



# **British Council-EAQUALS Core Inventory for General English**

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Postgraduate seminar on the applications of the CEFR for multilingual education

Based on the power point slides by Brian North and Susan Sheehan



# Aims

- To **make the CEFR tangible** and provide support and guidance for teachers and syllabus designers
- To make the **teaching/planning process more transparent**
- To provide **support for self-directed study**
- Document the **core of English** taught at CEFR levels A1 to C1
  - Functions and notions
  - Discourse markers
  - Grammar
  - Lexis
- Not intended to guide course developers or examination bodies
  - *Waystage (A2)*
  - *Threshold Level (B1)*
  - *Vantage Level (B2)*
  - *English Profile project*





## Development

Stage 1 Data Collection and Analysis



Stage 2 Creation of Inventory



Stage 3 Writing the exponents

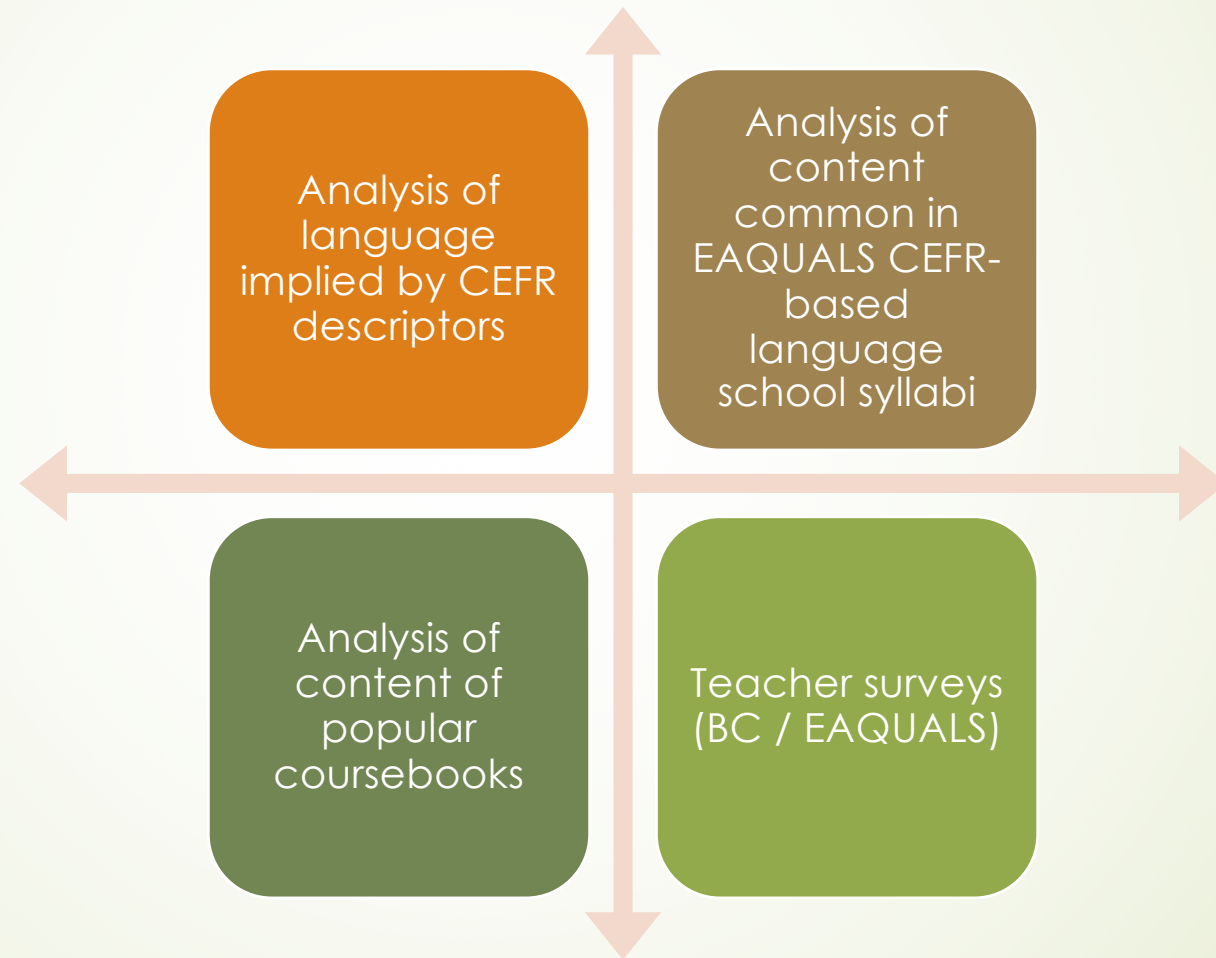


Stage 4 Identifying text types



Stage 5 Writing CEFR-based scenarios

# Sources





## Documentation of best practice

- Not what to teach but what is being taught
- Not prescriptive
- Don't teach everything in the inventory
- Don't only teach what is in the inventory

## Use

- Core inventory has been created with teachers and learners in mind.
- Each language point appears at the level(s) at which it is considered of most relevance to the learner in the class room.
- Decisions on recycling left to teachers/syllabus writers
- Does not replace needs analysis or listening to students



What is the Core Inventory?

a practical reference of  
**“minimum core content”**

not

a specification  
**meeting needs**  
of a specific group of learners



## Outcomes 1: Coursebooks

					Proficiency
				Advanced	
			Upper Inter		
		Intermediate			
	Pre-inter				
	Elementary				
Beginners					
A1	A2	B1	B2	C1	C2

The relationship is clearest from B1 to C1. Beginners books are clearly A1. Books labelled “elementary” span the content for A1 and A2. The greatest confusion is with books labelled “pre-intermediate” since both schools and publishers use this expression in different ways. Essentially “pre-intermediate” appears to correspond most closely to the more demanding content of A2, sometimes called A2+. In the analysis in this project, beginners’ materials were analysed in relation to A1, pre-intermediate materials in relation to A2, and elementary materials in relation to both A1 and A2.

## Outcomes 2: Map of language problems across levels

<b>Modals: Can</b>	A1	A2	B1	B2	C1
Can/can't					
Can/could					
<b>Modals: Possibility</b>					
Might, may					
Possibly, probably, perhaps					
Might, may, will, probably					
Must/can't (deduction)					
<b>Modals: Obligation &amp; Necessity</b>					
Must/mustn't					
Have to					
Must/have to					
Should					
Ought to					
Need to/needn't					
<b>Modals: Past</b>					
Should have/might have/etc					
Can't have, needn't have					

## Outcomes 3: Map of text types across levels

	A1	A2	B1	B2	C1
<b>Written Sources</b>					
signs and notices	simple	everyday			
directions	A to B		detailed		
technical instructions		telephone		complex	outside area
warnings on hazards				detailed	
regulations		safety		detailed	complex
conditions				details	
menus	simple				
maps, tourist leaflets & posters*					
advertisements	simple				
timetables	simple				
reference lists (Yellow pages etc)					
webpages, catalogues					
brochures and leaflets					
guides			short		
forms, invoices					
correspondence: formal letters		basic			
official documents			short		
technical texts (e.g. contracts)					

# Outcomes 4: Core language points

	A1	A2	B1	B2	C1
<b>Functions</b>	<p>Directions</p> <p>Describing habits and routines</p> <p>Giving personal information</p> <p>Greetings</p> <p>Telling the time</p> <p>Understanding and using numbers</p> <p>Understanding and using prices</p>	<p>Describing habits and routines</p> <p>Describing past experiences</p> <p>Describing people</p> <p>Describing places</p> <p>Describing things</p> <p>Obligation and necessity</p> <p>Requests</p> <p>Suggestions</p>	<p>Checking understanding</p> <p>Describing experiences and events</p> <p>Describing feelings and emotion</p> <p>Describing places</p> <p>Expressing opinions; language of agreeing and disagreeing</p> <p>Initiating and closing conversation</p> <p>Managing interaction (interrupting, changing topic, resuming or continuing)</p>	<p>Critiquing and reviewing</p> <p>Describing experiences</p> <p>Describing feelings and emotions</p> <p>Describing hopes and plans</p> <p>Developing an argument</p> <p>Encouraging and inviting another speaker to continue, come in</p> <p>Expressing abstract ideas</p> <p>Expressing agreement and disagreement</p> <p>Expressing opinions</p> <p>Expressing reaction, e.g. indifference</p> <p>Interacting informally, reacting, expressing interest, sympathy, surprise etc.</p> <p>Opinion, justification</p> <p>Speculating</p> <p>Taking the initiative in interaction</p> <p>Synthesizing, evaluating, glossing info</p>	<p>Conceding a point</p> <p>Critiquing and reviewing constructively</p> <p>Defending a point of view persuasively</p> <p>Developing an argument systematically</p> <p>Emphasizing a point, feeling, issue</p> <p>Expressing attitudes and feelings precisely</p> <p>Expressing certainty, probability, doubt</p> <p>Expressing opinions tentatively, hedging</p> <p>Expressing reaction, e.g. indifference</p> <p>Expressing shades of opinion and certainty</p> <p>Responding to counterarguments</p> <p>Speculating and hypothesising about causes, consequences etc.</p> <p>Synthesising, evaluating and glossing information</p>
<b>Grammar</b>	<p>Adjectives: common and demonstrative</p> <p>Adverbs of frequency</p> <p>Comparatives and superlatives</p> <p>Going to</p> <p>How much/how many and very</p> <p>common uncountable nouns</p> <p>I'd like</p> <p>Imperatives (+/-)</p> <p>Intensifiers - very basic</p> <p>Modals: can/can't/could/couldn't</p> <p>Past simple of "to be"</p> <p>Past Simple</p> <p>Possessive adjectives</p> <p>Possessive s</p> <p>Prepositions, common</p> <p>Prepositions of place</p> <p>Prepositions of time, including in/on/at</p> <p>Present continuous</p> <p>Present simple</p> <p>Pronouns: simple, personal</p> <p>Questions</p> <p>There is/are</p> <p>To be, including question+negatives</p> <p>Verb + ing: like/hate/love</p>	<p>Adjectives – comparative, – use of than and definite article</p> <p>Adjectives – superlative – use of definite article</p> <p>Adverbial phrases of time, place and frequency – including word order</p> <p>Adverbs of frequency</p> <p>Articles – with countable and uncountable nouns</p> <p>Countables and Uncountables: much/many</p> <p>Future Time (will and going to)</p> <p>Gerunds</p> <p>Going to</p> <p>Imperatives</p> <p>Modals – can/could</p> <p>Modals – have to</p> <p>Modals – should</p> <p>Past continuous</p> <p>Past simple</p> <p>Phrasal verbs – common</p> <p>Possessives – use of 's, s'</p> <p>Prepositional phrases (place, time and movement)</p> <p>Prepositions of time: on/in/at</p> <p>Present continuous</p>	<p>Adverbs</p> <p>Broader range of intensifiers such as too, enough</p> <p>Comparatives and superlatives</p> <p>Complex question tags</p> <p>Conditionals, 2nd and 3rd</p> <p>Connecting words expressing cause and effect, contrast etc.</p> <p>Future continuous</p> <p>Modals - must/can't deduction</p> <p>Modals – might, may, will, probably</p> <p>Modals – should have/might have/etc</p> <p>Modals: must/have to</p> <p>Past continuous</p> <p>Past perfect</p> <p>Past simple</p> <p>Past tense responses</p> <p>Phrasal verbs, extended</p> <p>Present perfect continuous</p> <p>Present perfect/past simple</p> <p>Reported speech (range of tenses)</p> <p>Simple passive</p> <p>Wh- questions in the past</p> <p>Will and going to, for prediction</p>	<p>Adjectives and adverbs</p> <p>Future continuous</p> <p>Future perfect</p> <p>Future perfect continuous</p> <p>Mixed conditionals</p> <p>Modals – can't have, needn't have</p> <p>Modals of deduction and speculation</p> <p>Narrative tenses</p> <p>Passives</p> <p>Past perfect</p> <p>Past perfect continuous</p> <p>Phrasal verbs, extended</p> <p>Relative clauses</p> <p>Reported speech</p> <p>Will and going to, for prediction</p> <p>Wish</p> <p>Would expressing habits, in the past</p>	<p>Futures (revision)</p> <p>Inversion with negative adverbials</p> <p>Mixed conditionals in past, present and future</p> <p>Modals in the past</p> <p>Narrative tenses for experience, incl. passive</p> <p>Passive forms, all</p> <p>Phrasal verbs, especially splitting</p> <p>Wish/if only regrets</p>



## Outcomes 5

## Appendix E Exponents for Language Content

Content given in *italics* was considered less “core” in the analysis

### A1

#### 2 Functions/notions

##### 3 Understanding and Using Numbers

- We have three cats and one dog.
- My father is 45 years old.
- There are 500 people in our village.

##### 4 Understanding and Using Prices

- How much does the room cost? 45 Euros per night.
- The train ticket to York is 7 pounds 50 (pence).
- I spend about 50 dollars a day.

##### 5 Telling the time

- What's the time? A quarter to seven.
- Do you have the time please?
- Can you tell me the time, please? It's 9.45. (nine forty-five)
- The train leaves at three o'clock.

##### 6 Directions

- The hotel is on the left.
- Go to the end of the street and turn right.
- Where is the supermarket? It's straight ahead.

##### 7 Greetings

- Hi John, how are you today?
- Good evening, Mr Jones.
- This is Mary. Pleased to meet you.

#### 8 Giving personal information

- My name is Carlos.
- I am from the north of China.
- I live in Beirut.
- I have two sisters and one brother.

#### 9 Describing habit and routines

- My brother goes to work at 8 o'clock.
- I get the bus to college every day.
- I always go swimming on Tuesdays.

#### 46 Discourse markers

##### 47 Connecting words (and, but, because)

- She lives in Switzerland and she goes skiing a lot.
- I don't like Indian food but I like Chinese.
- I go to bed early because my job starts at 7.00.

#### 55 Verb forms

##### 56 To be (including questions and negatives)

- We are from South America.
- No I'm not tired.
- France is a wonderful country.
- I am a psychology student.
- Are you French? No I'm not.

##### 57 Have got (British)

- *Have you got any money?*
- *I've got all of his CDs*
- *We've got lots of time.*

### B1

#### 2 Functions/ notions

##### 19 Describing places

- Cairo is the capital city of Egypt. It is on the banks of the River Nile. It has a population of more than 10 million people. Cairo has a rich history. The famous pyramids and the sphinx are located just outside the city.

##### 20 Describing past experiences and storytelling

- Last year we went to Thailand for our holidays. We visited many interesting places. I went scuba-diving while my boyfriend went on an elephant ride. We also tried lots of different kinds of food. We had a great time.

##### 21 Describing feelings, emotions, attitudes

- He felt a little nervous about the exam.
- I'm fed up with this British food.
- We should all use public transport as much as possible.
- I'm sorry to hear that.

##### 29 Expressing opinions

- I think England will win the World Cup
- I don't think he is old enough to get married.
- In my opinion, it's too expensive.

##### 31 Expressing agreement/ disagreement

- I think so too.
- You're right
- Exactly!
- Yes, I agree.
- I think you are absolutely right.
- So do/am I.
- Neither do I.

- Well, actually . . .
- Well not really.
- I'm sorry but I think you're wrong.
- I see what you mean but . . .

##### 33 Talking about films and books

- *Meryl Streep was brilliant.*
- *It was difficult to follow.*
- *It was set in Chicago.*
- *It was about a woman who went around the world.*
- *If you like action movies you will like this one*
- *It had a happy ending.*
- *I think you should read this book.*
- *I liked this book because . . .*

#### 39 Discourse Functions

##### 40 Initiating and closing conversation

###### Initiating:

- Hi! My name's Paula. What's your name?
- Excuse me- can I talk to you for a minute?
- Excuse me, please. Have you got a minute?
- Excuse me, please. I wonder if you could help me.
- Let me introduce myself.
- Guess what!
- You will never believe what I saw yesterday

###### Closing:

- It's been nice talking to you. Bye.
- I'm sorry. I've got to go now.
- Must go – see you later.
- See you later. Take care.

# Outcomes 6: Prototype Scenarios

## SCENARIO: ON HOLIDAY

A1

DOMAIN	CONTEXT	TASKS	ACTIVITIES	TEXTS
Personal Public	Places: airports, hotels, shops, restaurants, public transport, entertainment People: officials, hotel/shop & other personnel, other travellers/holidaymakers	Getting information to book a trip Travelling Contracting and using services (e.g. hire & pick up car; check in at hotel) Finding your way Socializing	Listening to announcements & instructions Reading instructions/for information & orientation Spoken Production Spoken Interaction Written Production	Sustained monologue: description Transactions, conversations Forms, postcards Notices, instructions, brochures

LEVEL	A1
CAN-DOS*	Can understand questions and instructions addressed carefully and slowly to him/her, and follow short, simple directions. Can understand numbers, prices and times. Can ask for and give personal information (address, telephone number, nationality, age, family, and hobbies). Can handle numbers, quantities, cost and time. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.
<b>CRITERIA*</b>	
Interaction	Can interact in a simple way but communication is totally dependent on repetition, rephrasing and repair.
Coherence	Can link words or groups of words with very basic linear connectors like "and" or "then".
Range	Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations.

COMPETENCES		
STRATEGIC	Establish contact with people using simple words, phrases and gestures Ask someone to repeat what they said more slowly Invite help with gesture when you don't know the word	
PRAGMATIC	Functional	Understanding and using numbers Understanding and using prices Greetings Giving personal information Understanding simple directions and instructions
	Discourse	Connecting words (and, but, because)
LINGUISTIC	Grammatical	Simple verb forms Questions Present simple I'd like Prepositions and prepositional phrases
	Lexical	Nationalities and countries Personal information Things in the town, shops and shopping

This is a sequence of assessed tasks related to a sequence of tasks associated with being on holiday. The precise order of activities is left to the teacher or learner.

Susan Sheehan

EXPONENT	COMPETENCE	ACTIVITY	ASSESSMENT
There are 500 people in our village How much does the room cost? 45 Euros per night	Understanding & using numbers Understanding & using prices	Teacher presentation and controlled practice using appropriate course book or other available materials	Sequence of short role plays
Hi John, how are you today? My name is Carlos I am from the north of China I live in Beirut	Greetings Giving personal information	Teacher presentation and controlled practice using appropriate course book or other available materials. This can be developed into a mingle activity.	Group mingle can be an assessed activity
The hotel is on the left Go to the end of the street and turn right Where is the supermarket? It's straight ahead	Understanding simple directions and instructions Prepositions and prepositional phrases	Teacher presentation using appropriate visual materials. Students complete an information gap activity or a real world mystery tour.	Students complete a map activity in pairs
She lives in Switzerland and goes skiing a lot I don't like Indian food but I like Chinese	Connecting words (and, but, because)	Using short texts teacher asks students to notice the connecting words and the role they play in the text. For homework students complete a text with the necessary connecting words.	Students write a postcard and teacher assesses how the connecting words are used
Are you French? No I'm not Is she from Egypt? What is your name? How much does it cost? Pedro is Spanish but he works in France She's married and has three children I am 26 years old, single and I work in a bank No I'm not tired France is a wonderful country I am a psychology student at the moment	Questions Nationalities and countries Personal information Simple verb forms Present simple	After appropriate presentation by teacher students engage in a mingling activity asking and answering personal questions and questions about nationalities and countries if it is a multi-national task or role play an international gathering.	Completing an immigration form/landing card/hotel check-in form  Role plays of the following situations: picking a car up at the airport, checking in to a hotel, planning and booking a day trip
Where is the supermarket/train station? How much does this cost? Does this bus go to the town centre? I want to buy a phone I'd like a cup of coffee/I'd like to go home	Things in the town, shops and shopping Travel & services vocabulary I'd like	Teacher presentation using appropriate visual aids and course book materials. Students perform controlled practice in pairs.	Role play in a shop, obtaining travel services
	Establish contact with people using simple words, phrases and gestures Ask someone to repeat what they said more slowly Invite help with gesture when you don't know the word	Teacher presentation and practice in small groups/pairs.	This assessment can be integrated in the role plays outlined above





## Download the scenario template

- <https://readycloud.netgear.com/client/dllink.html#t=1h349lf5zizzxonukzle7oj3fp5/Scenario%20template.xlsx>
  - PWD: MmE5MThhMzNj
- 自分の言語でシナリオを作ってみる練習です。  
(英語専攻の人は Core Inventory を参考にもう 1 つ別のシナリオを作りましょう)
- 参考資料は当該言語にはないかもしれませんが、Core Inventory を参考に、自分の言語だったらどういうものができそうか考えてみてください。
- その際に、Core Inventory と同様の資料類が必要か、それ以外にどういう資料が必要かなどを考えてみてください。