

## CEFR Level Descriptors

**AFI uses the Common European Framework of Reference for Languages (CEFR) to determine your English level. There are six levels, ranging from A1 to C2.**

Below is a description of each level and the learning outcomes for each level. When you have that level of English (A1, A2, B1, B2, C1, C2) you will be able to do the following:

### CEFR Level C1

Students at the C1 level have good access to a broad range of language, which allows fluent, spontaneous and almost effortless communication. They have a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language. The discourse skills characterizing the previous band continue to be evident at Level C1, with an emphasis on more fluency. They are able to select a suitable phrase from a fluent repertoire of discourse functions to preface remarks in order to get the floor, or to gain time and keep it whilst thinking. They can produce clear, smooth-flowing, well-structured speech, showing controlled use of organizational patterns, connectors and cohesive devices.

**Global** At the C1 level of proficiency, students should be able to understand a wide range of demanding, longer texts, and recognize implicit meaning. They can express themselves fluently and spontaneously without much obvious searching for expressions. They can use language flexibly and effectively for social, academic and professional purposes. They can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.

#### Listening

Students at this level can understand lectures and discussions on complex topics beyond their own field, though they may need to confirm occasional details, especially if the accent is unfamiliar. They can understand even when the talk is not clearly structured and when relationships are only implied and not signalled explicitly.

**Reading** At the C1 level of proficiency, students are able to understand long and complex factual and literary texts, appreciating distinctions of style. They can understand specialised articles and longer technical instructions, even when they do not relate to their field.

#### Spoken Interaction

Students can express themselves fluently and spontaneously. They can use language flexibly and effectively for social and professional purposes and can formulate ideas and opinions appropriately and relate contributions skilfully to those of other speakers.

#### Spoken Production

At the C1 level, students can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.

**Writing** Students are able to write clear, well-structured text and express points of view at some length. They can write detailed expositions of complex subjects in a letter, an essay or a report, underlining the salient issues. They can write different kinds of texts in a style appropriate to the reader in mind.

#### **Listening Proficiency scales**

Students can keep up with an animated conversation between native speakers and can understand enough to follow extended speech on abstract and complex topics beyond their own field, though they may need to confirm occasional details, especially if the accent is unfamiliar. They can recognize a wide range of idiomatic expressions and colloquialisms and recognize changes in style. They can follow extended speech even when it is not clearly structured and when relationships between ideas are only implied and not stated explicitly. They can follow most lectures, discussions and debates with relative ease and can extract specific information from poor quality public announcements. They can understand complex technical information, such as operating instructions, specifications for familiar products and services. They are able to understand a wide range of recorded audio material, including some nonstandard language, and identify finer points of detail, including implicit attitudes and relationships between speakers. They can follow films which contain a considerable degree of slang and idiomatic usage.

#### **Reading Proficiency scales**

Students can understand any correspondence with an occasional use of the dictionary and can understand in detail long, complex instructions on a new machine or procedure even outside their own field of specialization if they can reread difficult sections.

#### **Speaking Proficiency scales**

At level C1, students can express themselves fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language. They can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech and can select an appropriate formulation from a broad range of language to express themselves clearly, without having to restrict what they want to say. They can express themselves clearly and without much sign of having to restrict what they want to say. They have a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. They have a good command of idiomatic expressions and colloquialisms with occasional minor slips, but no significant vocabulary errors. They consistently maintain a high degree of grammatical accuracy; errors are rare and difficult to spot. They demonstrate good grammatical control; occasional 'slips' or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect. They can vary intonation and place sentence stress correctly in order to express finer shades of meaning. They can follow films employing a considerable degree of slang and idiomatic usage and can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.

They are able to express themselves confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned. They can adjust what they say and the means of expressing it to the situation and the recipient and adopt a level of formality appropriate to the circumstances. They can select a suitable phrase from a readily available range of discourse functions to preface their remarks appropriately in order to get the floor, or to gain time and keep the floor whilst thinking. They can intervene appropriately in discussion, exploiting appropriate language to do so and can initiate, maintain and end discourse appropriately with effective turntaking. They can give elaborate descriptions and narratives, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion. They can produce clear, smooth-flowing, well-structured speech, showing controlled use of organizational patterns, connectors and cohesive devices. They can use a variety of linking words efficiently to mark clearly the relationships between ideas.

### **Writing Proficiency scales**

Students at this level can expand and support points of view at some length with subsidiary points, reasons and relevant examples. They can develop an argument systematically, giving appropriate emphasis to significant points, and presenting relevant supporting detail. They can give clear detailed descriptions of complex subjects and can usually write without consulting a dictionary. They can write so well that their language needs to be checked only if the text is an important one.

## Level C1 Learner Outcomes

Students will be able to use the following:

Functions/ notions

Expressing attitudes and feelings precisely

Expressing certainty, probability, doubt

Synthesizing, evaluating, glossing information

Speculating and hypothesizing about causes, consequences etc.

Expressing opinions tentatively, hedging

Expressing shades of opinion and certainty

Expressing reaction, e.g. indifference

Critiquing and reviewing

Developing an argument systematically

Conceding a point

Emphasizing a point, feeling, issue

Defending a point of view persuasively

Responding to counterarguments

Discourse Markers

Markers to structure and signpost informal speech and writing

Markers to structure and signpost formal speech and writing – especially logic markers

Verb forms

Narrative tenses for experiences, including passive

Simple past (narrative)

Past continuous (narrative)

Used to (narrative)

Would expressing habit in the past (narrative)

Past perfect (narrative)

Futures (revision)

Mixed conditionals in the past, present and future

Wish/if only & regrets

Phrasal Verbs

Extended phrasal verbs (splitting)

Passive forms, all

Modals in the past

Adverbs

Inversion (negative adverbials)

Lexis

Collocations

Colloquial language

Approximating (vague language)

Differentiated use of vocabulary

Eliminating false friends

Formal and informal registers

Idiomatic expressions

Topics

Books and literature / Media / Arts

News, lifestyles and current affairs / Scientific development / Technical and legal language