

# CEFR B1 Progress level

## *contents and competences*

*It is important to point out that each level builds on the knowledge and skills learned in the previous levels.*

Candidates can understand the main points of clear standard input on familiar matters. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons for opinions and plans.

### **General linguistic range**

Candidates have enough language to get by and to express themselves with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events. However, lexical limitations may cause repetition and even difficulty with formulation at times.

### **Speaking**

Candidates can enter unprepared into conversations of familiar topics, express personal opinions and exchange information on topics that are familiar. Can follow clearly articulated speech, though will sometimes have to ask for repetition. Can give or seek personal views and opinions. Can express opinion, agreement and disagreement. Can find out and pass on information.

### **Listening**

Candidates can understand the main points of clear speech on familiar matters regularly encountered in work, school, leisure etc., as long as the speaker speaks clearly. Can generally follow the main points of extended discussion around them, provided speech is clearly articulated. Can understand simple technical information, such as operating instructions for everyday equipment.

### **Reading and writing**

Candidates can understand the description of places, events, feelings, wishes and perspectives written in high frequency everyday language. Can deduce the

probable meaning of unknown words by identifying their constituent part. Can write emails and notes asking for or conveying simple information of immediate relevance. Can write about experiences, feelings and events.

### Further details

#### Vocabulary range and control

Candidates have a good command of a range of vocabulary related to familiar topics and everyday situations. They have sufficient vocabulary to express themselves with some circumlocutions. This includes but is not limited to:

- idioms
- collocations
- describing personality
- feelings
- the environment
- science
- order of adjectives
- hypothetical situations

#### Grammatical accuracy

Candidates use reasonably accurate patterns associated with more predictable situations. Structures at this level include but are not limited to:

- future continuous
- past perfect
- past perfect continuous
- passive voice
- second conditional
- unless, in case, if I was or were you
- if only and wish
- reported speech
- indirect questions
- causative have
- a few and a little
- before, after, worth, no use + ing
- relative clauses
- conjunctions of reason, purpose, concession and result
- despite, in spite of and (al)though

## **Sociolinguistic range**

Candidates can perform and respond to a wide range of language functions, using their most common exponents in a neutral register. They are aware of the most significant differences between the customs, usages, attitudes, values and beliefs prevalent in the community concerned and those of their own.

## **Spoken fluency**

Candidates can keep conversations going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.

## **Phonological control**

Candidates generally have an intelligible pronunciation. Their mother tongue may occasionally influence the way they speak, affecting intelligibility.

## **Orthographic control**

Candidates can produce continuous writing, which is generally intelligible throughout. Spelling, punctuation and layout are accurate enough to be followed most of the time.

## **Additional information on modules**

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| <b><i>Speaking module:</i></b>            | <ul style="list-style-type: none"><li>- 2 candidates or a group of 3 in case of odd numbered candidates</li><li>- Up to 15 minutes</li><li>- 1 solo task</li><li>- 1 pair or group-of-three task</li><li>- 1 prepared solo task</li></ul> |
| <b><i>Listening module:</i></b>           | <ul style="list-style-type: none"><li>- Up to 25 minutes</li><li>- 1 closed task</li><li>- 2 open tasks</li></ul>   |
| <b><i>Reading and writing module:</i></b> | <ul style="list-style-type: none"><li>- Up to 90 minutes</li><li>- 5 open tasks</li></ul>   |

Source: Relating Language Examinations to the Common European Framework of Reference for Languages: Learning, Teaching Assessment (CEFR). Council of Europe Language Policy Division.