

# EnglishProfile

Introducing the CEFR for English

[www.englishprofile.org](http://www.englishprofile.org)

## Information Booklet



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## Who is this booklet for?

This booklet is for teachers, curriculum planners, writers and other ELT professionals. It will help them make decisions about which English language points are suitable for learning at each level of the Common European Framework of Reference (CEFR).

A more detailed version of this booklet is also available, which goes into greater depth about research outcomes and how they were derived.

We welcome your feedback on this booklet. Please go to [www.englishprofile.org](http://www.englishprofile.org) to send us your feedback.

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## Section 1 What is English Profile?

English Profile describes what learners know and can do in English at each level of the Common European Framework of Reference (CEFR).

The CEFR is language-neutral. It is designed to work for all languages. The English Profile Programme, led by the University of Cambridge, has set out to describe what the Framework means in detail for English.

This description comes in the form of Reference Level Descriptions. To begin with, these 'RLDs' focus on the grammar and vocabulary that learners can be expected to know at each level of the CEFR. But English Profile will also describe English at each CEFR level in terms of functions, pronunciation and other areas.

Each Reference Level Description comes with detailed examples from real language use.

A key feature of English Profile is its empirical approach. The research behind it makes use of various corpora of language data, including the largest analysed corpus of language learner output in the world: the Cambridge Learner Corpus.

English Profile has a very international approach to English. The data that informs it comes from all over the world.

English Profile provides essential information for:

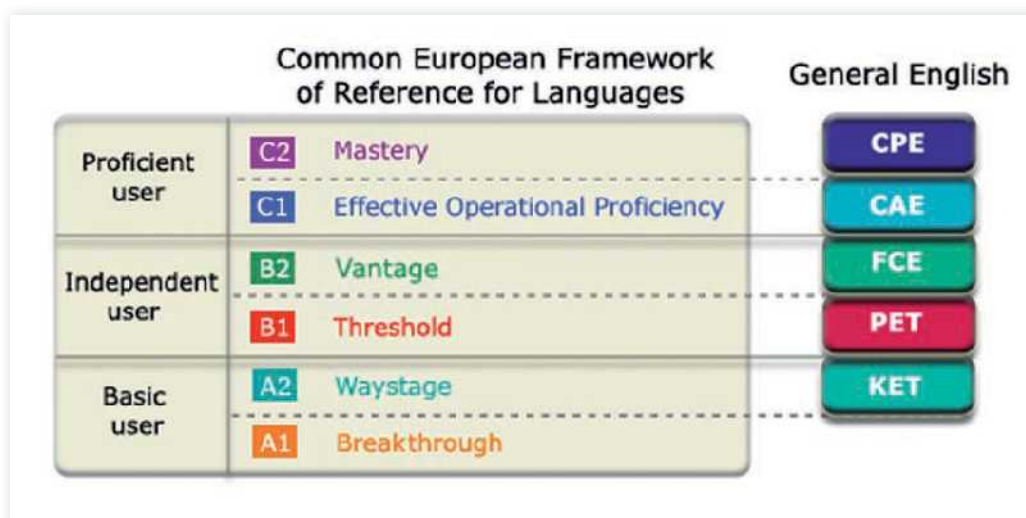
- Curriculum planners
- Teachers
- Materials writers
- Test developers
- Researchers

The English Profile Programme will provide these ELT professionals with help through:

- The English Vocabulary Profile - a rich database of information on vocabulary for each CEFR level.
- The English Grammar Profile - a database of information on grammatical structures for each CEFR level. (in development)
- The English Functions Profile - a database of real English examples for different functions in different contexts at each CEFR level (in development)
- The English Profile community website
- The English Profile Journal
- Word of the Week email updates
- A series of research publications

## The CEFR levels

English Profile exemplifies the CEFR levels for English.



## The global scale descriptors for CEFR levels

Proficient User	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.
Independent User	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.
Basic User	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.

These CEFR descriptors are designed to apply to any language. For most ELT professionals, teachers, planners, writers and testers, this is not specific enough to help them with decisions about English language teaching. English Profile provides the detail about how the CEFR applies to English.

## Description or prescription?

Can English Profile provide all ELT professionals with a definitive set of RLDs that they should teach at each level? The answer is ‘no’ and this is not the intention of the programme, which seeks to describe rather than prescribe. The exact choice of language points that suit a particular course will depend on a range of factors, such as:

- the level and range of levels of learners on the programme
- the age and educational background of the learners
- their reasons for learning English
- their areas of interest
- their first language
- their experience of learning English so far
- other sources of input and opportunities to practise English

The ELT professional will need to weigh these factors up in making decisions about what to include in a course. English Profile provides resources to help those decisions, and examples of curricula that have been drawn up using English Profile resources.

## Who has developed English Profile?

The founding partners in English Profile are:



Cambridge University Press and Cambridge ESOL are the main funding partners in English Profile.

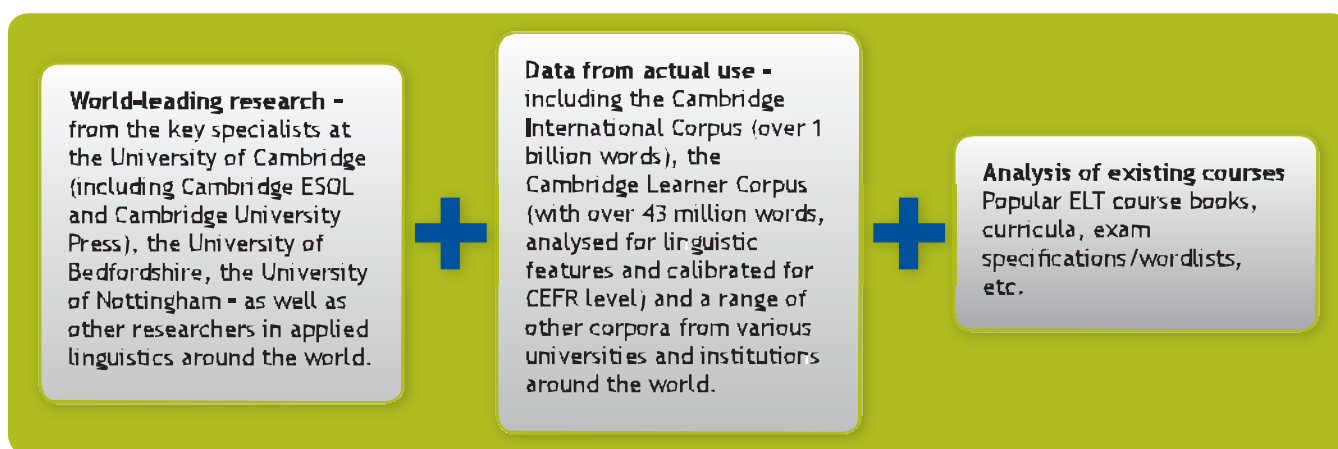


In addition, English Profile has a growing number of Network Partners, including universities, schools, language training centres and government departments, as well as individual researchers and specialists.

The English Profile Programme is endorsed by the Council of Europe, and financially supported by the European Union Lifelong Learning Fund.

## How has it been developed?

English Profile has combined three elements to develop the most reliable approach to describing English.



English Profile is unique in its use of real data. The Cambridge Learner Corpus is a particularly important source of information - with over 180,000 exam scripts from 203 different countries and assessed for level by Cambridge ESOL.

## How can teachers and learners benefit from English Profile?

Teachers can access English Profile resources directly if they want to get more information about what is suitable for their learners at each CEFR level. There are some examples in Section 5. But the biggest impact on English language teaching and learning will be through the support it gives to those people who plan curricula, who produce learning materials and those who design English language tests. English Profile helps them to judge better what language to include at each level of learning. The improvements to curricula, course materials and tests will help the relevance and efficiency of language learning.

## Section 2 Vocabulary

The English Vocabulary Profile describes the vocabulary which learners of English know at each level of the CEFR. It is available as an interactive web resource, providing a huge searchable database of detailed information on the words and phrases that are appropriate for learners at each level of the CEFR. The Vocabulary Profile can be accessed in many different ways, depending on the needs of the individual user. This booklet gives an indication of how it works.

Many people will already be familiar with the working title of the project, which was the English Profile Wordlists. However, the resource is much more than a list of words for each CEFR level. The current English Vocabulary Profile

- contains words, phrases, phrasal verbs and idioms
- presents the level of each meaning of a word in CEFR order, to suggest learning priorities
- provides detailed dictionary-style entries with clear definitions, grammatical information and guidewords to meanings
- includes audio and written pronunciations
- contains many real examples, from dictionaries and from actual learners at an appropriate level
- can be searched according to different filters, including parts of speech, grammar, usage, topic and affixes

### What does it mean to ‘know’ a word?

The core objective of the English Vocabulary Profile project has been to establish which words and phrases are commonly known by learners around the world. What is meant by ‘know’ in this context? We have not attempted to separate receptive competence from productive as, in reality, so much will depend on learning styles and priorities. In general, communicative classrooms in the 21st century provide more consistent opportunities for using new language than a generation ago. Added to that is the unlimited access that most students have to the internet, where they will be browsing but also actively participating through English.

For us, ‘knowing’ a word is a cumulative process, which implies lifelong learning, as further meanings and uses are acquired. A simple example is the word *blue*. It is unlikely that anyone would dispute the fact that learners who have reached A1 level ‘know’ this word: colours are one of the first vocabulary sets to be taught everywhere. However, the English Vocabulary Profile entry for this word stretches from A1 to C2 level, with figurative and idiomatic use coming in at the higher C1 and C2 CEFR levels, for example *out of the blue* and *feel blue*.

As the core results for *know* (opposite) show, there are additional meanings and phrases containing this basic word that are not known until the C levels.

Core results:

- know verb HAVE INFORMATION A1
- know verb ASK FOR INFORMATION A1
- know verb BE ABLE A2
- know verb BE CERTAIN A2
- let sb know A2
- you know B1
- know verb BE FAMILIAR WITH B1
- know verb UNDERSTAND A SUBJECT B1
- get to know sb/sth B1
- I know B1
- as you know B1
- as far as I know B2
- know better (than to do sth) B2
- I know B2
- you never know B2
- before you know it C1
- know sth inside out C1
- know what you are talking about C1
- know verb GUESS CORRECTLY C2
- know best C2
- know of sth/sb B2



## Using the English Vocabulary Profile

You can use the English Vocabulary Profile to:

- check the level of words, phrases and meanings
- produce lists of words at certain levels for a particular topic, or with certain grammatical features, etc
- see how the different meanings of words fit across CEFR levels
- get real examples of how words and phrases are used - by native speakers and by learners at different levels
- compare American English and British English
- get more information on collocations
- get an overview of word families

## Checking levels of vocabulary

To browse the list of words, phrases and phrasal verbs from a particular level, choose a level. For example, A1-A2 will give you all the words and phrases known at A2 level. The full A1-B2 list is selected by default.

To browse all new words and new meanings at a single level, select one of these. For example, A2 only will exclude anything already known at A1.

To browse an individual letter, click on the Browse A-Z link. The list of core results for each letter is displayed alphabetically. Clicking on any of these will take you to the full entry.

To check on the level of a word or phrase, key it in here with the A1-B2 default setting applied.

To refine your search, use the Advanced Search drop-down menus, filtering by topic, part of speech, etc.

Here is an example filtering results for nouns related to 'Homes and buildings', suitable for learners up to B2 level.



The screenshot shows the search results page. On the left, there is a search filter panel with the following settings: 'Browse A-Z' link, 'OR' separator, an empty search bar, 'ADVANCED SEARCH' button, 'Category' set to '--Any--', 'Part of speech' set to 'nouns', 'Grammar' set to '--Any--', 'Usage' set to '--Any--', 'Topic' set to 'Homes and buildings', and 'Prefix' set to '--Any--'. On the right, there is a list of search results for nouns related to 'Homes and buildings', each with a CEFR level indicator in a colored box:

- accommodation noun B1
- address noun BUILDING DETAILS A1
- air conditioning noun B1
- apartment noun A2
- architecture noun STYLE B1
- area noun PART B1
- armchair noun A2
- atmosphere noun AIR INSIDE B2
- balcony noun HOUSE ETC. B1
- barbecue noun EQUIPMENT A2
- barrier noun FENCE B2
- basement noun B2
- basin noun IN BATHROOM B1
- bath noun CONTAINER A1
- bathroom noun ROOM A1

The English Vocabulary Profile contains both British English and American English versions

British English | American English

Choose level:

- A1
- A1-A2
- A1-B1
- A1-B2
- A2 only
- B1 only
- B2 only

Browse A-Z  
OR  
Enter a word or phrase  
vacation

Search results for A1-B2 (0 matches)

No search results for **vacation** were found in the **British English Wordlist**.  
Search results for **vacation** were found in the **American English Wordlist**:

Core results:

- vacation** noun **A1**

The Profile opens with British English selected, but you can switch to American English at the start of a search, or at any other time. The program will even find a search word that is not in the language variety you searched but is in the other variety, as in this example for *vacation*. Clicking on the result shown will take you to the American version.

British English | American English

Choose level:

- A1
- A1-A2
- A1-B1
- A1-B2
- A2 only
- B1 only
- B2 only

Browse A-Z  
OR  
Enter a word or phrase  
vacation

ADVANCED SEARCH

**vacation** /veɪ'keɪ.ʃən/ [Outline View](#)

► **NOUN** [C or U]

**A1** a period of time to relax or travel for pleasure instead of doing your usual work or school activities

**Dictionary examples:**  
We're **taking** a vacation in June.  
They went to the Bahamas **on** vacation.  
I still have some vacation left before the end of the year.

**Learner example:**  
I am on vacation, so I don't have to work. *Key English Test; A2; Portuguese*

Search results for A1-B2 (5 matches)

Core results:

- primary school** noun **B1**
- school** noun PLACE **A1**
- school** noun TIME **A2**
- a dance/language/riding, etc. **school** **A2**

school was also found at:

- attend a church/college/school, etc. **B1**

Search results for A1-B2 (6 matches)

Core results:

- elementary school** noun **B1**
- school** noun PLACE **A1**
- school** noun TIME **A2**
- a dance/language/riding, etc. **school** **A2**
- school** noun COLLEGE/UNIVERSITY **B1**

school was also found at:

- attend a church/college/school, etc. **B1**

There are often differences in entries for the same word across the two versions. Look at the British and American listings for *school* below.

'Primary school' is used in the UK.


'Elementary school' is used in the US.

Note the COLLEGE/UNIVERSITY meaning of *school* in the US.



## Different meanings for the same word

An important feature of the English Vocabulary Profile is that it operates at the level of individual meanings, unlike most wordlists. Here is an example for the word cool up to B2 level:

cool  /ku:l/ [Outline View](#)

► **EXCLAMATION** INFORMAL

**A2** used when you like something or agree to something  
**Dictionary examples:**  
*You've got your own apartment? Cool!*  
*"We'll meet at ten, then?" "Cool."*

**Leamer example:**  
*That's very exciting. Cool!* Key English Test; A2; Chinese

► **ADJECTIVE**

**GOOD**

**A2** INFORMAL good, stylish, or fashionable  
**Dictionary examples:**  
*It was a really cool gig.*  
*She's really cool.*

**Leamer example:**  
*I got this mega cool T-shirt.* Key English Test; A2; Dutch

**SLIGHTLY COLD**

**B1** slightly cold, but not too cold  
**Dictionary examples:**  
*cool water*  
*a nice cool breeze*

**Leamer example:**  
*Sometimes a cool wind blows [in Bodrum].* Preliminary English Test; B1; Turkish

► **VERB** [I or T]

**B2** to become less hot, or to make something become less hot  
**Dictionary example:**  
*Allow the bread to cool before slicing it.*

**Leamer example:**  
*In the summer many people were delighted by fountains which cooled the air.*

**cool down/off (sb/sth) or cool (sb/sth) down/off** *phrasal verb*

**BECOME LESS HOT**

**B2** to become less hot, or to make someone or something become less hot  
**Dictionary examples:**  
*She waited until her coffee had cooled down and then took a sip.*  
*We went for a swim to cool off.*

**Leamer example:**  
*The pool is a very popular place to cool down [in].* First Certificate in English; B2; Swiss German

**BECOME CALMER**

**B2** to become calmer, or to make someone become calmer  
**Dictionary example:**  
*Just leave her to cool off and then talk to her.*

**Leamer example:**  
*It seemed to me that you were stressed. If I were you, I would cool down a little.* First Certificate in English; B2; Swedish

Guide words in capital letters for each meaning help the user navigate through long entries

Phrasal verbs are listed at the end of an entry

## Many English words have several meanings

Many common English words are polysemous - that is, they have a number of meanings, some of which are quite distinct from the core meaning of a word, and which will be encountered by learners at different CEFR levels. From the beginning, it was therefore a priority to investigate vocabulary knowledge at meaning level. This has been possible through access to the corpus-informed Cambridge University Press dictionary database, which is the only monolingual English dictionary resource to flag frequency at sense level. Using this, the English Profile vocabulary project has been able to evaluate each sense of a word, starting from its frequency for first language users and comparing that with learner data. Interestingly, the two are not always the same: what is frequent and useful for learners may not be quite as frequent for native speakers, and vice versa. Take for example the word *case*: learners meet the meanings of CONTAINER (pencil case) and BAG (suitcase) before they know its most frequent sense for native speakers, that of SITUATION (*in this case*, etc.)

## Extensive information about phrases

Here is the search for the word *way*. Notice the number of phrases given in the core results for B1 and B2. Once you click on one of these results, you are taken to the entry itself. So for example, if you are interested in looking at *make your way*, you can go directly to that part of the entry for *way*.

The screenshot shows the search interface for the word "way". On the left, there are options for "British English" and "American English", a "Choose level" section with radio buttons for A1, A1-A2, A1-B1, A1-B2, A2 only, B1 only, and B2 only, a "Browse A-Z" link, and an "OR" section with an input field containing "way". Below this is an "ADVANCED SEARCH" dropdown menu with a "Search" button. At the bottom left, there are links for "English Profile Home", "About English Vocabulary Profile", and "Word of the week". On the right, the search results are displayed under the heading "Search results for A1-B2 (14 matches)". The "Core results:" section lists 14 items, each with a CEFR level indicator in a colored box: "way noun METHOD" (A2), "way noun ROUTE" (A2), "by the way" (A2), "way noun DIRECTION" (B1), "way noun DISTANCE" (B1), "no way" (B1), "a/sb's way of life" (B1), "either way" (B1), "one way or another" (B2), "one way or the other" (B2), "the other way round/around" (B2), "make your way" (B2), "all the way" (B2), and "in a way; in some/many ways" (B2). A callout box at the bottom left of the screenshot contains the text "Core results are displayed in CEFR order" with an arrow pointing to the list of results.

Our work on phrases continues to be one of the most exciting parts of the vocabulary project and has been informed and validated by state-of-the-art academic research on phrasal expressions. Look at the full entry for the B2 sense of *make your way* (there is also a C2 sense, which is figurative as in 'make your way in a career', rather than literally 'get to a place').

### make your way

**B2** to get to a place

#### Dictionary examples:

*We slowly made our way down the river.*

*It's getting late - we should make our way home soon.*

#### 🕒 Learner example:

*She made her way slowly to the waiting room and patiently waited for the train to arrive.*  
*First Certificate in English; B2; Azerbaijani*

### all the way

**B2** the complete distance

#### Dictionary example:

*They cycled all the way to London.*

#### 🕒 Learner example:

*I drove all the way to Bergen in only one day.*  
*First Certificate in English; B2; Swedish*

There are often differences at phrase level across the British and American versions.

British version:

### in future MAINLY UK ( US USUALLY in the future )

**B1** beginning from now

#### Dictionary examples:

*Could you be more careful in future?*

*In future, I'm going to check every single piece of work that you do!*

#### 🕒 Learner example:

*I hope it'll help me to understand many foreign people not only in my job, but everywhere I go in future.*

*Preliminary English Test; B1; Czech*

American version:

### in the future

**B1** beginning from now

#### Dictionary examples:

*I promise I'll be more careful in the future.*

*In future, I'll check every single piece of work that you do!*

#### 🕒 Learner example:

*So hopefully she will follow my advic[e] a little bit better in the future.*

*First Certificate in English; B2; Swedish*

Learner knowledge of phrasal verbs is another area that has been trialled and validated. There is far less learner evidence of the use of phrasal verbs, particularly up to B2 level, and we were therefore very pleased that an English Profile Network partner in Japan agreed to conduct a large-scale test on our behalf, to evaluate the relative difficulty of 100 of the 442 phrasal verbs that are currently included in the A1 to B2 levels. This test is being replicated in other markets to enable us to compare knowledge of phrasal verbs across different first language backgrounds.

## Word Families

The English Vocabulary Profile also provides information on Word Families - groups of words with a common root. The different parts of speech in a word family will often be at different CEFR levels according to their frequency. See the screenshot below for the word family in the entry for *different*:

**different** /ˈdɪf.ə.r.ənt/

Word family:  
Nouns: difference  
Verbs: differ  
Adjectives: different  
Adverbs: differently

► ADJECTIVE  
NOT SAME  
A1 not the same  
Dictionary examples:  
*She seems to wear something different every day.*  
*We're reading a different book this week.*  
*Emily is **very/completely** different **from** her sister.*  
*That's totally different **to** my experience at school.*  
*There are many different **types/kinds** of bacteria.*

👁 Learner example:  
*My friends gave me different gifts.*

Word family panels are included at the top of all entries which have two or more family members included in the English Vocabulary Profile.

Clicking on any one of these will take you to the entry for that word.

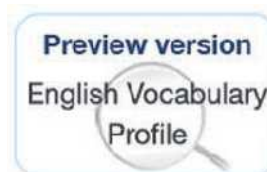
In many cases, the CEFR levels will be different - for example, in the family for that very word, the adjective *different* is A1 but the lower-frequency verb *differ* is B2.

Another big area of research on the vocabulary project has been the investigation of affixation. Here too, native speaker frequency has played a part in the decision-making process as to CEFR level, along with a consideration of the transparency of the different parts of speech in relation to the base word. When an affix is attached to a word, it may be transparent in meaning - for example, it is not difficult to understand *downloadable* from the verb *download* - but it is less easy to work out the meaning of *changeable*, as in *changeable weather*, formed from *change*.

## Compiling the English Vocabulary Profile

So how have we arrived at these levels? The English Vocabulary Profile research has been substantially but not exclusively corpus-informed. We have used both the Cambridge International Corpus, a 1.2 billion-word collection of written and spoken English, and the Cambridge Learner Corpus, a unique corpus of written learner English, currently standing at 43 million words and which includes student writing at all six CEFR levels, and from 203 countries worldwide. Work is now underway to construct a spoken learner corpus of 2 million words, which will further inform future iterations of the Vocabulary Profile.

In combination with this corpus evidence, we have monitored a range of classroom-based sources, including wordlists from leading coursebooks, readers wordlists and the content of vocabulary skills books. We have also referred to the Vocabulary Lists for the KET and PET examinations, which have been in use since 1994 and have been regularly updated to reflect language change and patterns of use. Finally, even though it was published thirty years ago, the Cambridge English Lexicon by Roland Hindmarsh has proved invaluable as a checking source, where the language has not evolved over time; it too was organised at meaning level.



## Completing the English Vocabulary Profile: A1 to C2 level in 2012

We are currently developing the Vocabulary Profile for levels C1 and C2. This entails looking again at the less frequent meanings of words that are already included in the A1 to B2 levels, and adding new words and phrases. You can see a three-letter Preview version for the complete English Vocabulary Profile on the website.

### Where can you access the English Vocabulary Profile?

Access is through the English Profile website: [www.englishprofile.org](http://www.englishprofile.org). Click on the thumbnail on the homepage.



## Section 3 Grammar

The aim of the English Grammar Profile is to establish which grammatical features characterise learners' output at each level of the Common European Framework of Reference. The project seeks to pinpoint what structures are used, for example, by learners at B1 level, but are not fully acquired by learners at A2 level; and, similarly, what structures B1 learners do not usually master until they have progressed to B2 level.

The details of the relationships between structures and CEFR levels have been identified by careful analysis of the Cambridge Learner Corpus (CLC), a massive collection of scripts - currently over 43 million words - written by candidates across the range of University of Cambridge ESOL Examinations. The data reported here reflects the CLC as it currently stands. Since English Profile is a long-term programme of research, the list of grammatical features presented here will gradually be enhanced and amended as more learner data become available to the Programme.

This section gives four types of information:

- a selection of grammatical features that distinguish each level, with some example utterances from real learners
- some examples of more detailed grammatical Reference Level Descriptors
- some examples of areas where error types significantly improve between levels
- an example of how a grammatical feature develops across the CEFR levels

### Summary of grammatical critical features that distinguish each level

Level	Some key features	Examples
A2	Simple sentences Sentences with clauses joined by <i>that</i> Descriptive phrases introduced by a past participle Simple direct <i>wh-</i> questions Simple sentences using infinitives Other infinitives Some modals	<i>We came back and went to bed</i> <i>I know that you have a new house too</i> <i>There are beautiful paintings painted by famous Iranian painters</i> <i>What are you going to wear?</i> <i>I want to buy a coat something to eat</i> <i>We must be there at 7 o'clock in the morning.</i>
B1	- <i>ing</i> clauses Whose relative clauses Indirect questions Clauses with <i>what</i> as subject/object Verb+object+infinitive <i>easy + infinitive</i> Some complex auxiliaries Additional modal uses	<i>Maria saw him taking a taxi</i> <i>...this famous painter whose pictures I like so much</i> <i>Guess where it is</i> <i>This is what I think</i> <i>I ordered him to gather my men.</i> <i>The train station is easy to find.</i> <i>would rather, had better</i> <i>I have invited all his friends, so we should be 28 people.</i>
B2	- <i>ing</i> clause before the main clause <i>It + verb + infinitive</i> phrase <i>Wh-</i> clause as subject of main clause Reported speech Lexically-specific verbs/adjectives + infinitive	<i>Talking about spare time, I think we could go to the Art Museum</i> <i>It would be helpful to work in your group as well.</i> <i>What came after was what really changed my summer!</i> <i>I told him I loved his songs.</i> <i>proved to be wrong, turned out to be..., expected to...</i>
C1	Lexically-specific verbs + object + infinitive <i>Might</i> for permission Fewer grammatical errors with agreement, countability or word formation.	<i>I believe her to be this country's best representative.</i> <i>Might I tell you what we discuss?</i>
C2	Some new lexically-specific verbs + object + infinitive Longer utterances with greater accuracy	<i>They declare some products to be the hits of the season</i>

## Examples of more detailed grammatical Reference Level Descriptors for English

Level	Structure/feature	Examples
A2	<b>Simple clauses without object (intransitive clauses)</b> These are simple clauses consisting of a noun phrase and an intransitive verb, i.e. a verb that takes no object (e.g. <i>go</i> , <i>arrive</i> ). the noun phrase is the subject of the intransitive verb. the intransitive verb can be followed by a particle (e.g. <i>we came back</i> ), an adverb (e.g. <i>you can get there</i> ) or a prepositional phrase (e.g. <i>you can go to Yilte park</i> ).	<i>We came back.</i> <i>...and went to bed.</i> <i>You can go to Yilte Park.</i> <i>You can get there by train.</i> <i>Can you come to my house at 2pm on Saturday?</i> <i>You write to me soon.</i> <i>We meet in station.</i>
A2	<b>Clauses with a direct object (transitive clauses)</b> These are clauses containing a noun phrase followed by a verb and another noun phrase (e.g. <i>he loved her</i> ). The noun phrase preceding the verb is the subject and the noun phrase following the verb is the direct object (i.e. <i>he</i> is the subject and <i>her</i> is the direct object of the verb <i>loved</i> ). The noun phrase serving as the object of the verb can be followed by a prepositional phrase (e.g. <i>Now I write a postcard for you</i> ).	<i>I met a lot of interesting people.</i> <i>Now I write a postcard for you...</i>
A2	<b>Some simple clauses with a direct and indirect object (ditransitive clauses)</b> (i) These clauses comprise a noun phrase, a verb and two noun phrases after the verb one of which is the direct object and one the indirect object, with either the indirect object first <i>I can give you my guitar</i> or the other way around: <i>I'll give it to you</i>	<i>I can give you my guitar.</i> <i>I'll give it to you...</i>
A2	<b>Verb + subordinate clause with or without that (Verb with a finite complement clause)</b> These structures comprise one main clause containing a noun phrase and a verb and a subordinate complement clause with a finite verb (i.e. a verb inflected for person and tense) (e.g. <i>they thought that he was always late</i> ). The complementizer <i>that</i> at the beginning of the subordinate complement clause can be overt or can be omitted (e.g. <i>I hope (that) you are well</i> ).	<i>I knew that you have a nice house...</i> <i>I think the zoo is an interesting place.</i>
A2	<b>Direct WH-questions</b> These are questions beginning with a WH-word (e.g. <i>what</i> , <i>who</i> , <i>where</i> ) followed by an auxiliary (e.g. <i>have</i> , <i>do</i> ) or a copula (e.g. <i>be</i> ), a noun phrase (e.g. <i>you</i> , <i>the park</i> ), and a verb (e.g. <i>What do you like?</i> ).	<i>What are you going to wear?</i> <i>Who would like to buy the English book "English for Business People?"</i> <i>So when are you celebrating your birthday?</i> <i>How did you know I liked skateboards?</i> <i>Where is the park?</i> <i>Why don't we go horse riding if it doesn't rain?</i>
A2	<b>Noun + descriptive phrase introduced by past participle (postnominal modification with -ed)</b> These are phrases comprising a noun phrase followed by a past participle ending in <i>-ed</i> (e.g. <i>the boy deprived of his ice cream</i> ).	<i>There are beautiful paintings painted by famous Iranian painters</i>
B1	<b>Noun + descriptive phrase introduced by present participle (postnominal modification with -ing)</b> These are phrases consisting of a noun phrase followed by a present participle ending in <i>-ing</i> (e.g. <i>the boy walking down the road</i> ).	<i>As I was desperate I put an advertisement in the newspaper asking if someone had it, but no one answered me.</i>
B1	<b>Relative clauses using whose</b> These are relative clauses beginning with <i>whose</i> and are followed by another noun phrase (e.g. <i>whose pictures</i> ).	<i>... a biography of this famous painter whose pictures I like so much</i> <i>... I met a very nice boy whose name's John</i>
B1	<b>WH- word + Noun phrase + Verb clauses, used as a subject or object (pseudoclefts type WH-NP-VP)</b> These are subordinate clauses beginning with a WH-word (e.g. <i>what</i> ) followed by a noun phrase and a verb (e.g. <i>what I like</i> ). The WH-word is the direct object of the verb in this clause (i.e. <i>what</i> is the object of <i>like</i> ). The pseudocleft type (i) structure can appear as a subject ( <i>What I like is watching football</i> ) or as an object (complement) after the verb to be ( <i>This is what I like</i> ).	<i>The name is not very original, but what you can do there is great!</i> <i>I opened the door and what I saw was so amazing.</i> <i>... what I really don't know is if in my bedroom I will have any place to put something new.</i>
B1	<b>Indirect WH-questions</b> These are subordinate clauses beginning with a WH-word (e.g. <i>what</i> ) followed by a noun phrase and a finite verb (ie a verb inflected for person and tense (e.g. <i>he asked what he should do</i> ).	<i>Guess where it is.</i> <i>I don't know how I could have done it.</i> <i>I can't understand what she's saying.</i> <i>In your letter you said that you would like to know what I have bought.</i> <i>After class he asked me why I was sad and I told him what was the matter.</i> <i>Do you remember who Lucia is?</i>



B1	<p><b>Adverbial subordinate clauses with -ing that follow the clause to which they are attached</b></p> <p>These are subordinate clauses with verbs ending in -ing (e.g. <i>walking down the road</i>). These subordinate clauses have an adverbial function and can follow the main clause (e.g. <i>he pumped into a lamppost walking down the road</i>).</p>	<p>...the Hotel Taj provides more facilities, <b>including</b> computers ...</p>
B1	<p><b>Easy + infinitive</b></p> <p>These are complex clauses comprising a main clause beginning with a noun phrase, the verb <i>be</i> and the adjective <i>easy</i> (e.g. <i>the book is easy</i>) followed by a subordinate clause with an infinitival verb (to+verb) (e.g. <i>The book is easy to read</i>). The nouns in these constructions can occupy other non-subject positions in the subordinate clause e.g. <i>The student is easy to study with</i></p>	<p><i>He's really easy to get on with.</i> <i>The train station is easy to find</i></p>
B1	<p><b>expect, like, want + object + infinitive (subject to object raising, NP-V-NP-VPinfin)</b></p> <p>These are complex clauses containing a main clause beginning with a noun phrase and the verbs <i>expect</i>, <i>like</i> or <i>want</i> (e.g. <i>john expects</i>), followed by a noun phrase and a subordinate clause with an infinitival verb (to+verb) (e.g. <i>John expects her to come to the party</i>). the noun phrase <i>her</i> is the direct object of the main verb and the logical subject of the subordinate infinitival clause, and it has moved out of its position as the subject to become the direct object of the main clause (hence 'subject to object raising').</p>	<p><i>Sara told me she would come, but I didn't expect her to come so early.</i> <i>I am doing fine, I expected it to be more difficult, but it is not so hard.</i> <i>I would like you to spend a weekend at my house too.</i> <i>Finally I want you to say hi to everybody and I am looking forward to seeing you.</i></p>
B2	<p><b>It + Verb + infinitive (it Extraposition with infinitival phrases)</b></p> <p>These are complex clauses containing one main clause beginning with <i>it</i> and a verb, followed by a subordinate complement clause with a verb in the infinitive (to+verb) (e.g. <i>it is likely to rain tomorrow</i>).</p>	<p>...it would be helpful to work in your group as well.</p>
B2	<p><b>WH word + Verb Phrase clauses, that are used as a subject or object (Pseudo-cleft type (ii) WH-VP)</b></p> <p>These are subordinate clauses beginning with a WH-word (e.g. <i>what</i>) followed by a noun phrase and a verb (e.g. <i>what interests me</i>). The WH-word is the subject of the verb in this clause (i.e. <i>what</i> is the subject of <i>interest</i>). The pseudocleft type (ii) structure can appear as a subject (<i>What interests me is politics</i>) or as an object (complement) (<i>I know what interests me</i>).</p>	<p>...what fascinated me was that I was able to lie on the sea surface</p>
B2	<p><b>Verb + object + Adjective (Secondary predications NP-V-NP-AdjP)</b></p> <p>These are clauses comprising a noun and a verb, which is followed by a noun phrase and an adjective (e.g. <i>he painted the car red</i>). The noun phrase following the verb is the direct object (<i>the car</i>) and the adjective (<i>red</i>) complements that object. In Secondary Predication constructions, the direct object (<i>the car</i>) is the direct object of <i>painted</i> and also contracts a secondary relation with the following predicate (<i>is or becomes red</i>).</p>	<p><i>But if you don't want to take any risks, just go and paint the houses yellow and blue</i></p>
B2	<p><b>difficult, good and hard + infinitive</b></p> <p>These are complex clauses comprising a main clause beginning with a noun phrase, the verb <i>be</i> and the adjectives <i>difficult</i>, <i>good</i> or <i>hard</i> (e.g. <i>the book is difficult</i>) followed by a subordinate infinitival clause (e.g. <i>Apples are good to eat</i>). The nouns in these constructions can occupy other non-subject positions in the subordinate clause e.g. <i>The student is easy to study with</i>.</p>	<p><i>The first Restaurant is "Mexico", it is situated near the metro station and is not very difficult to find.</i> <i>On the other hand car is good to go everywhere, to go across another place quickly, to an emergency and to get fun.</i> <i>The grammar and vocabulary are a bit hard to learn.</i></p>
C1	<p><b>believe, find, suppose, take + object + infinitive (new subject-to-object Raising constructions NP-V-NP-VPinfin)</b></p> <p>These are complex clauses containing a main clause beginning with a noun phrase and the verbs <i>believe</i>, <i>find</i>, <i>suppose</i> or <i>take</i> followed by a noun phrase and a subordinate clause with an infinitival verb (to+verb) (e.g. <i>I find this to be more interesting than the walking route to Lake Hawksmere</i>). the noun phrase <i>this</i> is the direct object of the main verb <i>find</i> and the logical subject of the subordinate infinitival clause, and it has moved out of its position as the subject of the subordinate clause to become the direct object of the main clause ('subject to object raising')</p>	<p><i>Being born and raised in Mexico, I believe her to be this country's best representative in the world.</i> <i>I found the legroom to be far too small, and several of the safety-belts were broken.</i> <i>I find this to be more interesting than the walking route to Lake Hawksmere, ...</i> <i>Overall I found this to be pretty satisfying as it does fulfill most of the students' wishes.</i> <i>I can assure you that the strike isn't as worrying as you suppose it to be.</i> <i>They take care of our health but nobody doesn't take it to be important.</i></p>

C1	<p><b>Double embedded genitive with 's 's</b> (An [[-s] -s] double embedding of an -s genitive within an -s genitive)</p> <p>These are complex phrases consisting of a noun phrase (e.g. house) preceded by an --s genitive (possessive) phrase which contains another -s genitive (possessive) phrase (e.g. <i>the bride's family's house</i>).</p>	<p><i>After spending the first day of their marriage in <b>the bride's family's house</b></i></p>
C2	<p><b>declare, presume, remember + object + infinitive</b> (new subject-to-object Raising NP-V-NP-VPinfin)</p> <p>These are complex clauses containing a main clause beginning with a noun phrase and the verbs <i>declare</i>, <i>presume</i> or <i>remember</i> followed by a noun phrase and a subordinate clause with an infinitival verb (to+verb) (e.g. <i>He presumed work to be the way to live.</i>). The noun phrase <i>work</i> is the direct object of the main verb <i>presumed</i> and the logical subject of the subordinate infinitival clause <i>to be</i>, and it has moved out of its position as the subject of the subordinate clause to become the direct object of the main clause ('subject to object raising')</p>	<p><i>They declare some products to be the hits of the season, thus creating fashion, and few of us want to be unfashionable</i></p> <p><i>He presumed work to be the way to live.</i></p> <p><i>Plus, I remember my classes to be very participative, and dynamic.</i></p> <p><i>She remembered her father to be a lively, tall and broad shouldered man with a beard that tickled when he bent down to kiss her goodnight.</i></p>

## Some examples of error types that improve significantly between levels

### A2 to B1

Error type	Examples from the A2 level
<p><b>Form of Determiner</b></p> <p>When the articles 'a' and 'an' are confused.</p>	<p>...a month ago I bought <b>an</b> handheld. (a)</p> <p>This is <b>a</b> interesting place! (an)</p> <p>I am <b>an</b> student... (a)</p> <p>It's <b>a</b> old town with a harbour... (an)</p> <p>Yesterday I was in a [English] pub. (an)</p>
<p><b>Missing Adjective</b></p> <p>When a sentence or construction requires an adjective for completeness and that adjective has been omitted, it is a Missing Adjective error.</p>	<p>Here're a <b>lot of kinds</b> of animals. ([lot of different kinds])</p> <p>The weather is fantastic, we [all have] <b>really fun...</b> (really good fun)</p> <p>You can get [them] for [] half of <b>the price.</b> (the original price)</p> <p>I want to sell a radio. It is <b>six years.</b> (six years old)</p> <p>I want to sell a [television]. ...<b>it is about</b> £160. (is worth about)</p>
<p><b>Missing Quantifier</b></p> <p>When a sentence or construction requires a quantifier for completeness and that quantifier has been omitted, it is a Missing Quantifier error.</p>	<p>I will <b>buy new</b> trousers and a pair of shoes. (buy some new)</p> <p>I can write once two weeks. (once every two)</p> <p>I want to buy some jerseys and <b>two trousers.</b> (two pairs of trousers)</p> <p>I [<b>spent</b>] <b>great</b> days [in] Bath. ([spent] several great)</p> <p>I <b>haven't money</b> with me. (haven't any money)</p>
<p><b>Inflection of Quantifier</b></p> <p>When the learner has created a feasible but non-valid inflected form of the quantifier.</p>	<p>I think that we can go for a walk, ride a bike, play football and <b>others</b> sports. (other)</p> <p>Anyway, <b>others</b> things are ok... (other)</p> <p>I will send <b>others</b> postcards. (other)</p> <p>It's the story of a man who hates living with <b>others</b> people. (other)</p> <p>I bought a [pair of] trouser[s] and <b>somes</b> [tee shirts]. (some)</p>

### B1 to B2

Error type	Examples from the A2 level
<p><b>Derivation of Determiner</b></p> <p>Where a determiner resembles, or includes the stem of, a valid determiner but has been incorrectly derived, usually because it has been given an incorrect affix, it is a Derivation of Determiner error.</p>	<p>I'm really glad, because you want to visit <b>mine</b> country. (my)</p> <p>You asked me about the best place to spend you time... (your)</p> <p>...we should spend [a] couple of days in the city and look around, go sightseeing, meet <b>me</b> friends... (my)</p> <p>It will be the best [Halloween] in <b>he</b> life. (her)</p> <p>It was great to hear from you, and even better to hear about <b>yours</b> news. (your)</p>
<p><b>Inflection of Quantifier</b></p> <p>When the learner has created a feasible but non-valid inflected form of the quantifier.</p>	<p>If you have <b>others</b> questions please contact me! (other)</p> <p>...we visited <b>others</b> small towns on Florence's hills. (other)</p> <p>...I think it could be very interesting to meet people from others countries and cultures. (other)</p> <p>[I'll give] you <b>somes</b> photos and &lt;#Q&gt;somes  some&lt;/#Q&gt; DVD[s] of this celebration. (some)</p>
<p><b>Inflection of Verb</b></p> <p>When the learner has made a false assumption about whether a verb is regular or irregular and inflected it accordingly. Most commonly, the error is caused by putting regular inflections on irregular verbs.</p>	<p>...all the walls are white and I've <b>hanged</b> [a] few paintings on them. (hung)</p> <p>After the film we had dinner and we <b>chated</b> about the film... (chatted)</p> <p>...we bought some souvenirs and drew home. (drove)</p> <p>...he has <b>sended</b> us a few tickets[.] (sent)</p> <p>I'm glad to hear that you are <b>comming</b> to my country... (coming)</p>

## Sample Reference Level Description for Uncountable nouns

*	Typical use of structure/feature	Examples	Most common errors and examples
A1	Can use some common uncountable nouns correctly: <b>information, money, time, work</b> with a limited range of determiners: <b>some, a lot of, the</b>	She usually does <b>the housework</b> on Sunday I have <b>a lot of work</b> in college. I have got <b>a lot of information</b> about the shops near our area.	homeworks, breads, houseworks I don't like <b>homeworks</b> . She looks after the children every day. Then she does <b>the houseworks</b> in her house. You can buy all types of fruits, sauces, breads.
A2	Can use an increasing range of common uncountable nouns correctly with an increasing small range of items before the noun: <b>a lot of, the, some, more, important</b>	Can you help me? I need more <b>information</b> about this course	informations, musics, papers, loves, homeworks I have <b>some informations</b> about the art class. You have to bring a pen and <b>some papers</b> .
B1	Can use an increasing repertoire of uncountable nouns correctly with a greater range of items before the noun: <b>the, further, more, some, this, interesting, detailed, useful</b> Errors persist with the most common items.	Our <b>present accommodation</b> is too small for us. If you need <b>further information</b> just ask.	informations, equipments, homeworks, advices, furnitures, countrysides, works, softwares, trainings I'm looking forward to hearing from you if you require <b>further informations</b> . 250 of them are very young and they need <b>a lot of trainings</b> .
B2	Can use an increasing repertoire of uncountable nouns correctly with a greater range of items before the noun: <b>the, further, more, some, this, interesting, detailed, useful, following, no</b> Errors increase with the most common items.	A better way of spending <b>the money</b> is the build a new fitness club. I would like to know if I need <b>extra money</b> . Tourism has an inevitable fact of bringing <b>a huge sum of money</b> to local business	informations, advices, equipments, transports, knowledges, works, spendings, trainings, homeworks, researches, furnitures, behaviours, damages Please send me <b>all the informations</b> and the application. I think both of them have reasonable prices for <b>their foods</b> .
C1	Can use an increasing repertoire of uncountable nouns correctly with a greater range of items before the noun: <b>the, further, more, some, this, interesting, detailed, useful, additional, essential, up-to-date</b> . Errors increase with the most common items and with determiners.	For <b>more detailed information</b> you may contact me on ... They have already been equipped with the necessary hardware and <b>software</b> and have access to the Internet and our database. The only <b>criticism</b> we can make is the amount of equipment.	informations, transports, trainings, equipments, advices, knowledges, softwares, researches, furnitures, tuitions, spendings, accommodations, feedbacks, congestions <i>For readers that are less keen on sports, an article containing some simple <b>advices</b> on how to keep fit will be more than pleasant to read.</i> <i>I had a small problem with <b>transports</b>, because the nearest bus stop was about two miles far away.</i> <i>I have knowledges of foreign languages such as English (written and spoken fluently), [a] little <b>knowledges</b> of French.</i> <i>The three computers were acquired in order to replace the out-of-date <b>equipments</b> that were used by the General Manager</i>
C2	Can use an increasing repertoire of uncountable nouns correctly with broad range of items before the noun: <b>the, further, more, some, this, interesting, detailed, useful, additional, essential, up-to-date</b> enough, provide. Errors decrease but persist with the most common items.	<b>Research</b> and development has prevented many of us from illnesses ... It is for these people that a magazine such as yours should give extensive <b>advice</b> ... In addition , there has also been significant <b>damage</b> to our houses : walls and ceilings cracking , roof tiles coming loose and - occasionally window panes being shattered!	<i>Reading these books is very interesting , as <b>many advices are</b> hidden inside</i> <i>Even though some of our childhood influences may lead us to negative <b>behaviours</b> as adults , such as being messy , it might be a good idea to be thankful for the good influences.</i> <i>You can even exchange your teaching and learning experiences or <b>informations</b> with other schools through computers</i> <i>All <b>informations</b> in this statement are provided with my best knowledge</i> <i><b>Many researches have</b> been made already in order to find out if other planets, like &lt;#MD&gt;  the &lt;/#MD&gt; Moon, Mars or Venus are suitable for human life .</i>

## Section 4 Functions

English Profile builds on the work in the Threshold Series. This series presented the language knowledge and skills needed to communicate functions and notions in English. It covered CEFR levels A1 (Breakthrough), A2 (Waystage), B1 (Threshold) and B2 (Vantage). English Profile has focused on getting a better understanding of language functions used at the C levels in English because these are least well defined in the CEFR and were not covered by the Threshold series.

English Profile provides additional detail and contextualisation for the existing Can Do statements in the CEFR. The component elements proposed for Can Do statements include the following:

<b>Activity: Can...</b>	The social act (function) or related sequence of acts (activity) that the learner might be expected to accomplish by means of the language
<b>Theme/ Topic: Concerned with...</b>	The themes, topics and settings in relation to which the learner might be expected to perform. In the CEFR, applicable themes are grouped under the four domains: educational, public, professional and personal
<b>Input text: Based on...</b>	The nature of the text that the learner might be required to process as a basis for his or her own contribution or to demonstrate his or her comprehension
<b>Output text: Producing...</b>	The nature of the text that the learner might be expected to produce or participate in producing to demonstrate (a specified degree of) understanding or to accomplish a task
<b>Qualities: How well?</b>	The qualities that the learner would be expected to demonstrate in carrying out language activities. For production, these qualities are grouped under the CEFR headings of Linguistic, Pragmatic, Sociolinguistic and Strategic competences
<b>Restrictions: Provided that...</b>	Physical or social conditions and constraints under which the learner would be expected to perform

The revised English Profile Can Do statements come from a range of sources:

- CEFR illustrative scales
- textbooks sourced through Cambridge University Press
- examination handbooks from Cambridge ESOL Examinations
- curriculum and syllabus documents sourced by English Profile partner organisations such as the British Council, English UK and others
- the *Bank of descriptors for self-assessment in European Language Portfolios* (Lenz and Schneider 2004a)
- online publications by educational institutions such as test specifications and handbooks, proficiency scales and support materials for textbooks
- bestselling international textbooks from different publishers and related support materials
- additional (not publicly available) materials from educational contexts

Some examples of these refined and contextualised functions are given on the next pages.

English Profile will eventually provide learner examples of functional usage for each CEFR level, illustrating how related functions develop across the CEFR levels.

NB. For further information on **Functional Progression** (including details on the full range of revised Can Do statements), see Tony Green's forthcoming publication *Language functions revisited: Theoretical and empirical bases for language construct definition across the ability range.*, listed in the references in Section 6; also there are more examples online at <http://www.beds.ac.uk/research/bmri/crella/cando>

All Threshold series publications are also freely accessible from the English Profile website.

## Examples of revised English Profile Can Do statements (C Levels)

Activity Can...	Topic/Setting Concerned with...	Input Based on...	Text Producing...	Qualities - how well? L=Linguistic; P=Pragmatic; S=Sociolinguistic; X=Strategic	Restrictions Provided that...
account for and sustain his/her opinions	complex technical/ abstract topics		[spoken interaction] discussion	P9. providing relevant explanations, arguments and comments L2. is readily comprehensible L3. intonation is used to support meaning L4. uses a range of grammatical forms and vocabulary appropriate to the audience, topic and social context S2. adjusts level of formality and style of speech to suit social context: formal, informal, colloquial P10. contributions are relevant and are integrated into the flow of the discourse using linking words, repetition of words used by other participants	

Activity Can...	Topic/Setting Concerned with...	Input Based on...	Text Producing...	Qualities - how well? L=Linguistic; P=Pragmatic; S=Sociolinguistic; X=Strategic	Restrictions Provided that...
give instruction	series of complex professional/ academic procedures		[spoken production] [sustained monologue]	L2. is readily comprehensible L3. intonation is used to support meaning L4. uses a range of grammatical forms and vocabulary appropriate to the interlocutor(s), topic and social context L5. using appropriate technical terminology P1. clear P5. at length P6. detailed P7. well-structured and developed P8. conveys ideas with some precision, does not resort to simplification X1. checks comprehension as necessary	instructions to a work colleague or student with some technical knowledge

Activity Can...	Topic/Setting Concerned with...	Input Based on...	Text Producing...	Qualities - how well? L=Linguistic; P=Pragmatic; S=Sociolinguistic; X=Strategic	Restrictions Provided that...
describe and interpret	complex academic or professional topics	empirical data from research	[written production] reports, articles or essays	L1. maintains high levels of linguistic accuracy over extended text L3. at length (500 words plus) P1. clear P6. reaches a position or conclusion P7. well-structured and developed S1. style appropriate to the genre adopted	

### An example relating to Written Production

Activity Can...	Text when reading...	Text characteristics characterised by...	Topic/Setting concerned with...	Qualities - how well?	Restrictions Provided that...
demonstrate comprehensive understanding	articles in serious newspapers or magazines; reference books; specialised academic/ professional publications	lengthy, complex sentences infrequent, sometimes technical vocabulary formal register	complex public, academic or professional topics conveying detailed propositional information that is new to the reader: facts, definitions	produces accurate and detailed summary or text level representation of factual content, showing relationships between ideas accurately responds to questions of detail	access to reference tools opportunities for re-reading texts addressed to general educated readership OR texts addressed to professional/ academic community to which learner belongs

## Section 5 How to use English Profile

How can ELT professionals use English Profile? Here are four types of activity - with examples of how different ELT professionals might do these to improve their work.

### A Check whether particular language points are suitable for a particular group of learners

- A teacher checking whether some key vocabulary for a lesson is suitable for her class.
- A test developer checking whether a particular grammatical point is suitable for an A2 test.
- An author checking what aspects of a grammatical area (e.g. past tense) are suitable for a B1 course.

### B Produce lists of language points that are suitable for a particular group of learners

- A curriculum planner is drawing up the vocabulary list for an A1 course.
- An author wants to identify language points that are particularly difficult for Spanish speakers at B1 level.
- A test developer has to decide which structures to include in the assessment syllabus for a C1 exam.
- An author is producing an exercise of prefixes/suffixes for a particular set of words.
- A teacher is looking for a range of examples of 'refusing a request' suitable for B2 learners.

### C Get examples of learners' use of language points at different levels

- A teacher is putting together an exercise on a particular language point, using examples produced by learners at the same level as his class.
- A test writer is looking for a suitable sentence for a particular test item.
- A curriculum planner wants to add to the syllabus examples of particular structures in the syllabus that are suitable for the level.
- An author is writing a unit on health at B1 level and wants a list of suitable words and phrases to include.
- A teacher is looking for examples of 'asking for permission' in a formal work context suitable for a B2 class.

### D Get a better understanding of language points

- An author wants to see how an understanding of countable/uncountable nouns progresses over the different CEFR levels - what would learners learn in an A1 course and what would be more suitable for a B1 course?
- A teacher wants to see how the different meanings of *keep* are normally acquired across the levels. It is in the top 500 words for English, but which meanings should they learn first?
- A test writer needs to know what verbs are most suitable for an item on the passive voice at B2 level.
- A curriculum planner wants to make sure the C2 curriculum covers the language of 'presenting a counter-example' in both formal and informal contexts.

## Is English Profile prescriptive?

English Profile describes what learners know and can do at each CEFR level. ELT professionals will make use of that information in different ways according to their situation and requirements. There is no single English Profile curriculum that is right for all learners. To help ELT professionals, English Profile will share some sample curricula based on English Profile tools. But ELT professionals will always need to make decisions about how these examples apply to their own context.



## Section 6 What is English Profile based on?

The English Profile Programme has set out to provide the definitive guide to what learners of English know at each CEFR level. It has done this by combining:

Leading ELT organisations	Cambridge ESOL Cambridge University Press The British Council English UK
World-leading research	University of Cambridge University of Bedfordshire University of Nottingham and others
Extensive data about real English language use	Cambridge International Corpus Cambridge Learner Corpus A range of other corpora from around the world A wide range of course books Exam specifications and wordlists

English Profile researchers use an innovative methodology for describing English which is both **empirical** in that it will be based on real language as produced by speakers of English everywhere; and **international** in that it will not solely be concerned with English as it is spoken in the UK, or in other English speaking countries. They can achieve this largely because they have access to unique and valuable databases of English language in use, Cambridge's corpora.

Previous attempts to describe English at different CEFR levels have been produced by language specialists largely using their insight as expert users and teachers of the language. However, English Profile's results are based on observed data, providing concrete evidence of what learners throughout the world can do at each CEFR level.

The **Cambridge International Corpus** contains over 1 billion words. It is made up from a huge variety of sources from the UK the USA, Australia and Singapore among others. Publications that use this data are targeted, relevant and current because they are based on real up to date examples of native speaker language.

Researchers use this corpus (and others like it) to discover how native speakers use English. For English Profile we want to look at how non-native speakers use English.

The **Cambridge Learner Corpus (CLC)** is, so far, the most important corpus for English Profile researchers. It is a large collection of exam scripts written by students taking Cambridge ESOL English exams around the world and has been collected since the early 90s in a collaborative project by Cambridge University Press and Cambridge ESOL. It grows each year by around 2-3 million words, and currently contains:

- over 43 million words
- over 180,000 exam scripts
- all CEFR levels
- 138 first languages
- English from learners in 203 countries

Uniquely, over 21 million words of the CLC have been coded for errors using a coding system devised by Cambridge University Press. These error codes are added to the corpus manually by a team of language specialists who have been working with and refining the system for over 15 years. The coding system for the CLC is therefore one of the most comprehensive and precise systems available, which means that researchers can quickly and accurately answer questions like...

### How often do students make a particular type of mistake?

Frequency information tells us whether a particular type of mistake is common so that we can tell which are the most problematic areas for students.



## Which students make which mistakes?

We have a lot of information about the learners' backgrounds in English language learning, including information about their first language. This allows researchers to work out which areas of English are particularly problematic, for example, for speakers of Spanish, as opposed to Chinese or Russian speakers, so that our profile of English can accurately reflect the particular needs of learners everywhere.

In addition to being searchable lexically and by error type, the CLC is, to the best of our knowledge, the only learner corpus of English that can also be searched syntactically, i.e. for specific grammatical relations and patterns. This is possible because the CLC has been syntactically analysed using RASP (Robust Accurate Statistical Parser), a state-of-the-art automatic text parsing system developed at the University of Cambridge Computer Lab (Briscoe, Carroll & Watson 2006) and further advanced within the context of the English Profile Programme (Hawkins and Buttery 2009). Combining grammatical information and statistical patterns, the RASP system assigns part-of-speech tags to individual words, groups words into phrases by creating parse trees and extracts the grammatical relations between these phrases.

The application of RASP to the CLC by a team of computational linguists (Hawkins and Buttery 2009) enables detailed and highly accurate syntactic analyses of learner English, allowing a mapping of learner syntax and error patterns across the CEFR levels.

## CAMBRIDGE EnglishProfile CORPUS

The CLC consists entirely of exam data. Sometimes learners may try to avoid language they find difficult and stick to 'safe' vocabulary, grammar or functions in exams, rather than risk trying out language they're unsure of. This, among other reasons, is why we need to collect non exam data from learners all over the world for the Cambridge English Profile corpus (CEPC)

## Where can you find information about English Profile?

The best source of information is at [www.englishprofile.org](http://www.englishprofile.org)

On this website, you can also find the English Profile Journal, which contains many articles on English Profile and related matters.

There are also a number of publications with more information on the research behind English Profile and more examples of linguistic features and language functions for English:

Briscoe, E., Carroll, J. & Watson R. (2006) The Second Release of the RASP System. *Proceedings of the COLING/ACL 2006 Interactive Presentation Sessions, Sydney, Australia.*

Capel, A. (2010). Insights and issues arising from the English Profile Wordlists project. *Research Notes*, 41, 2-7. Available online at: [http://www.cambridgeesol.org/rs\\_notes/rs\\_nts41.pdf](http://www.cambridgeesol.org/rs_notes/rs_nts41.pdf)

Green, A. (forthcoming 2011). *Language functions revisited: Theoretical and empirical bases for language construct definition across the ability range.* Cambridge, UK: Cambridge University Press.

Hawkins, J. A. & Buttery, P. (2010). Criterial features in learner corpora: Theory and illustrations. *English Profile Journal*, 1. Available online at: <http://journals.cambridge.org/action/displayJournal?jid=EPJ>

Hawkins, J. A. & Buttery, P. (2009). Using learner language from corpora to profile levels of proficiency: Insights from the English Profile Programme. In Taylor, L. & Weir, J. (Eds.), *Language Testing Matters: Investigating the wider social and educational impact of assessment* (pp. 158-175). Cambridge, UK: Cambridge University Press.

Hawkins, J. A. & Filipovic, L. (forthcoming 2011). *Criterial features in L2 English: Specifying the Reference Levels of the Common European Framework.* Cambridge, UK: Cambridge University Press.

Salamoura, A. & Saville, N. (2010). Exemplifying the CEFR: Criterial features of written learner English from the English Profile Programme. In Bartning, I., Maisa, M. & Vedder, I., *Communicative proficiency and linguistic development: Intersections between SLA and language testing research* (pp. 101-132). Eurosla Monographs Series. Available online at: [http://eurosla.org/monographs/EM01/101-132Salamoura\\_Saville.pdf](http://eurosla.org/monographs/EM01/101-132Salamoura_Saville.pdf)

Salamoura, A. & Saville, N. (2009). Criterial features across the CEFR levels: Evidence from the English Profile Programme. *Research Notes*, 37, 34-40. Available online at: [http://www.cambridgeesol.org/rs\\_notes/rs\\_nts37.pdf](http://www.cambridgeesol.org/rs_notes/rs_nts37.pdf)

## Section 7 How to get involved with English Profile

Getting involved with English Profile is your opportunity to shape the CEFR for English. You can submit data for our research, you can get involved in research itself, or you can simply join the network community and keep in touch with developments.

English Profile is working to build the English Profile corpus with the collaboration of a network of educational establishments across the world, including schools, universities, private language schools, research centres, government bodies (including ministries of education) and individual education professionals. Together we're collecting a wide variety of data types from a number of contexts, such as classroom work, conversations, homework, and so on. The corpus will be balanced across a number of variables, including the first language of learners, the country where data are collected, the age of learners and their CEFR level.

### Joining the network: how to become a network member.

Joining the data contributor network is straightforward; please contact us through our website by filling in the form 'get involved in data collection' under 'community'. Learners submit their data via an online data collection portal which has been developed especially for English Profile.

### The benefits of joining the network:

1. Online access to the CEPC (which would include the contributor's own data) in a searchable format. Teachers can use this to help them understand their students' needs better, and to develop teaching materials which cater to those needs.
2. Free access to the English Vocabulary Profile, a fantastic interactive vocabulary resource developed as part of English Profile.
3. Free tickets to English Profile workshops, which will include training relevant to teachers, such as how to rate a student's work by CEFR level.
4. Advance notice of English Profile-related publications and automatic subscription to the *English Profile Journal* (launched in 2010).
5. A 'certificate of participation' for your school, and listing of your school's name, with thanks, on our website's data contributors page.
6. Invitations to English Profile research seminars and other English Profile events.

### Your feedback on this English Profile Booklet

We particularly welcome your feedback on this booklet:

- Does it provide the information you need?
- Does the presentation of the information work for you?
- How do you think you could make use of English Profile?
- What more would you like to see from English Profile?

Please go to [www.englishprofile.org](http://www.englishprofile.org) to send us your feedback.

## Appendix A The English Profile Network

### Founding Partners



### Network Community

#### Current members

Colegio Newlands [www.colegionewlands.com](http://www.colegionewlands.com)  
Hogeschool-Universiteit Brussel [www.hubrussel.be](http://www.hubrussel.be)  
Universidad Chileno-Británica de Cultura [www.ubritanica.cl](http://www.ubritanica.cl)  
Palacký University [www.upol.cz](http://www.upol.cz)  
Masaryk University [www.muni.cz](http://www.muni.cz)  
Cologne University of Applied Sciences [www.fh-koeln.de](http://www.fh-koeln.de)  
Mary Immaculate College [www.mic.ul.ie](http://www.mic.ul.ie)  
Shannon College of Hotel Management [www.shannoncollege.com](http://www.shannoncollege.com)  
Tokyo University of Foreign Studies [www.tufs.ac.jp](http://www.tufs.ac.jp)  
FON University [www.fon.edu.mk](http://www.fon.edu.mk)  
Wyższa Szkoła Lingwistyczna [www.wsl.edu.pl](http://www.wsl.edu.pl)  
Universitatea Babeş-Bolyai [www.ubbcluj.ro](http://www.ubbcluj.ro)  
Banat University of Agricultural Science and Veterinary Medicine [www.usab-tm.ro](http://www.usab-tm.ro)  
The Romanian Ministry of Education Research and Innovation [www.edu.ro](http://www.edu.ro)  
International Programmes Center “EF Perza” [www.efpenza.ru](http://www.efpenza.ru)  
Moscow Institute of Foreign Languages [www.gaudeamus.ru](http://www.gaudeamus.ru)  
University of Kragujevac [www.kg.ac.rs](http://www.kg.ac.rs)  
Singidunum University [www.singidunum.ac.rs](http://www.singidunum.ac.rs)  
Novi Sad University [www.uns.ac.rs/srf](http://www.uns.ac.rs/srf)  
Megatrend University [www.megatrend.edu.rs](http://www.megatrend.edu.rs)  
Technical College Čačak [www.vstss.com](http://www.vstss.com)  
International University of Novi Pazar [www.uninp.edu.rs](http://www.uninp.edu.rs)  
University of Niš [www.ni.ac.rs](http://www.ni.ac.rs)  
Presov University [www.unipo.sk](http://www.unipo.sk)  
Universidad Complutense de Madrid [www.ucm.es](http://www.ucm.es)  
Universidad Politècnica de València (Campus de Alcoy) [www.upv.es](http://www.upv.es)

Escuela Oficial de Idiomas de Burgos <http://www.eoiburgos.es>  
Escuela Oficial de Idiomas de Madrid-Moratalaz (Extensión Puente de Vallecas) [www.educa.madrid.org/web/eoi.moratalaz.madrid/vallecas.html](http://www.educa.madrid.org/web/eoi.moratalaz.madrid/vallecas.html)

Kaplan International Colleges [www.kic.org.uk](http://www.kic.org.uk)

### EU-funded English Profile Network project members

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Cambridge University Press, UK [www.cambridge.org/uk](http://www.cambridge.org/uk)  
Cambridge ESOL, UK [www.cambridgeesol.org](http://www.cambridgeesol.org)  
The Dublin Institute of Technology, IE [www.dit.ie](http://www.dit.ie)  
CRELLA, University of Bedfordshire, UK [www.beds.ac.uk/research/bmri/crella](http://www.beds.ac.uk/research/bmri/crella)  
Complutense University, Madrid, ES [www.ucm.es](http://www.ucm.es)  
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