

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 A1

Level A1 is the lowest level of generative language use - the point at which the learner can interact in a simple way, ask and answer simple questions about themselves, where they live, people they know, and things they have, initiate and respond to simple statements in areas of immediate need or on very familiar topics, rather than relying purely on a very finite rehearsed, lexically-organised repertoire of situation-specific phrases.

Global

Students at this level can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. They can introduce themselves and others and can ask and answer questions about personal details such as where they live, people they know and things they have. They can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Listening

Students are able to understand simple, standard speech which is very slow and is carefully articulated and can recognise familiar words and very basic phrases concerning themselves, their family and immediate concrete surroundings when people speak slowly and clearly.

Reading

Students can understand very short, simple texts, for example on notices and posters or in catalogues, picking up familiar names and basic phrases one at a time and rereading as required.

Spoken Interaction

They can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help with formulation. They can ask and answer simple questions in areas of immediate need or on very familiar topics.

Spoken Production

Students at this level can use simple phrases and sentences to describe what they do, where they live and people they know.

Writing

At this level, students can write a short, simple message or postcard, for example sending holiday greetings. They can fill in forms with personal details, for example entering name, nationality and address on a hotel registration form.

Listening Proficiency Scales

Students can understand everyday expressions dealing with simple and concrete everyday needs, in clear, slow and repeated speech. They can follow speech which is very slow and carefully articulated, with long pauses for them to get the meaning and can understand

questions and instructions and follow short, simple directions. They can understand numbers, prices and times.

Reading Proficiency Scales

At this level, students can understand the general idea of simple informational texts and short simple descriptions, especially if they contain pictures which help to explain the text. They can understand very short, simple texts, putting together familiar names, words and basic phrases, by, for example, rereading parts of the text. They can follow short, simple written instructions, especially if they contain pictures. They are able to recognise familiar names, words and very simple phrases on simple notices in the most common everyday situations. They can understand short, simple messages, e.g. on postcards.

Speaking Proficiency Scales Students at this level can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication. They have a very basic range of simple expressions about personal details and needs of a concrete type. They have a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations. They show only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire. Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of their language group. They can establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry, etc. They can link words or groups of words with very basic linear connectors like 'and' or 'then'.

Writing Proficiency Scales

They can write simple notes to friends, can describe where they live and can fill in forms with personal details. They are able to write simple isolated phrases and sentences and can write a short simple postcard. They can write short letters and messages with the help of a dictionary.

Level A1 Learner Outcomes

Students will be able to use the following:

Functions

Directions
Describing habits and routines
Giving personal information
Greetings
Telling the time
Understanding and using numbers
Understanding and using prices

Grammar

Adjectives: common and demonstrative
Adverbs of frequency
Comparatives and superlatives
Going to
How much/how many and very
common uncountable nouns
I'd like
Imperatives (+/-)
Intensifiers - very basic
Modals: can/can't/could/couldn't
Past simple of "to be"
Past Simple
Possessive adjectives
Possessive s
Prepositions, common
Prepositions of place
Prepositions of time, including in/on/at
Present continuous
Present simple
Pronouns: simple, personal
Questions
There is/are
To be, including question +negatives
Verb + ing: like/hate/love

Discourse Markers

Connecting words, and, but, because

Lexis

Food and drink
Nationalities and countries
Personal information
Things in the town, shops and shopping
Verbs – basic

Topics

Family life

Hobbies and pastimes

Holidays

Leisure activities

Shopping

Work and jobs