



A NEW OUTLOOK FOR ASSESSMENT

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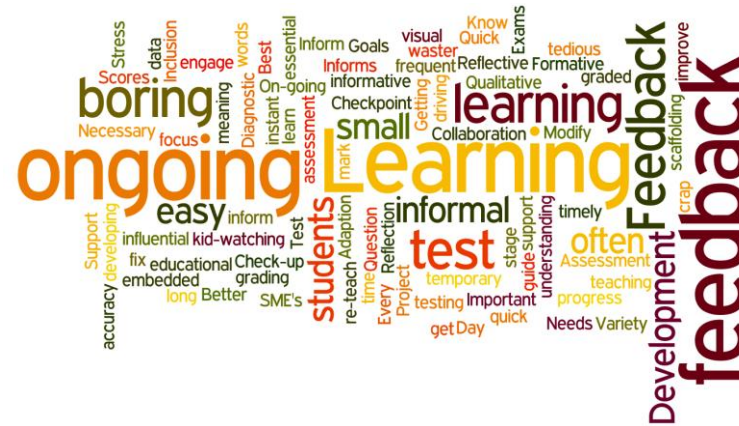
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AGENDA

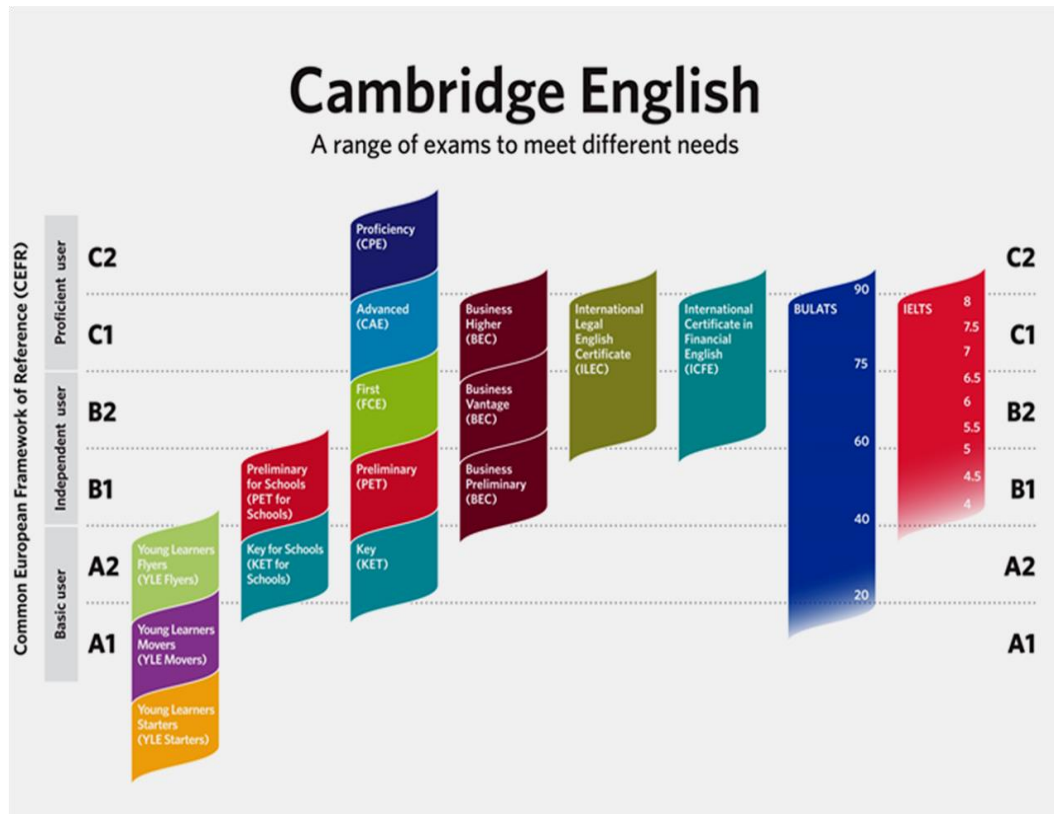
- * How can teachers of Young Learners seek help from new CEFR revisions?
- * Online Assessment Tools:
 - Speaking
 - Listening
 - Reading
 - Writing
- * References



What is the CEFR?



Common European Framework of Reference for Languages





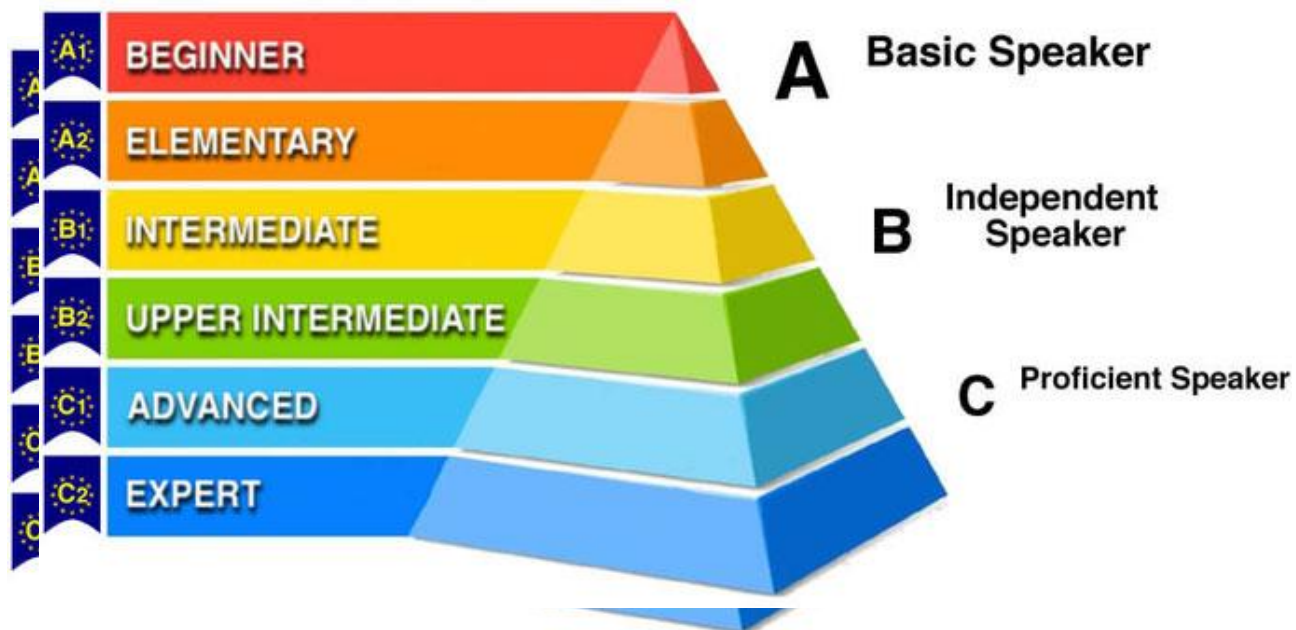
Wordwall

<https://www.wordwall.net/play/11143/817/321>

<https://www.wordwall.net/resource/11143817>

<https://www.wordwall.net/resource/11143817/cefr-2>

It was put together by the [Council of Europe](#) as the main part of the project "Language Learning for European Citizenship" between 1989 and 1996. Its main aim is to provide a method of learning, teaching and assessing which applies to all [languages in Europe](#). In November 2001, a European Union Council Resolution recommended using the CEFR to set up systems of validation of language ability. The six reference levels (see below) are becoming widely accepted as the European standard for grading an individual's [language proficiency](#).



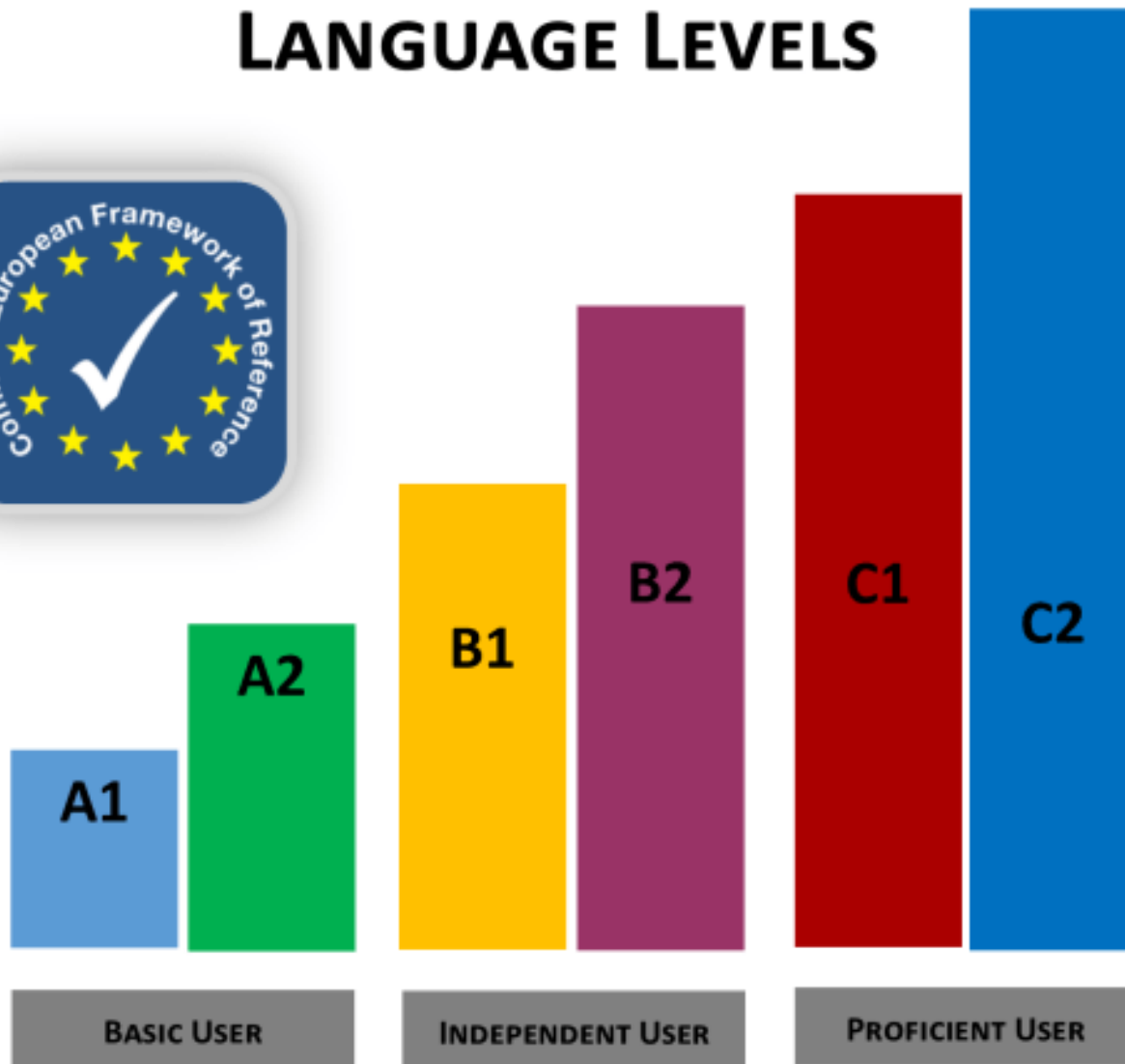
“Fundamentally, the CEFR is a tool to assist the planning of curricula, courses and examinations **by working backwards** from what the users/learners **need to be able to do** in the language.”



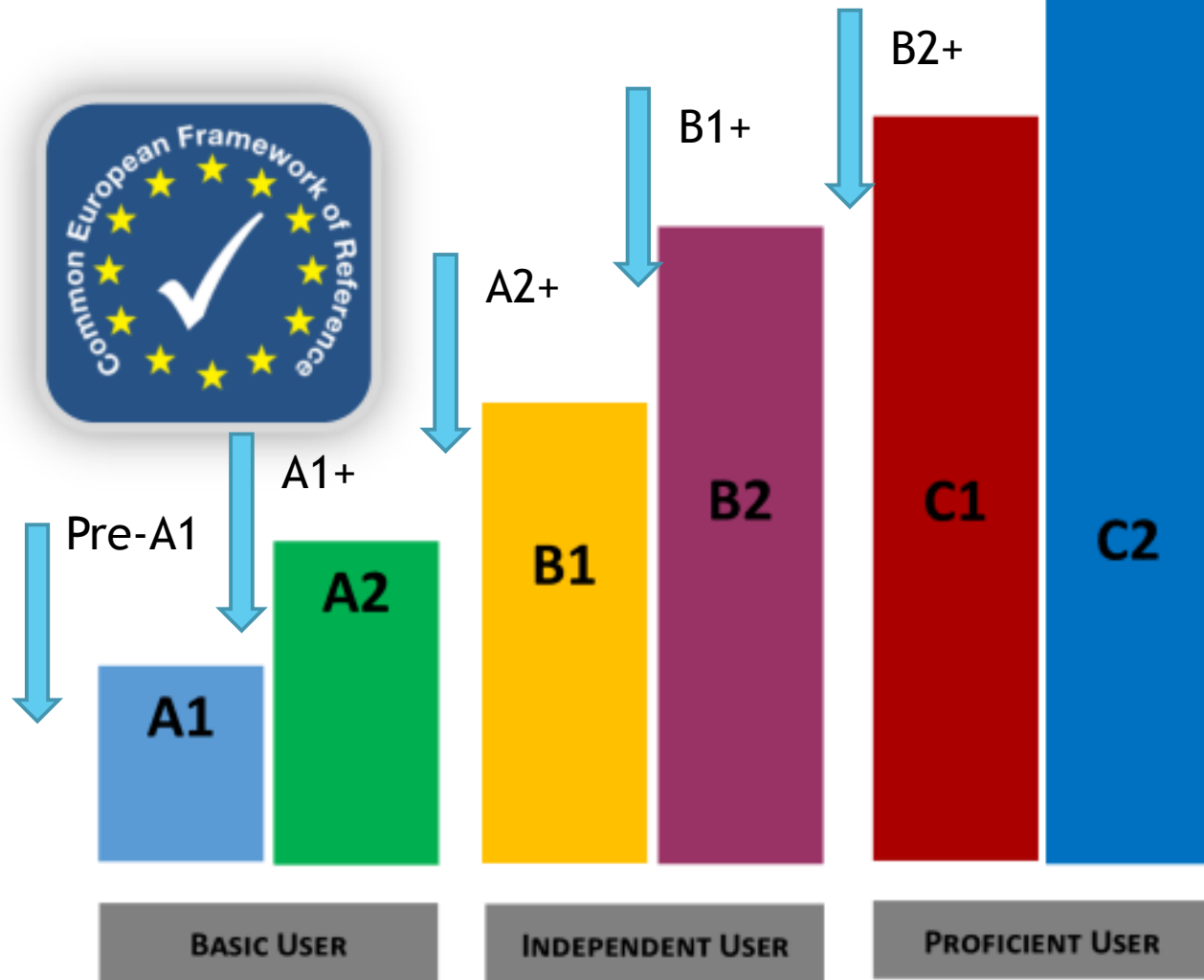
What is a scale?

What is a descriptor?

LANGUAGE LEVELS



LANGUAGE LEVELS





**How did they divide the
descriptors?**

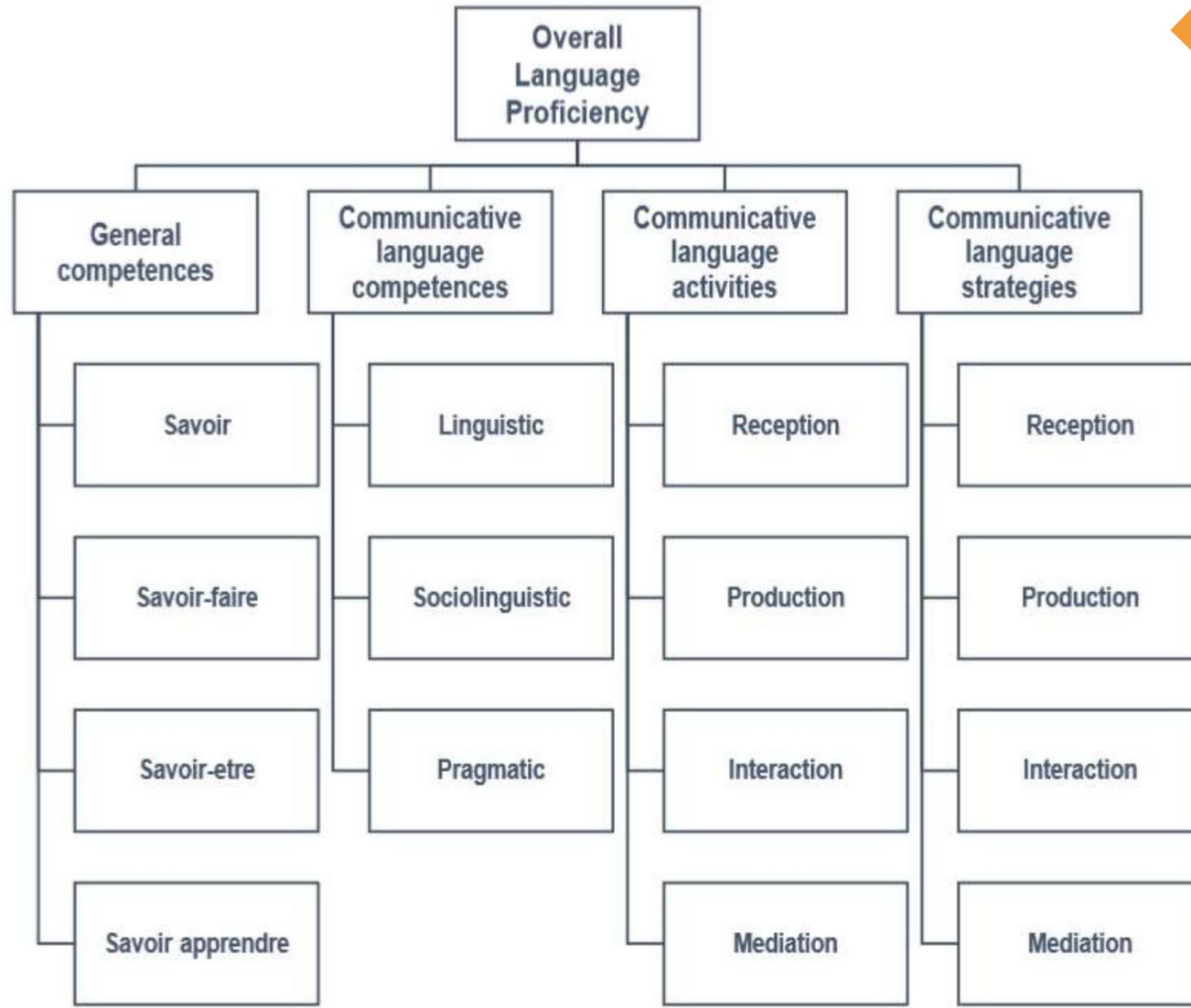
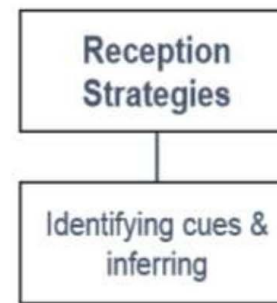
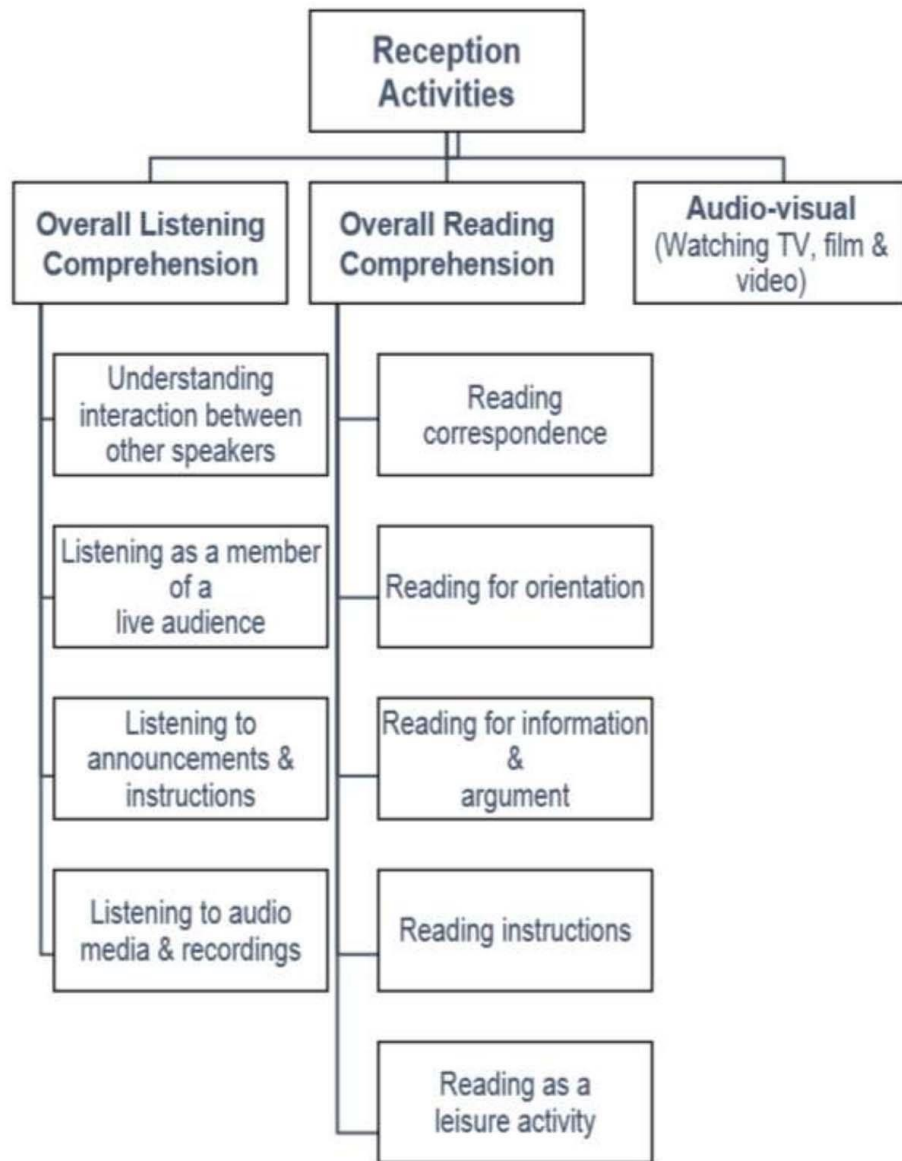
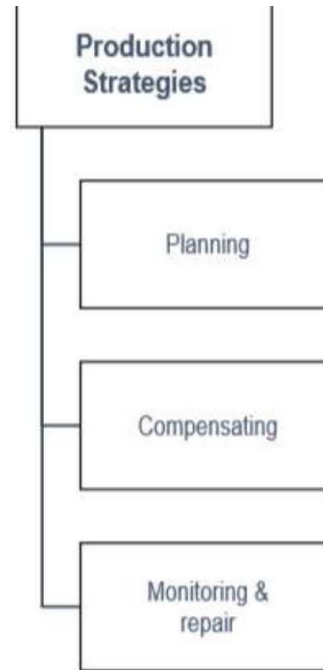
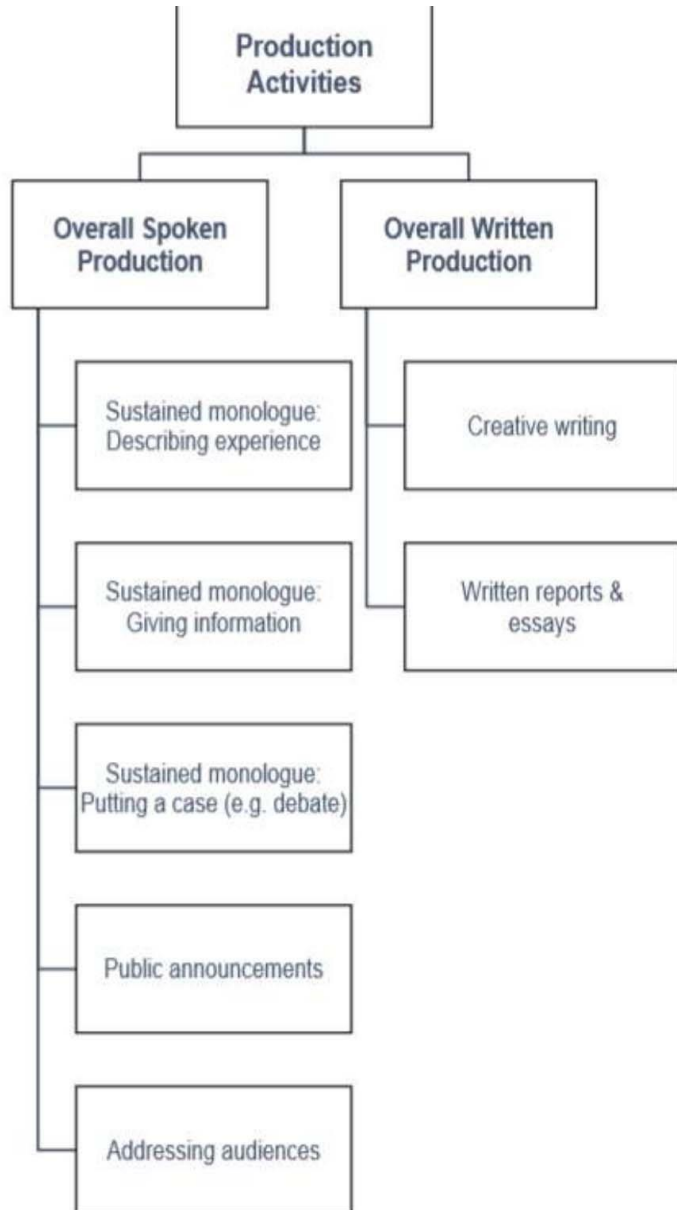
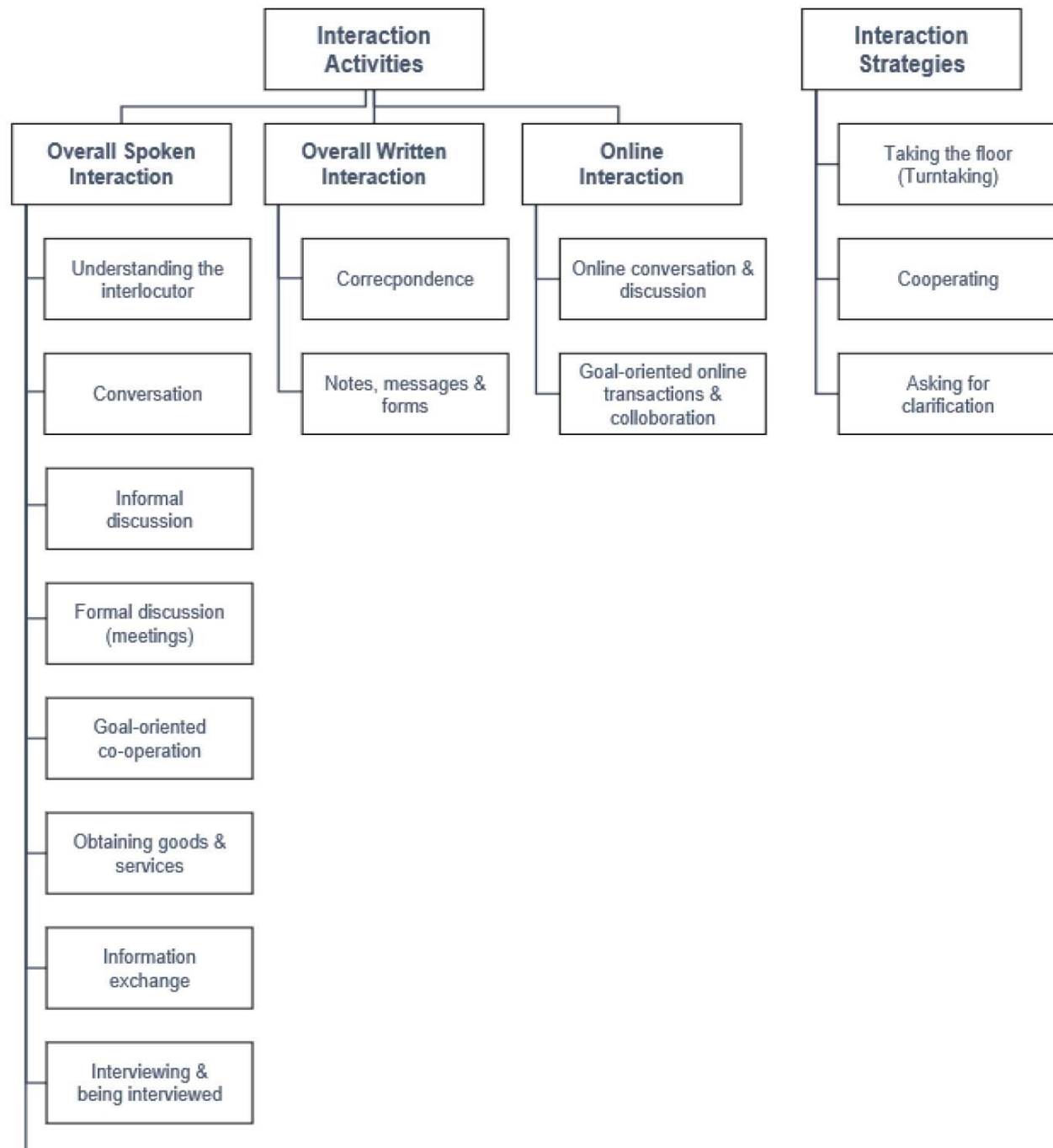
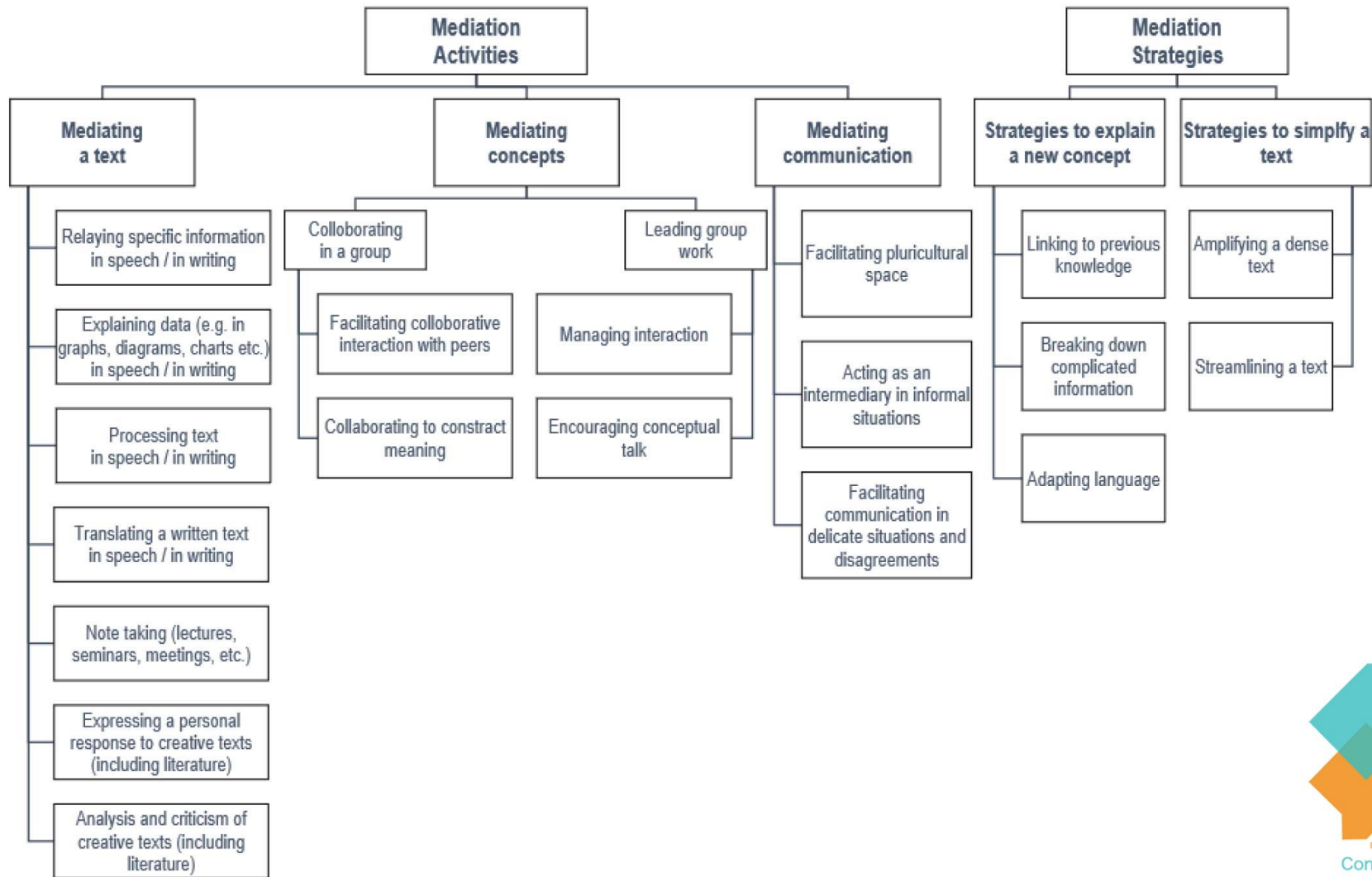


Figure 1 – The structure of the CEFR descriptive scheme³.









SPOKEN RECEPTION

OVERALL LISTENING COMPREHENSION

PROSIGN

C2	Can understand with ease virtually any kind of spoken language, whether live or broadcast, delivered at fast natural speed.
C1	Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.
B2	Can understand standard spoken language, live or broadcast on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand. Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in standard speech, including technical discussions in his/her field of specialisation. Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.
B1	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent. Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.
A2	Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated. Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment), provided speech is clearly and slowly articulated.
A1	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning. Can recognise concrete information (e.g. places and times) on familiar topics encountered in everyday life, provided it is delivered in slow and clear speech.
Pre-A1	Can understand short, very simple questions and statements provided that they are delivered slowly and clearly and accompanied by visuals or manual gestures to support understanding and repeated if necessary. Can recognise everyday, familiar words, provided they are delivered clearly and slowly in a clearly defined, familiar, everyday context. Can recognise numbers, prices, dates and days of the week, provided they are delivered slowly and clearly in a defined, familiar, everyday context.



MEDIATION	A1	A2	B1	B2	C1	C2
Mediating a text	I can convey simple, predictable information given in short, simple texts like signs and notices, posters and programmes.	I can convey the main point(s) involved in short, simple texts on everyday subjects of immediate interest provided these are expressed clearly in simple language.	I can convey information given in clear, well-structured informational texts on subjects that are familiar or of personal or current interest.	I can convey detailed information and arguments reliably, e.g. the significant point(s) contained in complex but well-structured, texts within my fields of professional, academic and personal interest.	I can convey clearly and fluently in well-structured language the significant ideas in long, complex texts, whether or not they relate to my own fields of interest, provided that I can occasionally check particular technical concepts.	I can explain in clear, fluent, well-structured language the way facts and arguments are presented, conveying evaluative aspects and most nuances precisely, and pointing out sociocultural implications (e.g. use of register, understatement, irony and sarcasm).
Mediating concepts	I can invite others' contributions using short, simple phrases. I can use simple words and signals to show my interest in an idea and to confirm that I understand. I can express an idea very simply and ask others whether they understand me and what they think.	I can collaborate in simple, practical tasks, asking what others think, making suggestions and understanding responses, provided I can ask for repetition or reformulation from time to time. I can make suggestions in a simple way to move the discussion forward and can ask what people think of certain ideas.	I can help define a task in basic terms and ask others to contribute their expertise. I can invite other people to speak, to clarify the reason(s) for their views or to elaborate on specific points they made. I can ask appropriate questions to check understanding of concepts and can repeat back part of what someone has said to confirm mutual understanding.	I can encourage participation and pose questions that invite reactions from other group members' perspectives or ask people to expand on their thinking and clarify their opinions. I can further develop other people's ideas and link them into coherent lines of thinking, considering different sides of an issue.	I can acknowledge different perspectives in guiding a group, asking a series of open questions that build on different contributions in order to stimulate logical reasoning, reporting on what others have said, summarising, elaborating and weighing up multiple points of view, and tactfully helping steer discussion towards a conclusion.	I can guide the development of ideas in a discussion of complex abstract topics, encouraging others to elaborate on their reasoning, summarizing, evaluating and linking the various contributions in order to create agreement for a solution or way forward.
Mediating communication	I can facilitate communication by showing my welcome and interest with simple words and non-verbal signals, by inviting others to speak and indicating whether I understand. I can communicate other people's personal details and very simple, predictable information, provided other people help me with formulation.	I can contribute to communication by using simple words to invite people to explain things, indicating when I understand and/or agree. I can communicate the main point of what is said in predictable, everyday situations about personal wants and needs. I can recognise when speakers disagree or when difficulties occur and can use simple phrases to seek compromise and agreement.	I can support a shared communication culture by introducing people, exchanging information about priorities, and making simple requests for confirmation and/or clarification. I can communicate the main sense of what is said on subjects of personal interest, provided that speakers articulate clearly and that I can pause to plan how to express things.	I can encourage a shared communication culture by adapting the way I proceed, by expressing appreciation of different ideas, feelings and view-points, and inviting participants to react to each other's ideas. I can communicate the significance of important statements and viewpoints on subjects within my fields of interest, provided speakers give clarifications if needed.	I can mediate a shared communication culture by managing ambiguity demonstrating sensitivity to different viewpoints, and heading off misunderstandings. I can communicate significant information clearly, fluently and concisely as well as explaining cultural references. I can use persuasive language diplomatically.	I can mediate effectively and naturally between members of my own and other communities, taking account of sociocultural and sociolinguistic differences and communicating finer shades of meaning.



Random Wheel (CHECK)

<https://www.wordwall.net/resource/11134753>

How are the new descriptors applied to teaching Young Learners?

► Parallel Project



Levels B1 / B1+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
Production Strategies		
PLANNING		
B1		B1
Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.	Relevant.	
COMPENSATING		
B1+		B1+
Can define the features of something concrete for which he/she can't remember the word.	Relevant.	
Can convey meaning by qualifying a word meaning something similar (e.g. a truck for people = bus).	Relevant.	I can use a simpler synonym or describe in other words the words I don't know or have forgotten. [86.2007-ARM/6-10] (NL)
B1		B1
Can use a simple word meaning something similar to the concept he/she wants to convey and invites "correction".	Relevant.	I can use another simple word with the same meaning and ask my partner to correct my mistakes. [86.2007-ARM/6-10] (NL)
Can foreignise a mother tongue word and ask for confirmation.	Relevant.	
MONITORING AND REPAIR		
B1+		B1+
Can correct mix-ups with tenses or expressions which lead to misunderstandings provided the interlocutor indicates there is a problem.	Relevant.	
B1		B1
Can ask for confirmation that a form used is correct.	Relevant.	I can check sentence structure by comparing with grammar rules and speech patterns I am familiar with. [86.2007-ARM/6-10] (NL)
Interaction Activities		
Spoken Interaction		
OVERALL SPOKEN INTERACTION		
B1+		B1+
Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field. Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem. Can express thoughts on more abstract, cultural topics such as films, books, music etc.	Partially relevant: on topics related to school subjects, interests, etc.	



Levels A2 / A2+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
CREATIVE WRITING		CREATIVE WRITING
A2+		A2+
Can write about everyday aspects of his/her environment e.g. people, places, a job or study experience in linked sentences.	Relevant.	<p>I can write a little about my school and my friends. [11.2001-IE/PRI] (A2)</p> <p>I can write a little about what we are doing in class. [11.2001-IE/PRI] (A2)</p> <p>I can write sentences about weather, the days I like and the clothes we need. [11.2001-IE/PRI] (A2)</p> <p>I can write some sentences about life in another country. [11.2001-IE/PRI] (A2)</p> <p>I can write news about what is happening in our area. [11.2001-IE/PRI] (A2)</p> <p>I can write some words and sentences that describe people and things. [86.2007-ARM/6-10] (A2)</p> <p>I can write about my daily routine and describe people and places I know with connected simple sentences. [86.2007-ARM/6-10] (A2)</p> <p>I can describe an animal in simple sentences, using given words, e.g. my favourite animal. [94.2008-AUS/6-10] (A2)</p> <p>I can write a simple weather forecast using given words, e.g. today's weather. [94.2008-AUS/6-10] (A2)</p> <p>I can describe an item of clothing in simple sentences, e.g. my favourite jeans. [94.2008-AUS/6-10] (A2)</p> <p>I can give simple directions, using given words, e.g. how to get to the bus stop from school. [94.2008-AUS/6-10] (A2)</p> <p>I can describe an item I want to buy using given words, e.g. a card game. [94.2008-AUS/6-10] (A2)</p> <p>I can write a simple role-play using given words, e.g. a shopping dialogue. [94.2008-AUS/6-10]</p>
Can write very short, basic descriptions of events, past activities and personal experiences.	Relevant.	<p>I can write sentences about travelling and transport and about a journey that I have had. [11.2001-IE/PRI] (A2)</p> <p>I can write news about a special event in school or in my home. [11.2001-IE/PRI] (A2)</p> <p>I can write sentences or news about places and events in my area. [11.2001-IE/PRI] (A2)</p> <p>I can write about my favourite time. [11.2001-IE/PRI] (A2)</p> <p>I can write a simple text (e.g. about holidays, hobbies, outings). [118.2010-SLO/6-10] (A2)</p> <p>I can write in short sentences about myself, what I've done, what has happened to me, and what I do or will do. [86.2007-ARM/6-10] (A2)</p> <p>I can write a simple programme for an event using given words, e.g. a programme for a festivity. [94.2008-AUS/6-10] (A2)</p> <p>I can write simple sentences about days of the week, months of the year, seasons and names of festive occasions using given words, e.g. what I am planning to do the following weekend. [94.2008-AUS/6-10] (A2)</p> <p>Je peux décrire de façon simple ce qui s'est passé. [22.2001-CZ-11]</p>
Can tell a simple story (e.g. about events on a holiday or about life in the distant future).	Relevant.	I can write simple texts telling what I have done or seen, for example about a trip or a journey. [86.2007-ARM/6-10] (A2)
A2		A2
Can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job.	Relevant (with 'job' interpreted as school activities or e.g. parents' job).	<p>I can write sentences with familiar and new words, even if I need help. [116.2010-POR/6-10]</p> <p>I can write captions of pictures or photos, simple instructions (how to play a game, to go to a place), recipes, short pieces of news for the school newspaper, simple dialogues for a short theatre play, stories built on a series of pictures, simple reports of the daily routine, short texts about how I feel or things that I like, simple and short stories. [116.2010-POR/6-10]</p> <p>I can write a little about myself and my family and about things I like doing. [11.2001-IE/PRI]</p>



Levels B2 / B2+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 7-10	Accredited / registered ELP can-do statements ages 7-10
INFORMATION EXCHANGE		
B2		B2
Can pass on detailed information reliably.	Partially relevant: could work towards this with age appropriate tasks, and if he/she has necessary background knowledge.	
USING TELECOMMUNICATION		
B2		B2
Can participate in extended casual conversation over the phone with a known person on a variety of topics.	Partially relevant: could work towards this with age appropriate tasks such as role-plays.	I can refer to the interlocutor, and cope with linguistically complex situations even on the telephone. [2012.R007-TUR/6-12]
Can participate in casual conversation over the phone with a known person on a variety of topics.	Partially relevant: if subject matter is familiar.	I can understand my interlocutor on the telephone if we talk about my personal, everyday life. [2012.R007-TUR/6-12]
Written Interaction		
B2		B2
Can write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views.	Partially relevant: if subject matter is familiar.	
Can write formal emails/letters of invitation, thanks or apology with appropriate register and conventions.	Partially relevant: could work towards this with age appropriate tasks, and if he/she has necessary background knowledge.	
Can obtain, by letter or e-mail, information required for a particular purpose, collate it and forward it by mail to other people.	Partially relevant: could work towards this with age appropriate tasks, and if he/she has necessary background knowledge.	
Online Interaction		
ONLINE CONVERSATION AND DISCUSSION		
B2		B2
Can participate actively in an online discussion, stating and responding to opinions on topics of interest at some length, provided contributors avoid unusual or complex language and allow time for responses.	Partially relevant: could work towards this with age appropriate tasks and if he/she has necessary background knowledge.	
Can recognise misunderstandings and disagreements that arise in an online interaction and can deal with them, provided that the interlocutor(s) are willing to cooperate.	Partially relevant: could work towards this in age appropriate contexts and if he/she has necessary background knowledge.	



Levels B1 / B1+		
CEFR Descriptor (2017 Extended Set)	Relevance for adaptation to ages 11-15	Accredited / registered ELP can-do statements ages 11-15
Production Strategies		
PLANNING		
B1+		B1+
Can rehearse and try out new combinations and expressions, inviting feedback.	Relevant.	
B1		B1
Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.	Relevant.	
COMPENSATING		
B1+		B1+
Can define the features of something concrete for which he/she can't remember the word.	Relevant.	
Can convey meaning by qualifying a word meaning something similar (e.g. a truck for people = bus).	Relevant.	Si je ne connais pas un mot, je peux en donner d'autres qui l'expliquent, par exemple "un camion pour transporter les gens" pour dire "un autobus". [44.2003-FR/Coll.] – ND (B1)
B1		B1
Can use a simple word meaning something similar to the concept he/she wants to convey and invites "correction".	Relevant.	
Can foreignise a mother tongue word and ask for confirmation.	Relevant.	
MONITORING & REPAIR		
B1+		B1+
Can correct mix-ups with tenses or expressions which lead to misunderstandings provided the interlocutor indicates there is a problem.	Relevant.	
B1		B1
Can ask for confirmation that a form used is correct.	Relevant.	I can work with my friends to make a short play and can ask about different uses and styles of language. [12.2001-IE/PP]



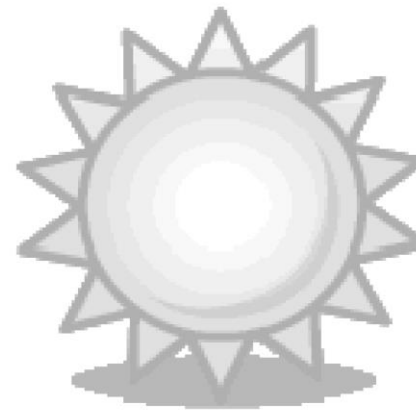
Assessment Templates

All about my learning

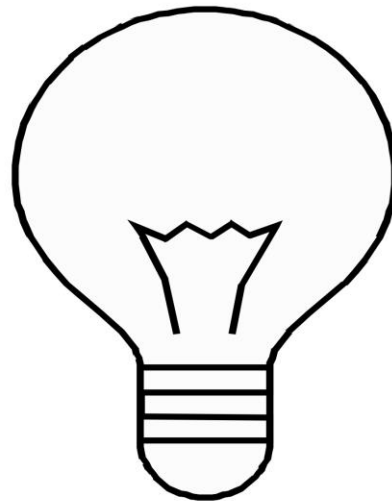
These are the things I have
learnt



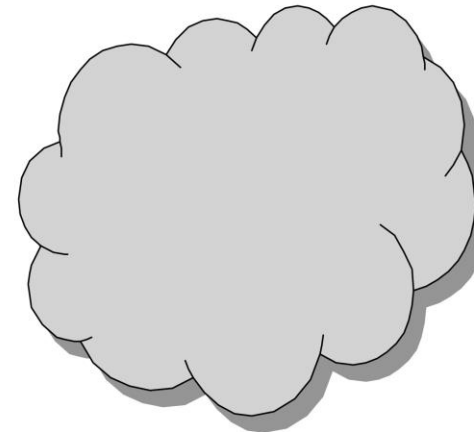
These are the things I have **enjoyed**
learning



These are the things I found **easy**
to learn



These are the things I found **difficult**
to learn



How I like to learn

Think about the things you like to do in class. Look at the list and put ticks (✓) in the boxes to show whether you:

Like it






Do not like it



Are not sure



	 I like it	 I do not like it	 I am not sure
Reading books			
Playing language games			
Having a quiz or competition			
Drawing pictures			
Writing new words			
Doing exercises			
Making a poster			
Writing a story			
Telling a story			
Listening to a story			
Singing a song			
Saying a rhyme			



My Word Wall

We are learning about _____ .

These are new words I learnt.

When you are sure that you understand your new words



Learning

When I want to learn something new I like to: (1)

	Yes √	No X	Don't know ?
Hear it first, then say it			
Say it again and again to myself			
Use it in class with my teacher			
Use it with other people in my class			
Use it outside class			
Write it in my notes			
Use a tape and listen to it again and again			



My favourite ways of learning are: (2)

Learning how to learn

The four checklists that follow focus on different aspects of the language learning process. They are designed to help you identify your existing strengths as a language learner and set personal targets for developing your learning skills. The checklists should be reviewed at intervals (perhaps each time you achieve a learning target; certainly once every term or semester). Use a combination of ticks and dates to plot your progress. You will probably find it helpful to discuss some elements in the checklists with your teacher and/or with other learners

ATTITUDE AND MOTIVATION

Can I ...

	Never (✓)	Sometimes (✓)	Always (✓)	New target (✓)	Target achieved (date)
analyse and discuss my motivation for learning?					
think positively about different learning tasks?					
use effective strategies to concentrate on learning tasks?					
adopt a positive attitude to tasks that I do not enjoy?					
make effective use of my weekly timetable					

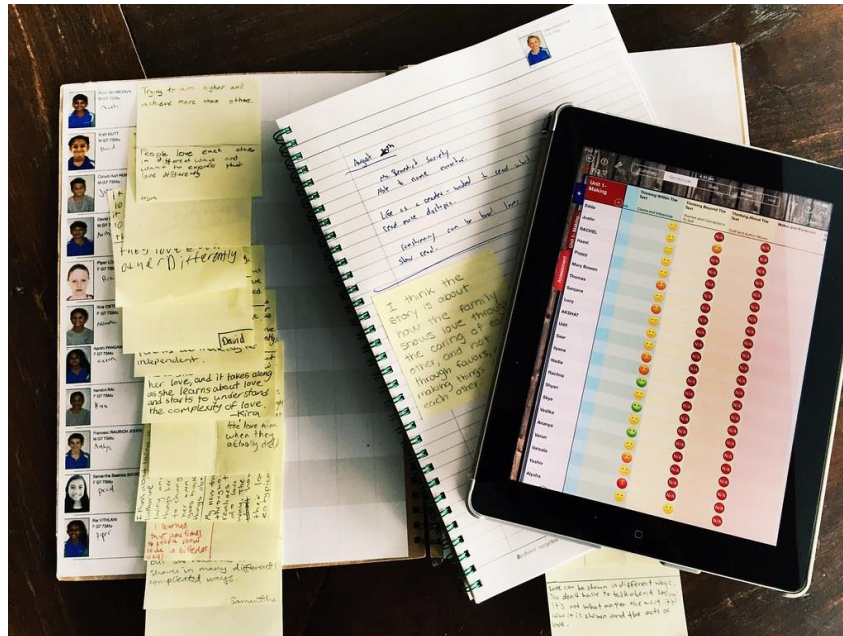
GENERAL LEARNING ACTIVITIES

Can I ...

	Never (✓)	Sometimes (✓)	Always (✓)	New target (✓)	Target achieved (date)
identify my strengths and weaknesses in the target language generally?					
identify my learning strengths and weaknesses?					
analyse the language and learning demands of a particular learning assignment?					
set short-term learning objectives?					
identify suitable media/materials for learning?					
plan a timescale for my learning objectives?					
assess my progress in relation to these objectives?					
use reference materials effectively (dictionary, grammar etc.)?					
use effective strategies to learn and memorize new information?					



Online Assessment Tools



SPEAKING



- ▶ **Voxopop** <https://www.voxopop.com/>
- ▶ **Flipgrid** <https://info.flipgrid.com/>
- ▶ **Wordwall**
- ▶ **Voki**
- ▶ **Extempore (not free)**
- ▶ **Vocaroo**
- ▶ **Speaker Clock (timer)**

Cambridge Assessment English



	Grammatical Resource	Lexical Resource	Discourse Management	Pronunciation	Interactive Communication
	<ul style="list-style-type: none"> Maintains control of a wide range of grammatical forms and uses them with flexibility. 	<ul style="list-style-type: none"> Uses a wide range of appropriate vocabulary with flexibility to give and exchange views on unfamiliar and abstract topics. 	<ul style="list-style-type: none"> Produces extended stretches of language with flexibility and ease and very little hesitation. Contributions are relevant, coherent, varied and detailed. Makes full and effective use of a wide range of cohesive devices and discourse markers. 	<ul style="list-style-type: none"> Is intelligible. Phonological features are used effectively to convey and enhance meaning. 	<ul style="list-style-type: none"> Interacts with ease by skillfully interweaving his/her contributions into the conversation. Widens the scope of the interaction and develops it fully and effectively towards a negotiated outcome.
C2	<ul style="list-style-type: none"> Maintains control of a wide range of grammatical forms. 	<ul style="list-style-type: none"> Uses a wide range of appropriate vocabulary to give and exchange views on unfamiliar and abstract topics. 	<ul style="list-style-type: none"> Produces extended stretches of language with ease and with very little hesitation. Contributions are relevant, coherent and varied. Uses a wide range of cohesive devices and discourse markers. 	<ul style="list-style-type: none"> Is intelligible. Intonation is appropriate. Sentence and word stress is accurately placed. Individual sounds are articulated clearly. 	<ul style="list-style-type: none"> Interacts with ease, linking contributions to those of other speakers. Widens the scope of the interaction and negotiates towards an outcome.
C1	<ul style="list-style-type: none"> Shows a good degree of control of a range of simple and some complex grammatical forms. 	<ul style="list-style-type: none"> Uses a range of appropriate vocabulary to give and exchange views on familiar and unfamiliar topics. 	<ul style="list-style-type: none"> Produces extended stretches of language with very little hesitation. Contributions are relevant and there is a clear organisation of ideas. Uses a range of cohesive devices and discourse markers. 	<ul style="list-style-type: none"> Is intelligible. Intonation is appropriate. Sentence and word stress is accurately placed. Individual sounds are articulated clearly. 	<ul style="list-style-type: none"> Initiates and responds appropriately, linking contributions to those of other speakers. Maintains and develops the interaction and negotiates towards an outcome.
Grammar and Vocabulary					
B2	<ul style="list-style-type: none"> Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. Uses appropriate vocabulary to give and exchange views, on a range of familiar topics. 		<ul style="list-style-type: none"> Produces extended stretches of language despite some hesitation. Contributions are relevant and there is very little repetition. Uses a range of cohesive devices. 	<ul style="list-style-type: none"> Is intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly. 	<ul style="list-style-type: none"> Initiates and responds appropriately. Maintains and develops the interaction and negotiates towards an outcome with very little support.
B1	<ul style="list-style-type: none"> Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about familiar topics. 		<ul style="list-style-type: none"> Produces responses which are extended beyond short phrases, despite hesitation. Contributions are mostly relevant, but there may be some repetition. Uses basic cohesive devices. 	<ul style="list-style-type: none"> Is mostly intelligible, and has some control of phonological features at both utterance and word levels. 	<ul style="list-style-type: none"> Initiates and responds appropriately. Keeps the interaction going with very little prompting and support.
A2	<ul style="list-style-type: none"> Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about everyday situations. 			<ul style="list-style-type: none"> Is mostly intelligible, despite limited control of phonological features. 	<ul style="list-style-type: none"> Maintains simple exchanges, despite some difficulty. Requires prompting and support.
A1	<ul style="list-style-type: none"> Shows only limited control of a few grammatical forms. 			<ul style="list-style-type: none"> Has very limited control of phonological features and is often 	<ul style="list-style-type: none"> Has considerable difficulty maintaining simple exchanges.

LISTENING

▶ <https://learnenglish.britishcouncil.org/>



READING

- ▶ **Vooks**
- ▶ **Thinglink**
- ▶ **Podcasts**
- ▶ **Edpuzzle**
- ▶ **Playposit**
- ▶ **VideoNot.es**

<https://www.thinglink.com/>

Socrative

Quizlet

Quizalize

(zzi.sh/wrn6924)



Comprehension

Read the following passage, then answer the following questions

Larry Walters lived near the airport in Los Angeles, California. He wanted to be a pilot, but he had bad eyesight so he wasn't allowed to fly a plane. Larry became a lorry driver, but he still wanted to be a pilot. Every day, Larry watched the planes fly over his house in Los Angeles.

Then, in 1982, Larry had an idea. His idea was to fill forty-two balloons with helium. Then he would tie the balloons to a chair. The chair would rise slowly up into the air, with Larry sitting in it. Larry wanted to fly to about 10 metres above his house. He would take a gun with him. When he wanted to come down again, he would shoot the balloons.

Larry prepared very carefully. When he was ready, he sat in his chair. The chair was tied to the ground with a rope. Larry cut the rope. Yet he didn't rise slowly up into the air. He rose very fast. At 10 metres, he didn't stop. He kept on rising higher and higher. Finally, Larry stopped rising. He was floating 4800 metres above the ground! He was too cold and frightened to shoot any of the balloons. Some planes flew past him. The pilots of the planes were shocked when they saw Larry on his chair. After sixteen hours, Larry finally shot some balloons. Then he slowly returned to the ground.

Larry became very famous for his flight, but he never became a pilot.

A) Choose

1. What is the main purpose of the passage?
 - a. To explain why Larry wanted to become a pilot
 - b. To tell the story of how Larry flew
 - c. To explain how to fly a plane
2. Larry couldn't see very well.
 - a. True
 - b. false
 - c. not mentioned
3. Larry wanted to fly as high as possible.
 - a. True
 - b. false
 - c. not mentioned
4. Larry wasn't happy when his chair reached 4800 metres.
 - a. True
 - b. false
 - c. not mentioned
5. Which one would be a suitable title for paragraph three.
 - a. Larry Walters
 - b. Larry's idea
 - c. Larry's flight

B) Answer the following questions

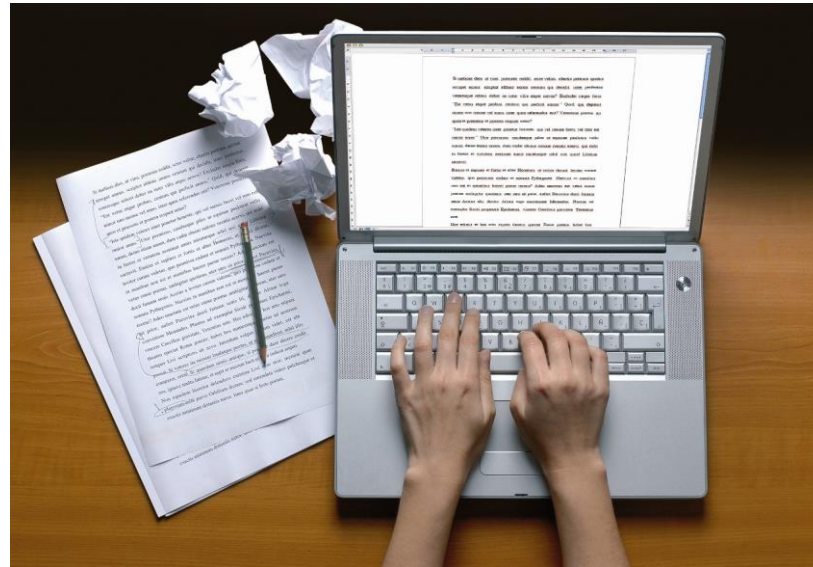
6. Where did Larry Walters live? What did he do?
7. Why did Larry take a gun?
8. How long did Larry fly?
9. Why wasn't Larry allowed to fly a plane?
10. Why did Larry become famous?

How to form good reading/ comprehension questions?



WRITING

- ▶ BETA
- ▶ Grammarly



How to proceed forward?

- ▶ **Summaries**
- ▶ **One paragraph writing**
- ▶ **Graded writing**





- ▶ **Enrol and follow up the course work on**
<https://moodle4teachers.org/course/view.php?id=136>
- ▶ **EVO Proposals for 2021**
<https://www.youtube.com/channel/UCmB3wa8ZyrqrJdhsRqVzDIA>

References



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▶ <https://www.coe.int/en/web/common-european-framework-reference-languages/level-descriptions>

▶ **Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR)**

▶ <https://www.coe.int/en/web/common-european-framework-reference-languages>

▶ **Self-assessment Grids (CEFR)**

▶ <https://www.coe.int/en/web/portfolio/self-assessment-grid>

▶ **Assessment in the classroom**

▶ <https://www.coe.int/en/web/common-european-framework-reference-languages/assessment-in-the-classroom>

▶ **GOAL SETTING AND LEARNING HOW TO LEARN**

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- ▶ **Wordwall**
- ▶ www.wordwall.net



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