

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 C2

Students at **Level C2** demonstrate a degree of precision, appropriateness and ease with the language which typifies the speech of those who have been highly successful learners. They are able to convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. They have a good command of idiomatic expressions and colloquialisms with awareness of connotative level of meaning and can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.

Global

At the C2 level of proficiency, students can understand with ease virtually everything heard or read. They can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. They are able to express themselves spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.

Listening

They can understand virtually any kind of spoken language, even when delivered at fast native speed and employing a high degree of colloquialism, regional usage or unfamiliar terminology.

Reading

They can understand with ease virtually all forms of the written language, including abstract, complex texts such as specialized articles and literary works. They can appreciate subtle distinctions of style and implicit as well as explicit meaning.

Spoken Interaction

Students at the C2 level can take part effortlessly in any discussion. They can express themselves fluently and convey finer shades of meaning precisely. They can backtrack and restructure around any difficulty of formulation so smoothly that other people are hardly aware of it.

Spoken Production

At this stage students can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice significant points.

Writing

They can write clear, smooth-flowing, well-structured text in an appropriate style. They are able to write complex reports or articles which present a case with an effective logical structure which helps the recipient to notice significant points. They can write reviews of professional or literary works.

Listening Proficiency Scales

Students at the C2 level of proficiency can follow specialized lectures and presentations which use a high degree of colloquialism, regional usage or unfamiliar terminology.

Reading Proficiency Scales

They can understand and interpret practically all forms of written language including abstract, structurally complex, or highly colloquial literary and non-literary writings.

Speaking Proficiency Scales

Students can express themselves at length with a natural, effortless, unhesitating flow. They pause only to reflect on precisely the right words to express their thoughts or to find an appropriate example or explanation. They are able to exploit a comprehensive and reliable mastery of a very wide range of language to formulate thoughts precisely, give emphasis, differentiate and eliminate ambiguity. They give no sign of having to restrict what they want to say. They have a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms and show awareness of connotative levels of meaning. They consistently display correct and appropriate use of vocabulary and maintain consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions). They can vary their intonation and place sentence stress correctly in order to express finer shades of meaning. They have a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. They appreciate fully the sociolinguistic and sociocultural implications of language used by native speakers and can react accordingly. They can recognize a wide range of idiomatic expressions and colloquialisms, appreciating register shifts; they may, however, need to confirm occasional details, especially if the accent is unfamiliar. They show great flexibility reformulating ideas in differing linguistic forms to give emphasis, to differentiate according to the situation, interlocutor, etc. and to eliminate ambiguity. 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 turn taking. They can give elaborate descriptions and narratives, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion. They are able to create coherent and cohesive text, making full and appropriate use of a variety of organizational patterns and a wide range of cohesive devices.

Writing Proficiency Scales

Students at the C2 level of proficiency can provide an appropriate and effective logical structure, which helps the reader to find significant points. They can produce clear, smooth-flowing, complex reports, articles or essays that present a case, or give critical appreciation of proposals or literary works. They can write so well that native speakers need not check their texts and so that their texts cannot be improved significantly even by teachers of writing.

No differentiation is made between levels C1 and C2 in terms of grammar, functions / notions. It is assumed that a C2 student will have mastery of all of the points covered in the C1 document and will be able to use them effortlessly and to add subtleties to the language as suggested above.