



Nivel B1 del MCER

En el **nivel B1** los alumnos son capaces de mantener una interacción y transmitir lo que quieren expresar en una serie de contextos y seguir los puntos principales de una conversación extensa a su alrededor, siempre que el discurso esté articulado con claridad en un dialecto estándar.

Pueden expresar de forma comprensible lo principal que quieren decir y seguir hablando de forma comprensible, aunque tengan que hacer pausas para planificar y reparar aspectos gramaticales y léxicos, sobre todo en tramos más largos de producción libre.

El segundo rasgo es la capacidad de enfrentarse con flexibilidad a los problemas de la vida cotidiana, por ejemplo, a las situaciones menos habituales en el transporte público; a la mayoría de las situaciones que pueden surgir al organizar un viaje a través de una agencia o cuando se está de viaje; a la hora de entablar conversaciones sobre temas conocidos sin estar preparado para ello.

Global

El alumno es capaz de comprender los puntos principales de textos claros y en lengua estándar sobre cuestiones que le son conocidas, ya sea en situaciones de trabajo, de estudio o de ocio. Sabe desenvolverse en la mayoría de las situaciones que pueden surgir durante un viaje por zonas donde se hable el idioma y es capaz de producir textos sencillos y coherentes sobre temas que le son familiares o de interés personal. Puede describir experiencias y acontecimientos, sueños, esperanzas y ambiciones, así como justificar brevemente sus opiniones y planes.

Escuchar

Es capaz de comprender lo esencial de discursos claros y sencillos sobre temas cotidianos relacionados con el trabajo, la escuela, el ocio, etc. Es capaz de comprender lo esencial de muchos programas de radio o televisión sobre temas de actualidad o de interés personal o profesional cuando la locución es relativamente lenta y clara.

Lectura

Los alumnos son capaces de comprender textos objetivos sobre temas relacionados con sus intereses que consisten principalmente en lenguaje cotidiano de alta frecuencia o relacionado con el trabajo. Pueden reconocer puntos significativos en artículos de periódico sencillos sobre temas conocidos y comprender la descripción de acontecimientos, sentimientos y deseos.

Interacción oral

Los alumnos de este nivel son capaces de desenvolverse con un lenguaje sencillo en la mayoría de las situaciones que pueden surgir durante un viaje. Pueden entablar conversaciones sin preparación previa sobre temas que les son familiares, de interés

personal o pertinentes para la vida cotidiana (por ejemplo, la familia, las aficiones, el trabajo, los viajes y la actualidad).

Producción hablada

Es capaz de proseguir de forma comprensible para describir experiencias y acontecimientos, sueños, esperanzas y ambiciones, y de exponer brevemente razones y explicaciones sobre opiniones y planes. Es capaz de narrar una historia o contar el argumento de un libro o una película y describir reacciones.

Escribir

Los alumnos de este nivel son capaces de escribir textos sencillos sobre temas que les son familiares o de interés personal, enlazando una serie de elementos discretos más breves en una secuencia lineal. Pueden escribir cartas personales describiendo acontecimientos, experiencias e impresiones.

Escalas de aptitud auditiva

En el nivel B1, los alumnos pueden adivinar el significado de palabras desconocidas ocasionalmente a partir del contexto y comprender el sentido de las frases si el tema tratado les resulta familiar. En general, son capaces de seguir los puntos principales de conversaciones extensas, siempre que el discurso sea claro y en lengua estándar.

Puede seguir un discurso claro en una conversación cotidiana, aunque en situaciones de la vida real a veces tendrá que pedir que le repitan determinadas palabras y frases.

Es capaz de comprender información objetiva y sencilla sobre temas cotidianos o relacionados con su trabajo, identificando tanto mensajes generales como detalles concretos, siempre que el discurso sea claro y se utilice un acento que le resulte familiar.

Es capaz de comprender los puntos principales de discursos claros y normalizados sobre temas cotidianos y puede seguir una conferencia o una charla sobre temas de su especialidad, siempre que el tema sea conocido y la presentación sea clara y esté bien organizada.

Es capaz de comprender información técnica sencilla, como instrucciones de uso de aparatos de uso cotidiano. Es capaz de comprender el contenido informativo de la mayor parte del material de audio grabado o emitido sobre temas conocidos hablado de forma relativamente lenta y clara.

Puede seguir muchas películas en las que los efectos visuales y la acción son la base del argumento, y en las que la historia es sencilla y el lenguaje claro. Pueden captar los puntos principales de emisiones sobre temas familiares y temas de interés personal cuando el lenguaje es relativamente lento y claro.

Escalas de competencia lectora

Los alumnos de nivel B1 son capaces de comprender textos sencillos sobre temas relacionados con su ámbito de interés. Pueden encontrar y comprender información

general que necesitan en material cotidiano, como cartas, folletos y documentos oficiales breves.

Es capaz de buscar en un texto largo o en varios textos breves la información específica que necesita para realizar una tarea. Es capaz de reconocer puntos importantes en artículos de periódico sencillos sobre temas conocidos y de identificar las conclusiones principales en textos argumentativos escritos con claridad.

Puede reconocer la línea argumental general de un texto, pero no necesariamente en detalle. Comprende la descripción de acontecimientos, sentimientos y deseos en cartas personales lo suficientemente bien como para mantener correspondencia con un amigo o conocido.

Es capaz de comprender instrucciones sencillas y claras de uso de un aparato.

Escalas de competencia oral

Los alumnos de este nivel son capaces de continuar de forma comprensible, aunque las pausas para la planificación y reparación gramatical y léxica son muy evidentes, especialmente en tramos más largos de producción libre. Pueden hacerse entender en intervenciones breves, aunque las pausas, los falsos comienzos y la reformulación son muy evidentes.

Tienen un lenguaje suficiente para desenvolverse, con vocabulario suficiente para expresarse con algunas vacilaciones y circunloquios sobre temas como la familia, aficiones e intereses, trabajo, viajes y actualidad, pero las limitaciones léxicas provocan repeticiones e incluso dificultades de formulación en ocasiones.

Disponen de un repertorio de lenguaje básico que les permite enfrentarse a situaciones cotidianas de contenido predecible, aunque generalmente tendrán que comprometer el mensaje y buscar palabras.

Disponen de vocabulario suficiente para expresarse con algunos circunloquios sobre la mayoría de los temas pertinentes de su vida cotidiana, como la familia, las aficiones e intereses, el trabajo, los viajes y la actualidad, y para realizar transacciones rutinarias y cotidianas relacionadas con situaciones y temas familiares.

Muestran un buen control del vocabulario elemental, pero siguen cometiendo errores importantes al expresar pensamientos más complejos o al tratar temas y situaciones desconocidos, y utilizan con razonable precisión un repertorio de "rutinas" y patrones de uso frecuente asociados a situaciones más predecibles. La pronunciación es claramente inteligible, aunque a veces resulte evidente un acento extranjero y se produzcan ocasionalmente errores de pronunciación.

Conoce las convenciones de cortesía más destacadas y actúa de forma adecuada; es consciente de las diferencias más significativas entre las costumbres, usos, actitudes, valores y creencias que prevalecen en la comunidad en cuestión y los de la suya propia, y está atento a los indicios que puedan surgir al respecto.

Sabe realizar y responder a funciones lingüísticas básicas, como intercambiar información y hacer peticiones, y expresar opiniones y actitudes de forma sencilla.

Pueden socializar de forma sencilla pero eficaz utilizando las expresiones comunes más sencillas y siguiendo rutinas básicas, y pueden explotar una amplia gama de lenguaje sencillo de forma flexible para expresar gran parte de lo que desean.

Pueden adaptar frases sencillas bien ensayadas a circunstancias concretas mediante una sustitución léxica limitada. Sabe iniciar, mantener y cerrar conversaciones sencillas cara a cara sobre temas que le son familiares o de interés personal.

Puede utilizar técnicas sencillas para iniciar, mantener o finalizar una conversación breve y puede enlazar una serie de elementos sencillos más breves y discretos en una secuencia lineal de puntos conectados.

Puede utilizar los conectores más frecuentes para enlazar frases sencillas con el fin de contar una historia o describir algo como una simple lista de puntos.

Escalas de competencia escrita

En este nivel, los alumnos pueden redactar informes muy breves en los que transmiten información objetiva rutinaria y exponen las razones de sus acciones. Pueden escribir cartas personales en las que describan experiencias, sentimientos y acontecimientos con detalle.

Pueden describir detalles básicos de sucesos imprevisibles, por ejemplo, un accidente. Sabe describir sueños, esperanzas y ambiciones, y redactar mensajes describiendo consultas, problemas, etc. Pueden describir el argumento de un libro o una película y describir sus reacciones ante ellos.

Level B1 Learner Outcomes

Students will be able to use the following:

Functions/ notions

Describing places
Describing past experiences and storytelling
Describing feelings, emotions, attitudes
Expressing opinions
Expressing agreement/ disagreement
Talking about films and books

Discourse Functions

Initiating and closing conversation
Checking understanding
Managing interaction (interrupting, changing topic, resuming or continuing)

Discourse Markers

Linkers: sequential – past time (later)
Connecting words expressing cause and effect, contrast etc.
Markers to structure informal spoken discourse

Verb forms

Wh- and Yes/No Questions in present /past
Complex question tags
Past continuous
Used to
Would expressing habit in the past
Past perfect
Future time (will & going to)
Future continuous
Present perfect
Present perfect vs past simple
Present perfect continuous
Conditionals
Zero and first conditional
Second and third conditional
Phrasal Verbs
Extended phrasal verbs
Passives
Simple passive
Reported speech (range of tenses)
Modals: Possibility
Might, may, will, probably
Must/can't (deduction)
Modals: Obligation & Necessity
Must/have to

Ought to
Need to
Modals: Past
Should have, might have/etc.
Articles with countable and uncountable nouns
Determiners
Broad range (e.g. all the, most, both)
Collocation of adjectives
Adverbial phrases of time, place and frequency including word order
Adjectives vs adverbs
Adverbial phrases of degree/extent, probability
Comparative and superlative form of adverbs
Broader range of intensifiers

Vocabulary

Things in the town, shops and shopping
Travel and services vocabulary
Contrasting opinions (on the one hand...)
Collocation
Colloquial language

Topics

Leisure activities
Education
Film
Books and literature
News, lifestyles and current affairs
Media

Learner Training

- Increased familiarity with a (probably bilingual) dictionary
- Increased familiarity with phonemic chart - layout, voiced/unvoiced, main simple vowel sounds
- Revision of vocabulary learning techniques
- Guessing the meaning of unknown words
- Strategies for asking for something without knowing the exact word
- Awareness of skimming and scanning reading skills
- Awareness of note taking skills

Learner Outcomes: Examples

Functions/ notions

Describing places

Cairo is the capital city of Egypt. It is on the banks of the River Nile. It has a population of more than 10 million people. Cairo has a rich history. The famous pyramids and the sphinx are located just outside the city.

Describing past experiences and storytelling

Last year we went to Thailand for our holidays. We visited many interesting places. I went scuba-diving while my boyfriend went on an elephant ride. We also tried lots of different kinds of food. We had a great time.

Describing feelings, emotions, attitudes

He felt a little nervous about the exam.

I'm fed up with this British food.

We should all use public transport as much as possible.

I'm sorry to hear that.

Expressing opinions

I think England will win the World Cup

I don't think he is old enough to get married.

In my opinion, it's too expensive.

Expressing agreement/ disagreement

I think so too.

You're right

Exactly!

Yes, I agree.

I think you are absolutely right.

So do/am I.

Neither do I.

Well, actually . . .

Well not really.

I'm sorry but I think you're wrong.

I see what you mean but . . .

Talking about films and books

Meryl Streep was brilliant.

It was difficult to follow.

It was set in Chicago.

It was about a woman who went around the world.

If you like action movies you will like this one. It had a happy ending.

I think you should read this book.

I liked this book because . . .

Discourse Functions

Initiating and closing conversation

Initiating:

Hi! My name's Paula. What's your name?
Excuse me- can I talk to you for a minute?
Excuse me, please. Have you got a minute?
Excuse me, please. I wonder if you could help me.
Let me introduce myself.
Guess what!
You will never believe what I saw yesterday

Closing:

It's been nice talking to you. Bye.
I'm sorry. I've got to go now.
Must go – see you later.
See you later. Take care.

Checking understanding

From speaker's point of view

Is that clear?
Do you follow me?
Do you know what I mean?
Do you understand?

From listeners point of view

I'm sorry, did you say ". . ."?
Is this what you are saying? . . .
I'm not sure I understand. Are you saying that . . . ?
Do you mean . . . ?

Managing interaction (interrupting, changing topic, resuming or continuing)

Interrupting

Sorry, to interrupt you but . . .
I have a question.
Could I interrupt here?
Do you mind if I say something?
Could I just say something?
Sorry, I just wanted to say . . .

Changing the topic

Anyway, . . .
By the way, there's something else I wanted to tell you.

Resuming a conversation

Anyway, . . .
Anyway, what was I saying?
What were we talking about?
To get back to what I was saying . . .

Continuing

Anyway, . . .

So, as I was saying . . .

Okay, . . .

Discourse Markers

Linkers: sequential – past time (later)

He finished the e-mail and then went out for a while. Later, he looked at it again, to see if he had missed anything important. After that, he changed the text a little. Finally he checked it and sent it.

Connecting words expressing cause and effect, contrast etc.

On the other hand, we could stay at home and watch television.

However, this depends on the number of people you've invited.

Therefore, it is cheaper to take the bus.

Markers to structure informal spoken discourse

Right.

Really?

Well, anyway . . .

Oh I know.

Yes, I suppose so.

I know how you feel

You know, I don't like her either.

Questions

Wh-questions in the past

Who did you see at the party?

How long have you been studying English?

Why did you get the tattoo?

What happened then?

What have you been doing since you left school?

Complex question tags

He hasn't come home yet, has he?

He built the house himself, didn't he?

Past continuous

It happened while I was watching television yesterday.

I was coming home from work when the car in front of me suddenly stopped.

Car "A" was coming from a side street. The driver wanted to turn left. The other car was coming along the road. It was moving really fast. The driver of car "A" didn't see it. They hit each other.

Used to

They used to live in Portugal.

I used to have a really nice wallet, but I lost it.

When I went to primary school I used to walk to school with a friend, but my mother used to collect me in the afternoons.

I never used /didn't use to like olives, but now I love them.

Would expressing habit in the past

Every night I would tell my little brother a story and he would fall asleep in the middle of it.

During the summer holiday we would get up early and go to the beach.

Past perfect

The train had left when I got to the station.

When I got home, Joan had already cooked supper.

They had already paid by the time I asked for the bill.

Ahmed had just arrived.

Future

Future time (will & going to)

(Prediction)

If they continue to play this badly, Liverpool are going to lose the cup.

Spurs will probably win the league this season.

Look at those clouds. It's going to rain.

He will pass his driving test eventually.

Future continuous

I'll be working late tomorrow.

He'll be arriving on the last train from Manchester.

Present perfect

She's just gone to the shop.

I've started but I haven't finished it yet.

He still hasn't arrived.

Present perfect, past simple

I've been to Thailand twice. I went there in 2003 and 2007. Have you been there?

He's won every match so far.

He won every tournament last year.

I've had about 9 cars.

We went out together for six months.

When I was at school I studied French for about 5 years.

I have studied French since I was 14 years old.

Present perfect continuous

How long have you been playing tennis?

It's been raining non-stop for two days now.

He's been working on the report all morning.

Conditionals

Zero and first conditional

If you heat water, it boils.

If you press this button, it switches off.

If we don't tell him, he'll be angry.

What will he do if he doesn't find a job?

We'll go swimming if the water is warm enough.

Second and third conditional

If I won the lottery I'd buy a big house in the countryside.

What would you do if they asked you to work in America?

I would have told Jim, if I had seen him.

If we hadn't gone out last night, we wouldn't have missed them.

My girlfriend would have killed me if I'd forgotten her birthday.

Phrasal Verbs

Extended phrasal verbs

He turned the jobs down.

They made the story up.

She switched the light on.

Passives

Simple passive

The lock was broken.

The trees were damaged by the storm.

Rome wasn't built in a day.

Reported speech (range of tenses)

She said she liked brown bread.

He asked if she wanted to go home.

John told them the machine was working.

She explained that she'd lost my telephone number.

Modals: Possibility

Might, may, will, probably

I might be half an hour late.

Petra will probably be late too.

She's usually late.

We may go to Egypt this year.

Are you going to have a party in your new flat? I don't know. I may, I may not.

Must/can't (deduction)

Mohamed can't be at home yet, I saw him leave just a few minutes ago.

I don't believe it. It can't be true.

That must be Brigitte's father. She told me he was coming.

You've just walked all the way from Oxford Street. You must be tired.

Modals: Obligation & Necessity

Must/have to

I really must lose some weight before the holiday.

Passengers must not put their feet on the seats.

I can't come tonight because I have to meet my cousin.

I have to make an appointment this week. It hurts!

Ought to

I really ought to spend less money.

You ought to inform the police.

My parents will be worried. I ought to phone.

Need to

I need to get back to work.

Do you really need to wear such old jeans?

Do we need to buy tickets before we get on the train?

Modals: Past**Should have, might have/etc.**

We had a great time in Crete. You should have come with us.

The letter should have come yesterday.

They might have arrived already.

She might have gone home.

Articles**With countable and uncountable nouns**

Don't go in the water. It's freezing.

I would like milk in my tea.

He was wearing black jeans.

Determiners**Broad range (e.g. all the, most, both)**

All the seats are taken.

We haven't got enough paper for everyone.

Several people are waiting.

Adjectives**Collocation of adjective**

I didn't want to wake him from his deep sleep.

The student produced some really high quality work.

We couldn't get to work because of the heavy snow.

There was a strong smell of coffee in the room.

Adverbs**Adverbial phrases of time, place and frequency including word order**

We usually go abroad in summer.

I have never been abroad.

He stayed behind yesterday.

They often play upstairs.

Adjectives vs adverbs

She's a good singer. She sings really well.

The instructions were not very clear.

My mother has been working too hard recently.

This cheese is a bit hard.

Adverbial phrases of degree/extent, probability

The water was extremely cold.

He speaks very quickly.

He speaks too quickly.

There will probably be some speeches after the meal.

He'll definitely win.

Comparative and superlative form of adverbs

Paula got ready more quickly than the others.

Jenson Button was faster in practice. I'm afraid he's getting worse.

The person who most frequently got ill was Angela.

Jo worked the hardest.

Marie did the worst in the exam.

Paulo did the best at maths.

Intensifiers

Broader range of intensifiers (such as too, so enough)

He's a really good driver.

Do we have enough cake to go round?

He came back so suddenly.

She's so intelligent it's scary.

The ball was just too fast.

He's quite good at science.

Wide range (such as extremely, much too)

We did quite well.

I've got a terribly difficult decision to make.

The maths test was unbelievably easy.

That's much too difficult for a B1 test.

Lexis

Things in the town, shops and shopping

It fits really well but do you think it suits me?

I need to get some toothpaste from the chemist's in the shopping mall.

Can you hold on while I get a magazine from this newsagent?

Travel and services vocabulary

I'm sorry, we don't accept cheques.

Do you have a debit or credit card?

You need to check in at least two hours before departure.

The gate number will be announced on the monitor in the departure lounge.

Contrasting opinions (on the one hand...)

On the one hand, he is good with people. On the other hand, he doesn't work very hard.

Even though he earns very little he is always very generous.

Mind you, he is still very fit.

Collocation

I'm going to take a quick shower.

It's midnight but I still feel wide awake.

There's a good chance he'll be late.

Colloquial language

That's a really cool top you're wearing.

My boss is nice but he talks really posh.

The kids had a brilliant time at the zoo.

Topics

Leisure activities

Education

Film

Books and literature

News, lifestyles and current affairs

Media

Learner Training

- Attempts to increase vocabulary via word building
- Use of grammar reference
- Awareness of phrasal verb types and identifying a concept for recording
- Increased familiarity with monolingual dictionary
- Guessing the meaning of unknown words via context