

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 B1

At **level B1** students are able to maintain interaction and get across what they want to express in a range of contexts and follow the main points of extended discussion around them, provided that speech is clearly articulated in standard dialect. They can express the main point they want to make comprehensibly and keep going comprehensibly, even though they may have to pause for grammatical and lexical planning and repair, especially in longer stretches of free production. The second feature is the ability to cope flexibly with problems in everyday life, for example coping with less routine situations on public transport; dealing with most situations likely to arise when making travel arrangements through an agent or when actually travelling; entering unprepared into conversations on familiar topics.

Global Students can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. They can deal with most situations likely to arise whilst travelling in an area where the language is spoken and can produce a simple connected text on topics which are familiar or of personal interest. They can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

Listening They are able to understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. They can 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.

Reading

Students are able to understand factual texts on subjects related to their interests that consist mainly of high frequency everyday or job-related language. They can recognize significant points in straightforward newspaper articles on familiar subjects and can understand the description of events feelings and wishes.

Spoken interaction Students at this level can exploit a wide range of simple language to deal with most situations likely to arise whilst travelling. They can 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).

Spoken Production They can keep going comprehensibly in order to describe experiences and events, dreams, hopes and ambitions and can briefly give reasons and explanations for opinions and plans. They are able to narrate a story or relate the plot of a book or film and describe reactions.

Writing Students at this level can write simple texts on topics which are familiar or of personal interest by linking a series of shorter discrete elements into a linear sequence. They can write personal letters describing events, experiences and impressions.

Listening Proficiency Scales

At B1 level students can guess the meaning of occasional unknown words from the context and understand sentence meaning if the topic discussed is familiar. They can generally follow the main points of extended discussion around them, provided speech is clear and in standard language. They can follow clear speech in everyday conversation, though in real life situations they will sometimes have to ask for repetition of particular words and phrases. They can understand straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details, provided that speech is clear and a familiar accent is used. They can understand the main points of clear standard speech on familiar matters which occur regularly and can follow a lecture or a talk within their own field, provided that the subject matter is familiar and the presentation straightforward and clearly organized. They can understand simple technical information, such as operation instructions for everyday equipment. They can understand the information content of the majority of recorded or broadcast audio material about familiar subjects spoken relatively slowly and clearly. They can follow many films in which visuals and action carry much of the storyline, and in which the story is straightforward and the language clear. They can catch the main points in broadcasts on familiar topics and topics of personal interest when the language is relatively slow and clear.

Reading Proficiency Scales

Students at level B1 can understand straightforward texts on subjects related to their fields of interest. They can find and understand general information they need in everyday material, such as letters, brochures and short official documents. They can search one long or several short texts to locate specific information they need to help them complete a task. They can recognize significant points in straightforward newspaper articles on familiar subjects and can identify the main conclusions in clearly-written argumentative texts. They can recognize the general line of argument in a text but not necessarily in detail. They can understand the description of events, feelings and wishes in personal letters well enough to correspond with a friend or acquaintance. They can understand clearly-written straightforward instructions for a piece of equipment.

Speaking Proficiency Scales

Students at this level are able to keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production. They can make themselves understood in short contributions, even though pauses, false starts and reformulation are very evident. They have enough language to get by, with sufficient vocabulary to express themselves with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times. They have a repertoire of basic language which enables them to deal with everyday situations with predictable content, though they will generally have to compromise the message and search for words. They 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 and to conduct routine, everyday transactions involving familiar situations and topics. They show good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations and use reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable

situations. Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur. They are aware of the salient politeness conventions and acts appropriately and are aware of, and look out for signs of, the most significant differences between the customs, usages, attitudes, values and beliefs prevalent in the community concerned and those of their own. They can perform and respond to basic language functions, such as information exchange and requests, and express opinions and attitudes in a simple way. They can socialize simply but effectively using the simplest common expressions and following basic routines and can exploit a wide range of simple language flexibly to express much of what they want. They can adapt well-rehearsed simple phrases to particular circumstances through limited lexical substitution. They can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. They can use simple techniques to start, maintain, or end a short conversation and can link a series of shorter, discrete simple elements into a connected, linear sequence of points. They can use the most frequently-occurring connectors to link simple sentences in order to tell a story or describe something as a simple list of points.

Writing Proficiency Scales

At this level, students can write very brief reports, which pass on routine factual information and state reasons for actions. They can write personal letters describing experiences, feelings and events in detail. They can describe basic details of unpredictable occurrences, e.g., an accident. They can describe dreams, hopes and ambitions and can take messages describing enquiries, problems, etc. They can describe the plot of a book or film and describe their reactions to it.

Level B1 Learner Outcomes

Students will be able to use the following:

Functions/ notions

Describing places Describing past experiences and storytelling

Describing feelings, emotions, attitudes

Expressing opinions

Expressing agreement/ disagreement

Talking about films and books

Discourse Functions

Initiating and closing conversation

Checking understanding

Managing interaction (interrupting, changing topic, resuming or continuing)

Discourse Markers

Linkers: sequential – past time (later)

Connecting words expressing cause and effect, contrast etc.

Markers to structure informal spoken discourse

Verb forms

Wh- and Yes/No Questions in present /past

Complex question tags

Past continuous

Used to

Would expressing habit in the past

Past perfect

Future time (will & going to)

Future continuous

Present perfect

Present perfect vs past simple

Present perfect continuous

Conditionals

Zero and first conditional

Second and third conditional

Phrasal Verbs

Extended phrasal verbs

Passives

Simple passive

Reported speech (range of tenses)

Modals: Possibility

Might, may, will, probably

Must/can't (deduction)

Modals: Obligation & Necessity

Must/have to

Ought to

Need to

Modals: Past

Should have, might have/etc.

Articles with countable and uncountable nouns

Determiners

Broad range (e.g. all the, most, both)

Collocation of adjectives

Adverbial phrases of time, place and frequency including word order

Adjectives vs adverbs

Adverbial phrases of degree/extent, probability

Comparative and superlative form of adverbs

Broader range of intensifiers

Vocabulary

Things in the town, shops and shopping

Travel and services vocabulary

Contrasting opinions (on the one hand...)

Collocation

Colloquial language

Topics

Leisure activities

Education

Film

Books and literature

News, lifestyles and current affairs

Media