

## New York Language Center Levels Comparison to Common European Framework of References

NYLC LEVELS	CEFR Level	CEFR Level name	CEFR Description	NYLC Proficiency Level Description
Level 1 - Beginning 1	A1	Breakthrough or beginner	<ul style="list-style-type: none"> <li>Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.</li> <li>Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has.</li> <li>Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.</li> </ul>	<p><b>Level 1 - Beginning 1</b></p> <p>This level is appropriate for two types of beginners: absolute beginners with no previous knowledge of the English language, and false beginners, who have been exposed to English passively or have studied it a long time ago or to a limited extent. The student can read and write letters, numbers and a limited number of basic words and phrases related to immediate needs.</p>
Level 2 - Beginning 2	A2	Way stage or elementary	<ul style="list-style-type: none"> <li>Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment).</li> <li>Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.</li> <li>Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.</li> </ul>	<p><b>Level 2 - Beginning 2</b></p> <p>The student can understand simple sentences and instructions used in familiar settings, but has limited vocabulary and only uses isolated words and expressions, without real grammatical content. The student can use short, memorized language chunks, but frequent errors may interfere with communication.</p>
Level 3 – Intermediate 1  Level 4 – Intermediate 2	B1	Threshold or intermediate	<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 traveling 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>	<p><b>Level 3 – Intermediate 1</b></p> <p>The student can communicate using simple phrases, sentences and questions. He/she can describe events, opinions and plans with some difficulty due to limited vocabulary and control of grammatical content. He/she can manage most situations likely to arise in his/her daily life.</p> <p><b>Level 4 – Intermediate 2</b></p> <p>The student is capable of expressing him/herself in several sentences in a limited number of areas. He/she can understand the main idea and some details of extended discourse. The student can communicate basic needs and participate in conversation in familiar social situations.</p>
Level 5 – High Intermediate 1	B2	Vantage or upper intermediate	<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 specialization.</li> </ul>	<p><b>Level 5 –High Intermediate 1</b></p> <p>The student is able to use more complex sentences when speaking and writing, but may have inconsistent control of</p>

<p><b>Level 6 – High Intermediate 2</b></p>			<ul style="list-style-type: none"> <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>	<p>more complex structures. He/she is able to communicate in a variety of settings and can comprehend and produce multi-paragraph texts on familiar topics, but may lack variety in vocabulary and sentence structure.</p> <p><b>Level 6 –High Intermediate 2</b> The student understands everyday language and is capable of comprehending and expressing general ideas with nuances, despite some grammatical and lexical errors. He/she is able to communicate in a variety of settings and produce well-structured texts on a wider variety of familiar topics.</p>
<p><b>Level 7 –Advanced 1</b></p> <p><b>Level 8 –Advanced 2</b></p>	<p>C1</p>	<p><b>Effective operational proficiency or advanced</b></p>	<ul style="list-style-type: none"> <li>• Can understand a wide range of demanding, longer texts, and recognize 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 organizational patterns, connectors and cohesive devices.</li> </ul>	<p><b>Level 7 –Advanced 1</b> The student is capable of expressing him/herself confidently in various situations and of understanding the language spoken by native speakers. Structural and lexical errors may still occur, but the student is able to communicate effectively orally and in writing. The student can comprehend and produce detailed texts and participate in discussions.</p> <p><b>Level 8 –Advanced 2</b> The student’s language skills are sufficient for communication in a wide variety of situations. He/she may still have difficulty with complex structures, idiomatic expressions and words with multiple and/or nuanced meanings. The student can comprehend and produce clear, detailed and organized texts on complex topics, although errors may be present.</p>
<p><b>Post-Advanced</b></p>	<p>C2</p>	<p><b>Mastery or proficiency</b></p>	<ul style="list-style-type: none"> <li>• Can understand with ease virtually everything heard or read.</li> <li>• Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation.</li> <li>• Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in the most complex situations.</li> </ul>	<p><b>Post-Advanced</b> The student is able to communicate with ease, flexibility and spontaneity. Communication skills are sufficient for use in academic and/or professional settings. Writing should approximate the writing of native speakers in terms of structures, organization and vocabulary.</p>