



RED ELT

GUIA PARA CEFR

(Marco Común Europeo de Referencia
para las lenguas)

NIVELES DE CLASES Y HORAS RECOMENDADAS



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Introducción

Entendiendo los Niveles

Muchos institutos les dan nombres a sus propios “niveles” para presentar el dominio del inglés como una carrera corta, a menudo eliminando “niveles” completos. La realidad es diferente.

Red ELT usa estándares CEFR y ALTE.

CEFR

[The Common European Framework of Reference for Languages \(CEFR\)](#) es un estándar internacional para describir la habilidad en un idioma. Describe esta habilidad en una escala de seis puntos, desde A1 para principiantes hasta C2. Los empleadores y las instituciones educativas pueden comparar los antecedentes con los niveles CEFR.

Los profesores y los Proveedores suelen usar una mezcla de referencias, nombres, exámenes e incluso puntajes CEFR para referirse a niveles de dominio del idioma. Esta es una guía con algunos ejemplos.

CEFR	Nombre	Examen	Puntajes
C2	Proficiency	Cambridge C2 Proficiency	IELTS 8.0/8.5 TOEIC 990
C1	Advanced	Cambridge C1 Advanced	IELTS 6.5 – 7.5 TOEIC 785 - 990
B2	Upper Intermediate	Cambridge B2 First	IELTS 5.5 – 6.5 TOEIC 605 - 780
B1	Intermediate	Cambridge B1 Preliminary	IELTS 4.5 – 5.5 TOEIC 405 - 600
A2	Pre-Intermediate	Cambridge A2 Key	IELTS 4.0
A1	Beginner or Elementary		TOEIC 0 - 250
	Zero Beginner		

Niveles comunes de referencia: escala global

[Global scale - Spanish \(coe.int\)](#)

Usuario competente	C2	<p>Es capaz de comprender con facilidad prácticamente todo lo que oye o lee. Sabe reconstruir la información y los argumentos procedentes de diversas fuentes, ya sean en lengua hablada o escrita, y presentarlos de manera coherente y resumida.</p> <p>Puede expresarse espontáneamente, con gran fluidez y con un grado de precisión que le permite diferenciar pequeños matices de significado incluso en situaciones de mayor complejidad.</p>
	C1	<p>Es capaz de comprender una amplia variedad de textos extensos y con cierto nivel de exigencia, así como reconocer en ellos sentidos implícitos. Sabe expresarse de forma fluida y espontánea sin muestras muy evidentes de esfuerzo para encontrar la expresión adecuada.</p> <p>Puede hacer un uso flexible y efectivo del idioma para fines sociales, académicos y profesionales.</p> <p>Puede producir textos claros, bien estructurados y detallados sobre temas de cierta complejidad, mostrando un uso correcto de los mecanismos de organización, articulación y cohesión del texto.</p>
Usuario independiente	B2	<p>Es capaz de entender las ideas principales de textos complejos que traten de temas tanto concretos como abstractos, incluso si son de carácter técnico siempre que estén dentro de su campo de especialización.</p> <p>Puede relacionarse con hablantes nativos con un grado suficiente de fluidez y naturalidad de modo que la comunicación se realice sin esfuerzo por parte de ninguno de los interlocutores.</p> <p>Puede producir textos claros y detallados sobre temas diversos así como defender un punto de vista sobre temas generales indicando los pros y los contras de las distintas opciones.</p>
	B1	<p>Es capaz de comprender los puntos principales de textos claros y en lengua estándar si tratan sobre cuestiones que le son conocidas, ya sea en situaciones de trabajo, de estudio o de ocio.</p> <p>Sabe desenvolverse en la mayor parte de las situaciones que pueden surgir durante un viaje por zonas donde se utiliza la lengua.</p> <p>Es capaz de producir textos sencillos y coherentes sobre temas que le son familiares o en los que tiene un interés personal.</p> <p>Puede describir experiencias, acontecimientos, deseos y aspiraciones, así como justificar brevemente sus opiniones o explicar sus planes.</p>

Niveles comunes de referencia: escala global

(continuación)

Usuario básico	A2	<p>Es capaz de comprender frases y expresiones de uso frecuente relacionadas con áreas de experiencia que le son especialmente relevantes (información básica sobre sí mismo y su familia, compras, lugares de interés, ocupaciones, etc.)</p> <p>Sabe comunicarse a la hora de llevar a cabo tareas simples y cotidianas que no requieran más que intercambios sencillos y directos de información sobre cuestiones que le son conocidas o habituales.</p> <p>Sabe describir en términos sencillos aspectos de su pasado y su entorno así como cuestiones relacionadas con sus necesidades inmediatas.</p>
	A1	<p>Es capaz de comprender y utilizar expresiones cotidianas de uso muy frecuente así como frases sencillas destinadas a satisfacer necesidades de tipo inmediato.</p> <p>Puede presentarse a sí mismo y a otros, pedir y dar información personal básica sobre su domicilio, sus pertenencias y las personas que conoce.</p> <p>Puede relacionarse de forma elemental siempre que su interlocutor hable despacio y con claridad y esté dispuesto a cooperar.</p>

CEFR - CAN-DO STATEMENTS

<https://www.alte.org/Materials>

		A1	A2	B1	B2	C1	C2
UNDERSTANDING	Listening	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	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.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided. I have some time to get familiar with the accent.
UNDERSTANDING	Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	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 letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.

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CEFR - CAN-DO STATEMENTS

		A1	A2	B1	B2	C1	C2
SPEAKING	Spoken Interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	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).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skillfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
SPEAKING	Spoken Production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	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.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.

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CEFR - CAN-DO STATEMENTS

		A1	A2	B1	B2	C1	C2
WRITING	Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages relating to matters in areas of immediate needs. I can write a very simple personal letter, for example thanking someone for something.	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 clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

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Language Content

Produced from main project sources (descriptor analysis, analysis of CEFR-based syllabi, course books, examination content) [Practical resources - Equals](#)

	A1	A2	B1	B2	C1
Functions / Notions					
Numbers					
Prices					
Telling the time					
Directions					
Greetings					
Giving personal information					
Describing habits and routines					
Describing people					
Describing things					
Requests					
Suggestions					
Advice					
Invitations					
Offers					
Arrangements / -ing to meet people					
Obligation and necessity					
Describing places					
Describing past experiences & storytelling					
Describing feelings, emotion, attitudes					precisely
Describing hopes and plans					
Giving precise information					
Expressing abstract ideas					
Expressing certainty, probability, doubt					
Generalising and qualifying					
Synthesizing, evaluating, glossing info					
Speculating, and hypothesing					hypothesing
Expressing opinions					tentatively
Expressing shades of opinion					
Expressing Agreement / disagreement					
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					

(continuación)

	A1	A2	B1	B2	C1
Discourse Functions					
Initiating and dosing conversation					
Checking understanding					
Managing interaction (interrupting, changing topic, resuming or continuing)					
Taking the initiative in interaction					
Encouraging and inviting another speaker to continue, come in					
Interacting informally, reacting expressing interest, sympathy, surprise					
Discourse Markers					
Connecting words, and, but, because					
Linkers: sequential - past time		first, finally		subsequently	
Connecting words expressing cause and effect, contrast etc					
Linkers: although, in spite of, despite					
Linking devices: logical markers					
Markers to structure informal spoken discourse					
Discourse markers to structure formal speech					
Markers to structure and signpost formal and informal speech and writing					
Simple Verb Forms					
To be					
Have got (British)					
Imperatives (+/-)					
Questions					
Questions forms					
Wh-questions in the past					
Complex question tags					
Present					
Simple present					
Present Continuous					
Past					
Simple Past				Narrative	Narrative
Past Continuous				Narrative	Narrative
Used to				Narrative	Narrative
Would, expressing habit in the past					Narrative
Past perfect				Narrative	Narrative
Past Perfect Continuous					Narrative

(continuación)

	A1	A2	B1	B2	C1
Future					
Future Time (going to)					
Future Time (present continuous)					
Future Time (will & going to)			Prediction	Prediction	Prediction
Future Continuous				Prediction	Prediction
Future Perfect					Prediction
Future Perfect Continuous					Prediction
Present Perfect					
Present Perfect					
Present Perfect /Past Simple					
Present Perfect Continuous					
Gerund & Infinitive					
I'd like					
Gerunds					
to + infinitive (express purpose)					
Verb + to + infinitive					
Conditionals					
Zero and 1st conditional					
2nd and 3rd conditional					
Mixed conditionals					
Wish/if only & regrets					
Phrasal Verbs					
Common phrasal verbs					
Extended phrasal verbs					splitting
Passives					
Simple passive					
All passive forms					
Other Verb Forms					
Reported speech (range of tenses)					
Relative clauses					
Modals: Can					
Can/can't					
Can/could					
Modals: Possibility					
Might, may					
Possibly, probably, perhaps					
Might, may, will, probably					
Must/can (deduction)					

(continuación)

	A1	A2	B1	B2	C1
Modals: Obligation & Necessity					
Must/mustn't					
Have to					
Must/have to					
Should					
Ought to					
Need to/needn't					
Modals: Past					
Should have/might have/etc					
Can't have, needn't have					
Nouns					
Countable and uncountable	v. Common				
There is/there are					
Pronouns					
Personal - subject					
Possessives					
Possessive adjectives					
Use of 's, s'					
Possessive pronouns					
Prepositions and prepositional phrases					
Common prepositions					
Prepositional phrases (time & movement)					
Prepositional phrases (place & time)					
Articles					
Definite, indefinite					
Zero article with uncountable nouns					
Definite article with superlatives					
With countable and uncountable nouns					
With abstract nouns					
Determiners					
Basic (e.g. any, some, a lot of)					
Wider range (e.g. all, none, not (any), enough, (a) few)					
Broad range (e.g. all the, most, both)					
Adjectives					
Common					
Demonstrative					
Ending -ed + -ing					
Collocation of adjective					
Comparative, superlative					
Comparisons with fewer and less					

(continuación)

	A1	A2	B1	B2	C1
Adverbs					
Adverbs of frequency					
Simple adverbs of place, manner and time					
Adverbial phrases of time, place & frequency, incl word order					
(Adjectives and) adverbs					
Adverbial phrases of degree, extent, probability					
Comparative and superlative of adverbs					
Attitudinal adverbs					
Inversion (negative adverbials) Hardly...?					
Intensifiers					
Very basic (very, really)					
Basic (quite so, a bit)					
Broader range of intensifiers such as too, enough					
Wide range such as extremely, much too					
Collocation of intensifiers					
Lexis					
Nationalities and countries					
Personal information					
Food and drink					
Things in the town, shops and shopping					
Travel and services vocab					
Verbs, basic					
Clothes					
Colours					
Dimensions					
Ways of travelling					
Objects and rooms					
Adjectives: personality, description, feelings					
Contrasting opinions - on the one hand...					
Summarising exponents; briefly, all in all					
Collocation					
Colloquial language					
Approximating (vague language)					
Differentiating to choose the best in context					
Approximating (vague language)					
Eliminating false friends					
Formal and informal registers					
Idiomatic expressions					

(continuación)

	A1	A2	B1	B2	C1
Topics					
Family life					
Hobbies and pastimes					
Holidays					
Work and jobs					
Shopping					
Leisure activities					
Education					
Film					
Books and literature					
News, lifestyles and current affairs					
Media					
Arts					
Scientific development					
Technical and legal language					



En Red ELT somos diferentes

Escuchamos. Pensamos. Respondemos.



www.redelt.cl

info@redelt.cl

+56 9 5002 4446