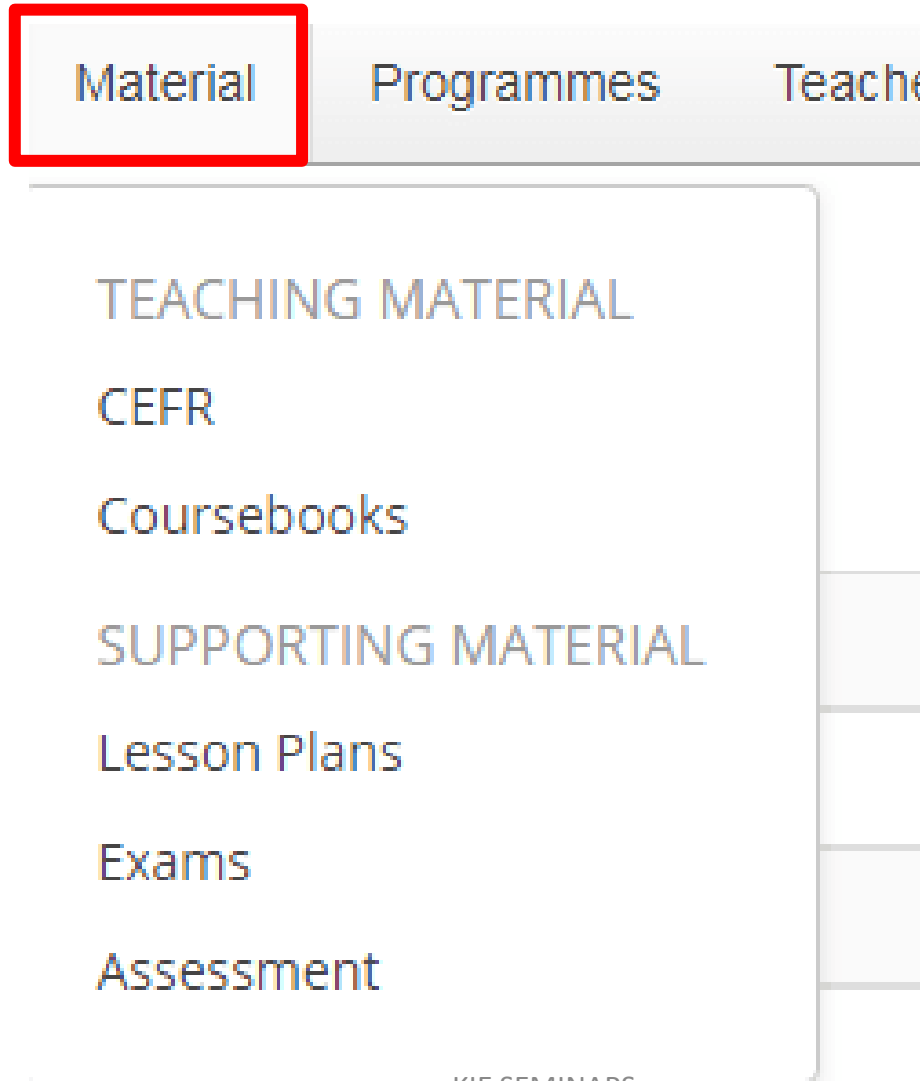


ΜΑΘΗΜΑ  
**ΑΓΓΛΙΚΩΝ**  
ΜΕΣΗΣ ΓΕΝΙΚΗΣ ΕΚΠΑΙΔΕΥΣΗΣ

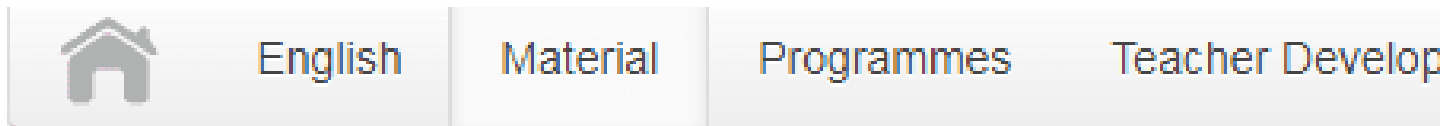
# SITE NAVIGATION BAR



# NAVIGATE TO 'MATERIAL'



# Material → CEFR content



[Οικοσελίδα](#) / [Material](#) / [CEFR](#)

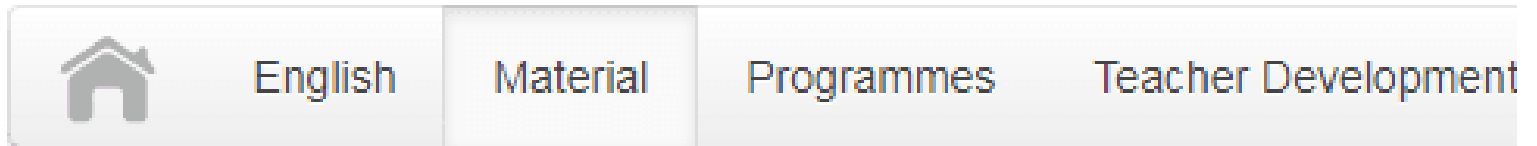
## CEFR

Θέμα

CEFR Descriptors

CEFR Companion

# Material → Coursebooks



[Οικοσελίδα](#) / [Material](#) / [Coursebooks](#)

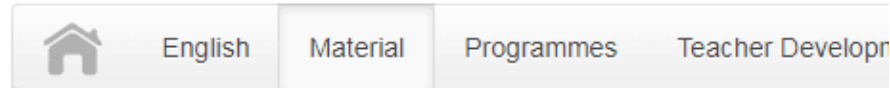
## Coursebooks

Θέμα

List of coursebooks

Copyright  
Design and Development Web Services and

# Material → Lesson Plans (Samples)



[Οικοσελίδα](#) / [Material](#) / Lesson Plans

## Lesson Plans

B1

Θέμα

Crazy Competitions

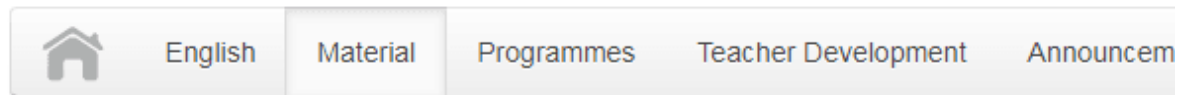
Green planet

B1+

Θέμα

Water

# Material → Exams (Samples)



[Οικοσελίδα](#) / [Material](#) / Exams

## Exams

### Class A

Θέμα

Class A Lyceum - Sample Examination (2019-2020)

### Class B

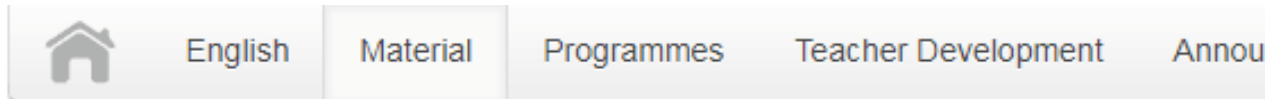
Θέμα

Class B Lyceum - Sample Examination Paper - Outline (2016-2017)

Class B Lyceum - Sample Examination Paper - Matrix (2016-2017)

Class B Lyceum - Sample Examination Paper (2016-2017)

# Material → Assessment



[Οικοσελίδα](#) / [Material](#) / [Assessment](#)

## Assessment

Θέμα	
Writing 1 Assessment Criteria	
Writing 2 Assessment Criteria	
Summary Assessment Criteria (15 marks)	
Summary Assessment Criteria (10 marks)	
Self-assessment Grid	
Self-assessment Checklists	

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Design and Development Web Services and Communicati  
KIE SEMINARS

# CEFR SEARCH ENGINE

# OFFICIAL CEFR SEARCH ENGINE URL

<http://cefr.schools.ac.cy/>

# Teacher Development

Conferences-Seminars-  
Workshops

Useful Links

# Teacher Development → Useful Links → CEFR Search Engine

## Useful Links

Θέμα
<a href="#">CEFR Search Engine</a>
<a href="#">Cyprus Pedagogical Institute</a>
<a href="#">Cyprus University of Technology</a>
<a href="#">EALTA</a>
<a href="#">eTwinning Portal Cyprus</a>
<a href="#">eTwinning Network</a>
<a href="#">European Centre for Modern Languages (ECML)</a>

**CEFR SEARCH ENGINE (CSE)® V1.0**



**Unlocking CEFR**

**Let the CEFR Search Engine (CSE)® V1.0 save you time and improve the quality and relevance of your English classes. The CSE gives you fast access to learning objectives, to help you plan lessons that are at the right level for your students.**

**Enter Here**

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# CEFR SEARCH ENGINE®

## Unlocking CEFR



ΜΑΘΗΜΑ  
ΑΓΓΛΙΚΩΝ  
ΜΕΣΗΣ ΓΕΝΙΚΗΣ ΕΚΠΑΙΔΕΥΣΗΣ

### ΠΕΡΙΓΡΑΦΗ ΛΕΙΤΟΥΡΓΙΑΣ

**ΜΗΧΑΝΗΣ ΑΝΑΖΗΤΗΣΗΣ ΓΛΩΣΣΙΚΩΝ  
ΙΚΑΝΟΤΗΤΩΝ ΤΟΥ ΚΟΙΝΟΥ ΕΥΡΩΠΑΪΚΟΥ  
ΠΛΑΙΣΙΟΥ ΓΙΑ ΤΙΣ ΓΛΩΣΣΕΣ**

# UNOLOCK THE POWER OF CEFR



# CEFR SEARCH ENGINE®



<http://cefr.schools.ac.cy/>

# CEFR SEARCH ENGINE® TEAM

- Maria Papayianni Inspector of English
- Angela Charalambous Inspector of English
- Maria Iakovidou Inspector of English
- Andrea Chrysostomidou, Advisor
- Niki Christodoulidou, Advisor
- Andreas Michael, Advisor
- Kassianos Kourris, English Teacher

**CEFR SEARCH ENGINE (CSE)® V1.0**



## Unlocking CEFR

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# CEFR

**C**ommon

**E**uropean

**F**ramework of

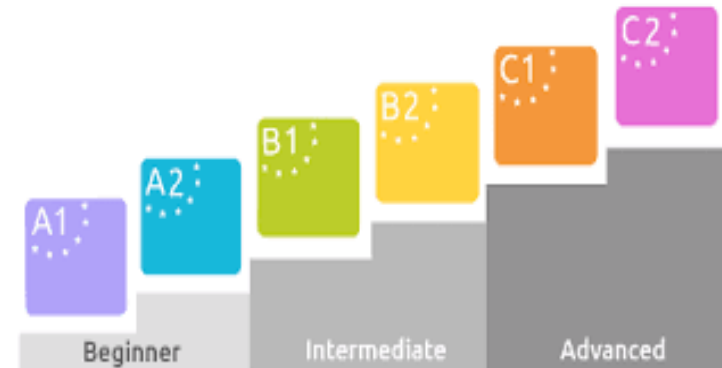
**R**eference for Languages

# Τι είναι το CEFR (Κοινό Ευρωπαϊκό Πλαίσιο Αναφοράς για τις Γλώσσες);

- Το Κοινό Ευρωπαϊκό Πλαίσιο Αναφοράς για τις Γλώσσες (ΚΕΠΑ - CEFR) είναι ένα διεθνές πρότυπο για την περιγραφή των γλωσσικών ικανοτήτων.
- Χρησιμοποιείται σε όλο τον κόσμο για να περιγράψει τις γλωσσικές δεξιότητες των μαθητών.

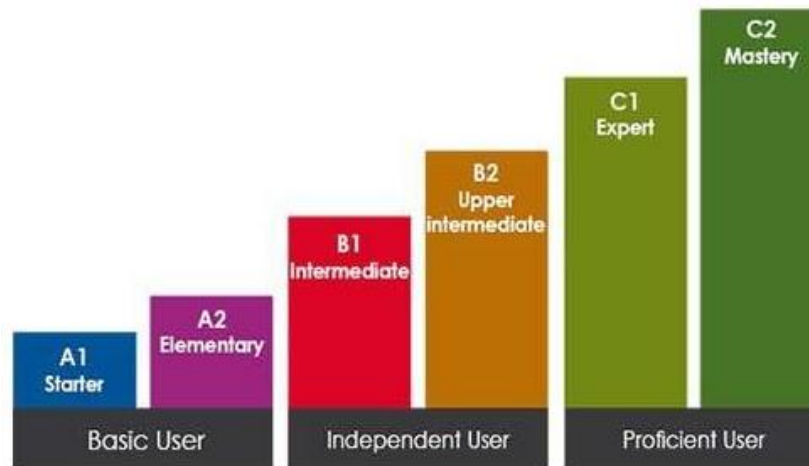
# Ποια είναι τα 6 επίπεδα του Κοινού Ευρωπαϊκού Πλαισίου Αναφοράς για τις Γλώσσες (CEFR);

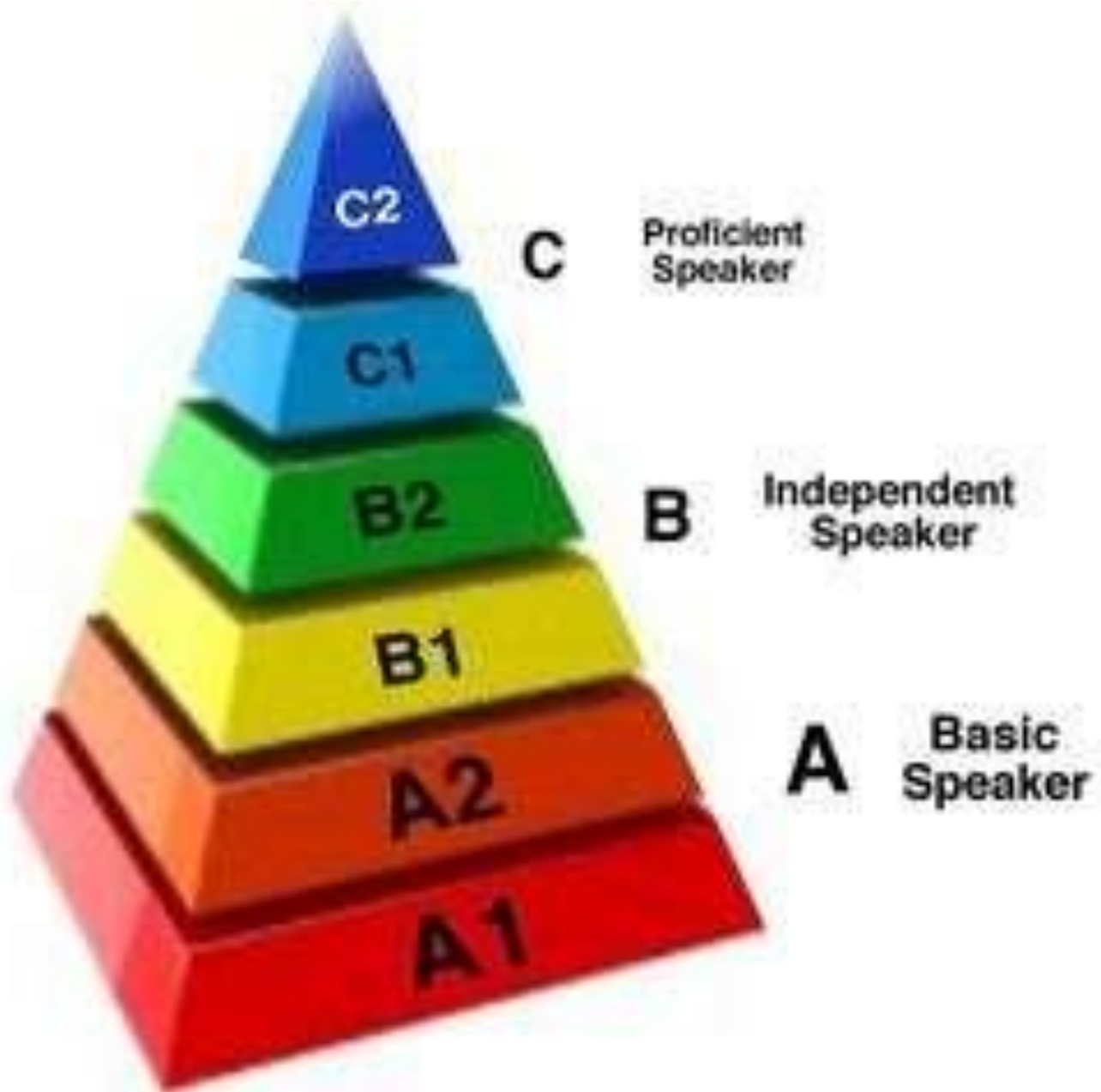
- Το Κοινό Ευρωπαϊκό Πλαίσιο Αναφοράς για τις Γλώσσες (CEFR) καθορίζει τα επίπεδα γλωσσομάθειας από A1 έως C2 ανάλογα με το επίπεδο γνώσης της γλώσσας, ικανότητας χειρισμού της και επικοινωνίας με αυτή.



# Τα 6 επίπεδα CEFR

A1:	A2:	B1:	B2:	C1:	C2:
στοιχειώδης γνώση»	«βασική γνώση»	«μέτρια γνώση»	«καλή γνώση»	«πολύ καλή γνώση»	«άριστη γνώση»





LOST  
IN THE  
WILD

# How the idea of creating this tool came out



CONVERSATION		PROSIGN
C2	Can converse comfortably and appropriately, unhampered by any linguistic limitations in conducting a full social and personal life.	
C1	Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.	
B2	Can establish a relationship with interlocutors through sympathetic questioning and expressions of agreement, plus, if appropriate, comments about third parties or shared conditions. Can indicate reservations and reluctance, state conditions when agreeing to requests or granting permission, and ask for understanding of his/her own position.	
	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment. Can sustain relationships with speakers of the target language without unintentionally amusing or irritating them or requiring them to behave other than they would with another proficient speaker. Can convey degrees of emotion and highlight the personal significance of events and experiences.	
	Can start up a conversation and help it to keep going by asking people relatively spontaneous questions about a special experience or event, expressing reactions and opinion on familiar subjects. Can have relatively long conversations on subjects of common interest, provided that the interlocutor makes an effort to understand the speaker's point of view.	

# What is CSE?

## CEFR SEARCH ENGINE®



# CEFR SEARCH ENGINE<sup>®</sup> can help you:

- Plan your curriculum
- Plan lessons
- Create assessments and learning materials that are at the right level
- Understand what your students should be learning at each CEFR level
- Align your existing materials to the CEFR Learning Objectives
- Create admin reports
- Give feedback to students and parents

## LESSON PLAN

**TEACHER:** Maria Germanou  
**SCHOOL:** Agios Georgios Lyceum, Larnaka  
**CLASS:** B Lyceum  
**THEMATIC UNIT:** Unit 3, WATER  
CB p.33: Introduction

**SCHOOL YEAR:** 2018-2019  
**CEFR LEVEL:** B1+  
**DATE:** 20/11/18  
**TIME:** 40'

### CEFR

#### 1. Overall spoken interaction.

Can follow much of what is said around him/her on general topics, and can give or seek personal views and opinions.

#### 2. Overall listening comprehension

Can understand straightforward factual information about common everyday topics, identifying both general messages and specific details.

### ATTAINMENT TARGETS/LESSON OBJECTIVES & TEACHING TARGETS

#### Attainment Targets

# The Structure of the CEFR Descriptive Scheme

# ΠΗΓΗ ΠΛΗΡΟΦΟΡΙΩΝ ΓΙΑ ΤΗ ΒΑΣΗ ΔΕΔΟΜΕΝΩΝ ΤΟΥ ΕΡΓΑΛΕΙΟΥ ΑΝΑΖΗΤΗΣΗΣ

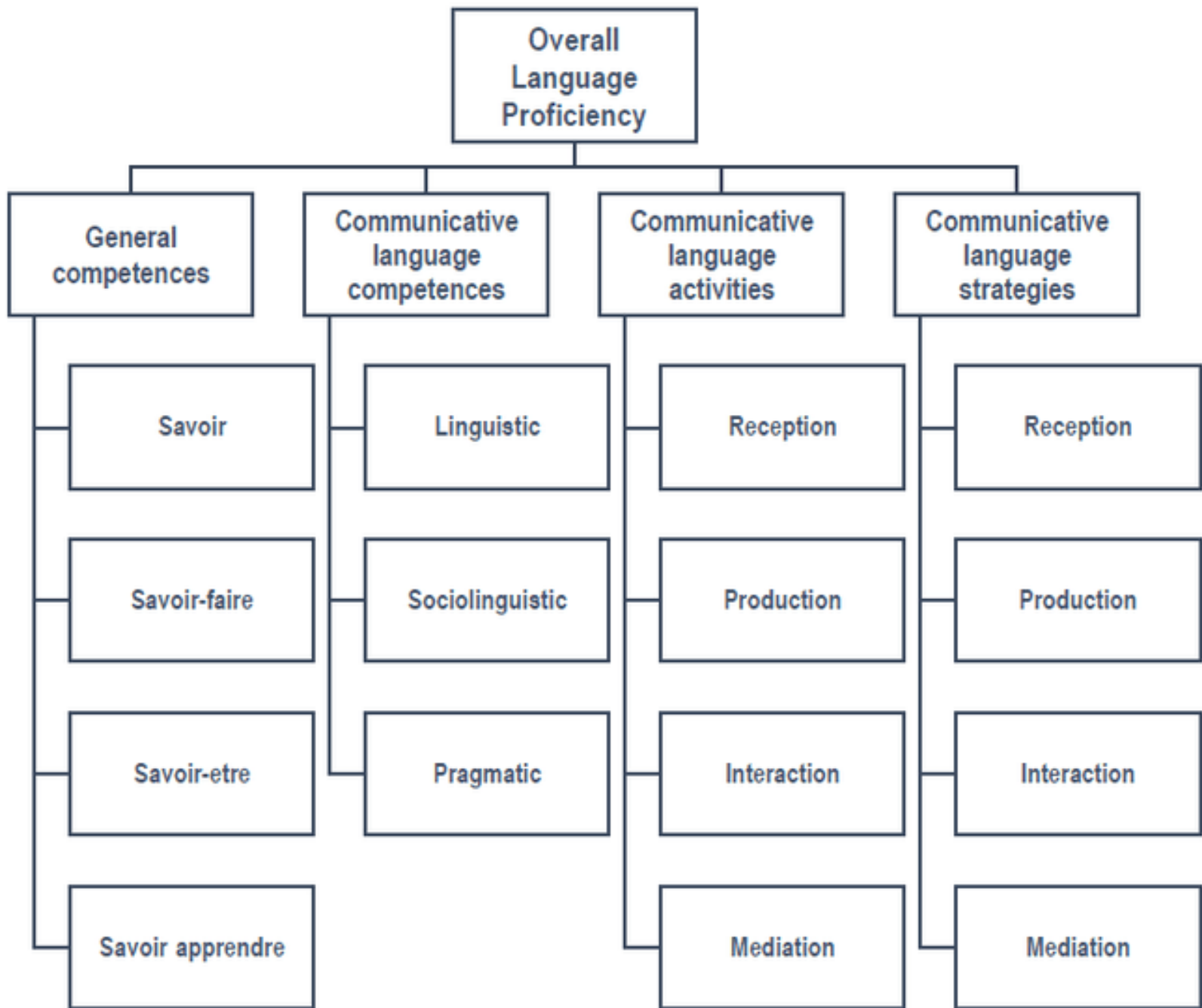
COMMON EUROPEAN FRAMEWORK  
OF REFERENCE FOR LANGUAGES:  
LEARNING, TEACHING, ASSESSMENT

**COMPANION VOLUME  
WITH NEW DESCRIPTORS**

Language Policy Programme  
Education Policy Division  
Education Department  
Council of Europe



[www.coe.int/lang-cefr](http://www.coe.int/lang-cefr)



# The 5 areas of descriptors



# Πώς γίνεται η αναζήτηση με τη βοήθεια του CEFR search engine;

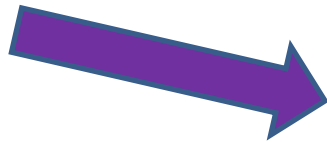


# Αναζήτηση Στόχων:

- Η αναζήτηση γίνεται με τη βοήθεια φορμών αναζήτησης (search forms):
- Ο χρήστης μπορεί να χρησιμοποιήσει ένα ή περισσότερα κριτήρια / πεδία αναζήτησης για να εντοπίσει πολύ εύκολα και γρήγορα τους μαθησιακούς στόχους / δείκτες επιτυχίας που αρμόζουν στις παραμέτρους μιας συγκεκριμένης τάξης.

# CEFR SEARCH ENGINE – MAIN MENU

CEFR SEARCH ENGINE (CSE)® V1.0



**CEFR SEARCH ENGINE® V1.0**

ABOUT CEFR    CEFR LEVELS    ABOUT CEFR SEARCHENGINE    CEFR ENGINE FUNCTIONS    CEFR SEARCH ENGINE PROS

Downloads    CEFR Quizzes / Games    Links    Contact US

# Βασικές Φόρμες Αναζήτησης

## The CEFR Illustrative Descriptor Scales

**Search Form 1 - BROWSE CEFR LEVELS**

**Search Form 2 - Search with multiple criteria**

**Search Form 3 - Free text search**

# Search form 1: Browse by CEFR LEVEL

# Your Search Criteria

CEFR Common Reference Levels:  

## YOUR SEARCH CRITERIA

CEFR LEVEL: B1

Records Found: 371

# Search Results

## SEARCH RESULTS

CEFR LEVEL	L1 General competence	L2 Communicative language competence	L3 Communicative language activity	L4 Communicative language strategy	L5 Function	DESCRIPTOR
B1	Communicative language activities and strategies (Sec.4.4)	Reception	Reception Activities	Listening Comprehension	Understanding conversation between other speakers	Can follow much of everyday conversation and discussion, provided it takes place in standard speech and is clearly articulated in a familiar accent.
B1	Communicative language activities and strategies (Sec.4.4)	Reception	Reception Activities	Listening Comprehension	Understanding conversation between other speakers	Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard speech.
B1	Communicative language activities and strategies (Sec.4.4)	Reception	Reception Activities	Listening Comprehension	Listening as a member of a live audience	Can follow a lecture or talk within his/her own field, provided the subject matter is familiar and the presentation straightforward and clearly structured.
B1	Communicative language activities and strategies (Sec.4.4)	Reception	Reception Activities	Listening Comprehension	Listening as a member of a live audience	Can distinguish between main ideas and supporting details in standard lectures on familiar subjects, provided these are delivered in clearly articulated standard speech.
B1	Communicative language activities and strategies (Sec.4.4)	Reception	Reception Activities	Listening Comprehension	Listening as a member of a live audience	Can follow in outline straightforward short talks on familiar topics, provided these are delivered in clearly articulated standard speech.
B1	Communicative language activities and strategies (Sec.4.4)	Reception	Reception Activities	Listening Comprehension	Listening as a member of a live audience	Can follow a straightforward conference presentation or demonstration with visual support (slides, handouts) on a topic or product within his/her field, understanding explanations given

# Relevant Descriptors:

- Can follow much of everyday conversation and discussion, provided it takes place in standard speech and is clearly articulated in a familiar accent.
- Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard speech.
- Can follow a lecture or talk within his/her own field, provided the subject matter is familiar and the presentation straightforward and clearly structured.
- Can distinguish between main ideas and supporting details in standard lectures on familiar subjects, provided these are delivered in clearly articulated standard speech.
- Can follow in outline straightforward short talks on familiar topics, provided these are delivered in clearly articulated standard speech.
- Can follow a straightforward conference presentation or demonstration with visual support (eg slides, handouts) on a topic or product within his/her field, understanding explanations given.
- Can understand the main points of what is said in a straightforward monologue like a guided tour, provided the delivery is clear and relatively slow.
- Can understand simple technical information, such as operating instructions for everyday equipment.
- Can follow detailed directions.
- Can understand public announcements at airports, stations and on planes, buses and trains, provided these are clearly articulated in standard speech with minimum interference from background noise.
- Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.
- Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.
- Can understand the main points and important details in stories and other narratives (eg a description of a holiday), provided the speaker speaks slowly and clearly.
- Can read straightforward factual texts on subjects related to his/her field and interests with a satisfactory level of comprehension.
- Can understand formal correspondence on less familiar subjects well enough to redirect it to someone else.
- Can understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen friend.

# Search form 2: Detailed Search

# Your Search Criteria

## Search form 2: Detailed Search

CEFR LEVEL: **B1** ▼

L1 General competence: Any ▼ L2 Communicative language competence: Any ▼

L3 Communicative language activity: Any ▼ L4 Communicative language strategy: **Reading Comprehension** ▼

**L5 Function: Reading as a leisure activity** ▼

Order by: Default ▼ Order: Default ▼

# Search Criteria

## YOUR SEARCH CRITERIA

CEFR LEVEL: B1

L1 General competence: Any

L2 Communicative language competence: Any

L3 Communicative language activity: Any

L4 Communicative language strategy: Reading Comprehension

L5 Function: Reading as a leisure activity

Sorted by: CEFR LEVEL

Order: ASCENDING

Records Found: 5

# Search Results

## SEARCH RESULTS

CEFR LEVEL	L1 General competence	L2 Communicative language competence	L3 Communicative language activity	L4 Communicative language strategy	L5 Function	DESCRIPTOR
B1	Communicative language activities and strategies (Sec.4.4)	Reception	Reception Activities	Reading Comprehension	Reading as a leisure activity	Can read newspaper / magazine accounts of films, books, concerts etc written for a wider audience and understand the main points.
B1	Communicative language activities and strategies (Sec.4.4)	Reception	Reception Activities	Reading Comprehension	Reading as a leisure activity	Can understand simple poems and song lyrics written in straightforward language and style.
B1	Communicative language activities and strategies (Sec.4.4)	Reception	Reception Activities	Reading Comprehension	Reading as a leisure activity	Can understand the description of places, events, explicitly expressed feelings and perspectives in narratives, guides and magazine articles that are written in high frequency, everyday language.
B1	Communicative language activities and strategies (Sec.4.4)	Reception	Reception Activities	Reading Comprehension	Reading as a leisure activity	Can understand a travel diary mainly describing the events of a journey and the experiences and discoveries the person made.
B1	Communicative language activities and strategies (Sec.4.4)	Reception	Reception Activities	Reading Comprehension	Reading as a leisure activity	Can follow the plot of stories, simple novels and comics with a clear linear storyline and high frequency everyday language, given regular use of a dictionary.

# Relevant Descriptors:

- Can read newspaper / magazine accounts of films, books, concerts etc written for a wider audience and understand the main points.
- Can understand simple poems and song lyrics written in straightforward language and style.
- Can understand the description of places, events, explicitly expressed feelings and perspectives in narratives, guides and magazine articles that are written in high frequency, everyday language.
- Can understand a travel diary mainly describing the events of a journey and the experiences and discoveries the person made.
- Can follow the plot of stories, simple novels and comics with a clear linear storyline and high frequency everyday language, given regular use of a dictionary.

# Search form 3: Search Descriptors contents

# Your Search Criteria

CEFR LEVEL:

**Search text in descriptors:**  Match type:

Sort by:  Order:

# Search Results

## YOUR SEARCH CRITERIA

CEFR LEVEL: A2

Search Text: news

Match Type: Exact

Sorted by: DESCRIPTOR

Order: ASCENDING

Records Found: 7

## SEARCH RESULTS

CEFR LEVEL	L1 General competence	L2 Communicative language competence	L3 Communicative language activity	L4 Communicative language strategy	L5 Function	DESCRIPTOR
A2	Communicative language activities and strategies (Sec 4.4)	Interaction	Interaction Activities	Online Interaction	Online conversation and discussion	Can engage in basic social communication online (eg writing a simple message on a virtual card for a special occasion, sharing news and making/confirming arrangements to meet).
A2	Communicative language activities and strategies (Sec 4.4)	Reception	Reception Strategies	Reception Strategies	Identifying cues and inferring (spoken & written)	Can exploit format, appearance and typographic features in order to identify the type of text: news story, promotional text, article, textbook, chat or forum etc.
A2	Communicative language activities and strategies (Sec 4.4)	Reception	Reception Activities	Audio-visual Reception	Watching tv, film and video	Can follow changes of topic of factual TV news items, and form an idea of the main content.
A2	Communicative language activities and strategies (Sec 4.4)	Reception	Reception Activities	Reading Comprehension	Reading for information and argument	Can follow the general outline of a news report on a familiar type of event, provided that the contents are familiar and predictable.
A2	Communicative language activities and strategies (Sec 4.4)	Reception	Reception Activities	Audio-visual Reception	Watching tv, film and video	Can identify the main point of TV news items reporting events, accidents etc where the visual supports the commentary.
A2	Communicative language activities and strategies (Sec 4.4)	Mediation	Mediation Activities	Mediating a text	Processing text in speech	Can report (in Language B) the main points made in simple TV or radio news items (in Language A) reporting events, sports, accidents, etc, provided that the topics concerned are familiar and the delivery is slow and clear.
	Communicative language				Reading for	

# Descriptors

- Can engage in basic social communication online (eg writing a simple message on a virtual card for a special occasion, sharing **news** and making/confirming arrangements to meet).
- Can exploit format, appearance and typographic features in order to identify the type of text: **news** story, promotional text, article, textbook, chat or forum etc.
- Can follow changes of topic of factual TV **news** items, and form an idea of the main content.
- Can follow the general outline of a **news** report on a familiar type of event, provided that the contents are familiar and predictable.
- Can identify the main point of TV **news** items reporting events, accidents etc where the visual supports the commentary.
- Can report (in Language B) the main points made in simple TV or radio **news** items (in Language A) reporting events, sports, accidents, etc, provided that the topics concerned are familiar and the delivery is slow and clear.
- Can understand the main points in short **news** items on subjects of personal interest (eg sport, celebrities).

# CEFR SEARCH ENGINE® IN ACTION

# QUIZ OF THE MONTH

## PEOPLE WHO MADE A DIFFERENCE

**1** Christopher Columbus was born in Genoa over 500 years ago. He wanted to sail to Asia from Europe. He started his journey in 1492, but he didn't arrive in Asia because he made a mistake. Two months later he arrived in .....

- A** The Caribbean Islands
- B** Brazil
- C** Canada

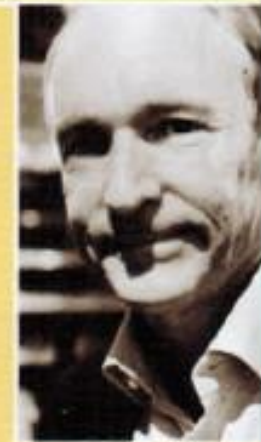


**2** Anne Frank was a young Jewish girl living in Amsterdam over 80 years ago. During the Second World War, her family hid in a few small rooms in a house because the German army wanted to put Jewish people in prison. They were there for two years. Every day, Anne wrote about her life. In 1944, the Germans found Anne and her family and took them to Germany where she died in March 1945. What is the name of the book that she wrote?

- A** My Life at War
- B** A Girl's Life
- C** The Diary of a Young Girl

**3** Tim Berners-Lee was an engineer but became interested in computers in the 1970s. He wrote a program that could connect computers across the world. He called it the World Wide Web and made history when he gave it to the world for free. He said, 'This is for everyone.' But when did the web go worldwide?

- A** in 1980
- B** in 1991
- C** in 2002



## Reading A magazine quiz

- 1** Look at the people in the pictures. Who are they? Why are they famous?

**FACT!** Teachers can be heroes too. In 2012, Elaine Johnson, a primary school teacher from California, USA saved the lives of two students when she pulled them from a car that was on fire. Amazingly, the students weren't hurt.

# GYMNASIUM: EYES OPEN – CLASS B

## CEFR LEVEL: A2+

- **UNIT 2: Our Heroes**
- Course book p. 20
- **Reading: People who made a difference.**


www.frenglish.ru

### QUIZ OF THE MONTH

## PEOPLE WHO MADE A DIFFERENCE

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**A** The Caribbean Islands      **B** Brazil  
**C** Canada




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**A** My Life at War      **C** The Diary of a Young Girl  
**B** A Girl's Life

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**A** in 1980      **C** in 2002  
**B** in 1991



**Reading A magazine quiz**

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# Steps to follow:

- Open your favourite web browser.
- Navigate to CEFR SEARCH ENGINE V1.0 at <http://cefr.schools.ac.cy/>
- Load SEARCH FORM 2:Search with multiple criteria

# Your Search Criteria:

- CEFR LEVEL:
  - A2/B1
- L4: COMMUNICATIVE LANGUAGE STRATEGY:
  - Reading Comprehension
- L5: FUNCTION:
  - **Reading for orientation.**
  - **Reading for information and argument.**
  - **Reading as a pleasure.**

# Search Criteria in the form

CEFR LEVEL: **B1** ▼

L1 General competence: Any ▼ L2 Communicative language competence: Any ▼

L3 Communicative language activity: Any ▼ L4 Communicative language strategy: **Reading Comprehension** ▼

L5 Function: **Reading for orientation** ▼

Order by: Default ▼ Order: Default ▼

**Detailed CEFR Descriptors search**

# Search Results:

## YOUR SEARCH CRITERIA

CEFR LEVEL: B1

L1 General competence: Any

L2 Communicative language competence: Any

L3 Communicative language activity: Any

L4 Communicative language strategy: Reading Comprehension

L5 Function: Reading for orientation

Sorted by: CEFR LEVEL

Order: ASCENDING

Records Found: 6

## SEARCH RESULTS

CEFR LEVEL	L1 General competence	L2 Communicative language competence	L3 Communicative language activity	L4 Communicative language strategy	L5 Function	DESCRIPTOR
B1	Communicative language activities and strategies (Sec.4.4)	Reception	Reception Activities	Reading Comprehension	Reading for orientation	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.
B1	Communicative language activities and strategies (Sec.4.4)	Reception	Reception Activities	Reading Comprehension	Reading for orientation	Can scan through straightforward, factual texts in magazines, brochures or in the web, identify what they are about and decide whether they contain information that might be of practical use.
B1	Communicative language activities and strategies (Sec.4.4)	Reception	Reception Activities	Reading Comprehension	Reading for orientation	Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.
B1	Communicative language activities and strategies (Sec.4.4)	Reception	Reception Activities	Reading Comprehension	Reading for orientation	Can pick out important information about preparation and usage on the labels on foodstuffs and medicine.
B1	Communicative language activities and strategies (Sec.4.4)	Reception	Reception Activities	Reading Comprehension	Reading for orientation	Can assess whether an article, report or review is on the required topic.
B1	Communicative language activities and strategies (Sec.4.4)	Reception	Reception Activities	Reading Comprehension	Reading for orientation	Can understand the important information in simple, clearly drafted adverts in newspapers or magazines, provided that there are not too many abbreviations.

# Reading for orientation:

- Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.
- Can scan through straightforward, factual texts in magazines, brochures or in the web, identify what they are about and decide whether they contain information that might be of practical use
- Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.

**Teachers select the most appropriate descriptor according to their needs and develop activities accordingly.**

# Reading for information and argument:

- Can understand straightforward, factual texts on subjects relating to his/her interests or studies.
- Can understand short texts on subjects that are familiar or of current interest, in which people give their points of view (eg critical contributions to an online discussion forum or readers' letters to the editor).
- Can recognise significant points in straightforward newspaper articles on familiar subjects.

**Teachers select the most appropriate descriptor according to their needs and develop activities accordingly.**

# Reading as a pleasure:

- Can read newspaper / magazine accounts of films, books, concerts etc written for a wider audience and understand the main points.

**Teachers select the most appropriate descriptor according to their needs and develop activities accordingly.**

# 2a A world of music


## Vocabulary musical styles

- 1 What kind of music do you like? Write a list of as many types of music as you can in two minutes. Then work in pairs and discuss your lists. Do you have similar tastes?

What do you think of rap?

I hate it. It's so repetitive.

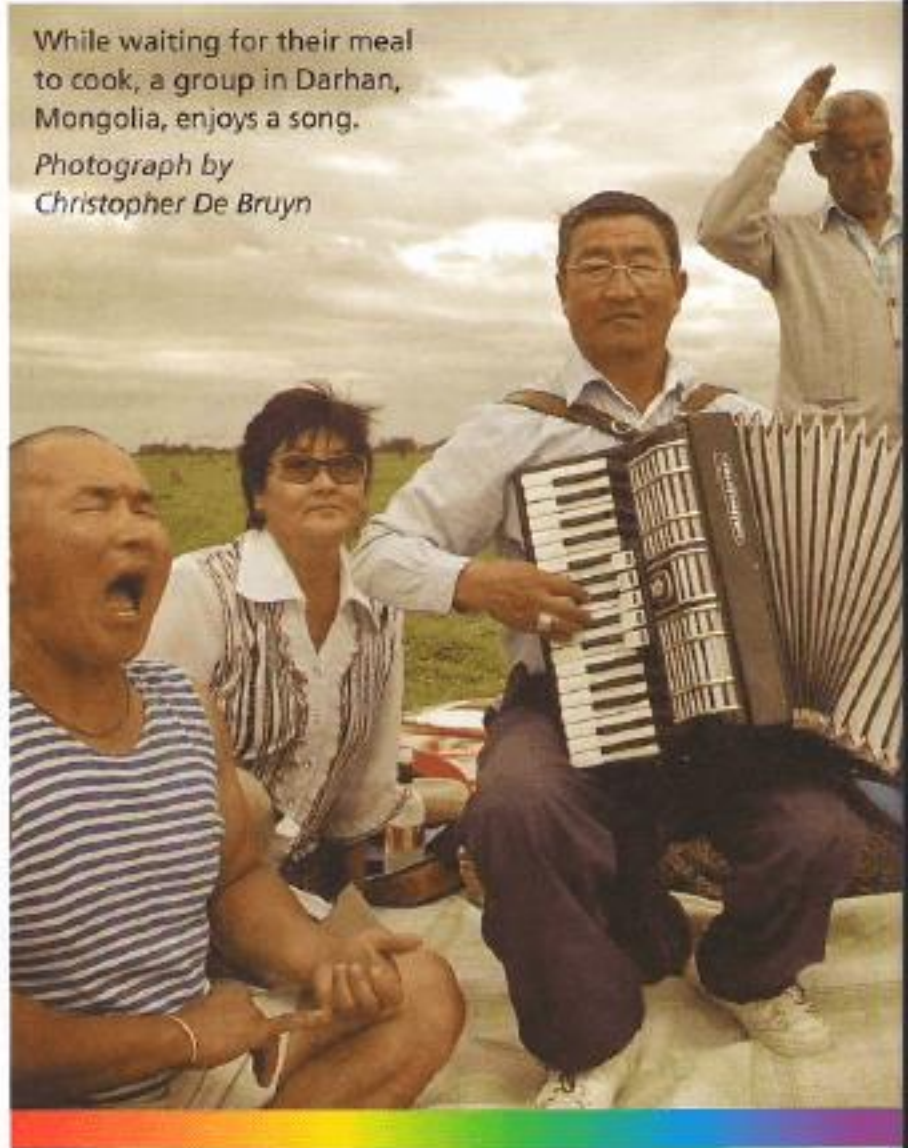
I love/hate/enjoy/adore it.  
I'm (not) keen on / (not) into it.  
I can't stand / can't bear it.  
I quite like / don't mind it.

- 2  1.8 Look at the list of music genres. Listen to six clips. Write the number (1-6) next to the country.


blues – USA  
bossa nova – Brazil  
charanga – Cuba  
fado – Portugal  
flamenco – Spain  
gnawaa – Morocco  
hoomii – Mongolia  
malagasy – Madagascar  
punk – UK  
raï – Algeria  
reggae – Jamaica  
taiko drumming – Japan

While waiting for their meal to cook, a group in Darhan, Mongolia, enjoys a song.

Photograph by  
Christopher De Bruyn




taiko drumming – Japan


- 3**  **1.8** Listen again. Discuss each clip with your partner. Use these words.

catchy   cheerful   lively   melancholy  
melodic   moving   repetitive   rhythmic  
tuneless   unusual

## Listening

- 4**  **1.9** Listen to a radio show about world fusion music. Complete the sentences.

- World fusion mixes several different \_\_\_\_\_.
- Manu Chao sings in \_\_\_\_\_ languages.
- Paul Simon has worked with \_\_\_\_\_ artists Ladysmith Black Mambazo.
- Peter Gabriel is a \_\_\_\_\_ musician.
- Youssou N'Dour is a Senegalese \_\_\_\_\_.
- Zap Mama are a world fusion group from \_\_\_\_\_.

- 5**  **1.9** Listen again. Correct the factual errors in the sentences.

- Manu Chao has not been successful in the French-speaking world.
- World fusion has become better-known since the release of Paul Simon's film *Graceland*.
- Peter Gabriel has been part of WOMAD for two years.
- Zap Mama have had several hits in Belgium.

- 6** Work in pairs. What did you learn from the radio show?

## Grammar present perfect simple

- 7** Look at the sentences in Exercise 5. Which one of these statements is false?

- The activities or situations started at some time in the past.
- The activities or situations continue into the present.
- The activities or situations ended in the past.
- We use *since* with the point of time when the activity started.
- We use *for* with a period of time up to now.

# LYCEUM: LIFE NG – CLASS B

## CEFR LEVEL: B1+

- **UNIT 2: Performance**
- Course book p. 22
- **Listening: World fusion music.**

### 2a A world of music

#### Vocabulary musical styles

- 1 What kind of music do you like? Write a list of as many types of music as you can in two minutes. Then work in pairs and discuss your lists. Do you have similar tastes?

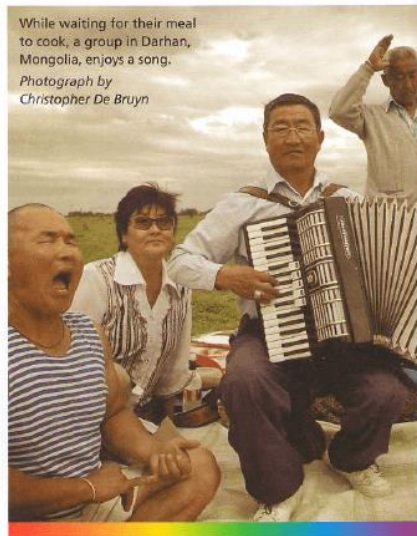
What do you think of rap?

I hate it. It's so repetitive.

I love/hate/enjoy/adore it.  
I'm (not) keen on / (not) into it.  
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taiko drumming – Japan

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# Steps to follow:

- Open your favourite web browser.
- Navigate to CEFR SEARCH ENGINE V1.0 at <http://cefr.schools.ac.cy/>
- Load SEARCH FORM 2:Search with multiple criteria

# Your Search Criteria:

- **CEFR LEVEL:**
  - B1/B2
- **L4: COMMUNICATIVE LANGUAGE STRATEGY:**
  - Listening Comprehension
- **L5: FUNCTION:**
  - Listening to audio media and recordings

# Search Criteria in the form

CEFR LEVEL: **B2** ▼

L1 General competence: Any ▼ L2 Communicative language competence: Any ▼

L3 Communicative language activity: Any ▼ L4 Communicative language strategy: **Listening Comprehension** ▼

L5 Function: **Listening to audio media and recordings** ▼

Order by: Default ▼ Order: Default ▼

**Detailed CEFR Descriptors search**

# Search Results:

## YOUR SEARCH CRITERIA

CEFR LEVEL: B2

L1 General competence: Any

L2 Communicative language competence: Any

L3 Communicative language activity: Any

L4 Communicative language strategy: Listening Comprehension

L5 Function: Listening to audio media and recordings

Sorted by: CEFR LEVEL

Order: ASCENDING

Records Found: 2

## SEARCH RESULTS

CEFR LEVEL	L1 General competence	L2 Communicative language competence	L3 Communicative language activity	L4 Communicative language strategy	L5 Function	DESCRIPTOR
B2	Communicative language activities and strategies (Sec.4.4)	Reception	Reception Activities	Listening Comprehension	Listening to audio media and recordings	Can understand recordings in the standard form of the language likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content.
B2	Communicative language activities and strategies (Sec.4.4)	Reception	Reception Activities	Listening Comprehension	Listening to audio media and recordings	Can understand most radio documentaries and most other recorded or broadcast audio material delivered in the standard form of the language and can identify the speaker's mood, tone etc.

# Listening to audio media and recordings

- Can understand recordings in the standard form of the language likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content
- Can understand most radio documentaries and most other recorded or broadcast audio material delivered in the standard form of the language and can identify the speaker's mood, tone etc

**Teachers select the most appropriate descriptor according to their needs and develop activities accordingly.**



# From theory to practice...



# Your Task:

- Use the text given to start designing a lesson plan.
- TIP: Use the CEFR Engine to locate appropriate CEFR DESCRIPTORS for B1 level.

<http://cefr.schools.ac.cy/>

# APPROVED LESSON PLAN TEMPLATE

LESSON PLAN TEMPLATE		copy 7
TEACHER: .....	SCHOOL YEAR: 2017-2018	
SCHOOL: .....	CEFR LEVEL: .....	
CLASS: .....	DATE: .....	
THEMATIC UNIT: .....	TIME: 40'	
CEFR DESCRIPTORS		
1.		
2.		
ATTAINMENT TARGETS - LESSON OBJECTIVES (ΔΕΙΚΤΕΣ ΕΠΙΤΥΧΙΑΣ) & TEACHING TARGETS (ΔΕΙΚΤΕΣ ΕΠΑΡΚΕΙΑΣ)		
Attainment Targets		
1.1		
2.1		

# PROCEDURE – Your way

<b>PRIOR KNOWLEDGE:</b>	
<b>PROCEDURE:</b> *Activities have a direct and effective contribution to the achievement of the lesson objectives. (The number of activities may vary)	
<b>ACTIVITY 1* – INTRODUCTION</b>	
<b>ACTIVITY 2*:</b>	} DEVELOPMENT
<b>ACTIVITY 3*:</b>	
<b>ACTIVITY 4*:</b>	
<b>ACTIVITY 5* – CLOSURE / QUICK REVIEW.</b>	
T asks ss what they have learnt (The teacher is not the one telling them what they have learnt). Ss summarise what they think the main points of the lesson are. ( <i>Formative assessment- Have the students learnt what the teacher intended to have them learn? What have they understood the least?</i> )	
<b><u>FOLLOW UP ACTIVITY/ INDEPENDENT PRACTICE OPPORTUNITIES</u></b>	
<b>**Differentiation:</b>	

# Resources and material used

<b>RESOURCES / MATERIALS:</b>

# Last days of the rickshaw



# THE LAST DAYS OF THE RICKSHAW

**Kolkata (previously known as Calcutta) is the famous capital of West Bengal in India and the home of nearly 15 million people. The traffic jams and engine fumes begin early in the morning with long lines of private cars, public buses, taxis, three-wheeled scooters and pedicabs. There aren't many alternatives. You can catch a train through the city or take the underground but sooner or later you have to go on foot and walking in Kolkata is a dangerous activity. As the drivers race towards pedestrians, they blow their horns. The sound never stops from morning to night.**



# THE LAST DAYS OF THE RICKSHAW

- So when I crossed a small road on my first day in the city, I was surprised because I heard a bell - not a horn. It was a tiny man pulling a rickshaw. He stopped and picked up two children from the front door of their house and then, with great strength, pulled them to school. For many people, the rickshaw is a symbol of Kolkata and they have many advantages. When the traffic is bad, rickshaws find a way through the traffic. If you miss your bus and there aren't any taxis, you can always find a rickshaw in Kolkata. Rickshaws are also very popular with local shoppers. The driver takes you from your house to the market and waits for you. Then he loads all your purchases, drops you off outside your home and helps you unload. No other type of public transport offers this kind of service.

# THE LAST DAYS OF THE RICKSHAW

- You also see lots more people getting on and off rickshaws during the monsoon season. That's the period from June to September when Kolkata gets heavy rainfall. Sometimes it rains for 48 hours without a break. In the older parts of the city, the roads flood. The water can rise as high as people's waists in the worst part. When it's this bad, anything with an engine is useless. But the rickshaw drivers never stop working, even with water all around them.

# THE LAST DAYS OF THE RICKSHAW

- But not everyone thinks rickshaws are a good thing. Some local officials and politicians want to ban rickshaws on 'humanitarian grounds'. They believe it is wrong for one man to pull another person when there is modern transport in the city. However, there is a problem with this plan. Many of the rickshaw drivers come from the countryside with no job and no qualifications. The only job they can find in Kolkata is pulling a rickshaw. If the city bans rickshaws, these men won't have a job or income. So for the moment, the people of Kolkata still go by rickshaw.

Take your **allowed** time !!  
(Around 8 minutes)



# **SUGGESTED CEFR DESCRIPTORS FOR THE PARTICULAR TASK**

## **Overall reading comprehension**

1. Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.

## **Spoken interaction**

2. Can enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life.

3. Can give or seek personal views and opinions in discussing topics of interest

4. Can express belief, opinion, agreement and disagreement politely.

# **SUGGESTED ATTAINMENT TARGETS –** **LESSON OBJECTIVES**

**By the end of the lesson the students will be able to:**

- 1. Talk about the use of the hand-pulled rickshaw in India.**
- 2. Express and support their opinion with arguments in favor and against the use of the hand-pulled rickshaw.**

# **SUGGESTED TEACHING TARGETS**

## **Viewing & reading:**

1. vocabulary related to transport in the cities
2. information from a video clip
3. information from a passage

## **Speaking:**

4. conversation about the use of the rickshaw in Kolkata
5. support opinion with arguments

# PROCEDURE

## ACTIVITY 1 - INTRODUCTION

**The teacher asks the students:**

- What is a rickshaw?
- Can you guess what it is?
- If nobody knows ask them to look at the picture on Student’s Book p. 39 and read the definition.

Students watch a video clip on “Kolkata’s Hand-pulled rickshaws / Unique stories from India”

Before students watch the video, the teacher explains that the video clip is about the true story of man from Kolkata who pulls a rickshaw for a living.

# Constructing Good Exam Papers and Tests



**AIMING AT PRODUCING  
APPROPRIATE MULTIPLE CHOICE  
ITEMS**





**1. Find the item that is NOT mentioned in the article: Tablets can be used to \_\_\_\_\_.**

- a. surf the Internet.
- b. watch videos.
- c. shop online.

**1. Which of the following is NOT mentioned in the article?**

- a. Tablets can be used to surf the Internet.
- b. Tablets can be used to watch videos.
- c. Tablets can be used to shop online.

**2. Research has shown that when we are having fun we learn \_\_\_\_\_.**

- a. more
- b. less
- c. nothing

**2. Why have software developers made iPad applications that look like video games, but have strong educational content?**

- a. Research has shown that we learn more when we are having fun.
- b. Research has shown that we learn less when we are having fun.
- c. Research has shown that we don't learn anything when we are having fun.

### **3. Which of the following is NOT correct?**

- a. Futaba can be played with 2 players.
- b. Futaba can be played with 3 players.
- c. Futaba can be played with 5 players.

**3. Futaba can have (be played with) \_\_\_\_\_ players.**

- a. four or more
- b. no more than four
- c. up to five .

#### **4. Circle the correct answer.**

- a. Children learn very little when playing Futaba.
- b. Children learn a lot when playing Futaba.
- c. Children learn nothing when playing Futaba.

#### **4. Children enjoy the game Futaba \_\_\_\_\_.**

- a. and also learn at the same time
- b. because they know they learn from it
- c. but they focus on learning

**5. In the last sentence of the article, the writer suggests that parents \_\_\_\_\_.**

- a. should only make their children study
- b. should only let their children play fun games
- c. should let their children play educational games

**5. In the last sentence, the writer suggests that parents should \_\_\_\_\_.**

- a. make their children study harder
- b. let their children play more
- c. know that children learn by playing

1. WHICH ONE IS NOT TRUE? **Before adopting a pet, you should do some \_\_\_\_\_.**

- a. questions..
- b. experiments
- c. research.

1.WHICH ONE IS NOT TRUE? **Before adopting a pet, it is important \_\_\_\_\_.**

- a. to do some preparation.
- b. to bring home your pet
- c. to do some research.

Answers...obvious...give more input

## 2. Circle the correct answer.

- a. It is more expensive to have a dog as a pet rather than a cat.
- b. It is more expensive to have a cat as a pet rather than a dog.
- c. Having a dog as a pet costs the same as having a cat as a pet.

2. Having a dog as a pet costs \_\_\_\_\_ having a cat as a pet.

- a. more than
- b. less than
- c. the same as

**3. Adopting a dog requires its owner to \_\_\_\_\_.**

- a. exercise at the gym
- b. get out with friends
- c. have an active lifestyle

**3. What does a horse need?**

- a. a lot of space and exercise
- b. a lot of exercise, but little space
- c. a lot of space, but little exercise

**4. According to the author, \_\_\_\_\_.**

- a. cats and dogs need an enclosure.
- b. cats and dogs can sleep anywhere.
- c. cats and dogs can't sleep anywhere.

**4. Cats and dogs \_\_\_\_\_.**

- a. need their own enclosure.
- b. can sleep anywhere.
- c. can't do without their special living space

**5. In the final paragraph, the author says that**

- a. it is not worthwhile to adopt a pet.
- b. adopting a pet is hard work, but it is also a rewarding experience.
- c. adopting a pet is easy.

**5. The main point the writer makes in this passage is that adopting a pet is \_\_\_\_\_.**

- a not worthwhile
- b. hard but rewarding
- c. not difficult at all

To find out more about what makes a good multiple choice item visit:

**<https://bit.ly/2M30NPw>**

# Before you go.... do this mcq

- What is the most common way to express a wish for Christmas?
  - a) Merry Christmas
  - b) Good Christmas
  - c) Happy Christmas
  - d) Hilarious Christmas



**Take the answer as our warm  
wish for everyone!**

