



Nivel A1 del MCER

El **nivel A1** es el nivel más bajo de uso del lenguaje generativo: el punto en el que el alumno puede interactuar de una manera simple, hacer y responder preguntas simples sobre sí mismo, dónde vive, las personas que conoce y las cosas que tiene, iniciar y responder a preguntas simples. declaraciones en áreas de necesidad inmediata o sobre temas muy familiares, en lugar de depender puramente de un repertorio muy finito ensayado y organizado léxicamente de frases específicas para situaciones.

Global

Los alumnos de este nivel pueden comprender y utilizar expresiones cotidianas familiares y frases muy básicas destinadas a la satisfacción de necesidades de tipo concreto. Pueden presentarse a sí mismos y a otros, y pueden hacer y responder preguntas sobre detalles personales, como dónde viven, las personas que conocen y las cosas que tienen. Pueden interactuar de forma sencilla siempre que la otra persona hable lenta y claramente y esté dispuesta a ayudar.

Listening

Los estudiantes son capaces de comprender un habla simple y estándar que es muy lenta y está cuidadosamente articulada y pueden reconocer palabras familiares y frases muy básicas relacionadas con ellos mismos, su familia y el entorno concreto inmediato cuando las personas hablan lenta y claramente.

Reading

Los estudiantes pueden comprender textos muy breves y simples, por ejemplo, en avisos y carteles o en catálogos, eligiendo nombres familiares y frases básicas uno a la vez y releendo según sea necesario.

Spoken Interaction

Pueden interactuar de forma sencilla siempre que la otra persona esté preparada para repetir o reformule las cosas a un ritmo más lento del habla y ayude con la formulación. Ellos pueden hacer y responder preguntas sencillas en áreas de necesidad inmediata o en áreas muy familiares temas.

Spoken Production

Los estudiantes de este nivel pueden usar frases y oraciones simples para describir lo que hacen, dónde viven y las personas que conocen.

Writing

En este nivel, los estudiantes pueden escribir un mensaje o una postal cortos y sencillos, por ejemplo, enviando felicitaciones para las fiestas. Pueden completar formularios con datos personales, por ejemplo, ingresar el nombre, la nacionalidad y la dirección en un formulario de registro de hotel.

Escalas de competencia auditiva

Los estudiantes pueden comprender expresiones cotidianas relacionadas con necesidades cotidianas simples y concretas, con un habla clara, lenta y repetida. Pueden seguir un discurso que es muy lento y cuidadosamente articulado, con largas pausas para que comprendan el significado y puedan comprender preguntas e instrucciones y seguir instrucciones breves y simples. Pueden comprender números, precios y horarios.

Escalas de competencia lectora

En este nivel, los estudiantes pueden comprender la idea general de textos informativos sencillos y descripciones sencillas y breves, especialmente si contienen imágenes que ayuden a explicar el texto. Pueden comprender textos muy breves y sencillos, juntando nombres familiares, palabras y frases básicas, por ejemplo, releyendo partes del texto. Pueden seguir instrucciones escritas breves y sencillas, especialmente si contienen imágenes. Son capaces de reconocer nombres familiares, palabras y frases muy simples en avisos simples en las situaciones cotidianas más comunes. Pueden comprender mensajes breves y sencillos, Ej. en postales. conectores lineales muy básicos como "and" o "then".

Escalas de competencia oral

Los estudiantes en este nivel pueden manejar expresiones muy breves, aisladas, principalmente preempaquetadas, con muchas pausas para buscar expresiones, articular palabras menos familiares y reparar la comunicación. Tienen una gama muy básica de expresiones simples sobre detalles personales y necesidades de un tipo concreto. Tienen un repertorio de vocabulario básico de palabras y frases aisladas relacionadas con situaciones concretas particulares. Muestran solo un control limitado de unas pocas estructuras gramaticales simples y patrones de oraciones en un repertorio aprendido. La pronunciación de un repertorio muy limitado de palabras y frases aprendidas puede ser entendida con cierto esfuerzo por hablantes nativos acostumbrados a tratar con hablantes de su grupo lingüístico. Pueden establecer un contacto social básico utilizando las formas más sencillas de cortesía cotidiana de: saludos y despedidas; introducciones; diciendo por favor, gracias, lo siento, etc. Pueden vincular palabras o grupos de palabras con conectores lineales muy básicos como "and" o "then".

Escalas de competencia en escritura

Pueden escribir notas sencillas a sus amigos, pueden describir dónde viven y pueden completar formularios con datos personales. Pueden escribir frases y oraciones simples aisladas y pueden escribir una postal breve y sencilla. Pueden escribir cartas y mensajes breves con la ayuda de un diccionario.

Level A1 Learner Outcomes

Students will be able to use the following:

Functions

Directions
Describing habits and routines
Giving personal information
Greetings
Telling the time
Understanding and using numbers
Understanding and using prices

Grammar

Adjectives: common and demonstrative
Adverbs of frequency
Comparatives and superlatives
Going to
How much/how many and very
common uncountable nouns
I'd like
Imperatives (+/-)
Intensifiers - very basic
Modals: can/can't/could/couldn't
Past simple of "to be"
Past Simple
Possessive adjectives
Possessive s
Prepositions, common
Prepositions of place
Prepositions of time, including in/on/at
Present continuous
Present simple
Pronouns: simple, personal
Questions
There is/are
To be, including question +negatives
Verb + ing: like/hate/love

Discourse Markers

Connecting words, and, but, because

Lexis

Food and drink
Nationalities and countries
Personal information
Things in the town, shops and shopping
Verbs – basic

Topics

Family life
Hobbies and pastimes
Holidays
Leisure activities
Shopping
Work and jobs

Learner Outcomes: Examples

Functions/notions

Understanding and using numbers

We have three cats and one dog.

My father is 45 years old.

There are 500 people in our village.

Understanding and Using Prices

How much does the room cost? 45

Euros per night.

The train ticket to York is 7 pounds
50.

I spend about 50 dollars a day.

Telling the time

What's the time? A quarter to seven.

Do you have the time please?

Can you tell me the time, please? It's
9.45. (nine forty-five)

The train leaves at three o'clock.

Directions

Go to the end of the street and turn
right.

Where is the supermarket? It's
straight ahead.

Greetings

Hi John, how are you today?

Good evening, Mr Jones.

This is Mary. Pleased to meet you.

Giving personal information

My name is Carlos.

I am from the north of China.

I live in Beirut.

I have two sisters and one brother.

Describing habit and routines

My brother goes to work at 8 o'clock.

I get the bus to college every day.

I always go swimming on Tuesdays.

Discourse markers

Connecting words (and, but, because)

She lives in Switzerland and she goes
skiing a lot.

I don't like Indian food but I like
Chinese.

I go to bed early because my job
starts at 7.00.

Verb forms

To be (including questions and negatives)

We are from South America.

No I'm not tired.

France is a wonderful country.

I am a psychology student.

Are you French? No I'm not.

Have got (British)

Have you got any money?

I've got all of his CDs

We've got lots of time.

Imperatives (+/-)

Sit down, please.

Go away!

Don't talk to the driver.

Don't spend too much money.

Questions

Is she from Egypt?

Do you like dancing?

The hotel is on the left.

What is your name?

Why are we waiting?

What time is it?

How much does it cost?

When did you arrive?

Present

Present simple

She eats fruit every day.

We go to the beach on Sundays.

They live near Edinburgh.

Present continuous

Ibrahim is studying medicine at Bristol
University.

John's working in France now.

It's raining again.

Past**Past simple**

After the meal we went to a club.
She fell and broke her leg.
I lived in Paris for 6 months.

Past simple (to be)

It was very good.
I moved to Madrid when I was 15.
We were happy there.

Future**Going to**

We are going to make a pizza this evening.
They're going to visit London tomorrow.
Are you going to study this weekend?
I'd like
I'd like a cup of coffee.
I'd like to go home.

Verb + -ing like/hate/love

I love swimming.
I don't like waiting for buses.
I hate being late.
I like sitting in the sun and doing nothing.

Modals

Can/can't (ability)
I can't swim.
He can speak Spanish, French and Italian.
She can play chess.

Can/could (functional)

Can/could I use your phone?
Can/could I have a return?
Can I help?

Nouns**How much/many and very common countable and uncountable**

How much money do you have?
How many sisters do you have?
Do you like cheese?
I bought an apple and some bread.
Mira has very short hair.

There is/there are

There's a bank near the station.
There are a lot of seats at the front.
Is there a supermarket near here?

Pronouns**Simple personal**

I bought a dictionary.
They live in Newcastle.
Sorry, I dropped it.

Possessives**Possessive adjectives**

This is my seat.
Is this your pen?
That's our house.

Possessive 's

It's Mary's turn to buy coffee.
The girl's hair was bright red.
This is the students' room.

Possessive pronouns

This is my laptop.
That is her coat.
No. It's mine.
Is that their car?

Prepositions and prepositional phrases**Prepositions, common**

He is sitting at the table.
We went to Sardinia last year.
He comes from Scotland

Prepositional phrases (time and movement)

The holidays begin in July.
They like to play football in the evening.
On Tuesdays she goes to college.

Prepositions of place

Our shop is on the High Street.
They live in Reading.

Prepositions of time, including in/on/at

I'll see you in December.
It starts at 6 o'clock.
They lived there for ten years.
My sister is coming on Tuesday.

Articles

Definite, indefinite

She has a dog, but I don't have a pet.

I'd like an apple juice, please.

Your jacket is on the chair.

I live by the sea.

Determiners

Basic (e.g. any, some, a lot of)

I need a lot of sleep.

Do you have any cheese?

I'd like some vegetables, please.

Adjectives

Common

She is wearing a red skirt.

That's a beautiful phone.

Demonstrative

This pizza is really good.

What did that man say?

Those oranges look very nice.

These people want to talk to us.

Comparative, superlative

She's taller than Michelle.

I am better at writing.

Tom is the oldest in the class.

Adverbs

Adverbs of frequency

We always go shopping on Saturdays.

We sometimes meet Susan here.

I never go to the gym after work.

Intensifiers

Very basic (very, really)

She's a very tall girl.

John is a really good friend.

Lexis

Nationalities and countries

Pedro is Spanish but he works in France.

She comes from China but her husband is English.

Personal information

She's married and has three children.

I am 26 years old, single and I work in a bank.

He's an engineer.

Food and drink

I like fresh fruit for breakfast.

Vegetables are good for you.

What kind of coffee do you want?

I have a cup of tea every morning.

I don't like fish.

Things in the town, shops and shopping

Where is the supermarket?

How much does this cost?

Where is the nearest internet cafe?

Where can I buy a . . . ?

I'm looking for a bank/chemist.

Travel and services vocabulary

Does this bus go to the town centre?

I want to buy a phone.

Where is the train station?

Verbs, basic

He is a student.

They live in Brighton

I work in a factory..

Clothes

You can't wear jeans at work.

I bought a new T-shirt.

I don't like wearing skirts or dresses.

I prefer jeans.

My father wears a suit and tie to work.

Is it cotton?

I lost my new leather jacket.

Colours

My favourite colours are red and green.

He always wears black.

The houses near the sea are all blue or pink.

Dimensions

My room is very small.

It's a long street.

Scottish mountains are not very high.

Ways of travelling

My friends get the bus to work but I take the train.

I usually fly to France, but sometimes drive.

Topics

Family life

Hobbies and pastimes

Holidays

Work and jobs

Shopping

Leisure activities

Learner Training

Familiarity with bilingual dictionary

Awareness of style - formal / informal

Awareness of communication aims

Names of activities - listening, vocabulary etc.

Awareness of register - informal / formal

Accuracy vs fluency

Classroom language (e.g. "what do you call...?" / "what does mean?")

Names of activities e.g. reading, grammar

Vocabulary storage techniques

Recognition of many phonemic symbols

Recognition of stress mark

Familiarity with using dictionary

Phonetic symbols for individual problem sounds

Methods of storing vocab - spidergrams, word maps, collocation, etc.)