



English as a Foreign Language

Objectives - Situations and Functions - Materials and Classroom Activities

Level C1

Global Descriptor

At C1 the learner can:

- use language flexibly and effectively for social, academic and professional purposes, including emotional, allusive and joking usage.
- understand a wide range of demanding, longer texts, and recognize implicit meaning.
- give clear, detailed descriptions and presentations on complex subjects.
- understand enough to follow extended speech on abstract and complex topics beyond his/her own field.
- understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.
- understand in detail a wide range of lengthy, complex texts whether or not they relate to his/her own area of speciality, (provided he/she can reread difficult sections) likely to be encountered in social, professional or academic life.
- Can write clear, well-structured texts of complex subjects, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion.

Quality of Language

- Has a good command of a broad lexical repertoire including idiomatic expressions and colloquialisms, allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies.
- No significant vocabulary errors except occasional minor slips.
- Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.
- Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.
- Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organizational patterns, connectors and cohesive devices.
- Can express him/herself fluently and spontaneously, almost effortlessly without much obvious searching for expressions. Only a conceptually difficult subject can hinder a natural, smooth flow of language.
- Spelling

C1 READING

Can understand in detail lengthy, complex texts likely to be encountered in social, professional or academic life whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.

Objectives	Situations and Functions	Materials and Classroom Activities
<p>Can understand any correspondence given the occasional use of a dictionary Can scan quickly through long and complex texts, locating relevant details. 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.</p> <p>Can 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.</p> <p>Can understand in detail lengthy, complex instructions on a new machine or procedure, whether or not the instructions relate to his/her own area of speciality, provided he/she can reread difficult sections.</p> <p>Can read contemporary literary texts.</p>	<ul style="list-style-type: none">➤ Scan texts for information➤ Skim texts for information ➤ Identify the attitude of the writer through the style and register of writing.➤ Identify writer's views and opinion.➤ Recognize humour or sarcasm when encountered in a text.➤ Understand a wide range of idiomatic expressions.➤ Extract necessary information from a specialized text.	<p>Newspaper and magazine articles</p> <p>Formal and informal correspondence. For example; emails, personal letters, formal letters (cover letters, letters of complaint and enquiry etc)</p> <p>Reviews; film, book, hotel, restaurant, etc.</p> <p>Extracts from novels</p> <p>Research reports and analyses</p> <p>Specialist articles</p>

C1 SPOKEN PRODUCTION (MONOLOGUE)

Can express him/herself fluently and spontaneously, almost effortlessly. Can give clear, detailed descriptions and presentations on complex subjects, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.

Has 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.

Objectives	Situations and Functions	Materials and Classroom Activities
<p>Can give a clear, well-structured presentation of a complex subject, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples. Can handle interjections well, responding spontaneously and almost effortlessly.</p> <p>Can express his/her ideas and opinions with precision, and present and respond to complex lines of argument convincingly.</p> <p>Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organizational patterns, connectors and cohesive devices.</p> <p>Can give clear, detailed descriptions of complex subjects, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.</p>	<ul style="list-style-type: none"> ➤ give a well-structured presentation, ➤ depart from prepared notes when necessary. ➤ use appropriate discourse markers, referencing and connectors to structure speech. ➤ spontaneously answer questions from audience. ➤ express an opinion with precision. ➤ use a wide range of discourse markers and connectors. ➤ report back on a topic ➤ summarize ➤ relate an event or anecdote ➤ highlight and develop important points ➤ integrate sub-points ➤ use a wide range of connectors and discourse markers. 	<p>Conferences Presentations TV and Radio programmes (discussions and debates, phone-ins)</p>

C1 SPOKEN INTERACTION

Can express him/herself fluently and spontaneously, almost effortlessly. Can express his/her ideas and opinions with precision, and present and respond to complex lines of argument convincingly. Can understand in detail speech on abstract and complex topics of a specialist nature beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar.

Has 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

Objectives	Situations and Functions	Materials and Classroom Activities
<p>Can use language flexibly and effectively for social purposes.</p> <p>Can argue a formal position convincingly, responding to questions and comments and answering complex lines of counter argument fluently, spontaneously and appropriately.</p> <p>Can qualify opinions and statements precisely in relation to degrees of, for example, certainty/ uncertainty, belief/doubt, likelihood, etc.</p> <p>Can backtrack when he/she encounters a difficulty and reformulate what he/she wants to say without fully interrupting the flow of speech.</p> <p>Can participate fully in an interview, as either interviewer or interviewee, expanding and developing the point being discussed fluently without any support, and handling interjections well.</p> <p>Can easily follow and contribute to complex interactions between third parties in group discussion and debates even on abstract, complex unfamiliar topics.</p>	<ul style="list-style-type: none"> ➤ start, maintain and end an exchange appropriately. indicate emotions using appropriate expressions ➤ give an opinion clearly and fluently ➤ agree and disagree using appropriate register ➤ use modal verbs and expressions of probability to express degree of certainty. (I definitely won't / there's no way../ There's no doubt, It's highly unlikely, etc) ➤ can paraphrase ➤ has a range of expressions to overcome the difficulty (what I mean is../ that's to say... etc) ➤ give an opinion clearly and fluently ➤ expand using appropriate discourse markers or expressions (furthermore, I'd like to say..., something else I'd like to add...etc) ➤ showing interest in other person's contribution. (that's interesting, oh really, etc) ➤ link contribution to someone else's. 	<p>examples of telephone conversations (informal and formal), conversations and meetings.</p>

C1 SPOKEN INTERACTION (CONT.)

Objectives	Situations and Functions	Materials and Classroom Activities
<p>Can actively participate in formal meetings, advancing the discussion and inviting others to express their opinions.</p> <p>Can participate in a conversation between native speakers.</p> <p>Can participate in telephone calls easily and effectively even with native speakers.</p> <p>Can handle complex linguistic situations . For example in official and administrative contexts.</p>	<ul style="list-style-type: none">➤ Relate opinion to previous point.➤ Intervene and "hold the floor"➤ Ask for someone's opinion.	

C1 WRITING

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

Objectives	Situations and Functions	Materials and Classroom Activities
<p>Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues.</p> <p>Can express him/herself with clarity and precision, relating to the addressee flexibly and effectively.</p> <p>Can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind.</p>	<ul style="list-style-type: none">➤ produce well-structured texts using a range of cohesive devices.➤ express a clear opinion and support it with examples.➤ produce writing with a level of formality to suit situation and reader.➤ select appropriate language from his/her repertoire.➤ take a position in favour of or in opposition to something➤ complain about something➤ produce detailed descriptions➤ report what someone said or did.	<ul style="list-style-type: none">➤ Essays➤ Descriptions➤ Professional and personal correspondence (letters of complaint and enquiry, cover letters, letter expressing gratitude, letters to an editor expressing an opinion or taking a stand, etc)➤ Reviews➤ Blogs➤ Reports