

The CEFR

The Common European Framework of Reference for Languages (abbreviated to CEFR, or CEF) is a description of language ability. It is divided into six main levels, ranging from A1 (beginner) to C2 (advanced). It is ‘language neutral’ and describes what learners can do in terms of the different language **skills** like speaking or reading, as well as looking at language **competencies** like the learners’ vocabulary range, and **communication strategies** – how learners use their resources to communicate.

It was envisaged as something which could provide a common language for describing objectives, methods and assessment in language teaching. Put simply, if a learner says ‘I am B1 in French’ or ‘I have passed a C1 exam in English’, people like employers or teachers should have a good chance of understanding what this means. The different educational systems and qualifications in different countries might otherwise make this more difficult. As the CEFR authors write, “*the Framework will enhance the transparency of courses, syllabuses and qualifications*”. (Council of Europe, 2001: 1)

The levels are described through illustrative descriptors, and you will find the descriptors for each level of *Eyes Open* on the next page. Part 1 of this guide describes the general degree of proficiency achieved at this level as an overview, while Parts 2 and 3 shows how the CEFR descriptors relate to each unit of *Eyes Open* Student’s Books. Part 2 is organised by skill. Part 3 is organised by unit and appears at the beginning of each unit as a table showing a breakdown of how each of the lessons relates to the CEFR goals.

English Profile and the CEFR

Since the CEFR is language neutral, each language needs a ‘profile’ project which will detail what learners can do in each specific language. English Profile is the official English language profiling project, registered with the Council of Europe. It aims to provide descriptions of the grammar, vocabulary etc. required at each level of the CEFR by learners of English that will give the ELT ‘community’ a clear benchmark for learner progress.

The authors of the CEFR emphasise that: “We have NOT set out to tell practitioners what to do or how to do it. We are raising questions not answering them. It is not the function of the CEF to lay down the objectives that users should pursue or the methods they should employ.” (Council of Europe, 2001: xi) English Profile follows this philosophy, and aims to **describe** what learners can do at each level. EP researchers are looking at a wide range of course books and teacher resources to see what learners are being taught, but crucially they are also using the Cambridge Learner Corpus (CLC), a multi-billion word expert speaker corpus of spoken and written current English, covering British, American and other varieties. This allows researchers to analyse what learners are actually doing with the English language as they progress through the levels and use their findings to produce resources like the English Vocabulary Profile.

The English Vocabulary Profile

The English Vocabulary Profile offers reliable information about which words (and importantly, which meanings of those words), phrases and idioms are known and used by English language learners at each level of the CEFR. It is a free online resource available through the English Profile website, (www.englishprofile.org), invaluable for anyone involved in syllabus design as well as materials writers, test developers, teachers and teacher trainers. The authors of *Eyes Open* have made extensive use of it to check the level of tasks and ‘input texts’ for example listening or reading texts, and also to provide a starting point for vocabulary exercises.

The Common European Framework of Reference for Languages (CEFR)

The Global Scale descriptors for CEFR levels [Council of Europe 2001:24]

C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics, which are familiar, or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

PART 1

The level of *Eyes Open* Level 2 covers level A2 of the CEFR. The table below describes the general degree of skill achieved by learners at this level.

Skill	Learners will be able to:
Listening	understand phrases and very high frequency vocabulary related to areas of the most immediate personal relevance (e.g. very basic personal and family information, shopping, local geography, employment); catch the main point in short, clear, simple, messages and announcements.
Reading	read short simple texts, including short, simple personal letters and emails; find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables.
Speaking	communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities; handle very short social exchanges; use a series of phrases and sentences to describe in simple terms their family and other people, living conditions, their educational background, and their present or most recent job
Writing	write short simple notes, messages, and emails relating to matters in areas of immediate need; write a simple personal letter, for example thanking someone for something.
Communicative language competence	use basic sentence patterns and phrases, groups of a few words and formulae in order to communicate limited information in everyday situations; use some simple grammatical structures correctly; speak with a clear enough pronunciation to be understood; perform and respond to basic language functions such as information exchange, requests, and invitations, and can express opinions and attitudes in a simple way; socialise simply but effectively using common expressions and using everyday polite forms of greeting and address.
Communication strategies	initiate, maintain and close simple conversations, guessing some unknown words from the context (in simple, short texts and utterances) and asking for clarification or repetition; indicate when they are following.

PART 2

How the goals of the CEFR are realised in *Eyes Open* Level 2.

LISTENING

At A2, learners are expected to be able to understand speech that is:

- clearly and slowly articulated.
- concerns predictable everyday matters.

OVERALL LISTENING COMPREHENSION								
Can understand phrases and expressions related to very familiar topics, e.g. very basic personal and family information, shopping, local geography, employment.								
Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
1 p4				1–3 p44				

UNDERSTANDING INTERACTION								
Can generally identify the topic of discussion around them that is conducted slowly and clearly.								
Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
2 p6	1–4 p16	1–3 p22	1–3 p34	1–4 p48	1–3 p56	1–3 p66	1–4 p82	1–4 p92
		1–4 p26	1–4 p38		1–4 p60	1–4 p70		

LISTENING TO MEDIA AND RECORDINGS								
Can understand and extract the essential information from short recorded passages Can identify the main point of TV news items reporting events, accidents, etc., where the visual supports the commentary.								
Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
	1–3 p12	1–4 p24	1–5 p36	1–5 p46	1–6 p58	1–6 p68	1–3 p78	1–3 p88
	1–4 p14						1–4 p80	1–5 p90

READING

At A2, learners can understand short, simple texts on familiar topics which use high frequency vocabulary.

READING CORRESPONDENCE								
Can understand basic types of standard routine letters, emails, short simple personal letters, etc.								
Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
	1–3 p17					1–3 p71	1–2 p83	1–2 p93

READING FOR INFORMATION AND ARGUMENT								
Can identify specific information in simple written material such as letters, brochures and short newspaper or online articles.								
Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
	1–3 p10	1–3 p20	1–3 p32	1–3 p42	1–3 p54	1–3 p64	1–3 p76	1–3 p86
	1–3 p15	1–3 p25	1–3 p37	1–3 p47	1–3 p59	1–3 p69	1–3 p81	1–2 p91
		1–2 p27	1–2 p39	1–2 p49	1–2 p61			

SPEAKING

OVERALL SPOKEN INTERACTION

At A2, learners can manage simple, routine exchanges fairly easily, but would struggle with an extended conversation and often need help with understanding. They can:

- ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.
- handle very short social exchanges and simple transactions.
- Mostly understand speech in a standard accent directed at them which is delivered slowly and clearly, provided they can ask for repetition or reformulation from time to time.

CONVERSATION								
Can use simple everyday polite forms of greeting, address, farewells, introductions, giving thanks. Can participate in short conversations in routine contexts on topics of interest. Can express how they feel in simple terms. Can make and respond to invitations, invitations and apologies. Can say what they like and dislike.								
Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
	6 p13		6–7 p38			8 p67	6 p82	

INFORMAL DISCUSSION (WITH FRIENDS)								
Can participate in a discussion about everyday practical issues in a simple way Can make and respond to suggestions. Can agree and disagree with others. Can discuss what to do, where to go and make arrangements to meet.								
Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
			5–6 p32	7 p42	7 p58	8 p68	5–6 p80	
			6 p36	7 p47	6–7 p59	4–7 p70		
			5 p37					

GOAL-ORIENTED COOPERATION (e.g. Repairing a car, discussing a document, organising an event)								
Can manage simple, routine tasks, e.g.: <ul style="list-style-type: none">• asking for and providing things.• getting simple information.• discussing what to do next.• making and responding to suggestions.• asking for and giving directions.								
Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
					5–6 p56	6–7 p69		
					6–7 p60			

TRANSACTIONS TO OBTAIN GOODS AND SERVICES								
Can deal with common aspects of everyday living such as shopping, buying tickets, simple transactions in shops, post offices or banks. Can give and receive information about quantities, numbers, prices, etc.								
Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
	4–6 p16							

INFORMATION EXCHANGE

Can ask for and provide personal information e.g. about habits, routines, pastimes and past activities.

Can give and follow simple directions and instructions e.g. explain how to get somewhere.

Can communicate in simple and routine tasks requiring a simple and direct exchange of information.

Can exchange limited information on familiar and routine operational matters.

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
6 p5	3–4 p9	4 p19	6 p33	6 p44	3–4 p53	3–4 p63	6 p78	3–4 p85
3 p7	6 p10	6–7 p20	6–7 p34		6 p57	6 p65	8 p79	6 p88
7 p7	7 p12	8 p23	6–7 p35					2 p92
	5–6 p14	5–6 p24	4 p35					
	6 p15	6 p25						
		2 p26						
		6 p26						

OVERALL SPOKEN PRODUCTION

At A2, learners can give simple descriptions or presentations about everyday things as a short series of simple phrases and sentences linked into a list.

SUSTAINED MONOLOGUE: Describing Experience

Can tell a story as a simple list of points

Can give short, basic descriptions of

- events and activities
- plans and arrangements, habits and routines, past activities and personal experiences.
- their family, living conditions, educational background, present or most recent job.
- people, places and possessions.

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
			6–7 p38	4 p41				
				6–7 p43				

WRITING**OVERALL WRITTEN PRODUCTION AND INTERACTION**

At A2 learners can write a series of simple phrases and sentences linked with simple connectors like *and*, *but* and *because*.

OVERALL WRITTEN PRODUCTION

Can write short, simple formulaic notes relating to matters in areas of immediate need.

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
6 p7					5 p56	7 p68		
					8 p58			

CORRESPONDENCE

Can write very simple personal letters or emails, etc.

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
	1–8 p17					5–7 p71	4–6 p83	5–7 p93

CREATIVE WRITING

Can write very short, basic descriptions of events, past activities and personal experiences.

Can write a series of simple phrases and sentences about everyday/personal matters e.g. family, people, places, a job or study experience, living conditions, educational background, present or most recent job.

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
	7 p21	4–6 p27	4–5 p31	6 p42	6–7 p54	6–7 p64	3–4 p75	6–7 p86
			5–7 p39	6 p46	6–7 p59	6 p66	6–7 p76	5 p88
				6–8 p49	4–6 p61		5–7 p77	6–7 p90
							5 p78	5–6 p91
							6–7 p81	

COHERENCE

Can use the most frequently occurring connectors to link simple sentences and phrases in order to tell a story or describe something as a simple list of points.

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
		3 p27	2–4 p39					

COMMUNICATIVE LANGUAGE COMPETENCE**VOCABULARY RANGE**

Can understand high frequency everyday or job-related language.

Has sufficient vocabulary to conduct routine, everyday transactions and express basic communicative and survival needs.

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
2 p4	1–4 p9	1–4 p19	1–3 p31	1–4 p41	1–2 p53	1–2 p63	1–2 p75	1 p85
1–2 p5	4–5 p10	4–5 p20	4 p32	4–5 p42	4–5 p54	4–5 p64	4–5 p76	4–5 p86
1 p6	4–7 p12	4–6 p22	4–7 p34	4–6 p44	4 p56	4–6 p66	4–5 p78	4–6 p88
	4–5 p15	4–5 p25	4 p37	4–7 p47	4–5 p59	4–5 p69		2–4 p93
		3 p27		3–5 p49	3 p61	4 p70		

GRAMMATICAL ACCURACY

Can use some simple structures correctly, but still systematically make basic mistakes, e.g. tend to mix up tenses and forget to mark agreement.

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
3–6 p4	1–6 p11	1–6 p21	1–6 p33	1–5 p43	1–7 p55	1–6 p65	1–7 p77	2 p85
3–6 p5	1–6 p13	1–7 p23	1–7 p35	1–9 p45	1–6 p57	1–8 p67	1–8 p79	1–6 p87
3–5 p6						3–4 p71		1–8 p89
1–7 p7								4 p91

PHONOLOGICAL CONTROL

Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
	1 p9	1 p19	2 p31	1 p41	1 p53	1 p63	1 p75	1 p85
	5 p16	5 p26	5 p34	4 p44	4 p56	4 p66	4 p78	4 p88
			5 p38	5–6 p48	5 p60	5 p70	5 p82	5–6 p92

SOCIOLINGUISTIC APPROPRIATENESS

Can handle very short social exchanges, using everyday polite forms of greeting and address.

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
	3–5 p17		4 p38		4 p60			2–6 p83

COMMUNICATION STRATEGIES**IDENTIFYING CUES AND INFERRING**

Can use an idea of the overall meaning of short texts on everyday topics to guess the probable meaning of unknown words.

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
	4–5 p10	4–5 p20	4 p32	4–5 p42	4–5 p54	4–5 p69	4–5 p76	4–5 p86
	4–5 p15	4–5 p25		4–5 p47	4 p59	4 p64	4–5 p81	3 p9125
					3 p61			3–4 p93