

CEFR Level B1

At level B1, students are able to maintain interaction and get across what they want to express in a range of contexts and follow the main points of extended discussion around them, provided that speech is clearly articulated in standard dialect. They can express the main point they want to make comprehensibly and keep going comprehensibly, even though they may have to pause 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, for example coping with less routine situations on public transport; dealing with most situations likely to arise when making travel arrangements through an agent or when actually travelling; entering unprepared into conversations on familiar topics.

Listening They are able to understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. They 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 Students are able to understand factual texts on subjects related to their interests that consist mainly of high frequency everyday or job-related language. They can recognise significant points in straightforward newspaper articles on familiar subjects and can understand the description of events feelings and wishes.

Speaking Students at this level can exploit a wide range of simple language to deal with most situations likely to arise whilst travelling. They 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).

Writing Students at this level can write simple texts on topics which are familiar or of personal interest by linking a series of shorter discrete elements into a linear sequence. They can write personal letters describing events, experiences and impressions.

Learner Outcomes Students will be able to use the following:

Functions	Example
Describing places.	Oxford is located in the South-East of England and is famous for its university.
Describing past experiences and storytelling.	Last summer I went skiing with my friends and it was great.
Describing feelings, emotions, attitudes.	I am excited about seeing my family at the weekend.
Expressing opinions.	I think many of the restaurants in Oxford are very expensive.
Expressing agreement/disagreement.	Me too. Well, actually...
Talking about films and books.	The film was difficult to follow.
Discourse functions	Example
Initiating and closing conversation.	Could you please tell me the time? See you later!
Checking understanding.	Is that clear?
Managing interaction (interrupting, changing topic, resuming or continuing).	Could I just say something? Anyway,... To get back to what we were saying... As we were saying...

Discourse markers	Example
Linkers: sequential (past time).	He had a coffee and then he picked up his newspaper and left the cafe.
Connecting words expressing cause and effect, contrast etc.	This is due to... Therefore,... On the other hand,...
Grammar	Example
Wh- and Yes/No questions in present/past.	Who did you go to the party with?
Complex question tags.	You haven't been to the shop yet, have you?
Past continuous.	He called me while I was doing my homework last night.
Used to.	I used to listen to music in the evenings.
Would (to express habit in the past).	During the summer, we would visit my grandparents for a week.
Past perfect.	The bus had left when I got to the bus stop.
Future will and going to.	I will probably go to the gym later. The sky is very dark: it is going to rain later.
Future continuous.	I'll be working tomorrow.
Present perfect and continuous.	I have just sent the email. I have been writing emails all morning.
Phrasal verbs.	He turned up at 8:00.

Grammar	Example
Conditionals: zero, first, second, third.	If you heat water at 100 degrees, it boils. If I see him, I'll give him the message. If I had a million pounds, I would buy an island. If I had seen you, I would have said hello.
Passives.	The house was built in 1953.
Reported speech.	He said he lived in London.
Modals: might, may, will (possibility) must, can't (deduction).	I might/may/will probably be late. He must be very tired – he went to bed very late. She can't be 50! She looks younger.
Semi-modals: have to, ought to, need to.	I have to get up early tomorrow. You ought to study this evening. We need to buy some milk.
Modals: past.	You should have come with us to the party! It was great! She might/may/could have missed her bus.
Articles.	Don't go in the water. It's freezing. I would like sugar in my coffee.
Determiners.	Several people are waiting. I don't have enough time to phone him.
Collocations.	The film was very high quality. She made the bed this morning.
Adverbial phrases of time, place and frequency.	We usually go abroad in the summer. I have never been to Italy. They often go shopping at the weekend.
Comparative and superlative forms of adjectives.	She did the exam more quickly than the other students. He was the fastest in the race.

Lexis and topics

Shopping, travel, education, the media, films and books, contrasting opinions, collocations and colloquial language.

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