

LEVEL B2.1

OBJECTIVES, COMPETENCES, CONTENTS AND ASSESSMENT

LEVEL DESCRIPTION

Independent User

At the B2 level, users are able to live **autonomously** in places where the target language is used and to develop personal and social relationships with other speakers in personal and public situations, carry out pre-tertiary studies, or act in a work environment in situations that require cooperation and negotiation on matters of a habitual nature. The learner uses the language with a degree of fluency, naturalness and correctness that enables **effective communication** in both **habitual and more specific situations of somewhat greater complexity**. The learner understands, produces, co-produces and processes oral and written **texts**, dealing with both abstract and concrete subjects of personal or general interest, or within a field of specialisation. These texts contain varied and **complex structures** and a **lexical repertoire that includes idiomatic expressions in common usage**; texts use a standard variety of the language and **adapt register to rhetorical purpose and situation**.

OBJECTIVES

OVERARCHING OBJECTIVES

At level B2, students learn to:

- Communicate with speakers of the language with sufficient precision and ease to be natural.
- Understand, express and interact both orally and in writing with a good command of linguistic resources.
- **Live independently in the places where the language is spoken and act effectively enough to study or function in the workplace.**
- Internalise and use **complex linguistic resources or common idiomatic expressions** to perceive and express nuances of meaning.
- Mediate between speakers of the target language or of different languages both in habitual and more specific situations and of greater complexity in the personal, public, educational and occupational spheres.

SPECIFIC OBJECTIVES AND ACTIVITIES

Listening comprehension

Objective

At the B2 level, learners should understand gist, detailed information and implicit and explicit opinions of speakers in complex oral texts articulated at normal speed. Learners are to be able to comprehend some standard variety of the language, elucidating topics, whether general or specialised, through any channel, even when listening conditions are not ideal.

Activities

- Understand advertisements, statements and messages on concrete and abstract topics (e.g. in corporate or institutional environments) at normal speed and in standard variety.
- Follow the line of argument: understand the main ideas, the relevant details and the general implications of presentations, talks, or speeches on known topics, of a general nature or within the field of specialisation or interest of the learner. At this level, texts are well structured and have explicit markers to guide comprehension.
- Understand the main ideas and broader implications of informal conversations that are witnessed and have some length.
- Understand irony or humour in informal conversations when there are explicit markers and the argumentation is clear and of a standard type.
- Understand in detail the main ideas, attitudes and arguments in formal conversations.
- Understand clearly-articulated radio and television programs at normal speed. Identify the mood and tone of the speakers.

Oral production and co-production

Objective

Learners should be able to produce or co-produce clear and sufficiently detailed oral texts, of a certain length, well organised and suitable for the interlocutor and for the communicative purpose. Covering various subjects of general interest, whether personal or in the field of specialisation, texts should demonstrate a learner's capacity to communicate in a variety of standard registers, with a clear and natural pronunciation and intonation, and a relatively high degree of spontaneity, fluency and correctness. In the end, students can communicate effectively even though they may make sporadic errors, which they are capable of correcting because they are aware of them.

Activities

Public Presentations

- Make clear and detailed public presentations of significant duration. Such presentations would be prepared in advance, and would explain points of view, reasoning for or against, and would show advantages and disadvantages of various options. Arguments would be developed clearly and would expand as needed to defend ideas through use of complementary aspects and examples.
- Respond to questions with a degree of clarity, fluency and spontaneity that does not cause tension or stress to the listener.

Transactions

- Deal safely with everyday and some less-common transactions and formalities.
- Ask for and give clear and detailed information and explanations, clearly stating one's position and expectations.
- Raise an issue or problem by assessing the advantages and disadvantages of different possibilities.
- Develop satisfactory argumentation in problem solving.

Conversations

- Participate actively in formal and informal conversations with one or more interlocutors, whether face-to-face or mediated by telephone or other technical means.
- Take an active and appropriate role in regular or more specific conversations, meetings, discussions and debates within one's field of specialisation, in public, academic or professional spheres.
- Describe in some detail experiences, feelings, reactions, dreams, hopes, ambitions.
- Respond to interlocutors by making appropriate comments.
- Express clearly and defend opinions, beliefs and plans through persuasive explanation and justification.
- Make and respond to hypotheses.
- Communicate without straining the interlocutors or without unintentionally amusing or annoying them.

Written comprehension

Objective

Learners are to understand **with sufficient ease** the general sense, the essential information, the most relevant details and the opinions and attitudes expressed therein, both **implicit** and **explicit**, in **complex texts**. Such texts would cover **diverse topics** of general or personal interest, or would perhaps lie within a field of specialization. Additionally, learners can master texts of **some standard type** and possibly containing commonly used **idiomatic expressions**, allowing for rereading of the most complex parts.

Activities

- Understand extensive and complex instructions, indications or other technical information such as details about conditions or warnings.
- Understand detailed information on general topics in reference materials.
- Understand specific information in official, institutional or corporate texts.
- Understand the content, intent, and implications of notes, messages, correspondence, internet forums, and weblogs.
- Understand formal correspondence relating to a learner's field of specialisation in both abstract and concrete matters and grasp the essential meaning, along with the most relevant details and broader implications contained therein.
- Understand journalistic texts, articles and reports on current or specialized topics in which certain points of view are adopted and opinions are expressed both explicitly and implicitly.
- Understand contemporary literary and fictional texts, when these have a simple and clear style.

Written production and co-production

Objective

Learners should be able to produce or co-produce, irrespective of medium, **well-organised and sufficiently detailed** written texts of **some length** on a **wide** range of general subjects of personal interest or related to a learner's field of specialisation. In such texts, learners at the B2 level, should **highlight those aspects which are important**, and make **appropriate** use of a **wide range** of linguistic resources, and **effectively adapt** register and style to rhetorical situation.

Activities

- Complete **detailed** questionnaires and forms soliciting **complex** information.
- Write a **detailed** CV, together with cover letter (e.g., study abroad, work) detailing and extending information considered relevant and adjusting it to purpose and addressee.
- Write notes, announcements, and messages transmitting or soliciting information, including **explanations** and **opinions**, while respecting **genre-specific** and **textual conventions** and rules of courtesy.
- Take notes, in sufficient detail, on aspects that are considered important, during a clearly structured conference, presentation or talk.
- Take notes, gathering the main ideas, relevant aspects and important details, during an interview (e.g., from work), formal conversation, meeting or well-structured debate.
- Write personal correspondence and **communicate safely** and **effectively** in internet forums and weblogs, where news and views are expressed. Such communication **conveys emotion**, **highlights** the personal **importance** of facts and experiences, and can **comment on different news items** and **stated opinions**.
- Write formal correspondence addressed to public or private institutions or companies, in which **detailed** information is given or requested, and the reasons for certain actions **are explained** or **justified**, respecting conventional forms and courtesies..
- Write **short clearly-structured** reports, in which **a matter is presented at some detail** and **an argument is developed, reasoning for or against** a point of view; **explaining** the **advantages** and **disadvantages** of several options; and contributing **justified conclusions** and **suggestions**.

Mediation

Objective

At the B2 level, learners can mediate between speakers whether using the target language or various different languages in habitual or in **unique** situations, and in those of **greater complexity**. Situated in **personal, public, educational** or **occupational** spheres, the B2 learner can mediate on **both abstract and concrete aspects** of general subjects, or of the learner's personal **interest** or **field of specialisation**. Mediation events involve **oral or written texts that are conceptually and structurally complex**.

Activities

- Convey orally to others the general idea, the main points, the most relevant details and **the opinions and attitudes, whether implicit or explicit** (e.g., presentations, documentaries, interviews, conversations, debates, articles) contained in oral and written texts, provided that they are well organised and situation permits re-hearing or re-reading sections.
- Synthesise and orally transmit to third parties the information, main arguments and the relevant aspects of written texts from **different sources**.
- Interpret in both **usual** and **more specific and complex** situations (e.g., at social gatherings, ceremonies, events or cultural visits), provided that the learner can ask for confirmation of some details.
- Interpret in formal situations (e.g., in a clearly-structured working meeting), provided that the learner can prepare beforehand and ask for confirmation and clarification.
- Mediate in both **habitual** and **more specific** situations of **greater complexity**, transmitting the most relevant information, opinions and arguments; **comparing and contrasting advantages and disadvantages; expressing opinions clearly**; and asking for and offering suggestions on possible solutions or courses of action.
- Take notes for third parties **with due precision and organization, itemizing the most relevant points**, during a clearly structured presentation, conversation or debate.
- Convey in writing the general idea, the main points, the most relevant details, and **the opinions and attitudes, both implicit and explicit**, of conceptually and structurally complex written or oral texts, provided that these **texts** are **well organised**. Learners at the B2 level are allowed to **re-read or re-hear difficult sections**.
- Summarize in writing conversations **between two or more interlocutors**, clearly structured and articulated at **normal speed**.
- Summarize in writing news and fragments of interviews or documentaries that contain opinions, arguments and analysis.
- Summarize in writing the plot and sequence of events in films or plays.
- Synthesise and transmit in writing the main information and arguments and relevant aspects of written texts from different sources.

COMPETENCES AND CONTENTS

1. COMPETENCE AND FUNCTIONAL CONTENT

The learner should understand and perform the following communicative functions by means of **varied exponents** in oral and written language according to the communicative field and context.

Social uses of language

- Greet and say goodbye, welcoming and responding with the degree of formality required for each situation.

- Introduce oneself, introduce someone, react reasonably when introduced in a formal or informal way according to circumstance.
- Address a known or an unknown person; call their attention with the appropriate language depending on the nature of the relationship.
- Take an interest in people or things; react to information with expressions of interest, surprise, joy, grief, sadness, satisfaction, dissatisfaction, hope, displeasure, fear, approval or disapproval.
- Other common social uses: giving, praising, inviting, congratulating, toasting, welcoming, expressing good wishes and feelings in certain events and reacting in those situations.
- Transmit remembrances or greetings and respond appropriately.
- Congratulate: express and react to good wishes.

Communication mastery

- Ask for help: point out when something is not understood; ask for repetition, clarification or for spelling assistance; ask for a slower speaking rate; clarify words or expressions that are not well known or understood.
- Indicate that a speaker's message is being followed; or alternatively, ask for clarification, paraphrasing, or correction.
- Ask for confirmation that a discourse has been understood correctly.
- Explain or translate something for a person who has not understood.
- Fill with pauses, gestures, or lengthenings while searching for the missing element.
- Paraphrase when facing a communication problem.
- Replace a forgotten or unknown word with a generic one.

General information

- Give and ask for information about people and about oneself.
- Ask for and give detailed information about times, dates, places, quantities, objects, rules, procedures, customs and processes.
- Identify objects, people and places; correct misidentifications.
- Identify through questions.
- Describe in detail people, objects, places, activities and processes.
- Confirm, ask for confirmation, or deny something.
- Correct one's own information or that of others in an emphatic or courteous manner.
- Clarify, comment on or question information.
- Respond to questions by adding information, confirming, refuting, doubting, expressing ignorance and forgetting.
- Indicate possession.
- Indicate where, how and when this happens.
- Relate facts or events and relate present, past and future.
- List and sort data.
- Repeat and transmit information.

Opinions and ratings

- Ask and express knowledge or ignorance, memory or forgetfulness.

- Remind someone of something.
- Affirm or deny a fact with more or less certainty or emphasis.
- Compare objects, people, places, situations and actions.
- Express doubt, disbelief, and degrees of certainty.
- Express lack of understanding or confusion.
- Predict with a greater or lesser degree of probability.
- Put forward hypotheses and assumptions.
- Confirm the veracity of a fact or disconfirm it.
- Rectify.
- Express or enquire as to possibility, ability, obligation or need and their opposites.
- Attribute something to someone.
- Show total or partial agreement or disagreement; ask whether or not agreement exists; invite agreement.
- Express approval, conformity, satisfaction and their opposites.
- Express, justify, defend and contrast facts and opinions.
- Explain causes, purposes and consequences.
- Formulate conditions in the past, present and future.
- Assess facts, people, ideas, services and events.

Sensations and feelings

- Express will, plans, intentions, need, interest, liking, tastes, curiosity, preference, promises, and unfulfilled intentions.
- Express wishes for self or others.
- Express and ask about health, symptoms and physical sensations, improvements or declines.
- Express moods, emotions or feelings: surprise, joy, happiness, contentment, grief, discontent, sadness, pain, suffering, anger, disgust, worry, fear, anxiety, nervousness, hope, relief, illusion, disappointment, frustration, satisfaction/dissatisfaction, good/bad humour, indifference, tiredness, fun, boredom, shame.
- Express feelings towards others: gratitude, appreciation, affection, trust/distrust, sympathy, aversion, rejection, admiration, compassion, condolence.
- Share feelings.
- React appropriately to the feelings of others. Encourage and reassure.
- Accept apologies and apologize.
- Express regret.
- Accuse, reproach, defend or exonerate.
- Praise, protest. Express a complaint or grievance.

Requests, instructions and suggestions

- Ask for and offer objects, help, favours and services.
- Give and ask for advice and orders.
- Asking, granting or refusing permission.
- Pray, demand, oppose.
- Agree to something with pleasure or with reservations. Play for time noncommittally.
- Offering and asking for help, accepting and rejecting it.

- Invite and offer something directly or indirectly, accept or reject justifying.
- Transmit a request, an order or a piece of advice.
- Plan an activity.
- Initiate or promote something.
- Prevent, warn, claim.
- Transmit a request within a given communication situation.
- Express possibility, or impossibility of something or the obligation to do something.
- Suggest activities and react to suggestions.
- Make an appointment, meet someone.
- Encourage someone to do something, discourage from doing.

Organization of discourse

- Address someone, ask for and take the floor.
- Initiate both formal and informal speech acts.
- Announce the closing of a speech and close it.
- Introduce a topic, example, sequence, opinion or side comment.
- Clarify aspects, rectify, repeat and reformulate.
- Summarise.
- Shift topics; return to a previous topic; indicate continuation.
- Cooperate in an interaction: ask for an opinion; change subjects; encourage elaboration; manage turntaking.
- React in interaction: show that a speech is being followed, interrupt when needed.
- List, classify, oppose, contrast, highlight, focus, reinforce, emphasise or distance oneself from something.
- Talk on the phone: answer, ask for someone, ask someone to wait, indicate a mistake, ask someone to please hold, leave a message, explain the reason for calling, explain why the person being sought is unavailable, asking if they are being heard, giving signals that they are listening, announcing new calls, making sure they have been understood, saying goodbye.
- Use the appropriate structure and level of formality or informality in letters and messages.
- Synthesize and interpret the main information of SMS messages and respond succinctly and concretely to emails.

2. SOCIOCULTURAL AND SOCIOLINGUISTIC COMPETENCE AND CONTENT

The learner should know, and be able to understand, produce and co-produce both oral and written texts cognisant of sociocultural and sociolinguistic aspects of social conventions, norms of courtesy and language register; institutions, customs and rituals; values, beliefs and attitudes; stereotypes and taboos; non-verbal language; history, cultures and communities.

Social relations: formality/informality, distance/closeness, hierarchy/equality

- Use appropriate social formulas even in less common situations.
- Know and use the forms of treatment and expressions of courtesy appropriate to the level of formality or informality required.
- Appreciate the value of a change in treatment in a communicative situation (trust or respect; rapprochement or distancing).
- Cooperate and react in exchanges with resources and signals of interest specific to the language

and culture.

- Use adequately the formulas or topical phrases relating to daily situations.

Standard language and variants

- Easily use a standard language register of formality or informality.
- Differentiate a formal situation from an informal one and adapt the way of interacting to what is habitual in a given culture (official, ritual, formal, informal, intimate situations).
- Know common colloquial expressions and use them at the right time (oral, written, SMS, IM chats).
- Differentiate between oral and written language.

Cultural references

- Know the double meaning or the off-colour sense of some frequent expressions.
- Know the aspects and frequent exponents that may be offensive or taboo in the other culture.
- Know the meaning of common expressions and sayings and use them.

3. INTERCULTURAL COMPETENCE AND CONTENT

Users should show a good command of intercultural skills and attitudes and be able to apply them in order to mediate with reasonable flexibility:

- Cultural and sociolinguistic awareness.
- General and more specific cultural knowledge.
- Observation and listening.
- Evaluation, interpretation and relation
- Adaptation and respect.

4. COMPETENCE AND STRATEGIC CONTENTS

Comprehension of oral and written texts

Competences

The B2 learner selects and effectively applies the most appropriate strategies to understand what is intended or required in a particular case (intention, general sense, main ideas, important information, relevant aspects and details). This learner uses contextual, discursive, grammatical, lexical and orthographic keys to **infer** the attitude, mental predisposition and intentions of an author and the opinions and attitudes of a speaker, whether **implicit** or **explicit**:

- Activation of schemas and prior information about task type and topic.
- Identification of the textual type, adapting comprehension to it.
- Distinction of types of comprehension (general sense, essential information, main points, relevant details, or implicit opinions or attitudes).
- Formulation of hypotheses on content and context.
- Inference and formulation of hypotheses about meanings based on the comprehension of significant linguistic and paralinguistic elements.
- Hypothesis testing: adjustment of the inference keys with the initial schemas.
- Reformulation of hypotheses based on the understanding of new elements.

Contents

Plan

- Frame the communication situation (situation, type of interlocutors, register).
- Formulate hypotheses as to the communicative function and content, what is to be heard or read, based on the situation, context, images, theme, title, tone and format.

Perform

- Examine the text to assess whether it responds to what is being sought.
- Try to grasp, first, the intention and general sense of what is heard or read.
- Quickly browse the text for specific data, if that's the goal.
- Pay attention to capturing keywords that allow a learner to make inferences of content.
- On known subjects, infer the meaning of phrases with unknown words.
- Attempt to fill gaps in understanding from context.
- Pay attention to different linguistic and non-linguistic elements (images, format, intonation, gestures, tone ...) to improve comprehension.
- Take notes, underline or fill in an outline in readings or listenings, or for study.
- Try to guess the meaning of unknown or dubious words:
 - From general knowledge and the rhetorical situation.
 - From the general meaning of a text or sentence.
 - From context (redundancies, clarifications, examples, use of synonyms)
 - From knowledge of other languages.
 - From grammatical and lexical keys (word families, grammatical categories, syntactic and lexical concordances, position, use of capitalization).
- Use the dictionary after hypothesizing the meaning of unknown words.
- Contrast and check understanding.
- Indicate what is not understood.
- Request or try in different ways to clarify the message.
- Retain new words and expressions and incorporate their usage.

Production and co-production of oral and written texts

Competences

The B2 learner should display mastery and effective application of the most appropriate discursive and compensatory strategies in each communicative situation. These strategies should allow for the expression of what is meant and for the elaboration of a wide range of complex written texts adjusted to specific context. A message and any associated communicative methods should be planned according to the anticipated effect on the recipient in a way that makes the occasional difficulty imperceptible:

- Activate mental schemes relating to the structure of the specific activity and text (e.g., presentation > formal presentation).
- Identify any information and opinion gaps.
- Utilize any information given, conceiving a message clearly and distinguishing main ideas and basic structure.
- Adapt texts to recipient, context and channel, applying register and appropriate discursive characteristics in every case.

- Rely on and make the most of previous knowledge (use 'prefabricated' language, etc.).
- Express messages clearly, coherently, structuring them appropriately and adjusting them to the models and formulas of each type of text.
- Readjust tasks (undertake a more modest version of a task) or messages (make concessions on communicative objective), after assessing the difficulties and available resources.
- Control the effect and success of a speech by requesting and offering clarification and repair of the communication.
- Compensate for language deficiencies through:
 - Linguistic procedures (e.g., modifying words of similar meaning, or defining or paraphrasing a term or expression).
 - Paralinguistic or paratextual procedures (e.g., asking for help; pointing to objects, using deixis, or performing actions that clarify meaning; using culturally-relevant body language (gestures, facial expressions, postures, eye or body contact, proxemics); or using extralinguistic sounds and conventional prosodic qualities).

Contents

Plan

- Frame a communication situation (interlocutors, shared knowledge, situation, place, type of text) in order to work within it both in terms of content and form.
- Plan messages, organize ideas in a coherent way.
- Observe models of different types of text to fit the format.
- Assess available resources and readjust messages or locate needed resources.
- Keep in mind phrases and exponents that promote cohesion of discourse.
- Consider what an interlocutor may or may not know.
- Store common phrases.

Perform

- Use appropriate expressions to draw attention, take and yield the floor, start, continue, invite others to participate, involve the interlocutor, end a conversation.
- Ask others to clarify or elaborate on what they have just said.
- Cooperate in an interaction, repeat or summarize what someone has said to focus the discussion.
- Select ideas to fulfil concrete communicative purposes.
- Organize and relate expression in a coherent way.
- Adapt to the format of the chosen text type.
- Take creative risks to learn the target language.
- Use routines, change code indicating it, adapt words from another language or, from those already known, paraphrase, give examples, express oneself in another way.
- Avoid difficulties with social strategies: asking for help and cooperation from the interlocutor, apologizing for not speaking / writing better, using gestures / expressions or interrogative signs, pointing out or expressing oneself with gestures or drawings.
- Use simple procedures to start, follow, and end a conversation.
- Intervene in a discussion and take the floor with appropriate expression.
- Cooperate.
- Summarize the conversation and thus facilitate the focus of the topic.
- Invite another person to participate.

- React appropriately with gestures and habitual expressions.
- Ask for help.
- Confirm mutual understanding.
- Facilitate the development of ideas by reformulating parts of a statement.

5. COMPETENCE AND DISCURSIVE CONTENTS

The B2 learner uses his or her knowledge, understanding and applies contextual models and varied textual patterns of oral language – monologic and dialogic– and of written language:

Competence

- Characteristics of the context according to the specific communicative activity, the participants (traits, relationships, communicative intention), and the situation (channel, place, time).
- Textual type, format and structure.
- Variety of language, register and style; theme, focus and content.
- Selection of syntactic, lexical, and orthographic patterns.
- Organization and structuring of the text according to genre (e.g., journalistic text > opinion piece); textual function (exposition, description, narration, exhortation, argumentation); and primary internal structure (beginning, development, conclusion) and secondary internal structure (sentence, syntactic and co-textual lexical relations, and by reference to context).

Contents

Register

- Take into account situation and context to understand and produce the message.

Coherence

- Organize ideas in a coherent way (temporal, spatial or logical).
- Provide sufficient and relevant information to fulfil the communicative purpose.
- Take into account the information shared to provide what is necessary for effective communication.

Connection and reference resources

- Use discursive markers and proper intonation to indicate the progress of a speech.
- Use time and place expressions to frame a message.
- Avoid unnecessary repetitions by using substitution resources (ellipsis, pronouns, adverbs).
- Use connectors and punctuation marks with sufficient variety and effectiveness to produce a flexible, clear and coherent speech
- Emphasize something with intonation or graphic marks.

What types of text are read?

At this level the texts have a clear structure. They offer explicit and even implicit information if the meaning is easy to understand. Understanding texts requires some familiarity with the embedding culture of the language.

- Formal and informal social texts: (congratulations, invitations, confirmations / excuses, thanks, requests, apologies, greetings, presentations, congratulations / condolences).
- Letters and messages of a personal nature (SMS, e-mails, fax, postal mail, IM chat). Formal letters of a personal, academic or professional nature (postal mail, e-mail, fax ...) standardised

- administrative documents.
- Dictionaries, encyclopaedias.
- Informative questionnaires.
- Webpages, weblogs or similar.
- Brochures and leaflets (tourist and commercial).
- Recipes.
- Instructions and rules.
- Job advertisements.
- Advertising.
- Reports.
- Press: news, articles for broad dissemination or of one's speciality, reports, interviews, editorials, opinion pieces.
- Conventional administrative texts.
- Comics.
- Song lyrics.
- Horoscopes or similar. Poems.
- Biographies.
- Stories, tales and novels.
- Theatre plays in standard language.

What types of texts are heard?

At this level the texts have a clear structure. They offer explicit and even implicit information if the meaning is easy to understand. Understanding texts requires some familiarity with the embedding culture of the language. Oral texts have few acoustic distortions and pronunciation is standard or close to standard.

- Informal talks with some background noise on a wide range of personal, general, social, academic and professional or leisure topics with exchange of information, experiences, comments and points of view.
- Formal conversations, even on unusual subjects.
- Formal or informal telephone conversations and videoconferences.
- Debates.
- Comments, opinions and justifications on known cultural or current topics.
- Social or work meetings.
- Commercial and administrative procedures.
- Interviews.
- Instructions and rules.
- Exhibitions, presentations, descriptions and contextualized narratives.
- Speeches and lectures on reasonably known topics.
- Representations in standard language.
- Instructions and messages recorded on an answering machine.
- Advertising (radio, TV, etc.).
- Current events and themes.
- Meteorological bulletins.
- Stories.
- Song lyrics (clearly articulated). Documentaries, TV / video reports on general topics.
- Television series.

- Movies in standard language.

What types of text are produced?

To talk

- Formal or informal telephone conversations and videoconferences.
- Debates.
- Comments, opinions and justifications on known cultural or current topics.
- Clarifications, explanations, repetitions, summaries or translations of messages.
- Interviews.
- Instructions and rules.
- Description of people, objects, activities, services, places, living conditions,
- Interests, feelings and socio-cultural aspects and their comparison.
- Detailed account of events, experiences, anecdotes, projects.
- Storytelling.
- Expositions of themes.
- Explanation, justification, argumentation of ideas and activities on known topics.
- Reviews of books, TV programmes, films.
- Presentations of events, books, films or people.

To write

- Formal and informal social texts: congratulations, invitations, confirmations / excuses, thanks, requests, apologies, greetings, presentations, congratulations / condolences.
- Letters and messages of a personal nature (SMS, e-mails, fax, mail, IM chat) to exchange information, interests, needs, experiences, opinions, comments, reactions and feelings.
- Formal letters of a personal, academic or professional nature (mail, e-mail, fax) to request or transmit information, to request help or a service, to raise a problem, to complain or to thank.
- Messages in IM chats / virtual forums on known topics.
- Texts of opinion and argumentation on known topics.
- Reports (presentation of a situation, advantages or disadvantages of an option).
- Narration of experiences, events, stories, real and imaginary deeds.
- Description of people, objects, activities, processes, services and places.
- Description of plans and projects.
- Biography.
- Summary.
- Presentation of a book.
- Outline.
- Recipe.
- Instructions.
- Job application. Advertisement.
- Curriculum vitae.
- Diary.

6. LINGUISTIC CONTENT

The linguistic competences of grammar, phonology and spelling are a means for communication and are acquired through tasks which involve their use.

A) GRAMMAR

Revision and consolidation of structures included in preceding levels.

THE SENTENCE

Simple sentence

- Word order of elements in simple sentences.
- Assertion and non-assertion, interrogative, imperative sentences and exclamation.
- Uses of auxiliary verbs.
- Echo questions (e.g. *Are you hungry? Am I hungry? I'm starving!*).
- Question tags:
 - After orders (e.g. *Shut the window, will you?*)
 - After requests (e.g. *You'll do the washing up today, won't you?*)
 - After suggestions (e.g. *Let's go to the cinema, shall we?*)
 - Use of *they* in question tags after someone, somebody, everyone, etc. (e.g. *Someone's knocking at the door, aren't they?*)
- Uses of auxiliary verbs in short responses:
 - To express surprise/interest and similarity (e.g. *I don't like horror films. Don't you? Neither/Nor do I. Nor me. He's going to the concert tonight. Is he? So am I. Me too*)
 - To express surprise/interest and difference (e.g. *I'd be happy to help. Would you? I wouldn't. She hasn't got an umbrella. Hasn't she? I have.*)

Complex sentence

Adjective or relative clauses

- Relative pronouns used to introduce these kinds of clauses: *who, which, whose, that, where*: revision and extension.
- Use in defining relative clauses (e.g. *He's the man who/that owes me money*)
- Omission of relative pronoun (e.g. *They're the shoes (which/that) I bought*)
- Use in non-defining relative clauses (e.g. *The students, who are all relatively young, have made great progress this year*)
- Relative clauses with prepositions: position of preposition and difference in register: e.g. *That's the house in which she was born (formal); That's the house she was born in (informal)*
- **What** as a relative pronoun meaning the thing that: (e.g. *That's not what I said*)
- Use of **which** to refer to a whole clause: (e.g. *It was snowing so hard that we were sent home early from work, which was great*)

Comparative sentences: revision of formation and spelling rules, and extension.

- *more /-er...than, as...as, not so/as...as, less/fewer ...than* (e.g. *The exam was more difficult than we expected. He is less hardworking than I thought*)
- The expression of two comparisons that change at the same time (e.g. *The older I get, the more forgetful I become. The less interesting the subject is, the more bored the students become*)

- The comparative of adverbs *the most..../...the ...est.* (e.g. *He runs more quickly than me*)
- *More and more, less and less* and *-er and -er* to express gradual increase (e.g. *More and more people are taking up gardening as a hobby. It's getting harder and harder to find a good job*)

Conditional sentences

Revision and extension of conditional sentences: the “zero”, first, second and third conditional.

Introduction to words other than *if*: **unless** and **in case**.

Nominal clauses

- Verb patterns and structures
- The use of gerunds (**-ing**) and (**to**) + **infinitive**. Revision and extension.
- Gerunds
 - Uses of gerund as subject or object (e.g. *Drinking too much is bad for your health. I hate spending money*)
 - After prepositions (e.g. *I'm interested in doing a course in computer science. Have you thought about going away this weekend?*)
 - After verbs expressing like, dislikes and preferences (e.g. *I love swimming, I detest playing tennis. I prefer dancing to running*)
 - Differences between use of *-ing* and *to + infinitive* with verbs expressing likes, dislikes and preferences to generalize or refer to specific occasions (e.g. *I hate swimming, but I love to swim in the sea when I'm on holiday*).
- To + infinitive:
 - Purpose (e.g. *People come to this school to learn languages*)
 - After adjectives (e.g. *It's easy to understand*)
 - In the structure **It + adjective + for+ object + to + infinitive** (e.g. *It's difficult for him to find time to do any sports as he works long hours*)
 - After verbs expressing hypothetical likes, dislikes and preferences: (e.g. *I'd love to come over to yours tonight. I'd hate to meet her when she's angry. I'd prefer to be alone, if you don't mind*)
 - After *wh*-words (e.g. *I don't know what to do, He can't think of where to go, I don't know how to pronounce this word, etc.*)
 - After nouns+ *be* (e.g. *My aim is to travel the world. Her ambition is to become a world-famous artist*).
 - After compounds with *some, any* and *no* (e.g. *There's nothing to do. Isn't there anywhere we can go?*)
- Differences in use and structure between *I'd prefer* and *I'd rather*. (e.g. *I'd prefer (not) to go, I'd rather (not) go*. In short negative responses *I'd rather not*.)
- Verbs, verb phrase+*-ing* and verbs + *to+infinitives*
- Verbs + bare infinitive (e.g. *let, make*)
- Verbs and common verbal phrases followed by + *-ing* (e.g. *enjoy, avoid, involve, miss, spend, can't stand, can't help, can't bear, etc.*)
- Verbs and common verbal phrases followed by *to + infinitive* (e.g. *can't afford, plan, promise, manage, be able to, etc.*)
- Verbs which change meaning: (e.g. *forget, remember; I remembered to post the letter. I remember having a great time at school*)
- Verbs followed by object + *to + infinitive* (e.g. *persuade, convince, teach, advise, allow, ask, tell, etc.*).

- Verbs expressing “desire” (subjunctive mood): (e.g. *I want you to do this. I would like him to do this, I’d prefer you to start, I’d love you to come*)
- Exceptions: help (e.g. *I’ll help you to do it. / I’ll help you do it*)
- Expressing habits in the past and general habituation:
- **used to** +bare infinitive: (e.g. *I used to smoke, but I don’t any longer*).
- **be / get used to** +ing: (e.g. *Coming from a village, living in a big city was a bit of a shock to me but I’m getting used to it now*).
- Reported Speech: revision and extension.
- Main reporting verbs other than *say* and *tell* (e.g. *advise, congratulate, beg, suggest, etc.*) and their structures (e.g. *I advised to him to wait. I congratulated her on winning. I suggest you (should) go to bed if you don’t feel well*)
- Reporting questions: word order after *wh*-words (e.g. *He was wondering who she’s married to*)

NOUN PHRASE

Noun

- Countable and uncountable nouns (e.g. *furniture, advice, news, staff, research*). Revision and extension.
 - Nouns that can be both countable and uncountable (e.g. *paper vs. a paper*).
 - Uncountable nouns always used in the plural: (e.g. *belongings, congratulations, outskirts, clothes, surroundings*).
- Use of the article: definite, indefinite and the omission of the article.
- Use of *another / other, both, each, every, either, neither, all, none, no*
- Expressing quantity: revision and extension. Use of *little vs a little, few vs a few*.
- Use of enough, a lot / lots / not much / many /several / a great amount of /plenty of ...
- Compound nouns: revision and extension.
- One-word noun compounds e.g. *toothbrush*
- Two-word noun compounds e.g. *pocket money*
- Hyphenated noun compounds e.g. *fortune-teller*
- Pronunciation of compounds: stress
- Expressing gender:
 - Nouns with a different form or ending for the masculine and the feminine. (e.g. *niece, nephew; tailor, dressmaker; widow, widower*)
 - Dual gender: (e.g. *artist, adult, passenger, flight attendant, chairperson, firefighter*).
- Nouns used as adjectives. (e.g. *the head waiter, a steel bridge, the London Underground*).
- Revision and extension of use of possessive forms with 's, and of two word noun + noun combinations:
 - Expressing time (e.g. *It’s twenty minutes’ walk to the station, a week’s holiday* etc.)
 - Differences in meaning: noun+noun vs. of (e.g. *a bottle of water vs. a water bottle*)
 - Use of of when referring to parts: e.g. *the beginning of the book, the end of the film, the outskirts of town, the top of the building*)
 - Local genitive (e.g. *at my sister's, St Peter's, at the butcher’s*).
- Common Noun suffixes:

- ability (suitability), - ance/-ence (tolerance, independence), -ness (happiness), -tion (attention), -cian (electrician), -ity (complexity), -ility (responsibility), -ment (entertainment), -hood (neighbourhood), -ship (friendship).

Pronoun

- Forms, functions, position, use/omission. Agreement with referent subject.
- Reciprocal and reflexive pronouns (e.g. *They are talking to each other / the man was talking to himself*)
- Reflexive pronouns for emphasis (e.g. *I did it myself. He himself doesn't really understand it*)
- Impersonal pronoun You (e.g. *If you want to achieve something in life, you have to work hard*)
- Use of they/them/their with a singular referent (e.g. *Somebody is knocking at the door. Can't they ring the front door bell like everybody else?*)
- it as "empty" subject or object (e.g. *It takes me thirty minutes to get to work by car. I don't like it when people are late*)
- Difference in use of there and it (e.g. *There used to be a cinema here. It used to be a cinema, but it's a warehouse now*)
- Wh-ever words meaning "any" (e.g. whoever, whatever, however, wherever, whichever: *Whoever took the book, could you please return it before tomorrow? Wherever you go, you'll find a hamburger restaurant*)

Adjective

- Position and order of adjectives. Predicative and attributive adjectives (e.g. *I was afraid. The main reason ...*)
- Generic reference: the + adjective, (e.g. *the poor, the elderly, the British*)
- 'Gradable' adjectives, (e.g. *big, difficult*), 'non-gradable' adjectives, (e.g. *dead, married, impossible*) and 'extreme' adjectives, (e.g. *starving, amazing, awful...*)
- Use of modifiers like *very, incredibly, absolutely* and *really* with gradable and non-gradable adjectives.
- Compound adjectives (e.g. *good-looking, well-known, blue-eyed*)
- Compound adjectives expressing quantity (e.g. *a three-year-old child, a five-star hotel, a ten-day holiday*)
- The use of *far too* or *much too* for intensifying adjectives: (e.g. *This shirt is far too expensive, or much too expensive*)

Adjectival prefixes and suffixes:

- Prefixes: un- in-, im-, vs.-ir dis-, il- e.g. unsociable, indirect, impossible, irregular, illegal
- Suffixes: -y, -ible. -able, -ish, -less, -ful, -ous, -ive (e.g. tasty, responsible, capable, greenish, careless, careful, humorous, effective)

VERB PHRASE

Verb

Revision and consolidation of tense use:

- Present simple vs. Present Continuous
- Present Perfect, Present Perfect Continuous, vs. Simple Past
- Past Continuous vs. Simple Past
- Past perfect and Past Perfect Continuous

Ways of expressing the future:

- revision (*will, be going to* and *present continuous*) and extension:
- Present simple for schedules or timetables (e.g. *The plane departs at 10:00.*)
- Future continuous to express an action that will be taking place at a specific time in the future (e.g. *This time next month, I'll be lying on a beach in Ibiza.*)
- Future Perfect to express an action completed in the future (e.g. *I'll have finished the book by tomorrow, so you can have it back then*)
- Verbs with a future meaning: verb + to + infinitive: *decide, expect, hope, intend* and *promise*.
- Expressing future plans, arrangements and intentions using the present continuous, going to, and verb and noun forms of: *aim, hope, plan, expect, decide, intend*. (e.g. *I'm going out tonight. He's going to join us later. I aim to improve my French considerably this year. My plan is to spend every weekend visiting a different place in Spain*)

Modal verbs: General overview and extension.

- Expressing ability:
 - Revision of *can, could* and the use of *be able to* in all the different tenses of this level and extension:
 - Limited uses of *could* in the simple past:
 - To express general ability (e.g. *He could speak French at the age of seven.*)
 - Use with verbs of the senses: (e.g. *I could see the parade from the window.*)
 - The need for an alternative to *could* in interrogative and affirmative sentences (i.e. *was /were able to/managed to/succeeded in*) when referring to a single action in the past (e.g. *I managed to get the tickets yesterday. I finally succeeded in passing my driving test.*)
- Expressing possibility or probability, and logical deduction.
 - Use of *may, might, and could* to express probability, and *must, can't* or *couldn't* to express certainty. (e.g. *He must be ill if he hasn't come to work. If she's not here, she might be in the library – she said she wanted to study. They can't have enough money to buy new clothes because they wear the same clothes every day.*)
- Introduction to past modality (perfect infinitive), past deduction: (e.g. *They must have gone on holiday because I haven't seen them for ages. They might have been delayed by the traffic*)
- Expressing mild obligation, advice or recommendation: *Should /Ought to* and *had better*
- to express advice and mild or self-imposed obligation (e.g. *The government should listen to what people have to say. I don't really want to go, but I should because they'll be expecting me. I'd better get off now otherwise I'll be late for work.*)
- *Should/Ought to* versus *had better* (you'd better) when giving advice: Nuances in meaning: (e.g. *You should change the locks as soon as possible, i.e. It's a good idea to change them, as a precaution. You'd better change the locks as soon as possible, i.e. if you don't, something bad will almost certainly happen*)

- Introduction to past modality (perfect infinitive) to express regret or reproach: (e.g. *I shouldn't have stayed up so late watching TV. You really ought to have remembered her birthday; she's your mother, after all*).
- Expressing requests:
 - *Can you...? Could you...?, Will you...?, Would you...?, and Do/Would you mind+ing...?*
 - Expressing requests indirectly and word order after *wh*-words, *if* and *whether*: (e.g. *Could you tell me when the next bus arrives? Do you mind telling me where Tom lives? Will you let me know if I have the job? Can you confirm whether you're coming or not?*).
- Asking for permission: Consolidation and extension. Register. Contrasting *Can I...?* with *May I...?* or *Could I...?* together with the forms *Is it OK if I + present simple ...?* and *Would it be all right if I + simple past...?*
- Expressing obligation: consolidation and extension
- Use of *must* and *need to, have (got) to*. Their use in all the tenses of this level.
 - *Must* as obligation (e.g. *You must sign your passport or it will be considered invalid*)
 - *Must* as a self-imposed, personal obligation or recommendation (e.g. *I must rush. I've got a dental appointment in five minutes. You really must see this film – it's great!*).
 - *Have (got) to*: to express general obligation (e.g. *You have to come in on Fridays because it's part of your timetable*)
- Expressing absence of obligation or need: you don't have to, you don't need to, you needn't +bare infinitive (e.g. *You don't have to come. He doesn't need to pay in advance. You needn't worry*).
- Expressing prohibition:
 - *mustn't* as a warning (e.g. *You mustn't drink and drive; if you do, you'll get arrested*).
 - as a personal obligation: (e.g. *I mustn't forget to set the alarm clock tonight*).
- Expressing wishes and regrets with *wish*:
 - *Wish* + simple past to express wishes for the present.
 - *Wish* + past perfect to express past regrets.
 - Expressing wishes for the future: with *hope* (e.g. *I hope you pass your driving test*).
- Use of the Passive: revision and extension
 - Use with modal verbs (e.g. *The roads should be cleaned every day*).
 - Use with simple and continuous tenses (e.g. *I was asked to come here. A new shopping mall is going to be built on this site*)-
 - Reasons for using the passive. When to use the agent by.
 - Introduction of the causative *have / get*: have something done (e.g. *I had my roof repaired last week. I'm getting my hair cut this afternoon*)

Adverb and adverbial phrases

- Form and use. Revision and extension. Word order: initial, middle or end position.
- Different types of adverbs and adverbial phrases:
- Manner: beautifully, quickly, well, suddenly, etc. (*A robin was singing beautifully from a garden tree*)
- Place: far away, above, behind, nearby, etc. (*Do you live nearby or further away?*)
- Time: currently, lately, recently, eventually etc. (*I've had some really weird dreams lately*).
- Length of time: for good, for five years, throughout history, briefly (*We met her at your wedding very briefly*).

- Well-defined frequency: monthly, twice, daily, every October 11th (e.g. *Every day she spends hours on her personal fitness programme*) and indefinite frequency: now and then, once in a while, on and off, hardly, seldom (e.g. *Every now and again they travel to London*).
- Cause: because of, because...
- Purpose: for, so as to, in order to, so (that) (*I went to a café for a quick coffee*)
- Intensity or degree: fairly, quite, almost, rather (*I almost got killed*).
- Quantity: twice, little, much, less (*I dream of working less*).
- Emphasis: mainly, especially, particularly, above all (*People love Christmas, especially children*)
- Probability: maybe, perhaps, possibly, probably. (*It'll probably rain tomorrow*)
- Assertion: certainly, naturally, of course, negative not at all, never, no/not ¿???(e.g. *Do you mind if I smoke? Not at all*)
- Opinion: amazingly, unfortunately (*It was a terrible accident. Amazingly, nobody was hurt*).
- Consecutive: such + noun + that (*It was such a good film that all the critics gave good reviews*), so + adjective + that, so (*It was raining hard, so they stayed in*).

SENTENCE CONNECTION

Conjunctions

- Conjunctions and conjunction phrases. Form and use. Revision and extension.
- Coordination (to link words, phrases or sentences):
- Copulative: both...and, not only...but also, neither...nor, as well as.
- Reformulation or replacement: or, either, either...or.
- Concession: even if/though, in spite of/despite
- Subordinates linking two sentences to form a complex sentence by subordinating one to the other: as soon as, when, while, but, after, etc. (e.g. *We'll tell him as soon as we see him*).
- Substantive (e.g. *I informed him that I had arrived; I don't know whether it is ready yet; I don't know where/who he is*).

Prepositions

- Revision and extension of types and uses of prepositions and prepositional phrases.
- Revision and extension of the different types and uses of prepositions and prepositional phrases.
- Easily confused prepositions *above/over, below/under, at/in/on, (made)of/(made)from, across/through*.
- Use of prepositions in the description of movements and directions (*He went along the path, past the pub, up the hill, down through the woods and over the river*)
- Dependent prepositions:
 - After adjectives (e.g. interested in, keen on, fond of, good at etc.)
 - After verbs (e.g. apply for, belong to, spend on, rely on, etc.)
 - After nouns (e.g. reason for, addiction to, experience in, etc.)

B) DISCOURSE

COHESION

- The use of anaphoric devices (*and so, as a result,*) and reference to already known information by means of personal pronouns and determiners, demonstrative pronouns and determiners, (*They opened a shop. That kept them busy*), the definite article, the use of synonyms, (*computer > machine*).
- Ellipsis (*I like football but she doesn't*).
- Different formats and consistent register for different purposes, e.g. A letter to a friend, a formal letter, a message, a note, an email, instructions, etc.
- Cohesion provided by a sequence of tenses
- Cohesion provided by the use of discourse markers, linking words and phrases, etc.

CONNECTORS TO LINK DISCOURSE SECTIONS

- Discourse markers for the following purposes with focus on register
 - to announce what you are going to talk or write about: e.g. With reference to; Talking of; As for; As far as...is concerned...
 - to contrast two ideas: Whereas; While...
 - to introduce another viewpoint: Mind you; In spite of this; Nevertheless...
 - to add reasons: For one thing... and for another; Besides; On the one hand ...
 - to acknowledge and give further reasons: Even so; All the same; I see what you mean but..., anyway; at least; In any case...
 - to change the subject of what you are talking or writing about: By the way; Incidentally;
 - to refer to something mentioned before: as I was saying...
 - to add information: On top of that; As well as that; Too; Also; In addition,
 - to generalize: On the whole; In all/some/most/many cases; Generally, /Broadly speaking.
 - to point out a result: Therefore; Consequently; ...
 - to summarise your main ideas: All in all; To sum up; In short...
 - to explain and rephrase: Actually; That is to say; In other words; Or rather...
 - to express a personal opinion: I feel; I reckon; In my view; more or less; kind of / sort of (informal); At least; I suppose...
 - to think what you are going to say: Let me see; I mean...
 - to express your opinion: Honestly; Frankly; No doubt...
 - to persuade: After all; No doubt...
 - to express that something did not turn out as you expected: Actually; To tell the truth...
 - to show agreement or disagreement: Absolutely; Definitely; No way...
 - to sequence information: First (of all)/Firstly...; Secondly...; Finally, ...
 - to discard information: Except (for); Apart from;
 - to give examples: For example; Such as;
- Ways of engaging people in conversation: (*Talking about the boss, right?*), "Tag questions" (*You like spaghetti, don't you?*).
- Specific markers for the written discourse:
 - to start different kinds of written texts, (Once upon a time; Dear...; I am writing with regard/reference to...; First of all, To begin with)

- for development of the paragraphs: (In addition, Moreover, ...)
- for endings: (So they lived happily ever after; Yours [sincerely/faithfully], Best [wishes/regards], Love; Finally, In conclusion, Last but not least, To sum up, All things considered, ...).

COURTESY

- Common ways of addressing people: personal pronouns, formulae.
- Formal ways of addressing someone, (*Sir, Madam; [Mr. Dr. Ms. Mrs. Miss] Jones; Ladies and Gentlemen*); the use of *please, thank you and similar expressions* to express familiarity or distance.

C) LEXIS AND SEMANTICS

VOCABULARY

- Relevant vocabulary for each of the topics seen at this level. (B2.1)
- Expressing time: contrast between *for / since, from / since, for / during, over* (e.g. *over the last eighteen months there have been three tax increases*). *Ago, already, before, after, still, yet*
- Phrasal verbs: revision and extension.
 - *Bring up*, (e.g. *I was born and brought up in Bristol*). *Grow up, call off, put off, go on, carry on, get on, stay up, take up (an activity or hobby), give up, take somebody out, get away (escape), get on (with someone), deal with, and some of the most common two-particle phrasal verbs, e.g. look up to, look down on, make up for.*
- Collocations: revision and extension
 - Have, take: e.g. *have fun, take a seat,*
 - Get: e.g. *get on a bus, get into a car.*
 - Do and make: Revision and extension. E.g. *do business, make money*
 - Collocations with time: Revision and extension. e.g. *arrive on time, arrive in time (for)*
- *Get* as a multi-meaning verb. (meaning *receive, buy, obtain, catch an illness, etc.*)
- Easily confused verbs:
 - Meaning and use of *expect, wait for, hope, and look forward to.*
 - Meaning and use of *say, tell, talk, discuss, argue, speak.* The most common phrases with these verbs, e.g. *have something to say, tell the truth, tell a lie.*
 - The verbs *deny* and *refuse; spend, have* and *pass (time).*
 - The verbs *bring, take,* and the phrase *give someone a lift.*
- Confusing adjectives:
 - *strong / powerful; big / large / great / little / small; high / tall; thin / slim / skinny; last / latest; strange / foreign; economic / economical.*
 - Expressing likes and dislikes: extension. - *Fond of, keen on, (can't) stand, (can't bear);*
 - Using intensifiers: *I really like, I absolutely hate*
- The use of synonyms. Most commonly used synonyms. e.g. *answer, respond.* Register: informal and formal contexts.
- The most common "false friends": e.g. *actually, assist, attend*
- British English Vs American English: main and common differences in vocabulary, e.g. *lift / elevator, pavement / side-walk; rubber / eraser; rubbish / garbage; wardrobe / closet.*

- Most frequently used sayings and similes, e.g. *No news, good news; first come, first served; the night is young; they arrived safe and sound; sleep like a log; sleep like a baby.*

D) PHONOLOGY AND SPELLING

PHONIC DEVICES

- Vowel sounds and consonants: revision and consolidation
 - Contrasts between sounds, e.g. *to live / to leave, phone / gone*
 - Long vowel sounds
 - Pronunciation of clusters with vowel reduction, e.g. *comfortable, vegetable, literature*
- Pronunciation of words with mute consonants: e.g. *dumb, island, castle, although, enough, caught, receive, leisure, scientist...*
 - Pronunciation of frequently mispronounced nouns: e.g. *steak, pear, mother, since, dead*
 - Pronunciation of the ending *-ed* of regular verbs. Consolidation.
 - Awareness, production and difference between voiced and unvoiced sounds. e.g. /f/ /v/, /z/ /s/
- The pronunciation of unstressed syllables: awareness of the *schwa*
- Change of stress in words of the same root, e.g. *photograph, photographer, photography, photographic.*

INTONATION

- The intonation of questions.
- Rhythm: awareness and production of stressed and unstressed syllables within the sentence. Linking.

SPELLING AND PUNCTUATION

- Silent Consonants (*dumb, island, castle*).
- Awareness of the spelling of homophones, e.g. *so / sew; threw / through; knew / new.*
- Accurate spelling of target vocabulary
- Difference of spelling between British and American English, e.g. *theatre / theater; colour / color; grey / gray; travelling / traveling.*
- Double consonants and changes in spelling when using comparative adjectives, *-ing* forms, regular past verb forms, in word formation, e.g. *big / bigger; share / sharing; / begin / beginner; likely/likelihood.*
- Revision and extension of the use of capital letters. Newspaper headings, book titles...
- Accurate use of punctuation, stop, full stop, comma, colon, semi-colon, interrogation mark, exclamation mark.
- Graphic accent in foreign words, e.g. *café, fiancée*
- Use and/or omission of the apostrophe (')

ASSESSMENT

Oral comprehension

The B2 user:

- Applies to the comprehension of a text the sociocultural and sociolinguistic aspects and the specific features of oral communication particular to the places where the language is spoken.
- Appreciates the differences in registers, styles and standard accents.
- Understands the general sense, the essential information, the main points and the most relevant details of a text.
- Understands the opinions and attitudes, both implicit and explicit, of speakers.
- Identifies the communicative functions of a text, and appreciates the differences in communicative intent and meaning according to context, genre and textual type.
- Understands the various meanings associated with the use of different discursive patterns typical of different genres and oral textual types.
- Understands the meanings and functions associated with different syntactic structures of the oral language in contexts of common use, and more specific within their field of interest or specialization.
- Recognizes common and more specialized oral lexicon, related to own interests and needs, as well as expressions and idioms of common use.
- Discriminates sound, accent, rhythmic and intonation patterns in common use and those more specific, according to diverse communicative intentions.

Oral production and co-production

- Applies knowledge of the most relevant sociocultural and sociolinguistic aspects of the target language and cultures to the production of oral texts.
- Demonstrates confidence in the use of different registers and expresses oneself appropriately in diverse situations.
- Effectively and naturally applies appropriate strategies to produce oral texts of various types and of a certain length.
- Plans the discourse according to purpose, situation, interlocutors and communication channel, and monitors and repairs it in a way that facilitates communication.
- Performs the communicative functions intended using the most appropriate exponents for the specific context.
- Articulates a discourse in a clear and coherent way following the common patterns of organization according to genre and textual type, and the cohesion-enabling resources of common and more specific use.
- Effectively argues and nuances points of view through the use of emphatic structures and appropriate and relevant comments and details.
- Demonstrates good control of common syntactic structures and some more complex ones, allowing for commission of some correctable non-systematic errors.
- Has a wide vocabulary on subjects related to one's speciality and interests and on more general subjects.

- Varies formulations to avoid frequent repetition, and uses circumlocutions flexibly when not finding a more precise expression.
- Pronunciation and intonation are clear and natural.
- Expresses oneself clearly and naturally, with a fairly uniform rhythm, and without it being evident that one has to limit what one wants to express.
- Has sufficient linguistic resources to make clear and detailed descriptions, express points of view and develop arguments, using some complex structures, without much evidence on display that one is looking for the words needed.
- Co-produces collaboratively, confirming understanding, asking for the interlocutor's opinion, inviting others to participate, and contributing to the maintenance of communication.

The following criteria will be used for the evaluation:

Adequacy and coherence

- Oral production responds to the proposed task and the time required for its completion.
- Speech is adjusted to the communicative situation, the subject and the receiver.
- Information is adequate and meaningful; it is well organized; there are no skips or gaps in its management.
- Discourse is internally coherent and the sequence of ideas develops naturally and clearly, respecting logic, temporality and causality.
- In interactions the speaker makes effective use of their turn to speak and knows how to maintain it by using set phrases to claim time while formulating thoughts, although not always with elegance.

Fluidity and cohesion

- Communicates with remarkable fluidity and spontaneity; speaking rhythm is regular, without long pauses; reformulates without apparent difficulty.
- Effectively uses a wide range of discursive connectors and reference mechanisms.

Richness and precision of vocabulary and morphosyntactic structures

- Adapts their lexicon to the required task, attending to the addressee/interlocutor, to the sociolinguistic context and to the function that the speech must fulfil.
- Uses a wide and precise vocabulary; manifests a certain capacity of nuance, through formation of adjectives, the use of adverbs, circumlocutions, comparisons or examples.
- Varies formulation to avoid frequent repetition.

Correction: morphology and syntax / pronunciation and intonation

- Has good grammatical control and shows a relatively high degree of correctness in language production, generates an oral discourse with few morphological and syntactic errors, and the errors committed are not systematic, do not affect the usual structures of the language, and do not produce misunderstandings.
- Pronunciation is clear and natural, although a foreign accent is noted.
- Intonation is correct, and responds to different functions (questioning, exclamation, emotion).

Comprehension of written texts

- Effectively applies the sociocultural and sociolinguistic aspects of the cultures in which the language is used and the specific features of the written communication in them to the comprehension of the text.
- Appreciates the differences in registers and standard styles.
- Understands the general sense, the essential information, the main points and the most relevant details of the text.
- Understands the opinions and attitudes, both implicit and explicit, of the authors.
- Distinguishes the communicative functions of the text, and appreciates the differences in communicative intent and meaning according to context, genre and textual type
- Understands the various meanings associated with the use of different discursive patterns typical of different genres and textual types.
- Understands the meanings and functions generally associated with different syntactic structures of the written language in contexts of common use, and, more specifically, within a field of interest or specialization.
- Understands general and more specific written vocabulary according to personal, academic or professional interests and needs, as well as commonly used expressions and idioms.
- Infers from context the meaning of unknown words and expressions in subjects related to their interests or field of specialization.
- Recognizes values and meanings associated with formatting, typographical, orthographic, and punctuation conventions, general and less common, as well as common and more specific abbreviations and symbols.

Production and co-production of written texts

- Applies the most relevant socio-cultural and sociolinguistic aspects of the target language and cultures to the production of written texts.
- Adapts the register and style to the communicative situation and purpose.
- Produces written texts of a certain length, detailed and well-structured.
- Develops main points and extends them with necessary information from a previous outline, and appropriately integrates relevant information from various sources.
- Performs intended communicative functions using the most appropriate exponents for a specific context.
- Articulates a text in a clear and coherent manner using appropriate common organizational patterns according to genre and textual type, and more specific and common use cohesion-enabling resources.
- Develops clear, detailed descriptions and narratives.
- Argues effectively and nuances views through the use of emphatic structures and appropriate and relevant comments and details.
- Demonstrates good control of common syntactic structures and some more complex ones, when allowing for some non-systematic error that does not affect communication.
- Has an extensive written lexicon of generally-used and specialized vocabulary.
- Varies the formulation to avoid frequent repetitions, and uses circumlocutions flexibly when not finding a more precise expression.

- Applies with reasonable correctness the orthographic conventions of general and more specific use (parentheses, hyphens, abbreviations, asterisks, italics).

The following criteria will be used for evaluation:**Adequacy and coherence**

- The text responds to the proposed task (narrative text, descriptive text, opinion text, administrative letter ...), the number of words used respects the requirement.
- The register is adjusted to the receiver and the communication situation.
- Information is pertinent and relevant, and is logically organized, without gaps or leaps in the management of it.
- The text is internally coherent and the discursive sequence develops naturally (logic, temporality and causality).
- The ideas are well connected, the progression from one idea to another is done naturally, without gaps; the ideas are well developed and clearly expressed.

Cohesion and textual structure

- The text is structured in paragraphs, whereby the beginning and the end of each paragraph is clearly delimited at a visual level through the use of appropriate typographical conventions.
- Paragraphs and phrases are well connected to each other through the proper use of text progress markers, phrase connectors, and referencing mechanisms, so that ideas are well linked and the text is clear.
- Verbal forms have been correctly used in terms of temporal concordance and verbal aspect.
- Proper use of punctuation.

Vocabulary richness. Lexical and morphosyntactic precision

- Adapts lexicon to the required task, taking into account the addressee / reader, the sociolinguistic context, and the function that the text must fulfil.
- Uses a varied vocabulary and quite a wide range of morphosyntactic structures; demonstrates a certain capacity for nuance through use of adjectives, adverbs, circumlocutions, comparisons and examples.
- Uses vocabulary accurately, except for less commonly used items.
- Reformulates to avoid unnecessary repetitions.

Morphosyntactic and orthographic correction

- Shows good grammatical control and a relatively high level of grammatical correctness, written production contains few morphological and syntactical errors; errors are neither systematic nor basic and do not cause misunderstandings, although mistakes might be made when using complex structures or in less common situations.
- Orthography is correct; no systematic mistakes are being made, although there may be some involving less common elements.
- Correctly uses the differentiation of upper and lower case letters.

Mediation

- Appropriately applies the socio-cultural and sociolinguistic aspects that characterize the cultures and communities in which the language is spoken to the mediation activity.
- Demonstrates confidence in the use of different registers and styles.

- Expresses oneself appropriately in a variety of situations and does not make major formulation errors.
- Effectively and naturally applies appropriate strategies to adapt the text being processed to purpose, situation, participants and communication channel.
- Knows how to get the detailed information needed to transmit a message clearly and effectively.
- Properly organizes the information to be conveyed, and details it in a satisfactory manner as needed.
- Sufficiently conveys the main information along with the tone and intentions of the speakers or authors.
- Facilitates interaction between parties by monitoring the discourse with appropriate interventions, repeating or reformulating what has been said, asking for opinions, asking questions to elaborate on some aspects considered important, and summarizing information and arguments when necessary to clarify the thread of the discussion.
- Compares and contrasts information and ideas from sources or other parties and summarizes the most relevant aspects appropriately.
- Can suggest a compromise solution, once advantages and disadvantages of other options have been analysed.