

## **Level C1**

What seems to characterise **Level C1** is good access to a broad range of language, which allows fluent, spontaneous, almost effortless communication. The discourse skills characterising the previous band continue to be evident at Level C1 with an emphasis on more fluency to produce smoothly flowing, well-structured speech.

### **Global**

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.

## **Self-Assessment for learners**

### **Listening**

I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.

### **Reading**

I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.

### **Spoken Interaction**

I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.

### **Spoken Production**

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

### **Writing**

I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select style appropriate to the reader in mind.

## **Illustrative Proficiency Scales**

### **Listening Proficiency**

Students 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 recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. They follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. Students can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics. They can follow most lectures, discussions and debates with relative ease. They can extract specific information from poor quality, audibly distorted public announcements, e.g. in a station, sports stadium etc. They understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers. They can follow films employing a considerable degree of slang and idiomatic usage. They are skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.

### **Reading Proficiency**

Students can understand any correspondence given the occasional use of a dictionary. They can scan quickly through long and complex texts, locating relevant details. Students can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile. They understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions. They understand in detail lengthy, complex instructions on a new machine or procedure, whether or not the instructions relate to their own area of speciality, provided they can reread difficult sections. Students are skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.

### **Writing Proficiency**

Students can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion. They can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind. Students can express themselves with clarity and precision, relating to the addressee flexibly and effectively, including emotional, allusive and joking usage. They can take detailed notes during a lecture on topics in their field of interest, recording the information so accurately and so close to the original that the notes could also be useful to other people. Students can summarise long, demanding texts. They consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot. Occasional minor slips, but no significant

vocabulary errors. Layout, paragraphing and punctuation are consistent and helpful. Spelling is accurate, apart from occasional slips of the pen.

## **Speaking Proficiency**

Students have a good command of a broad range of language allowing them to select a formulation to express themselves clearly in an appropriate style on a wide range of general, academic, professional or leisure topics without having to restrict what they want to say.

They consistently maintain a high degree of grammatical accuracy; errors are rare, difficult to spot and generally corrected when they do occur.

They can express themselves fluently and spontaneously, almost effortlessly. 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.

They can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage. They can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. They can easily keep up with the debate, even on abstract, complex unfamiliar topics and argue a formal position convincingly, responding to questions and comments and answering complex lines of counter argument fluently, spontaneously and appropriately.

Students can select a suitable phrase from a readily available range of discourse functions to preface their remarks in order to get or to keep the floor, or to gain time and to relate their own contributions skilfully to those of other speakers. They produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices. They can backtrack when they encounter a difficulty and reformulate what they want to say without fully interrupting the flow of speech.

Students can give clear, detailed descriptions of complex subjects and give elaborate descriptions and narratives, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion. They can deliver announcements fluently, almost effortlessly, using stress and intonation to convey finer shades of meaning precisely. They can handle interjections well, responding spontaneously and almost effortlessly.

## Learner Outcomes

Students at this level will be able to use the following:

### Functions::

Conceding a point  
Critiquing and reviewing constructively  
Defending a point of view persuasively  
Developing an argument systematically  
Emphasizing a point, feeling, issue  
Expressing attitudes and feelings precisely  
Expressing certainty, probability, doubt  
Expressing opinions tentatively, hedging  
Expressing reaction, e.g. indifference  
Expressing shades of opinion and certainty  
Responding to counterarguments  
Speculating and hypothesising about causes, consequences etc.  
Synthesising, evaluating and glossing information

### Grammar

Futures (revision)  
Inversion with negative adverbials  
Mixed conditionals in past, present and future  
Modals in the past  
Narrative tenses for experience, incl. passive  
Passive forms, all  
Phrasal verbs, especially splitting Wish/if only regrets

### Discourse Markers

Linking devices, logical markers  
Markers to structure and signpost  
formal and informal speech and writing

### Vocabulary

Approximating (vague language)  
Collocation  
Colloquial language  
Differentiated use of vocabulary  
Eliminating false friends  
Formal and informal registers  
Idiomatic expressions

### Topics

Arts Books and literature  
Film  
Media  
News, lifestyles and current affairs  
Scientific developments  
Technical and legal language

### Learner Training

Alternative memory / associative techniques  
Word building  
Synonyms / antonyms  
Keeping a record of collocations  
Continue use of dictionary to distinguish separability of multi-word verbs  
Inferring meaning of unknown words via context

### Study Skills

Expand strategies to record vocabulary: mind maps, spider-grams and summaries.  
Academic Study Skills – thinking critically, note taking.