

CEFR Level C1

Students at C1 level have good access to a broad range of language, which allows fluent, spontaneous and almost effortless communication. They have a good command of a broad lexical knowledge allowing gaps to be readily overcome. There is little obvious searching for expressions or avoidance strategies; only a very difficult subject can prevent a natural, smooth flow of language. The discourse skills characterising B2 level continue to be evident at Level C1, with an emphasis on more fluency. Students are able to select a suitable phrase from a fluent knowledge of discourse functions to start sentences in order of attention, or to gain time and keep it whilst thinking. They can produce clear, smooth, flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.

Listening Students at this level can understand lectures and discussions on complex topics beyond their own field, though they may need to confirm occasional details, especially if the accent is unfamiliar. They can understand even when the talk is not clearly structured and when relationships are only implied and not signalled explicitly.

Reading At C1 level, students are able to understand long and complex factual and literary texts, appreciating distinctions of style. They can understand specialised articles and longer technical instructions, even when they do not relate to their field.

Speaking Students can express themselves fluently and spontaneously. They can use language flexibly and effectively for social and professional purposes and can formulate ideas and opinions appropriately and relate contributions skilfully to those of other speakers.

Writing Students are able to write clear, well-structured text and express points of view at some length. They can write detailed expositions of complex subjects in a letter, an essay, a review, a proposal, or a report, underlining important issues. They can write different kinds of texts in a style appropriate to the reader in mind.

Learner Outcomes

Students will be able to use the following:

Functions	Example
Expressing attitudes and feelings precisely.	This is something which I feel very strongly about.
Expressing certainty, probability, and doubt.	Judging from his face, I would say that he probably...
Speculating and hypothesising about causes, consequences, etc.	Supposing the economic crisis hadn't happened?
Expressing shades of opinion and certainty.	It is a strong belief of mine that...
Expressing reaction, e.g. indifference.	That's absolutely amazing.
Critiquing and reviewing.	The report starts well but, in my opinion, there are a number of points which it has failed to note.
Developing an argument systematically.	It could be argued that...However,...
Emphasizing a point, feeling, or issue.	What I would like to emphasize is that...
Defending a point of view persuasively.	I do see where you are coming from but I think that all the evidence strongly suggests that...
Responding to counterarguments.	You could well be right but I would still strongly argue that...

Grammar	Example
Narrative tenses for experiences, including passive.	When I got home, I found that my husband had cleaned the house. Not only that but he had also spent the previous 2 hours cooking me dinner. There was nothing left to do but sit down and relax.
Used to (narrative).	When I was younger, I used to visit my grandparents every summer. One year,...
Would expressing habit in the past (narrative).	When I was a child, I would cry every time I saw a clown.
Futures (revision).	The prime minister is to meet his counterpart within the next few days.
Mixed conditionals in the past, present and future.	If I had gone to university, I would be in a better job now.
Wish/if only & regrets.	I wish I'd never met him.
Phrasal verbs.	The government has decided to crack down on drug use.
The grammar of phrasal verbs.	The woman called off the meeting/The woman called the meeting off.
Passive forms.	He is known to have escaped in a red car.
Modals in the past.	I needn't have cooked so much as 5 of my friends didn't show up.
Inversion (negative adverbials).	Not once has he apologised for his mistake.

Discourse markers	Example
Markers to structure and signpost informal speech and writing.	I wouldn't trust him. Mind you, he did a good job in the past.
Markers to structure and signpost formal speech and writing.	The health risks of smoking are widely known. Nevertheless, many people still continue to smoke.

Lexis and topics

Collocations, colloquial language, approximating (vague language), differentiated use of vocabulary, eliminating false friends, formal and informal registers, idiomatic expressions, books and literature/ media / arts, news, lifestyles and current affairs/ scientific development / technical and legal language.