

# 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](http://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

This level of *Eyes Open* Level 3 covers level B1 of the CEFR. The table below describes the general degree of skill achieved by learners at this level.

Skill	Learners will be able to:
<b>Listening</b>	understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc; understand the main point of many radio or TV programs on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.
<b>Reading</b>	understand texts that consist mainly of high frequency everyday or job-related language; understand the description of events, feelings and wishes in personal letters.
<b>Speaking</b>	deal with most situations likely to arise whilst travelling in an area where the language is spoken; 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); connect phrases in a simple way in order to describe experiences and events, dreams, hopes and ambitions; briefly give reasons and explanations for opinions and plans; narrate a story or relate the plot of a book or film and describe their reactions.
<b>Writing</b>	write personal letters describing experiences and impressions; write straightforward connected text on topics which are familiar or of personal interest.
<b>Communicative language competence</b>	get by on topics such as family, hobbies and interests, work, travel, and current events with sufficient vocabulary to express themselves, but with some hesitation and circumlocution; use reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations; keep going comprehensibly when speaking, though pausing for grammatical and lexical planning and repair, especially in longer stretches of free production; perform and respond to a wide range of language functions; use awareness of the salient politeness conventions to act appropriately; speak clearly and intelligibly even if a foreign accent is evident and occasional mispronunciations occur.
<b>Communication strategies</b>	initiate, maintain and close simple conversations, and intervene in a discussion on a familiar topic, using a suitable phrase to get the floor; identify unfamiliar words from the context, extrapolate the meaning of occasional unknown words, and deduce sentence meaning if the topic discussed is familiar; exploit a basic repertoire of language and strategies to help keep a conversation going, including summarising the point reached in a discussion to help focus the talk, and inviting others into the discussion.

## PART 2

How the goals of the CEFR are realised in *Eyes Open 3*

### LISTENING

At B1, learners are expected to be able to understand speech that

- is clearly articulated in a standard accent and delivered relatively slowly
- concerns topics which are familiar.

#### OVERALL LISTENING COMPREHENSION

Can identify both general messages and specific details.

Can follow short narratives.

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
1 p;4		2 p19	3 p31	1–5 p48	4 p53			

#### UNDERSTANDING INTERACTION

Can generally follow the main points of extended discussion around them.

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
1–5 p7	3–5 p12	1–5 p26	1–5 p38	2–3 p41	4–5 p56	1–3 p66	3 p75	3 p85
	1–5 p16			1–3 p44	1–5 p60		1–2 p78	1–5 p88
							1–5 p82	1–5 p92

#### LISTENING TO MEDIA & RECORDINGS

Can understand the main points of TV and radio programmes,, including news bulletins and interviews.

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
	3 p9	1–3 p22	1–5 p34	1–7 p46	1–6 p58	1–7 p68	1–7 p80	1–7 p90
	1–8 p14	1–6 p29	1–6 p36					

## READING

At B1, learners can read and understand to a satisfactory level

- straightforward factual texts
- texts about subjects related to their field and interest

### READING CORRESPONDENCE

Can understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen friend.

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

### READING FOR INFORMATION & ARGUMENT

Can identify the main conclusions in clearly signalled argumentative texts.

Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.

Can recognise significant points in straightforward newspaper articles on familiar subjects.

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
	1–3 p10	1–3 p25	1–3 p32	1–4 p42	1–3 p54	1–4 p64	1–4 p76	1–4 p86
	1–3 p15	2 p27	1–3 p37	1–5 p47	1–3 p59	1–3 p69	1–3 p81	1–4 p91
			1–2 p39	1–3 p49	1–2 p61			1–3 p93

## SPEAKING

### OVERALL SPOKEN INTERACTION

At B1, learners can communicate with some confidence, but may struggle to understand non-standard accents, rapid or extended speech, and idiomatic usage.

In general, learners can

- talk about familiar topics related to their professional field or personal interests (e.g. family, hobbies, work, travel and current events)
- generally follow clearly articulated speech in standard dialect that is directed at them, although they will sometimes have to ask for repetition of some words and phrases
- maintain a conversation, but may sometimes be difficult to follow
- take some initiatives, e.g. bring up a new subject

### CONVERSATION

Can enter unprepared into conversations on familiar topics.

Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
1 p4	6–7 p16	1–3 p20						7 p92
4–7 p7								

### INFORMAL DISCUSSION (WITH FRIENDS)

Can express thoughts on more abstract, cultural topics such as films, books, music etc.

Can give or seek personal opinions and give brief comments on the views of others.

Can express belief, opinion, agreement and disagreement politely.

Can make their opinions understood when discussing problems or practical questions of where to go, what to do, who or which to choose, how to organise an event (e.g. an outing) etc.

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
	6 p12	4 p19	5 p32		5 p54	8 p68	5–6 p76	5–6 p86
	1–2 p14	5–6 p21			5–6 p55	5–6 p69	3 p78	8 p90
	9 p14	7 p24			7 p58		7 p80	
	5 p15							
	6–7 p16							

### GOAL ORIENTED CO-OPERATION

Can explain why something is a problem, discuss what to do next and compare and contrast alternatives, giving brief reasons and explanations.

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
4–7 p7		7 p26					4–7 p82	

**INFORMATION EXCHANGE**

Can exchange, check and confirm information

Can describe how to do something, giving detailed instructions.

Can summarise a short story, article, talk, discussion interview, or documentary and answer further questions of detail.

Can ask for and follow detailed directions

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
5–8 p4	5 p10	5 p20	4 p31	5 p41	2–3 p56	4 p63	4 p75	4 p85
	4 p11	5 p22	5 p33	5 p42	7 p60	5 p64	4–5 p79	7 p87
	2 p12	3 p23	2 p34	6 p43		5 p65		6 p88
		5 p25	6 p35	6–7 p44		6–7 p67		7 p89
			7 p36	5 p45				6 p91
			5 p37	8 p46				
			7 p38	6–7 p47				
				7 p48				

**OVERALL SPOKEN PRODUCTION**

At B1, learners can give straightforward monologues on familiar subjects.

**SUSTAINED MONOLOGUE: Describing Experience**

Can give detailed accounts/descriptions of

- experiences, describing feelings and reactions.
- unpredictable occurrences, e.g., an accident.
- events (real or imagined), dreams, hopes and ambitions.

Can relate the plot of a book or film and describe their reactions.

Can narrate a story.

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
	5 p9		6 p34					

**WRITING**

At B1 learners can convey information and ideas on abstract as well as concrete topics, and get across the points they feel are important.

**OVERALL WRITTEN PRODUCTION**

Can write straightforward connected texts on a range of familiar subjects within their field of interest, by linking a series of shorter discrete elements into a linear sequence.

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
3 p4					5 p59		5 p81	

**CORRESPONDENCE**

Can write personal letters and emails asking for or giving simple information, giving news or expressing thoughts

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

**CREATIVE WRITING**

Can write a description of an event, a recent trip (real or imagined).

Can write accounts of experiences, describing feelings and reactions in some detail

Can narrate a story.

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
	6 p10	6 p25	6 p37	6 p42				1–7 p93
		1–7 p27	1–7 p39	1–7 p49				

**COHERENCE**

Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
		2–4 p27	2–4 p39		2–4 p61	3 p71		

**REPORTS AND ESSAYS**

Can write short, simple essays on topics of interest.

Can summarise, report and give their opinion about accumulated factual information

Can write very brief reports to a standard conventionalised format, which pass on routine factual information and state reasons for actions.

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
					5–7 p61			1–7 p93

**COMMUNICATIVE LANGUAGE COMPETENCE****VOCABULARY RANGE**

Have sufficient vocabulary to express themselves with some circumlocutions on most topics pertinent to their everyday life such as family, hobbies and interests, work, travel, and current events.

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
2 p4	1–5 p9	1–3 p19	1–3 p31	1–4 p41	1–2 p53	1–4 p63	1–3 p75	1–4 p85
1–2 p5	4 p10	4 p20	4 p32	4 p42	4 p54	4 p64	4–6 p78	4 p86
5–6 p5	1 p12	4 p25	1 p34	4–7 p44	1 p56	4–6 p66	6 p80	4–5 p88
4 p7	4 p15	4 p26	4 p37	5 p46	4 p59	4 p69	4 p81	4 p91
	4 p16		4 p38	4 p47	4 p60		4 p83	
	3 p17			4 p48				
				2 p49				

**GRAMMATICAL ACCURACY**

Use reasonably accurately a repertoire of frequently used “routines” and patterns associated with more predictable situations.

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
3–4 p5	1–4 p11	1–4 p21	1–4 p33	1–6 p43	1–4 p55	1–5 p65	1–5 p77	1–7 p87
1–5 p6	1–6 p13	4 p22	1–5 p35	1–5 p45	1–7 p57	1–5 p67	1–3 p79	1–6 p89
		1–5 p23						
		6 p26						

**PHONOLOGICAL CONTROL**

Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
1 p4	1 p12	4 p22	1 p31	1 p41	1 p53	1 p63	1 p75	1 p85
6 p7	1 p9	1 p19	1 p34	6 p48	4 p55	4 p66	4 p78	6 p92
	6 p16	6 p26	6 p38		6 p60	6 p70	6 p82	

**SOCIOLINGUISTIC APPROPRIATENESS**

Are aware of the salient politeness conventions and act appropriately

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
4 p7	4 p16	4 p26	4 p38		4 p60		4 p82	4 p92
	3 p17							

**COMMUNICATION STRATEGIES****IDENTIFYING CUES AND INFERRING**

Can identify unfamiliar words from the context and deduce sentence meaning provided the topic is familiar.

Starter	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
	4 p10			4 p42	4 p54		4 p76	4 p86
					4 p59		4 p81	4 p88
								4 p91