

## **The Common European Framework divides learners into three broad divisions that can be divided into six levels: A1, A2, B1, B2, C1, C2**

The CEFR describes what a learner is supposed to be able to do in reading, listening, speaking and writing at each level

### Level B FAO

- |           |                                  |   |
|-----------|----------------------------------|---|
| <b>B1</b> | <b>Threshold or intermediate</b> | <ul style="list-style-type: none"><li>• Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.</li><li>• Can deal with most situations likely to arise while travelling in an area where the language is spoken.</li><li>• Can produce simple connected text on topics that are familiar or of personal interest.</li><li>• Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.</li></ul> |
|-----------|----------------------------------|---|

### Level C FAO (end of B2 beginning of C1)

- |           |  |   |
|-----------|--|---|
| <b>B2</b> | <b>Vantage or upper intermediate</b>                 | <ul style="list-style-type: none"><li>• Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation.</li><li>• Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.</li><li>• Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.</li></ul> |
| <b>C1</b> | <b>Effective Operational Proficiency or advanced</b> | <ul style="list-style-type: none"><li>• Can understand a wide range of demanding, longer texts, and recognise implicit meaning.</li><li>• Can express ideas fluently and spontaneously without much obvious searching for expressions.</li><li>• Can use language flexibly and effectively for social, academic and professional purposes.</li><li>• Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.</li></ul>                                   |