

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 1 covers level A1 of the CEFR. This table describes the general degree of skill achieved by learners at this level.

Skill	Learners will be able to:
Listening	recognise familiar words and very basic phrases concerning themselves, their families, and their immediate concrete surroundings, when people speak slowly and clearly.
Reading	understand familiar names, words and very simple sentences, for example on notices and posters.
Speaking	interact in a simple way provided the other person is prepared to repeat or rephrase; ask and answer simple questions in areas of immediate need or on very familiar topics; use simple sentences to describe where they live and people they know.
Writing	write short simple postcards or emails; fill in forms with personal details; write simple isolated phrases and sentences.
Communicative language competence	use a basic repertoire of words and phrases related to personal details and particular concrete situations; show limited control of a few simple grammatical structures and sentence patterns in a learned repertoire; pronounce learned words and phrases in a way that can be understood by many expert speakers; establish basic social contact by using simple every day polite language.

PART 2

How the goals of the CEFR are realised in *Eyes Open* Level 1.

LISTENING

At A1, learners are expected to be able to understand speech that is very simple.

OVERALL LISTENING COMPREHENSION								
Can follow speech that is very slow and carefully articulated, with long pauses to assimilate meaning.								
Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
3, 5 p9	2 p11 1-3 p14 3-6 p 16 1,5 p18	2-3 p24 1-5 p26 3-5 p28 1-3 p36	2-4 p36 5-7 p38 1-5 p40	1-3 p46 1-7 p48 1-5 p50	1 p55 1-3 p58 1-6 p60 1-5 p62	1-2 p65 4-5 p68 3-7 p70 1-5 p72	1-3 p78 1-4 p80 1-5 p82 1-5 p84	2 p87 1-3 p90 1-7 p92 1-5 p94

READING

At A1, learners can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.

READING CORRESPONDENCE								
Can understand short, simple messages on postcards, emails, etc.								
Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
		1-3 p27 1-2 p29	1-2 p41		3 p59	1-5 p71 1-3 p73		3 p91 1-3 p95

READING FOR INFORMATION AND ARGUMENT								
Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.								
Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
	1-3 p12 1-4 p17 1-2 p19	1-3 p22 4 p23 1-3 p27	1-3 p34 1-2 p39	1-3 p44 1-3 p49 1-3 p51	1-3 p56 1-3 p61 1-3 p63	1-3 p66 1-3 p71	1-3 p78 1-3 p83 1-3 p85	1-3 p88 1-3 p93

SPEAKING

OVERALL SPOKEN INTERACTION

At A1, learners can:

- interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair.
- ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics addressed carefully and slowly to them.

CONVERSATION

Can make an introduction and use basic greeting and leave-taking expressions.

Can ask how people are and react to news.

Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker.

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
1–2 p4 3–6 p9	2, 6–7 p18	4 p28 8 p31	4 p40 3–5 p41	4 p50	1–7 p62	4 p72 6 p75	4–7 p84	4 p94

TRANSACTIONS TO OBTAIN GOODS AND SERVICES

Can ask people for things and give people things.

Can handle numbers, quantities, cost, and time.

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
5–11 p4 6–12 p7	1–7 p18	6 p22		1–7 p50 9 p53		6 p66 7 p69		

INFORMATION EXCHANGE

Can follow short, simple directions.

Can ask and answer questions about themselves and other people, where they live, people they know, things they have.

Can indicate time by such phrases as *next week, last Friday, in November, three o'clock*.

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
1, 4, 9 p4 4 p5 5, 12 p7 6–8 p8 3–6 p9	4–5 p13 2, 6–7 p18	6 p22 3, 8 p25 6–7 p26 6 p27 1–7 p28	4 p33 5 p34 3, 6 p35 5 p36 6 p37 2, 6–7 p40	3–4 p43 6 p44 6–8 p45 6 p46 8 p47 8–9 p48 5 p49	6 p56 3–5 p57 5 p59 7–8 p60 2, 4, 6–7 p62	4 p65 6 p66 4, 7 p67 7–8 p68 7 p70 6–7 p72	3 p77 6 p78 4–5 p79 5 p80 4–5 p81 6–8 p82 5 p83	4 p87 5–7 p89 6–7 p90 5 p91 8–10 p92 2, 6–7 p94

OVERALL SPOKEN PRODUCTION

At A1, learners can produce simple, mainly isolated, phrases about people and places.

SUSTAINED MONOLOGUE: Describing Experience

Can describe themselves, what they do and where they live.

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
	5–6 p12 5 p14 7–8 p16 8–9 p17	5–6 p23 4–5 p24		6 p44 6 p46 9 p48 5 p49	3–4 p55	4 p65 6 p71	8 p82	5–6 p88 5–6 p93

WRITING

At A1 learners can:

- use isolated phrases and sentences.
- ask for or pass on personal details in written form.

OVERALL WRITTEN PRODUCTION

Can write simple isolated words and phrases.

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
3 p5	3–5 p11	5–6 p21 7 p27	4–5 p35 6 p36 7 p37 8–9 p38 5–6 p39			7–8 p69		4 p91

CORRESPONDENCE

Can write a short simple postcard, email, etc.

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
		6–8 p29	6–8 p41			6–8 p73		4–6 p95

CREATIVE WRITING

Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do.

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
	5–7 p19	6–8 p29		3–7 p51	6–8 p63	6–8 p73	6–8 p85	

COHERENCE

Can link words or groups of words with very basic linear connectors like *and* or *then*.

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
		3–4 p29		3–4 p51		3–5 p73		

COMMUNICATIVE LANGUAGE COMPETENCE

VOCABULARY RANGE								
Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.								
Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
2–3 p5	1–5 p11	1–5 p21	1–4 p33	1–4 p43	1–2 p55	1–4 p65	1–3 p77	1–4 p87
3 p6	4 p12	4–5 p22	4 p34	4–5 p44	4–5 p56	1,4–5 p66	4–5 p78	4 p88
6–11 p7	4 p14	1 p24	4–6 p36	6 p45	4–6 p58	1–5 p68	4–5 p80	4–5 p90
1–5 p8	1–3 p 16	6 p25	3–4 p39	4–5 p46	1 p60	1–3 p70	4 p83	2–6 p92
	5–7 p17	4–5 p27		4 p49	4–6 p61	4–5 p71	4–5 p85	4 p93
		1–6 p30		1–7 p52		3–5 p73		1–7 p96
						1–7 p74		5–6 p97

GRAMMATICAL ACCURACY								
Shows limited control of a few simple grammatical structures and sentence patterns in a learned repertoire.								
Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
1, 5 p5	1–5 p13	1–4 p23	1–2 p35	3 p43	1–5 p57	1–7 p67	2 p77	1–4 p89
1–2, 4 p6	1–5 p15	1–2 p25	1–7 p37	1–5 p45	1–4 p59	1–8 p69	1–3 p79	1–3 p91
1–4 p7	3–4 p19	4–7 p25		1–8 p47	3–5 p63	1–5 p75	1–5 p81	1–4 p97
		4–5 p29		1–9 p53				
		1–7 p31						

PHONOLOGICAL CONTROL								
Pronunciation of learned words and phrases can be understood by expert speakers used to dealing with speakers of their language group.								
Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
1–8 p4	5 p14	1 p21	2 p33	5 p46	2 p55	1 p65	3 p79	1–2 p87
2, 4 p8	3 p15	2 p23	2 p35	3 p47	2 p57	3 p69	4 p81	6–7 p89
5 p9		1 p24	4 p36		4 p58			5 p90

SOCIOLINGUISTIC APPROPRIATENESS								
Can establish basic social contact by using the simplest everyday polite forms of greetings and farewells, introductions, saying <i>please</i> , <i>thank you</i> , <i>sorry</i> , etc.								
Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
1–2 p4		4 p28 8 p31	4 p40 3–5 p41				4 p84	2 p95