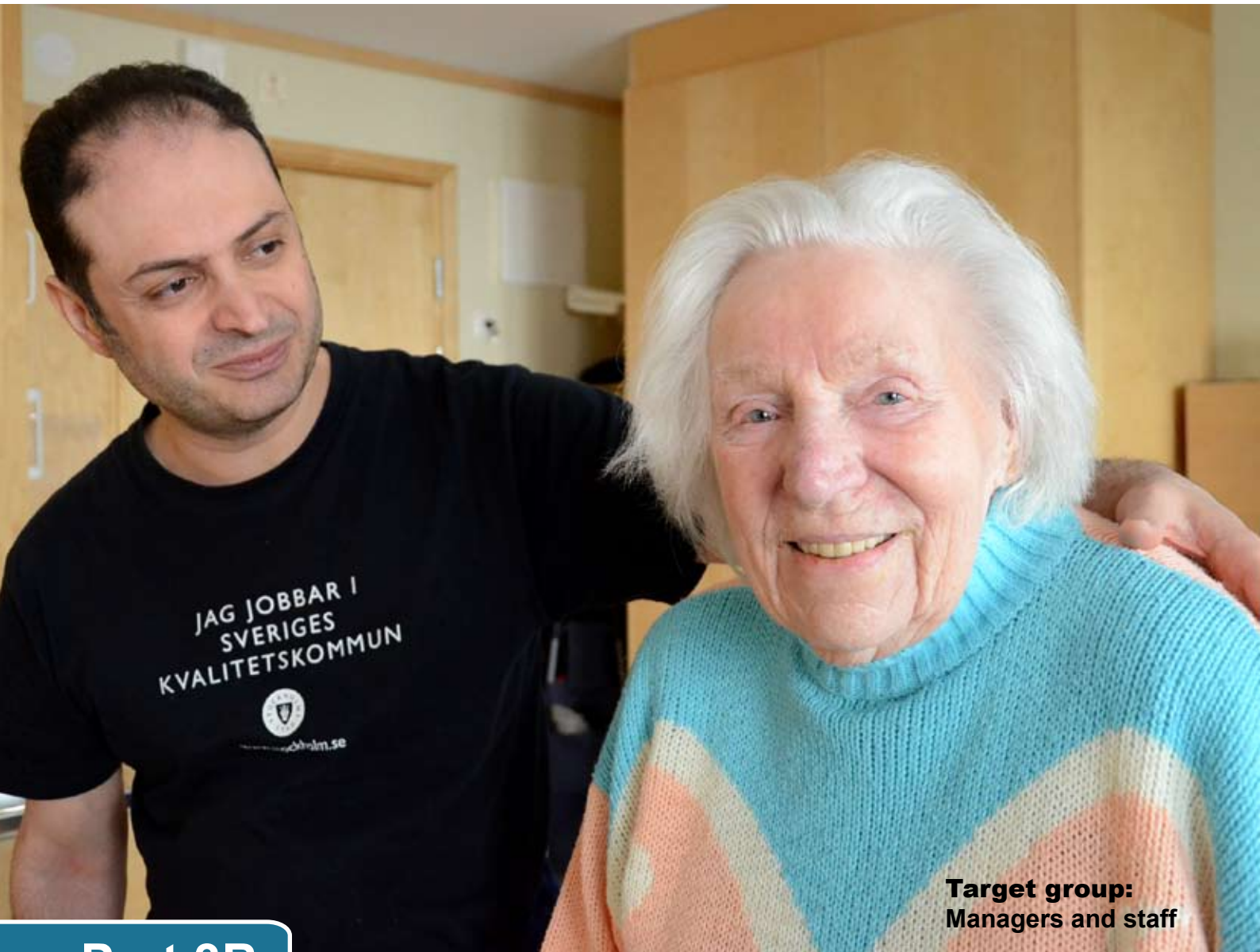


Adaptation of the Council of Europe's Common European Framework of Reference for Languages (CEFR) for work in elderly care and care for people with disabilities

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

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Target group:
Managers and staff

Part 3B

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Listening, Reading, Spoken interaction, Spoken production, Writing

Self-check and assessment material at levels A2, B1

Listening

A2 Listening¹	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			

B1 Listening²	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.			

¹ Translator'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.*

² Translator'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.*

Reading

A2 Reading³	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 ⁴ , 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			

B1 Reading⁵	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.			

³ 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.*

⁴ Translator's note: *Social documentation* is the sector's mandatory record-keeping and reporting system. Social documentation is computerised in many workplaces.

⁵ 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.*

Spoken interaction

A2 Spoken interaction⁶	Yes	Sometimes, not always	No
I can talk, in a straightforward way and with some support ⁷ 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.			

B1 Spoken interaction⁸	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.			

⁶ Translator's note: From the CFER (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.*

⁷ For the meaning of *with some support*, see Appendix 2 *Guidance notes for the adapted CEFR levels A1, A2, B1, B2*

⁸ 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).*

I can compare and discuss similarities and differences, such as the traditions of different cultures.			
I can undertake reception interviews ⁹ 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.			

Spoken production

A2 Spoken production ¹⁰	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 ¹¹	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.			

⁹ 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.

¹⁰ 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.*

¹¹ 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.*

Writing

A2 Writing¹²	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.			

B1 Writing¹³	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.			

¹² 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'.*

¹³ 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.*

Language profile

Check your language skills

Check your knowledge and skills in Swedish here. Fill in the table on the right to get a picture of your language profile. When you have 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.

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			

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. Above 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.

Language profile

Self-assessment, date

Name

<i>Skills</i>	A1	A2	B1	B2
Listening				
Reading				
Spoken interaction				
Spoken production				
Writing				

For your notes