

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.

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

Syllabus: Advanced

CEFR Level: C1

Coursebook: English File 4th Edition

Weeks	Units	Language Focus	Skills Focus
1	1A 1B	<u>Grammar:</u> have: lexical and grammatical uses; discourse markers <u>Vocabulary:</u> personality; work	<u>Colloquial English:</u> talking about work and family <u>Pron and Speaking:</u> Using a dictionary and the rhythm of English
Progress test 1			
2	2A 2B	<u>Grammar:</u> the past; habitual events and specific incidents; word building: abstract nouns <u>Vocabulary:</u> pronouns, lexical areas	<u>Writing:</u> A job application <u>Pron and Speaking:</u> Word stress with suffixes and sound – spelling relationships
Progress test 2			
3	3A 3B	<u>Grammar:</u> get; discourse markers (2); adverbs and adverbial expressions <u>Vocabulary:</u> Phrases with get; conflict and warfare	<u>Colloquial English:</u> talking about history <u>Pron and Speaking:</u> Identifying attitudes; stress in word families
Progress test 3			
4	4A 4B	<u>Grammar:</u> adding emphasis: inversion; speculation and deduction <u>Vocabulary:</u> describing books and films; sounds and the human voice	<u>Writing:</u> An Article <u>Pron and Speaking:</u> foreign words; consonant clusters
Progress test 4			
5	5A 5B	<u>Grammar:</u> distancing; unreal uses of past tenses <u>Vocabulary:</u> expressions with time; money	<u>Colloquial English:</u> talking about stress and relaxation <u>Pron and Speaking:</u> linking in short phrases; silent consonants
Progress test 5			
6	6A 6B	<u>Grammar:</u> verb + object + infinitive or gerund; conditional sentences <u>Vocabulary:</u> compound adjectives; phones and technology; adjectives + prepositions	<u>Writing:</u> A review <u>Pron and Speaking:</u> main and secondary stress – individual sounds /æ and /ʌ/
Progress test 6			
7	7A 7B	<u>Grammar:</u> permission, obligation and necessity; perception and sensation <u>Vocabulary:</u> word formation: suffixes; art, colour idioms	<u>Colloquial English:</u> talking about illustration <u>Pron and Speaking:</u> intonation and linking in exclamations; -ure
Progress test 7			
8	8A	<u>Grammar:</u> advanced gerunds and	<u>Writing:</u> A proposal

Progress test 8	8B	<p>infinitives; expressing future plans and arrangements</p> <p><u>Vocabulary:</u> health and medicine, similes; travel and tourism</p>	<p><u>Pron and Speaking:</u> /ə/; homophones</p>
9	9A	<p><u>Grammar:</u> ellipsis; nouns</p> <p><u>Vocabulary:</u> animal matters</p>	<p><u>Colloquial English:</u> talking about insects and animals</p> <p><u>Pron and Speaking:</u> auxiliary verbs and to: weak forms</p>
10	9B	<p><u>Grammar:</u> compound and possessive forms</p> <p><u>Vocabulary:</u> preparing food</p>	<p><u>Writing:</u> a discursive essay: a balanced argument</p> <p><u>Pron and Speaking:</u> words with silent syllables</p>
11	10A	<p><u>Grammar:</u> relative clauses</p> <p><u>Vocabulary:</u> word building: adjectives, nouns and verbs.</p>	<p><u>Writing:</u> a discursive essay: taking sides</p> <p><u>Pron and Speaking:</u> homographs</p>
12	10B	<p><u>Grammar:</u> adding emphasis: cleft sentences</p> <p><u>Vocabulary:</u> words that are often confused</p>	<p><u>Writing:</u> a formal email</p> <p><u>Pron and Speaking:</u> intonation in cleft sentences</p>
End of course test			

