

## **Level B1**

**Level B1** is perhaps most categorised by two features. The first feature is the ability to maintain interaction and get across what you want to, in a range of contexts, for example: generally, follow the main points of extended discussion around them, express the main point they want to make comprehensibly; keep going comprehensibly, with some pausing for grammatical and lexical planning and repair, especially in longer stretches of free production. The second feature is the ability to cope flexibly with problems in everyday life and less routine situations likely to arise in a variety of scenarios.

### **Global**

Students can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

## **Self-Assessment for learners**

### **Listening**

I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.

### **Reading**

I can understand texts that consist mainly of high frequency everyday or job- related language. I can understand the description of events, feelings and wishes in personal correspondence.

### **Spoken Interaction**

I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).

### **Spoken Production**

I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.

### **Writing**

I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions. I can write straightforward connected text on topics, which are familiar, or of personal interest.

## **Illustrative Proficiency Scales**

### **Listening Proficiency**

Students can understand straightforward factual information about common everyday or job related topics, including short narratives identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent. They can follow the main points of extended discussion around them. And follow a lecture or talk within their own field and follow the essentials of lectures, talks and reports and other forms of academic/professional presentation which are propositionally and linguistically complex. They can understand simple technical information, and follow detailed directions. They understand the information content of the majority of recorded or broadcast material on topics of personal interest delivered in clear standard speech. They understand audio bulletins and a large part of many TV programmes on topics of personal interest when the delivery is relatively slow and clear. They can follow many films in which visuals and action carry much of the storyline, and which are delivered clearly in straightforward language.

### **Reading Proficiency**

Students can read straightforward factual texts on subjects related to their field and interest with a satisfactory level of comprehension. They can understand the description of events, feelings and wishes in personal correspondences well enough to correspond regularly with a friend. Students can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts. They find and understand relevant information in everyday materials and can identify the main conclusions in clearly signalled argumentative texts. They can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail. Students can recognise significant points in straightforward newspaper articles on familiar subjects. They understand clearly written, straightforward instructions for a piece of equipment. Students can identify unfamiliar words from the context on topics related to their field and interests.

### **Writing Proficiency**

Students can convey information and ideas on abstract and concrete topics, check information and ask about/ explain problems with reasonable precision. They can write personal correspondence and notes asking for / conveying simple information of immediate relevance, getting across the point they feel to be important as well as describe experiences, feelings and events in some detail. They can take messages communicating enquiries, explaining problems. Students at this level write straightforward connected texts on a range of familiar subjects within their field of interest, by linking a series of shorter discrete elements into a linear sequence, such as experiences, describing feelings and reactions. They can also write descriptions of events, real or imagined.

Students can narrate a story, write short, simple essays on topics of interest, summarise, report and give their opinion about accumulated factual information on familiar routine and non-routine matters within their field with some confidence. They can also write very brief reports to a standard conventionalised format, which pass on routine factual information and state reasons for actions. Students can collate pieces of information to summarise and also paraphrase short written passages using the original text wording and ordering. Students can take useful notes during a lecture, provided the topic is within their field of interest and the talk is clearly structured. Students can communicate with reasonable accuracy in familiar context, with good control but with noticeable mother tongue influence; errors occur but the message is clear. Students show good control of elementary vocabulary but major errors still occur when expressing more complex thoughts of handling unfamiliar topics. Spelling, punctuation and layout are accurate enough to be followed most of the time.

## Speaking Proficiency

Students have enough language to get by, with sufficient vocabulary to express themselves with some hesitation and circumlocutions on topics familiar topics. They use a reasonably accurately repertoire of frequently used 'routines' and patterns associated with more predictable situations. They can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.

Students can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest and can repeat back part of what someone has said to confirm mutual understanding. Students can express thoughts on more abstract, cultural topics such as films, books, music etc. They can enter unprepared into conversation on familiar topics, express personal opinions and exchange information though will sometimes have to ask for repetition of particular words and phrases. They can express and respond to feelings and make their opinions and reactions understood and give brief comments on the views of others.

Students can put over a point of view clearly, but have difficulty engaging in debate and can take part in routine formal discussion of familiar subjects. They can give and follow instructions, make complaints, ask for and give direction, give detailed account of experiences and describe feelings, reaction, dreams, hopes and ambitions. They can summarise and give their opinion in a variety of topics and summarise a point reached in a discussion.

They can reasonably fluently relate a narrative, description or a story. They can develop an argument well enough to be followed without difficulty most of the time and deliver a short, rehearsed announcement which, despite possibly very foreign stress and intonation, are nevertheless clearly intelligible. They can give a prepared straightforward presentation on a familiar topic which is clear enough to be followed without difficulty and take follow up questions, but may have to ask for repetition.

Students can communicate with reasonable accuracy in familiar context, with good control but with noticeable mother tongue influence; errors occur but the message is clear.

Students show good control of elementary vocabulary but major errors still occur when expressing more complex thoughts of handling unfamiliar topics

Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and some occasional mispronunciations occur.

## Learner Outcomes

Students at this level will be able to use the following:

### **Functions:**

Checking understanding  
Describing experiences and events  
Describing feelings and emotion  
Describing places  
Expressing opinions; language of agreeing and disagreeing  
Initiating and closing conversation  
Managing interaction (interrupting, changing topic, resuming or continuing)

### **Grammar**

Adverbs  
Broader range of intensifiers such as too, enough  
Comparatives and superlatives  
Complex question tags  
Conditionals, 2nd and 3rd  
Connecting words expressing cause and effect, contrast etc.  
Future continuous  
Modals - must/can't deduction  
Modals – might, may, will, probably  
Modals – should have/might have/etc  
Modals: must/have to  
Past continuous  
Past perfect  
Past simple and Past tense responses  
Phrasal verbs, extended  
Present perfect continuous  
Present perfect/past simple  
Reported speech (range of tenses)

### **Discourse Markers**

Connecting words expressing cause and effect, contrast  
Linkers: sequential past time

### **Vocabulary**

Collocation  
Colloquial language  
Things in the town, shops and shopping  
Travel and services

### **Topics**

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

### **Learner Training**

Increase vocabulary through word building  
Vocabulary acquisition, storage and recording  
Use of grammar reference  
Use of monolingual dictionary  
Inferring meaning of unknown words via context

### **Study Skills**

Record and revise vocabulary regularly  
Choose the right place and time to study  
Create a timetable to study and weekly goals  
Use folders, dividers, colour pens, highlighters  
Organise revision get-together.