Navitas English General English Beginner Exit Level Can-do Statements

A1	General linguistic range	Has a very basic range of simple expressions about personal details and needs of a concrete type. Can use some basic structures in one-clause sentences with some omission or reduction of elements.
	Vocabulary range	Has a basic vocabulary repertoire of words/signs and phrases related to particular concrete situations.
	Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.
	Vocabulary control	No CEFR descriptors available for this level
	Overall phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by interlocutors used to dealing with speakers of the language group. Can reproduce correctly a limited range of sounds as well as stress for simple, familiar words and phrases.
	Orthographic control	Can copy familiar words and short phrases, e.g. simple signs or instructions, names of everyday objects, names of shops, and set phrases used regularly. Can spell their address, nationality and other personal details. Can use basic punctuation (e.g. full stops, question marks).
	Sociolinguistic appropriateness	Can establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry, etc.
	Flexibility	No CEFR descriptors available for this level
	Turn taking	No CEFR descriptors available for this level
	Thematic development	No CEFR descriptors available for this level
	Coherence and cohesion	Can link words/signs or groups of words/signs with very basic linear connectors (e.g. "and" or "then").
	Propositional precision	Can communicate basic information about personal details and needs of a concrete type in a simple way.
	Fluency	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words/signs, and to repair communication.

Navitas English General English Elementary Exit Level Can-do Statements

A2	General linguistic range	Can exploit a comprehensive and reliable mastery of a very wide range of language to formulate thoughts precisely, give emphasis, differentiate and eliminate ambiguity. No signs of having to restrict what they want to say.
	Vocabulary range	Has sufficient vocabulary to conduct routine everyday transactions involving familiar situations and topics. Has sufficient vocabulary for the expression of basic communicative needs. Has sufficient vocabulary for coping with simple survival needs.
	Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes; nevertheless, it is usually clear what they are trying to say.
	Vocabulary control	Can control a narrow repertoire dealing with concrete, everyday needs.
	Overall phonological control	Pronunciation is generally clear enough to be understood, but conversational partners will need to ask for repetition from time to time. A strong influence from the other language(s) they speak on stress, rhythm and intonation may affect intelligibility, requiring collaboration from interlocutors. Nevertheless, pronunciation of familiar words is clear.
	Orthographic control	Can copy short sentences on everyday subjects, e.g. directions on how to get somewhere. Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in their oral vocabulary.
	Sociolinguistic appropriateness	Can perform and respond to basic language functions, e.g. information exchange and requests, and express opinions and attitudes in a simple way. Can socialise simply but effectively using the simplest common expressions and following basic routines. Can handle very short social exchanges, using everyday polite forms of greeting and address. Can make and respond to invitations, suggestions, apologies, etc.
	Flexibility	Can adapt well-rehearsed, memorised, simple phrases to particular circumstances through limited lexical substitution. Can expand learnt phrases through simple recombinations of their elements.
	Turn taking	Can use simple techniques to start, maintain or close a short conversation. Can initiate, maintain and close simple, face-to-face conversation. Can ask for attention.
	Thematic development	Can tell a story or describe something in a simple list of points. Can give an example of something in a very simple text using "like" or "for example".
	Coherence and cohesion	Can use the most frequently occurring connectors to link simple sentences in order to tell a story or describe something as a simple list of points. Can link groups of words/signs with simple connectors (e.g. "and", "but" and "because").
	Propositional precision	Can communicate what they want to say in a simple and direct exchange of limited information on familiar and routine matters, but in other situations they generally have to compromise the message.
	Fluency	Can make themselves understood in short contributions, even though pauses, false starts and reformulation are very evident. Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.

CEFR Level B1

Navitas English General English Pre-intermediate to Intermediate and Cambridge Preparation B1 Preliminary Exit Level Can-do Statements

B1	General linguistic range	Has a sufficient range of language to describe unpredictable situations, explain the main points in an idea or problem with reasonable precision and express thoughts on abstract or cultural topics such as music and film. Has enough language to get by, with sufficient vocabulary to express themselves with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel and current events, but lexical limitations cause repetition and even difficulty with formulation at times.
	Vocabulary range	Has a good range of vocabulary related to familiar topics and everyday situations. Has sufficient vocabulary to express themselves with some circumlocutions on most topics pertinent to their everyday life such as family, hobbies and interests, work, travel and current events.
	Grammatical accuracy	Communicates with reasonable accuracy in familiar contexts; generally good control, though with noticeable mother-tongue influence. Errors occur, but it is clear what they are trying to express. Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations.
	Vocabulary control	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations. Uses a wide range of simple vocabulary appropriately when discussing familiar topics.
	Overall phonological control	Pronunciation is generally intelligible; intonation and stress at both utterance and word levels do not prevent understanding of the message. Accent is usually influenced by the other language(s) they speak.
	Orthographic control	Can produce continuous writing which is generally intelligible throughout. Spelling, punctuation and layout are accurate enough to be followed most of the time.
	Sociolinguistic appropriateness	Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register. Is aware of the salient politeness conventions and acts appropriately. Is aware of, and looks out for signs of, the most significant differences between the customs, usages, attitudes, values and beliefs prevalent in the community concerned and those of their own community.
	Flexibility	Can adapt their expression to deal with less routine, even difficult, situations. Can exploit a wide range of simple language flexibly to express much of what they want.
	Turn taking	Can intervene in a discussion on a familiar topic, using a suitable phrase to get the floor. Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.
	Thematic development	Can clearly signal chronological sequence in narrative text. Can develop an argument well enough to be followed without difficulty most of the time.
	Coherence and cohesion	Can introduce a counterargument in a simple discursive text (e.g. with "however"). Can link a series of shorter, discrete simple elements into a connected, linear sequence of points. Can form longer sentences and link them together using a limited number of cohesive devices, e.g. in a story. Can make simple, logical paragraph breaks in a longer text.

	Propositional precision	Can convey simple, straightforward information of immediate relevance, getting across the point they feel is most important.
		Can express the main point they want to make comprehensibly.
	Fluency	Can express themselves with relative ease. Despite some problems with formulation resulting in pauses and "cul-de-sacs", they are able to keep going effectively without help.
		Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.

Navitas English General English and IELTS preparation Upper-intermediate Levels & Cambridge Preparation B2 First Exit Level Can-do Statements

B2	General linguistic range	Can express themselves clearly without much sign of having to restrict what they want to say. Has a sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words/signs, using some complex sentence forms to do so.
	Vocabulary range	Can understand and use the main technical terminology of their field, when discussing their area of specialisation with other specialists. Has a good range of vocabulary for matters connected to their field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. Can produce appropriate collocations of many words/signs in most contexts fairly systematically. Can understand and use much of the specialist vocabulary of their field but has problems with specialist terminology outside it.
	Grammatical accuracy	Good grammatical control: occasional "slips" or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect. Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. Has a good command of simple language structures and some complex grammatical forms, although they tend to use complex structures rigidly with some inaccuracy.
	Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word/sign choice does occur without hindering communication.
	Overall phonological control	Can generally use appropriate intonation, place stress correctly and articulate individual sounds clearly; accent tends to be influenced by the other language(s) they speak but has little or no effect on intelligibility.
	Orthographic control	Can produce clearly intelligible, continuous writing which follows standard layout and paragraphing conventions. Spelling and punctuation are reasonably accurate but may show signs of mother-tongue influence.
	Sociolinguistic appropriateness	Can with some effort keep up with and contribute to group discussions even when talk is fast and colloquial. Can recognise and interpret sociocultural/sociolinguistic cues and consciously modify their linguistic forms of expression in order to express themselves appropriately in the situation. Can express themselves confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned. Can adjust their expression to make some distinction between formal and informal registers but may not always do so appropriately. Can sustain relationships with users of the target language without unintentionally amusing or irritating them or requiring them to behave other than they would with another proficient user. Can express themselves appropriately in situations and avoid crass errors of formulation.
	Flexibility	Can adjust what they say and the means of expressing it to the situation and the recipient and adopt a level of formality appropriate to the circumstances. Can adjust to the changes of direction, style and emphasis normally found in conversation. Can vary formulation of what they want to say. Can reformulate an idea to emphasise or explain a point.
	Turn taking	Can intervene appropriately in discussion, exploiting appropriate language to do so. Can initiate, maintain and end discourse appropriately with effective turntaking. Can initiate discourse, take their turn when appropriate and end conversation when they need to, though they may not always do this elegantly.

		Can use stock phrases (e.g. "That's a difficult question to answer") to gain time and keep the turn while formulating what they want to express
	Thematic development	Can follow the conventional structure of the communicative task concerned when communicating their ideas.
		Can develop a clear description or narrative, expanding and supporting their main points with relevant supporting detail and examples.
		Can develop a clear argument, expanding and supporting their points of view at some length with subsidiary points and relevant examples.
		Can evaluate the advantages and disadvantages of various options. Can clearly signal the difference between fact and opinion.
	Coherence and cohesion	Can use a variety of linking expressions efficiently to mark clearly the relationships between ideas.
		Can use a limited number of cohesive devices to link their utterances into clear, coherent discourse, though there may be some "jumpiness" in a long contribution.
		Can produce text that is generally well-organised and coherent, using a range of linking expressions and cohesive devices.
		Can structure longer texts in clear, logical paragraphs.
	Propositional precision	Can pass on detailed information reliably.
		Can communicate the essential points even in more demanding situations, though their language lacks expressive power and idiomaticity.
	Fluency	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of language.
		Can produce stretches of language with a fairly even tempo; although they can be hesitant as they search for patterns and expressions, there are few noticeably long pauses.
		Can interact with a degree of fluency and spontaneity that makes regular interaction with users of the target language quite possible without imposing strain on either party.

CEFR Level C1

Navitas English General English and IELTS Preparation Advanced Levels and Cambridge C1 Advanced Exit Level Can-do Statements

<table>
<tr>
<td rowspan="11">C1</td>
<td>General linguistic range</td>
<td>Can use a broad range of complex grammatical structures appropriately and with considerable flexibility.

Can select an appropriate formulation from a broad range of language to express themselves clearly, without having to restrict what they want to say.</td>
</tr>
<tr>
<td>Vocabulary range</td>
<td>Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions, little obvious searching for expressions or avoidance strategies.

Can select from several vocabulary options in almost all situations by exploiting synonyms of even words/ signs less commonly encountered. Has a good command of common idiomatic expressions and colloquialisms; can play with words/signs fairly well.

Can understand and use appropriately the range of technical vocabulary and idiomatic expressions common to their area of specialisation.</td>
</tr>
<tr>
<td>Grammatical accuracy</td>
<td>Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.</td>
</tr>
<tr>
<td>Vocabulary control</td>
<td>Uses less common vocabulary idiomatically and appropriately. Occasional minor slips, but no significant vocabulary errors.</td>
</tr>
<tr>
<td>Overall phonological control</td>
<td>Can employ the full range of phonological features in the target language with sufficient control to ensure intelligibility throughout.

Can articulate virtually all the sounds of the target language; some features of accent(s) retained from other language(s) may be noticeable, but they do not affect intelligibility.</td>
</tr>
<tr>
<td>Orthographic control</td>
<td>Layout, paragraphing, and punctuation are consistent and helpful. Spelling is accurate, apart from occasional slips of the pen.</td>
</tr>
<tr>
<td>Sociolinguistic appropriateness</td>
<td>Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts; may, however, need to confirm occasional details, especially if the accent is unfamiliar.

Can understand humour, irony and implicit cultural references and pick up nuances of meaning. Can follow films employing a considerable degree of slang and idiomatic usage.

Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.

Can adjust their level of formality (register and style) to suit the social context: formal, informal or colloquial as appropriate, and maintain a consistent register.

Can frame critical remarks or express strong disagreement diplomatically.</td>
</tr>
<tr>
<td>Flexibility</td>
<td>Can make a positive impact on an intended audience by effectively varying style of expression and sentence length, use of advanced vocabulary and word order.

Can modify their expression to express degrees of commitment or hesitation, confidence or uncertainty.</td>
</tr>
<tr>
<td>Turn taking</td>
<td>Can select a suitable phrase from a readily available range of discourse functions to preface their remarks appropriately in order to get the floor, or to gain time and keep the floor while thinking.</td>
</tr>
<tr>
<td>Thematic development</td>
<td>Can use the conventions of the type of text concerned to hold the target reader's attention and communicate complex ideas.

Can give elaborate descriptions and narratives, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.

Can write a suitable introduction and conclusion to a long, complex text.</td>
</tr>
</table>

		Can expand and support the main points at some length with subsidiary points, reasons and relevant examples.
	Coherence and cohesion	Can produce clear, smoothly flowing, well-structured language, showing controlled use of organisational patterns, connectors and cohesive devices. Can produce well-organised, coherent text, using a variety of cohesive devices and organisational patterns.
	Propositional precision	Can qualify opinions and statements precisely in relation to degrees of, for example, certainty/uncertainty, belief/doubt, likelihood, etc. Can make effective use of linguistic modality to signal the strength of a claim, an argument or a position.
	Fluency	Can express themselves fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.

CEFR Level C2

Navitas English Cambridge Preparation C2 Proficiency Exit Level Can-do Statements

C2	General linguistic range	Can exploit a comprehensive and reliable mastery of a very wide range of language to formulate thoughts precisely, give emphasis, differentiate and eliminate ambiguity. No signs of having to restrict what they want to say.
	Vocabulary range	Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning.
	Grammatical accuracy	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).
	Vocabulary control	Consistently correct and appropriate use of vocabulary.
	Overall phonological control	Can employ the full range of phonological features in the target language with a high level of control – including prosodic features such as word and sentence stress, rhythm and intonation – so that the finer points of their message are clear and precise. Intelligibility and effective conveyance and enhancement of meaning are not affected in any way by features of accent that may be retained from other language(s).
	Orthographic control	Writing is orthographically free of error.
	Sociolinguistic appropriateness	Can mediate effectively and naturally between users of the target language and members of their own community, taking account of sociocultural and sociolinguistic differences. Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Appreciates virtually all the sociolinguistic and sociocultural implications of language used by proficient users of the target language and can react accordingly. Can effectively employ, both orally and in writing, a wide variety of sophisticated language to command, argue, persuade, dissuade, negotiate, and counsel.
	Flexibility	Shows great flexibility in reformulating ideas in differing linguistic forms to give emphasis, differentiate according to the situation, interlocutor, etc. and to eliminate ambiguity.
	Turn taking	Can select a suitable phrase from a readily available range of discourse functions to preface their remarks appropriately in order to get the floor, or to gain time and keep the floor while thinking.
	Thematic development	Can use the conventions of the type of text concerned with sufficient flexibility to communicate complex ideas in an effective way, holding the target reader's attention with ease and fulfilling all communicative purposes.
	Coherence and cohesion	Can create coherent and cohesive text making full and appropriate use of a variety of organisational patterns and a wide range of cohesive devices.
	Propositional precision	Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of qualifying devices (e.g. adverbs expressing degree, clauses expressing limitations). Can give emphasis, differentiate, and eliminate ambiguity.
	Fluency	Can express themselves at length with a natural, effortless, unhesitating flow. Pauses only to reflect on precisely the right means to express their thoughts or to find an appropriate example or explanation.

The CEFR descriptors and resources have been adapted from the Council Of Europe's Common European Framework of Reference for Languages website. Navitas English's syllabi for General English, Cambridge & IELTS preparation courses are commercial textbooks written by academic experts in the field of English language teaching and aligned with the CEFR learning outcomes.

https://www.coe.int/en/web/common-european-framework-reference-languages/level-descriptions