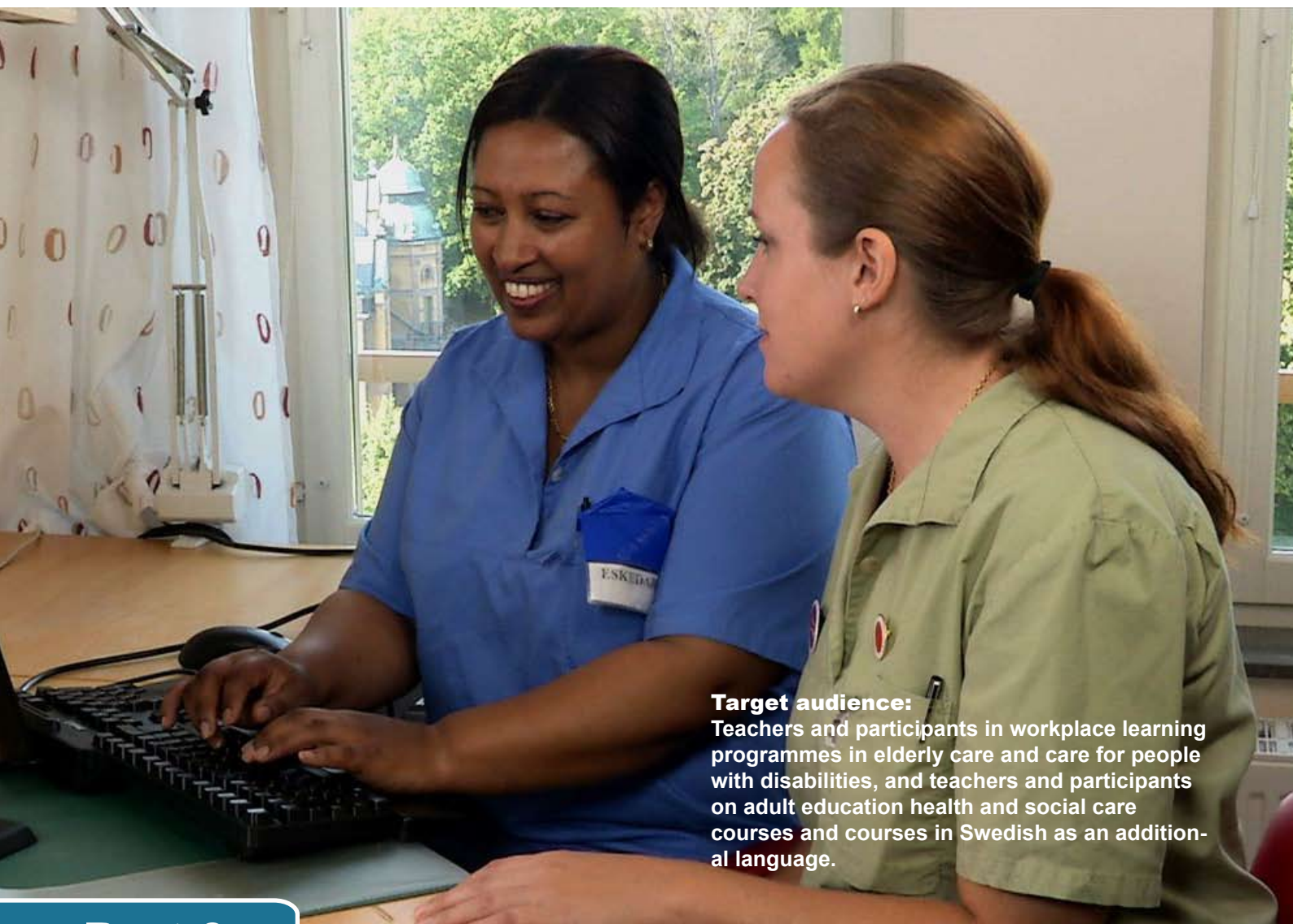


Adaptation of the Council of Europe's Common European Framework of Reference for Languages (CEFR) for work in elderly care and care for people with disabilities

Produced by the ArbetSam teacher group, autumn 2011 to spring 2012

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Target audience:

Teachers and participants in workplace learning programmes in elderly care and care for people with disabilities, and teachers and participants on adult education health and social care courses and courses in Swedish as an additional language.

Part 3a

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Listening, Reading, Spoken interaction, Spoken production, Writing **Self-check and assessment material at levels A1, A2, B1, B2**

Listening

A1 Listening¹	Yes	Sometimes, not always	No
I can recognize and understand common words and phrases about me, about the care recipient and about my colleagues.			
I can understand what you're talking about in ordinary conversation at work if you speak slowly and clearly.			
I can understand straightforward, routine instructions about my job and what I should do in my work with the care recipient.			

A2 Listening²	Yes	Sometimes, not always	No
I can understand an ordinary conversation at work with a care recipient.			
I can understand what is being talked about in meetings with relatives or guardians.			
I can understand what is being talked about in ordinary conversations during breaks.			
I can understand what is being talked about during staff meetings and other workplace meetings.			
I can understand straightforward instructions and daily briefings at work.			
I can understand what a Swedish TV programme is about, for example the news, with the help of the pictures			

¹Translator's note: From the CFER (English version) Self-assessment grid, Listening A1: *I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.*

²Translator's note: From the CFER (English version) Self-assessment grid, Listening 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 geography, employment). I can catch the main point in short, clear, simple messages and announcements.*

B1 Listening³	Yes	Sometimes, not always	No
I can understand most clear everyday workplace language, for example at staff meetings, also instructions from managers, doctors, nurses, occupational therapists or physiotherapists.			
I can understand most of the discussions that I participate in or listen to at work.			
I can understand most of a simple and clear presentation about a work topic, such as training in nutrition.			
I can understand the main points in many Swedish radio and television programmes (using clear, standard language) related to work and/or issues of personal interest.			
I can understand straightforward spoken technical instruction, such as how to use assistive devices, electrical appliances and machines at work.			

B2 Listening⁴	Yes	Sometimes, not always	No
I can understand clear speech at work without difficulty on both familiar and unfamiliar subjects.			
I can understand with ease work-related information, messages and discussions, including both concrete and abstract content.			
I can understand longer spoken presentations, for example a formal presentation, and more complex lines of argument, on topics that are fairly familiar and / or of personal interest			
Can understand and use detailed instructions, for example regarding technical aids.			
I can understand most Swedish news programs, documentaries and current radio and television programmes.			

³Translator's note: From the CFER (English version) Self-assessment grid, Listening 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.*

⁴Translator's note: From the CFER (English version) Self-assessment grid, Listening B2: *I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.*

Reading

A1 Reading⁵	Yes	Sometimes, not always	No
I can understand familiar names, words and simple sentences, for example on message boards and in straightforward, very clear messages.			
I can read and understand common words in, for example, fluid charts, menus and checklists (on computer or paper).			
I can find the most common items in, for example, order forms and product catalogues			
I can understand simple signs at work (symbol plus word) and common instructions with symbols, for example hand washing.			

A2 Reading⁶	Yes	Sometimes, not always	No
I can read and follow the gist of routine instructions in daily work.			
I can read and understand straightforward social documentation ⁷ , such as straightforward care plans and life stories			
I can follow the gist of workplace memos.			
I can read and follow the gist of straight-forward briefings and general communications at work, for example on noticeboards or email.			
I can understand familiar signs in the workplace			
I can find the information that I need, for example in menus, product catalogues and advertisements			

⁵ Translator's note: From the CFER (English version) Self-assessment grid, Reading A1: *I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.*

⁶ Translator's note: From the CFER (English version) Self-assessment grid, Reading 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.*

⁷ Translator's note: *Social documentation* is the sector's mandatory record-keeping and reporting system. Social documentation is computerised in many workplaces.

B1 Reading⁸	Yes	Sometimes, not always	No
I can read and understand most of the social documentation, including life stories, care plans and reports.			
I can read texts, catalogues and brochures to find the information I need for my work.			
I can read and mostly understand instructions and manuals related to my work.			
I can understand the emails and messages I receive on the job.			
I can read and understand the main content of magazine articles and factual texts about work in the care sector.			
I can understand the key information in texts, such as finding the main arguments and conclusions, although I do not understand every detail.			

B2 Reading⁹	Yes	Sometimes, not always	No
I can understand the contents of different types of texts that I encounter in the workplace, such as care assessment decisions, medical reports and minutes of union negotiations.			
I can understand the relevant laws and regulations for work, for example, the relevant parts of the Social Services Act.			
I have a wide vocabulary, can read independently and have strategies to understand complex, critical articles and factual texts related to my work.			
I can quickly see what a text is about and decide whether the information is relevant to the job or not.			
I can catch the subtleties of language, such as humour and irony.			
I can understand complex, detailed instructions.			

⁸ Translator's note: From the CFER (English version) Self-assessment grid, Reading 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.*

⁹ Translator's note: From the CFER (English version) Self-assessment grid, Reading B2: *I can read articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. I can understand contemporary literary prose.*

Spoken interaction

A1 Spoken interaction ¹⁰	Yes	Sometimes, not always	No
I can greet care recipients, relatives, guardians and others in a simple but polite way; also, I can thank people and apologise to them.			
I can ask for and offer things in a simple but polite way.			
I can talk with, for example, managers, co-workers, care recipients, relatives and guardians if they use common words, simple sentences and speak slowly.			
I can talk in a simple way to care recipients about, for example, the weather, food, health and cleaning.			
I can ask and answer simple questions about myself and about my work.			
I can answer questions about what to do at work or what I've done at work.			
I can ask for help and ask when I do not understand.			

A2 Spoken interaction ¹¹	Yes	Sometimes, not always	No
I can talk, in a straightforward way and with some support ¹² to colleagues about work and everyday life.			
I can have short conversations with care recipients, for example on everyday life, family, friends and activities.			
I can take part in straightforward discussions concerning work, for example, about routines.			
I can understand and ask simple questions, for example, at a morning meeting.			
I can say in a simple way what I think about something.			
I can say whether or not I understand what someone is saying.			
I can understand and use body language, or ask for help, when I cannot say what I want.			
I can understand when others ask me to do something and I can ask others to do things.			
I can give and understand short everyday instructions and short, routine briefings.			
I can make routine requests and answer common questions using the phone, for example about time and place.			

¹⁰ Translator's note: From the CEFER (English version) Self-assessment grid, Spoken interaction A1: *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.*

¹¹ Translator's note: From the CEFER (English version) Self-assessment grid, Spoken interaction A2: *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.*

¹² For the meaning of *with some support*, see Appendix 2 *Guidance notes for the adapted CEFR levels A1, A2, B1, B2*

B1 Spoken interaction¹³	Yes	Sometimes, not always	No
I can cope with the language in most situations in the workplace.			
I can participate actively in conversations about what is happening at work or in everyday life.			
I can plan work together with colleagues.			
I can explain in a different way if I cannot find a word. Sometimes I don't understand everything. I say if I need the other person to explain or repeat something.			
Can explain if and why something is a problem and also suggest solutions			
I can participate in discussions, to say what I think and support my views, although I may lack certain words.			
I can have conversations with care recipients, relatives, guardians, and colleagues and usually say what I want to say.			
I can talk about feelings , such as joy , anxiety and anger.			
I can compare and discuss similarities and differences, such as the traditions of different cultures.			
I can undertake reception interviews ¹⁴ and take the life story of new care recipients.			
I can interact by phone with relatives, guardians and other health and social care workers on behalf of the care recipient.			
I can talk to my managers about work, recent events, annual leave.			
I can talk with care recipients and try to motivate them to do something they don't feel like doing, such as eating or showering.			

B2 Spoken interaction¹⁵	Yes	Sometimes, not always	No
I can use the language fluently and largely correctly in my work.			
I can use appropriate language in both informal and more formal situations at work.			
I can understand and exchange complex information and			

¹³ Translator's note: From the CFER (English version) Self-assessment grid, Spoken interaction 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).*

¹⁴ Translator's note: Residential care providers are required to offer all new residents a reception interview or 'welcome talk' (*välkomstsamtal*) during which the provider finds out about the needs, preferences and background of the care recipient while explaining the services they offer and answering any questions the care recipient may have.

¹⁵ Translator's note: From the CFER (English version) Self-assessment grid, Spoken interaction B2: *I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.*

advice on most aspects of my work role.			
I can use nuanced language to express, for example, irony, humour, and can use idiomatic expressions, such as <i>Neck over head</i> , <i>A fox behind the ear</i> ¹⁶ , with some confidence.			
I can communicate spontaneously and freely with a range of people, for example managers, co-workers, care recipients, families and guardians.			
I can comfortably conduct a reception interview and provide relevant information to newly admitted care recipients.			
I can communicate detailed information in a professional manner, for example, from/to a relative or guardian.			
I can give clear, detailed descriptions of workplace practices to a new colleague, such as routines for basic hygiene and administration of medicine.			
I can participate comfortably in a range of work-related discussions, expressing and supporting my opinions.			
I can argue for, negotiate and help come up with a solution in case of disagreement within the work team, for example, on the use of mobile phones in the workplace			

¹⁶ Translator's note: This Swedish expression, *Hals över huvud* (literally, *Neck over head*) means hurried, urgent, unconsidered [http://sv.wikipedia.org/wiki/Lista_%C3%B6ver_svenska_idiomatiska_uttryck], accessed 17-Nov-2013]. The Swedish expression *Han har en räv bakom öra* (literally *He has a fox behind his ear*) means the person has hidden intentions [<http://itu.se/talesatt.shtml>], accessed 17-Nov-2013].

Spoken production

A1 Spoken production ¹⁷	Yes	Sometimes, not always	No
I can use common words and simple sentences to talk about myself, for example where I live and work.			
I can say a little about people I know, for example, friends and colleagues.			
I can say a little about the care recipients and my work			
I can use common words and simple sentences to give a brief report on things I have done and things that have happened.			

A2 Spoken production ¹⁸	Yes	Sometimes, not always	No
I can tell people, in a straightforward way, about myself for example, my education, my work situation and my everyday life.			
I can describe, in a straightforward way, routines and activities at work.			
I can report, in a straightforward way, what happened at work.			
I can describe, in a straightforward way, what I think and feel about my work.			
I can leave short telephone messages.			

B1 Spoken production ¹⁹	Yes	Sometimes, not always	No
I can talk about experiences at work and describe feelings and reactions.			
I can inform relatives, guardians or colleagues about how care recipients are doing and if anything has happened			
I can recount and report an incident at work			
I can express and also support my opinions and thoughts, for example at a staff meeting			
I can leave clear telephone messages.			
I can coherently and fairly fluently report on the content of, for example a set of meeting notes, a book or film and describe my impressions.			

¹⁷ Translator's note: From the CFER (English version) Self-assessment grid, Spoken production A1: *I can use simple phrases and sentences to describe where I live and people I know.*

¹⁸ Translator's note: From the CFER (English version) Self-assessment grid, Spoken production 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.*

¹⁹ Translator's note: From the CFER (English version) Self-assessment grid, Spoken production B1: *I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes & ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.*

B2 Spoken production ²⁰	Yes	Sometimes, not always	No
I have a large vocabulary, can select and use language in a way that is largely correct and appropriate.			
I can give clear, detailed descriptions of my interests and experiences.			
I can express and support my opinion clearly and in detail, giving the advantages and disadvantages, and then draw a conclusion.			
I can clearly communicate or present an issue at a staff meeting, if I can prepare.			

²⁰ Translator's note: From the CEF (English version) Self-assessment grid, Spoken production B2: *I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.*

Writing

A1 Writing²¹	Yes	Yes, with support	No
I can write short, simple messages at work, for example to a colleague: Anton has a foot care appointment at 9:30 on 3/10.			
I can write short, simple notes in the social journal ²² (on paper or computer), for example time, date and what they have done.			
I can fill in routine forms (on paper or computer), for example, order forms.			
I can fill in routine forms (on paper or computer), such as contact information (i.e. name, social security number, phone number and address).			

A2 Writing²³	Yes	Yes, with support	No
I can write straightforward notes on paper or email, for example, to a manager, colleague, relative or guardian.			
I can write straightforward social documentation (on paper or on the computer).			
I can fill in basic forms and charts (on paper or on the computer), such as fluid-charts, order lists and contact information.			
I can write and answer questions in straightforward emails.			
I can write straightforward notes, for example on a work meeting or staff meeting.			

²¹ Translator's note: From the CFER (English version) Self-assessment grid, Written production A1: *I can write simple isolated phrases and sentences.*

²² Translator's note: The *social journal* is part of Sweden's mandatory care recording. It includes a review of the individual's general functions, resources, special difficulties, a description of how the person can handle everyday situations (communication, personal hygiene, cooking, shopping, traveling, etc.) and the current need for help and support. It may also include mental and physical status, contact with relatives, economic status, personal interests, employment, habits, etc. The extent of documentation may vary depending.

²³ Translator's note: From the CFER (English version) Self-assessment grid, Written production A2: *I can write a series of simple phrases and sentences linked with simple connectors like 'and', 'but' and 'because'.*

B1 Writing²⁴	Yes	Yes, with a little support	No
I can write simple but coherent social documentation (on paper or in the computer), for example care plans, life stories and other social documentation writing tasks.			
I can take notes in bullet form during, for example, a planning meeting or a staff meeting.			
I can write and answer e-mails at work, for example asking for or giving simple information or in a simple way explaining what I think about something or asking for someone's opinion.			

B2 Writing²⁵	Yes	Yes, with a little support	No
I can express myself in writing clearly, precisely, with a good range and in a way that is largely correct and appropriate. I can use a computer and cope with the different work-related writing tasks largely without problems.			
I can write social documentation clearly and in a way that is largely correct and appropriate.			
I can write the notes for staff meetings.			
I can take notes in bullet form, summarise and draw conclusions from a presentation or training day.			
I can use my notes to convey information to my colleagues, managers and other care staff			

²⁴ Translator's note: From the CFER (English version) Self-assessment grid, Written production B1: *I can write straightforward connected text on topics, which are familiar, or of personal interest.*

²⁵ Translator's note: From the CFER (English version) Self-assessment grid, Written production B2: *I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view.*

Language profile

A language profile shows what you need to develop

A language profile shows a person's strengths and what the person needs to work on to develop their language skills. Some people are good at talking, but not so good at writing. Others are good at writing, but have a hard time finding the words when they want to tell you something. Below you can see an example of a language profile. The person here is an effective communicator, but needs to develop their reading and writing skills.

Example of a language profile

Skills	A1	A2	B1	B2
Listening	X	X	X	
Reading	X	X		
Spoken interaction	X	X	X	X
Spoken production	X	X	X	
Writing	X			

Check your language skills

On the next page, you can check your knowledge and skills in Swedish. Fill in the table on the next page to get a picture of your language profile. When finished, you will see what your strengths are and what you need to work on to develop your Swedish.

To do this:

Answer all the questions and statements for each skill starting with level A1, e.g. the statements for Listening at level A1.

If you answer yes to all questions, put an X in the box for that skill at that level in the table. Then go on and answer the questions and statements for the next level.

Language profile

Self-check date:

Name:

Skills	A1	A2	B1	B2
Listening				
Reading				
Spoken interaction				
Spoken production				
Writing				