



Nivel C1 del MCER

Los estudiantes de nivel C1 tienen un buen acceso a una amplia gama de lenguaje, lo que les permite comunicarse de forma fluida, espontánea y casi sin esfuerzo. Tienen un buen dominio de un amplio repertorio léxico que les permite superar fácilmente las lagunas con circunloquios.

Hay pocas búsquedas obvias de expresiones o estrategias de evasión; sólo un tema conceptualmente difícil puede obstaculizar un flujo natural y fluido del lenguaje.

Las habilidades discursivas que caracterizan al nivel anterior continúan siendo evidentes en el Nivel C1, con énfasis en una mayor fluidez.

Son capaces de seleccionar una frase adecuada de un repertorio fluido de funciones discursivas para introducir comentarios con el fin de obtener la palabra o ganar tiempo y conservarlo mientras piensan. Pueden producir un discurso claro, fluido y bien estructurado, mostrando un uso controlado de patrones organizativos, conectores y dispositivos de cohesión.

Global

En el nivel C1, los estudiantes deberían ser capaces de comprender una amplia gama de textos complejos y extensos, y reconocer el significado implícito. Pueden expresarse con fluidez y espontaneidad sin necesidad de buscar expresiones de forma demasiado evidente.

Pueden utilizar el lenguaje de forma flexible y eficaz con fines sociales, académicos y profesionales. Pueden producir textos claros, bien estructurados y detallados sobre temas complejos, mostrando un uso controlado de patrones organizativos, conectores y dispositivos de cohesión.

Escuchando

Los estudiantes de este nivel pueden comprender conferencias y debates sobre temas complejos que van más allá de su propio campo, aunque es posible que necesiten confirmar detalles ocasionales, especialmente si el acento no les resulta familiar. Pueden comprender incluso cuando el discurso no está claramente estructurado y cuando las relaciones solo están implícitas y no se señalan explícitamente.

Lectura

En el nivel C1, los estudiantes son capaces de comprender textos literarios y factuales largos y complejos, apreciando las diferencias de estilo. Pueden comprender artículos especializados e instrucciones técnicas más extensas, incluso cuando no estén relacionadas con su campo.

Interacción hablada

Los estudiantes pueden expresarse con fluidez y espontaneidad. Pueden utilizar el lenguaje de forma flexible y eficaz con fines sociales y profesionales y pueden formular ideas y opiniones de forma adecuada y relacionar hábilmente sus aportaciones con las de otros hablantes.

Producción hablada

En el nivel C1, los estudiantes pueden presentar descripciones claras y detalladas de temas complejos integrando subtemas, desarrollando puntos particulares y redondeando con una conclusión apropiada.

Escribiendo

Los estudiantes son capaces de escribir textos claros y bien estructurados y expresar puntos de vista con cierta extensión. Pueden escribir exposiciones detalladas de temas complejos en una carta, un ensayo o un informe, subrayando los temas más destacados. Pueden escribir distintos tipos de textos en un estilo apropiado para el lector en cuestión.

Escalas de competencia auditiva

Los estudiantes pueden seguir una conversación animada entre hablantes nativos y pueden comprender lo suficiente para seguir un discurso extenso sobre temas abstractos y complejos que van más allá de su propio campo, aunque es posible que necesiten confirmar detalles ocasionales, especialmente si el acento no les resulta familiar.

Pueden reconocer una amplia gama de expresiones idiomáticas y coloquialismos y reconocer cambios de estilo. Pueden seguir un discurso extenso incluso cuando no está claramente estructurado y cuando las relaciones entre las ideas solo están implícitas y no se expresan explícitamente.

Pueden seguir la mayoría de las conferencias, debates y discusiones con relativa facilidad y pueden extraer información específica de anuncios públicos de mala calidad. Pueden comprender información técnica compleja, como instrucciones de funcionamiento y especificaciones de productos y servicios conocidos.

Son capaces de comprender una amplia gama de material de audio grabado, incluido algún lenguaje no estándar, e identificar detalles más sutiles, incluidas actitudes y relaciones implícitas entre los hablantes. Pueden seguir películas que contienen un grado considerable de jerga y uso idiomático.

Escalas de competencia lectora

Los estudiantes pueden comprender cualquier correspondencia con un uso ocasional del diccionario y pueden comprender en detalle instrucciones largas y complejas sobre un tema nuevo.

máquina o procedimiento incluso fuera de su propio campo de especialización si pueden releer secciones difíciles.

Escalas de competencia oral

En el nivel C1, los estudiantes pueden expresarse con fluidez y espontaneidad, casi sin esfuerzo. Sólo una asignatura conceptualmente difícil puede impedir un flujo lingüístico natural y fluido.

Pueden comunicarse espontáneamente, mostrando a menudo una notable fluidez y facilidad de expresión incluso en tramos de discurso más largos y complejos, y pueden seleccionar una formulación apropiada entre una amplia gama de lenguaje para expresarse con claridad, sin tener que restringir lo que quieren decir.

Pueden expresarse con claridad y sin mostrar demasiadas señales de tener que limitar lo que quieren decir. Tienen un buen dominio de un amplio repertorio léxico que les permite superar fácilmente las lagunas con circunloquios; no muestran una búsqueda evidente de expresiones o estrategias de evasión. Tienen un buen dominio de las expresiones idiomáticas y coloquialismos, con pequeños deslices ocasionales, pero sin errores significativos de vocabulario.

Mantienen constantemente un alto grado de precisión gramatical; los errores son poco frecuentes y difíciles de detectar. Demuestran un buen control gramatical; todavía pueden ocurrir errores ocasionales o no sistemáticos y pequeñas fallas en la estructura de las oraciones, pero son poco frecuentes y a menudo se pueden corregir en retrospectiva.

Pueden variar la entonación y colocar el acento en las oraciones correctamente para expresar matices más sutiles de significado. Pueden seguir películas que emplean un grado considerable de jerga y uso idiomático y pueden usar el lenguaje de manera flexible y eficaz para fines sociales, incluido el uso emocional, alusivo y jocoso.

Son capaces de expresarse con seguridad, claridad y cortesía en un registro formal o informal, adecuado a la situación y a la persona o personas de que se trate. Pueden adaptar lo que dicen y los medios de expresión a la situación y al destinatario y adoptar un nivel de formalidad adecuado a las circunstancias.

Pueden seleccionar una frase adecuada de una gama de funciones discursivas disponibles para introducir sus observaciones de forma adecuada y obtener la palabra, o ganar tiempo y conservarla mientras piensan. Pueden intervenir adecuadamente en un debate, utilizando el lenguaje adecuado para ello, y pueden iniciar, mantener y finalizar el discurso de forma adecuada con un cambio de turno eficaz.

Pueden dar descripciones y narraciones elaboradas, integrando subtemas, desarrollando puntos específicos y redondeando con una conclusión apropiada. Pueden producir un discurso claro, fluido y bien estructurado, mostrando un uso controlado de patrones organizativos, conectores y dispositivos de cohesión. Pueden usar una variedad de palabras de enlace de manera eficiente para marcar claramente las relaciones entre las ideas.

Escalas de competencia escrita

Los estudiantes de este nivel pueden ampliar y respaldar puntos de vista con cierta extensión, con argumentos secundarios, razones y ejemplos pertinentes. Pueden desarrollar un argumento de manera sistemática, dando el énfasis apropiado a los puntos significativos y presentando detalles de respaldo pertinentes.

Pueden dar descripciones claras y detalladas de temas complejos y, por lo general, pueden escribir sin consultar un diccionario. Escriben tan bien que solo es necesario revisar su lenguaje si el texto es importante.

Level C1 Learner Outcomes

Students will be able to use the following:

Functions/ notions

Expressing attitudes and feelings precisely
Expressing certainty, probability, doubt
Synthesizing, evaluating, glossing information
Speculating and hypothesising about causes, consequences etc.
Expressing opinions tentatively, hedging
Expressing shades of opinion and certainty
Expressing reaction, e.g. indifference
Critiquing and reviewing
Developing an argument systematically
Conceding a point
Emphasizing a point, feeling, issue
Defending a point of view persuasively
Responding to counterarguments

Discourse Markers

Markers to structure and signpost informal speech and writing
Markers to structure and signpost formal speech and writing – especially logic markers

Verb forms

Narrative tenses for experiences, including passive
Simple past (narrative)
Past continuous (narrative)
Used to (narrative)
Would expressing habit in the past (narrative)
Past perfect (narrative)
Futures (revision)
Mixed conditionals in the past, present and future
Wish/if only & regrets
Phrasal Verbs
Extended phrasal verbs (splitting)
Passive forms, all
Modals in the past
Adverbs
Inversion (negative adverbials)

Lexis

Collocations
Colloquial language
Approximating (vague language)
Differentiated use of vocabulary
Eliminating false friends
Formal and informal registers
Idiomatic expressions

Topics

Books and literature / Media / Arts

News, lifestyles and current affairs / Scientific development / Technical and legal language

Learner outcomes: examples

Functions/ notions

Expressing attitudes and feelings precisely

Well it would be all right if they came out and said it, but I have a bit of a problem with . . .

I don't really feel comfortable with . . .

I couldn't care less whether . . . or not.

I'm afraid this is something I feel quite strongly about.

Cristina became a vegetarian and her father had rather mixed feelings about it.

Michael felt completely devastated.

Somebody had deliberately sabotaged his research but he did not know who could do such a thing.

When I reached the summit of the mountain I felt a great burden had been lifted from my shoulders. My childhood dream had finally come true. Looking down into the valleys far below I felt a sense of pride in my achievement.

Expressing certainty, probability, doubt

It is highly likely that the airport will be closed again tomorrow.

No doubt he'll bring his dog as usual.

There's bound to be trouble at the meeting.

Is that settled, then? Yes. It's settled.

It looks as if she's going to be late.

Surely, you don't think it was my fault?

Synthesizing, evaluating, glossing information

In a nutshell, it was the headmaster who had to take responsibility.

To cut a long story short, he ended up sleeping on my floor.

All things considered, I think we've made the best decision.

Another way of putting this would be to say . . .

To recap on what has been said so far, . . .

Speculating and hypothesising about causes, consequences etc.

Supposing he had missed his train?

If the pound did drop to parity with the euro, Britain might be better off in the long run.

Well if we don't do something about the oil spill, there could be dire consequences.

If you'd arrived on time, we would probably have missed the traffic.

If she didn't get so excited, she might get more work done.

Expressing opinions tentatively, hedging

I assume you'll be going home for Christmas.

Am I right in thinking you're responsible?

It's supposed to be good.

I'm just not so sure, it could be okay.

Maybe she is the best person for the job.

I should think he'll be delighted with the surprise.

It could well be the best solution.

Expressing shades of opinion and certainty

There's no doubt about the fact that there is going to be inflation.

No, I'm absolutely sure. I mean look at the figure for X.

I may be wrong, but I think higher inflation is almost certain.

I have a feeling there may be a problem here.

I suppose that could be an option.

I rather doubt that he'll come.

It's not something I feel strongly about.

Well one option/possibility might be to go earlier.

I really think that the people who produce our food should not be exploited. But the problem is that sometimes fair trade goods are more than double the price.

When this is the case I tend to buy the cheaper product. I am not proud of this, but I am sure there are many other people exactly like me.

I thought the meeting was a missed opportunity to actually do something good for a change. But I know that when it comes to environmental issues, governments tend to talk a lot and make grand promises, and then go back and carry on just the same as before. If they really wanted to make a difference they wouldn't just set so-called 'green objectives' but would pass laws which would have an immediate impact on the environment..

Expressing reaction, e.g. indifference

To be honest, I simply don't care.

Why bother?

It's not such a big issue.

I don't really mind/have an opinion, one way or the other.

What are you trying to say?

Absolutely!

I don't believe it.

That's amazing!

Oh, you poor thing.

You can say that again!

Critiquing and reviewing

The (report) highlights some important issues but it does not, to my mind, get to the bottom of the problem.

It's an excellent summary, but I think it would be improved by a deeper consideration of X.

The (report) sets out to do X, and it does parts of this well, but it seems to me to lack . . .

The good/best thing about (the report) is that it is so concise. It really hits the nail on the head.

Well, it starts well, but then after x pages/ in the section on X, I had the impression that it . . . The plot involves the disappearance of a sacred sword and introduces us to various levels of castle intrigue. Stephenson weaves his usual magic by giving us snippets of information here and there, now from the royal chambers, now from the castle kitchens. The master of gothic science fiction has provided us with a real page-turner. The only criticism that might be levelled here is that the author assumes that the reader is already familiar with characters and the world they inhabit. To get the most out of this book one needs to have read the previous books in the series.

Developing an argument systematically

It is frequently argued that . . . , however

X is clearly a topic of concern to many people nowadays.

There are several reasons for this: one . . . , two . . . , and finally . . .

The main reason for this . . . is/may be . . .

Some people might argue that . . . However . . .

Opponents of this idea try to suggest that . . . However . . .

It's clear that . . .

No one would dispute that . . .

It is generally accepted that . . .

All the evidence/data indicates/suggests that . . .

Thus to conclude, the central issues are . . .

The key point is . . .

In conclusion, before we . . . we need to . . .

Conceding a point

I see what you mean, but . . .

I take your point. I agree we need . . .

It's certainly true that . . .

I have to admit that . . .

It is true that . . .

Though I hate to say it, I think you are right that . . .

That may be true, but . . .

Emphasizing a point, feeling, issue

The main point I'd like to emphasize here is the fact that parents have an important role to play in a child's education

75% of those interviewed said that public transport was not as safe. Yes, 75% think public transport is now more dangerous.

After turning the whole house upside-down, the police found nothing. Absolutely nothing.

Defending a point of view persuasively

I know this may not be a popular conclusion, but it seems to me we have to face facts/ the fact that . . .

I do appreciate that what I proposed may be expensive/painful/a surprise to some people, but I really am convinced the evidence shows we need to . . .

I recognise that this may . . . , but . . .

But one should not lose sight of the fact that . . .

But surely one still needs to take X into account

Responding to counterarguments

What you say may be true in some contexts, however in this case....

You may be right, but I still think that . . .

Whilst it may indeed be true that . . . , I still think . . .

There is no evidence to show that

On the contrary, . . .

I think you have misunderstood the point I was making . . .

I can see where you are coming from but there are problems with your analysis of the situation.

In some circumstances, I would agree with you entirely, but in this case . . . Even so, he still has a long way to go before he is suitable management material.

No matter how you look at it, he made a mistake.

All the same, she deserves another chance.

Discourse Markers

Markers to structure and signpost informal speech and writing

We've a bit more money coming in than we had last year. Mind you, we'll still need to be careful with the heating bills.

He'd spent all his money without realising it. So, he couldn't afford a taxi and had to walk home.

Then guess what happened?

On top of that his girlfriend was really angry with him.

Markers to structure and signpost formal speech and writing – especially logic markers

The pound is not as strong as it was two years ago. Moreover, the cost of flights has gone up

Profits are likely to fall this year. Consequently, we need to prepare our shareholders for some bad news.

He was warned many times about the dangers of mountain climbing in winter. Nevertheless, he continued to tackle some of the toughest peaks. Despite the clear danger that was pointed out to him, he insisted on continuing so he is at least partly responsible for what happened.

The cost of fuel has gone up. Therefore it is hardly surprising that there has been an increase in the use of public transport.

Whereas that is the case in Brazil, in Columbia it is more a question of . . .

Certainly the car is here to stay, but the question is to what extent it will be the same concept of car.

The policy was correct in so far as it was applied; the problem is that it wasn't applied systematically.

Verb forms

Narrative tenses for experiences, including passive

Simple past (narrative)

I went home that evening in a very sombre mood. I tried to relax. I made myself a cup of coffee and turned on the television. But I just could not get the incident out of my mind. The more I thought about things, the more certain I was that something just didn't make sense. I decided to go back over everything the next day.

Past continuous (narrative)

They were late as usual, hoping the guests would be a little late. Miriam was still in the kitchen preparing enormous bowls of salad. Her father was tidying away all his papers which were usually scattered over every available space in the dining room. John was keeping a lookout at the front gate, kicking pebbles along the path.

Used to (narrative)

That bit of the coastline used to be much less busy than it is these days. Lisa and her brothers loved exploring the coves and beaches for miles in both directions.

Would expressing habit in the past (narrative)

My grandmother used to live by the seaside and we would go there every Easter. My dad would drive, my mother would navigate and we'd sit in the back fighting. In the summer we went to Devon for years. My dad would ask us to navigate. It was a way of keeping us quiet. We'd watch out for named pubs and read the road signs. Usually we counted cars too. I would count VWs; my more sophisticated brother counted Jags. I would usually win.

Past perfect (narrative)

When he returned to the UK things were very different. Maria had given up her job in the library and gone back to university. Reza had finally left home and had moved in with a rather odd group of postgrads who had very strict house rules about everything from the storage of food to when guests were allowed to visit. Brigitte seemed to have completely disappeared. Just six months before they had been inseparable. Although he had known that it couldn't last, it surprised him just how quickly things had changed.

Past perfect continuous (narrative)

Whoever it had been must have had a key. So if his parents had been visiting their friends in Lyon, and his sister had been out celebrating the end of term with her boyfriend, then there was only one person who would have been able to get into the house that night.

Futures (revision)

My brother and his girlfriend are getting married in August. They're not going to go on honeymoon. They're going to do up the flat they bought with the money they'll save. They'll probably have some kind of reception or party for the wedding but I don't think it will be a very grand affair.

Oh no. Another goal for United! Arsenal is going to lose.

I just got a phone call from Raoul. He's in a taxi. He's going to get here in about five minutes.

This time next year I'll be sun bathing on my yacht in Antibes. I'll be mixing with celebrities from all over the world. I'll be driving a fancy car and going to posh restaurants.

At the speed things are moving, the case will have expired before it is brought to court.

At the end of next year, I'll have been working here for 5 years!

Conditionals

Mixed conditionals in the past, present and future

If she had taken her studies more seriously last year, she'd have more job opportunities now.

If Lola had given me the information earlier, she'd be coming with us on holiday.

If I were rich, I would have bought that painting we saw yesterday.

If Nareene didn't come with us to Glastonbury, everyone would be disappointed.

Wish/if only & regrets

I wish I'd studied a bit harder.

You wish you'd kept your mouth shut, don't you?

If only he'd take more care of his health.

If only I had behaved a bit better, she might have given me a chance.

If only the sun would come out!

Phrasal Verbs

Extended phrasal verbs (splitting)

The policeman broke the fight up very quickly.

She talked me into going to her parents' place for the weekend.

I can't make anything out; it's really dark.

Passive forms, all

He'll be given a warning.

The seats will all have been taken by the time we get there!

He's going to be given an award.

He ought to be sacked for behaviour like that.

Having been beaten so many times, he decided to fight back.

He might have been hurt.

Modals in the past

You shouldn't have told her.

I should have warned him about the traffic, but I forgot.

You might have told me it was her birthday. I felt embarrassed I didn't take a present.

He can't have got my message. He would never be this late.

You needn't have bought any potatoes. We had some.

I don't think anyone could have done anything. He had decided.

Things might have turned out differently, if she had asked first.

Adverbs

Inversion (negative adverbials)

Little did I know that he had already left the company.

Lexis

Collocations

It's there in black and white.

He was in excruciating pain.

The suspense is palpable.

I did physics at university.

The situation is untenable.

It's a no-go area.

Colloquial language

I am absolutely knackered.

She was gobsmacked when he turned up at the party.

The whole thing was a cock-up from beginning to end.

He tried to flog me an old banger.

Approximating (vague language)

There will be about 30 odd people – well 30 to 40.

I think he an accountant or something like that.

The book is sort of similar to his first one.

Can you pass me the thingamajig for taking nails out?

All the painting stuff is in the garage.

Differentiated use of vocabulary

She was really upset when she failed her exams. I think she is still in shock.

It's not that I don't like her; I detest her.

It's really good. It's concise, focused, readable.

I wouldn't say she's antisocial, just a bit shy.

It wasn't bad, just a bit disappointing.

Eliminating false friends

In the chemistry class they performed an interesting experiment.

(As opposed to experience which is French for experiment)

Formal and informal registers

Mr. John Wilson passed away peacefully at his home in Nottingham last week.

John Wilson died in his sleep last week.

John kicked the bucket a few days back.

Idiomatic expressions

I wish I could remember her name. It's on the tip of my tongue.

Everybody wants to work with Marion. She really is the flavour of the month.

If you want a shoulder to cry on, I'll always be here for you.

Topics

Books and literature

Media

Arts

News, lifestyles and current affairs

Scientific development

Technical language

Legal language