

Ingrid Skeppstedt, Consultant to Project ArbetSam
Translation by Alexander Braddell with Kerstin Sjösvärd



Part 4

Copyright: City of Lidingö and the Stockholm Gerontology Research Center. Changes in the material may only be made after the authors' consent

Guidance notes for the adapted CEFR levels A1, A2, B1, B2

Guidance on specific statements in the adapted CEFR

Basic user: Level A1

General:

A1 is a level where the learner often needs support from the person they are communicating with.

The terms *routine*, *familiar*, *common* and *simple*, *straightforward* occur in several of the statements that define level A1.

The terms *routine*, *familiar*, *common* denote that the situation or words / expressions occur frequently at work and are therefore familiar to the learner.

Although what is *simple*, *straightforward* may vary from individual to individual, these terms denote situations or words and expressions that occur frequently at work in significant contexts where what is said is accompanied by gestures that facilitate understanding.

Statements	Guidance
<p>A1 Listening</p> <ul style="list-style-type: none">• Can recognize and understand familiar words and sentences about themselves, the care recipient and colleagues• Can follow ordinary conversation at work provided one speaks slowly and clearly• Can understand ordinary, simple instructions about their work and what they should do when supporting care recipients	<p>The learner can understand the main points of a conversation, for example during a break when someone talks about themselves, where they live, their family and straightforward events such as the bus being late, that someone has lost their mobile etc.</p> <p>The learner can understand the key points at shift handover, especially things that they have prior knowledge or experience of. They may need support in the form of clarification.</p> <p>The learner can understand routine interactions associated with work activity, provided that the people involved do not talk too quickly and there is no distracting background chatter or noise.</p> <p>The learner can understand routine work instructions on what to do or how to support the care recipient¹, provided that the instructions are accompanied by gestures and practical demonstration.</p>

¹ Care recipient includes anyone who uses care and support services

Statements	Guidance
<p>A1 Reading</p> <ul style="list-style-type: none"> • Can understand familiar names, words and simple sentences, for example on message boards and in simple, very clear messages • Can read and understand common words in, for example, fluid charts, menus and checklists (on computer or paper) • Can find the most common items in, for example, order forms and product catalogues • Can understand simple signs at work (symbol plus word) and common instructions with symbols, for example hand washing 	<p>The learner can find and understand general (very specific) information from messages handed out or placed on workplace notice boards (when written and laid out clearly), for example, a meeting time, when and where the bus for a forthcoming outing leaves, name and telephone number of familiar persons or organisation (transport services, library, etc.) that are relevant to / for work.</p> <p>The learner has learned to recognize / find words that are often present in the work situation.</p> <p>For example: Emergency, Fire extinguisher, keep the door closed (signs can vary from job to job)</p>
<p>A1 Spoken interaction</p> <ul style="list-style-type: none"> • Can ask for and offer things in a simple but polite way • Can converse with, for example, managers, co-workers, care recipients, relatives and guardians if they use common words, simple sentences and speak slowly 	<p>The learner is aware that, for example, it is not considered polite to say bluntly, <i>Give me that!</i> or, <i>Open the door!</i> and that they should use a more polite form, such as, <i>Could you open the door?</i>, <i>Could you give me the...</i> or, <i>Could you please give me the...?</i></p> <p>The learner can ask and answer routine work-related questions. They can (usually with incomplete sentences) outline information on, for example, where things are or how to do something (if they can simultaneously demonstrate or see it). The learner often uses memorised phrases and relies on help from the people involved, for example to find the right words.</p>

Statements	Guidance
<p>A1 Spoken production</p> <ul style="list-style-type: none"> • Can say a little about people they know, for example, friends and colleagues • Can say a little about the care recipient and their work for a colleague or manager <p>A1 Writing</p> <ul style="list-style-type: none"> • Can write short, simple messages at work, for example to a colleague: Anton has a foot care appointment at 9:30 on 3/10 • Can write short, simple notes in the social journal² (on paper or computer), for example time, date and what they have done <p><i>Self-assessment options</i> Yes, with support</p>	<p>The learner can explain using specific, relevant vocabulary, for example, about where someone lives, about whether someone is a relative or a guardian, about work activity and specific events.</p> <p>The learner can write (usually familiar) short messages, for example to colleagues working with the same care recipients.</p> <p>The message may consist of a couple of short (sometimes incomplete) sentences with very specific information, for example, about the colleague having to contact the physiotherapist.</p> <p>The learner can, for example, using phrases, short sentences or bullet points give a specific account of what happened during the day and what they did with the care recipient.</p> <p>To do this, the learner may need to refer to previous written messages or look in a folder of typical examples or ask a colleague for help on how to express what they want.</p>

² 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.

Basic user: Level A2

General:

Learners at level A2 still need some support from the person they are communicating with.

The terms *routine / familiar / common* and *simple / straightforward* again occur in several of the statements that define level A2. Likewise the terms *gist / main points / essentials* occur in several of the Reading statements.

The terms *routine / familiar / common* denote that the situation or words / expressions occur frequently at work and are therefore familiar to the learner.

The context in which they occur is still key to the learner's understanding at Level A2.

To understand *gist / main points / essentials* means that the learner understands enough to, for example, carry out routine instructions at work.

Statements	Guidance
<p>A2 Listening</p> <ul style="list-style-type: none">• Can understand ordinary conversation at work with care recipients• Can understand what is said in meetings with relatives or guardians• Can understand what is said during typical break-time conversations• Can understand what is said at staff meetings and other workplace meetings. <ul style="list-style-type: none">• Can understand simple instructions and daily briefings at work <ul style="list-style-type: none">• Can understand what a Swedish TV program is about, for example, news supported by images	<p>The learner can understand routine conversations about, for example, activities and events at work or what someone has done over the weekend.</p> <p>The learner can follow what is said, provided they have the opportunity to ask about anything that they do not understand. Another condition is, just as for learners at level A1, there is no distracting background chatter or noise.</p> <p>The learner can mostly understand routine instructions that occur in daily work and in the environment where they will be used and carried out – only providing that the person who gives the instructions does not speak too quickly and now and then checks whether the learner understands and, if necessary, demonstrates what the instruction means.</p> <p>The learner can understand daily briefings on familiar topics. The learner may sometimes need help from colleagues and check that they have understood correctly.</p> <p>At this level learners can, often using the images, understand the gist of a news item about, for example, a current care issue.</p>

Statements	Guidance
<p>A2 Reading</p> <p>General guidance on the reading statements</p>	<p>The learner can read and understand the essentials of instruction, social documentation, memos, briefings and e-mails, etc., provided that the content is familiar.</p> <p>Comprehension is facilitated if text:</p> <ul style="list-style-type: none"> - Is written in everyday language, - Has a structure that is familiar - Has relatively short sentences - Highlights important information, e.g. with bullet points, bold fonts or underlining. <p>The texts may contain technical work-related terminology, provided that the terms are common also in spoken communication at work.</p> <p>If there are any words or phrases that the learner does not understand they should be able to ask a colleague or use a dictionary.</p>
<p>A2 Spoken interaction</p> <ul style="list-style-type: none"> • Can talk, in a straightforward way and with some support to colleagues about work and everyday life • Can give and understand short everyday instructions and short, routine briefings 	<p>The learner is able to communicate about their everyday work and familiar topics, provided that the other person helps when necessary, such as supplying a word the learner lacks or asking clarifying questions such as <i>Do you mean... or I did not really understand what you meant – can you explain a little more...</i></p> <p>The learner can give and understand instructions, provided that they are in the situation where the instruction is carried out and, if necessary, can be demonstrated. The learner may need some support, such as questions to clarify/confirm: <i>Do you understand? You mean, like this?</i></p>

Statements	Guidance
<p>A2 Writing</p> <ul style="list-style-type: none"> • Can write straightforward social documentation (on paper or on the computer) <p><i>Self-assessment options</i> Yes, with support</p>	<p>The learner can write simple social documentation by using commonly occurring (and therefore memorised) formulations. The key enabling factor here is a clear workplace system for social documentation.</p> <p>To do this, the learner may need to refer to previous written messages or look in a folder of typical examples. They can also ask a colleague to help, for example by reading through the writing.</p>

Independent user: Level B1

General:

The learner at level B1 is more independent in their use of language, although they may sometimes need support when, for example, they cannot find the right words to say what they want.

Also in some of the statements that define B1 level, the words *simple/ straightforward* occur. What is *simple/ straightforward* here will obviously vary from person to person and depend on context and situation. Sometimes *simple/ straightforward* will be synonymous with *routine/familiar*.

Several of the Reading statements include the phrases *mostly understand / understand most of or understand the main content of*.

To *mostly understand / understand most of or understand the main content of* means that the learner has a pretty accurate understanding of what the text is about both overall and in detail, even if they do not understand absolutely everything.

<p>Statements</p> <p>B1 Listening</p> <ul style="list-style-type: none"> • Can understand most clear everyday workplace language, for example at staff meetings, also instructions from managers, doctors, nurses, occupational therapists or physiotherapists <p>B1 Spoken interaction</p> <ul style="list-style-type: none"> • Can participate in discussions, expressing their thoughts and arguing for their opinions, even if they sometimes lack certain words 	<p>Guidance</p> <p>Learner recognises and understands most of what is said in everyday speech if it occurs at a normal conversational speed.</p> <p>The learner may find speech difficult to understand if the speaker has an unfamiliar dialect or uses words that rarely occur in everyday speech.</p> <p>The learner can participate in conversations and discussions, and present and justify their opinions. They can raise issues, propose solutions and argue for what they have proposed, even if they occasionally pause to find the right words, and it can sometimes be difficult to understand exactly what they are trying to say.</p>
---	--

<p>Statements</p> <p>B1 Spoken production</p> <ul style="list-style-type: none"> • Can coherently and fairly fluently report on the content of, for example a set of meeting notes policy, a book or film and describe their impressions <p>B1 Writing</p> <p><i>Self-assessment options</i> Yes, with a little support</p>	<p>Guidance</p> <p>The learner can say or explain what has been decided in a meeting or tell us about a book that they read or a film they saw, although there may be pauses while they search for the right word or wait for listeners to confirm that they understand.</p> <p>If the learner lacks words that they need, they will sometimes paraphrase, i.e. explain what they mean using other words.</p> <p>The learner is relatively independent in their writing, but sometimes refers to the dictionary, or looks at previously written documents in order to express an idea the way they want. They may also, on occasion, ask a colleague.</p>
---	--

Independent user: Level B2

General:

The learner at level B2 is independent in their use of language, can vary their language and express themselves with confidence in most situations.

Even if the learner operates linguistically in most situations at work, there may be unfamiliar areas or situations where the language is not quite enough for the learner (for example at emotionally difficult situations or if the learner feels stress).

Statements	Guidance
<p>B2 Listening</p> <ul style="list-style-type: none">• Can understand clear speech at work without difficulty on both familiar and unfamiliar subjects• Can understand with ease work-related information, messages and discussions, including both concrete and abstract content• 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	<p>The learner can recognise and understand the speaker's opinions in everyday situations at work, but also in more formal situations, such as medical appointments, presentations or union meetings.</p> <p>The learner mostly understands more theoretical and relatively complex reasoning, such as attitudes and values and strategies for solving problems.</p>

Statements	Guidance
<p>B2 Reading</p> <ul style="list-style-type: none">• Has a wide vocabulary, can read independently and has strategies to understand complex, critical articles and factual texts relevant to work• Can recognise subtleties of language, such as humour and irony	<p>The learner has a large enough vocabulary to be able to understand most of the content of work-related texts, including for example, theoretical articles and trade union journals.</p> <p>They may also use the dictionary if necessary or ask a colleague to check their understanding. They have strategies to change their reading style depending on the purpose of reading, for example, to skim a text for gist or to scan for specific information.</p> <p>The learner has enough understanding of the cultural context and a sufficient vocabulary to recognise clearly presented humour or irony in</p>

<p>B2 Spoken interaction</p> <ul style="list-style-type: none"> • Can use the language fluently and largely correctly in their work • Can use appropriate language in both informal and more formal situations at work • Can argue, 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 <p>B2 Writing</p> <p><i>Alternatives in Self-assessment material</i> Yes, with support</p>	<p>texts, that is, to understand that there may be a difference between what a text says, and what it means.</p> <p>The learner may, however, still have some difficulty in understanding everything that is expressed "between the lines".</p> <p>The learner has a large enough vocabulary to vary and adapt their speech to the situation and other person.</p> <p>The learner communicates fairly comfortably and freely and can participate fully even in longer discussions.</p> <p>They can put forward their views and suggestions in a convincing manner and also give feedback on the suggestions of others and contribute to group conclusions or solutions.</p> <p>With more complex or sensitive writing assignments the learner may sometimes need confirmation or help from a colleague with some of the wording.</p>
--	--