

## LEVEL B2.2

### 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

### 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, 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, lexis, semantics and spelling are a means for communication and are acquired through tasks which involve their use.

### A) GRAMMAR

Consolidation of structures included in preceding levels.

#### THE SENTENCE

##### Simple sentence

- Order of elements and their variations in sentences.
- Declarative, interrogative, command or imperative sentences and exclamatory sentences.
- Passive sentences. Revision and extension.
- Structures used to express attitudes: subjunctive, *wish* clauses...
- Subject - verb - predicate – attribute agreement, predicative complement and verb agreement with collective nouns and enumerations.
- Clauses without stated subject: passive clause, impersonal.
- Question tags. Extension of forms and uses.
- Echo questions. Forms and uses (“*I won the lottery*”. “*You won what?*” / “*You did what?*”).
- Exclamations to react to different situations (*Gosh! Damn! Wow!*).

##### Complex sentence

###### Adjective or relative clauses

- Revision and extension of relative clauses. Specific relative subordination: defining (*The students who took part in the project were given a prize*) and non-defining (*The students, who took part in the project, were given a prize*). Use and omission of relative pronouns.
- Use of present and past participles in relative clauses (*The man waiting by the desk wants to see the manager. The topics chosen for discussion were quite interesting*).
- Special uses of non-defining relative clauses: *Which* referring to a whole clause (*She got married again two months later, which surprised everybody*). *What* to replace *the things which/ that* (*This is exactly what I wanted*).

###### Nominal clauses

- Verb patterns
  - To + infinitive (*I want to help you*).
  - Bare infinitive (*Let me help you*).
  - *-ing* form (*I love singing*).
  - Verbs followed by *-ing* or infinitive without *to* (*see, observe, feel, sense, hear, watch*).
  - *that* clauses (*She said that she wanted to leave*).
  - Subject + verb + object + *to* infinitive: with verbs expressing desire (*I'd love my son to become a doctor. I don't want you to stay up late*), likes/preferences (*I do not like my children to play video games*), commands (*Tell that child not to shout*), persuasion (*He persuaded/convinced/got me to come*), encouragement (*I encouraged them to enter the competition*), obligation (*They obliged/forced me to go*), inspiration (*Our teacher inspired us to go on*), permission (*My parents didn't allow me to stay out all night*), warning (*I warned him not to jump*), advice (*I advised him to go to the doctor's*).
  - Subject + verb + object + *-ing* (*I hate people borrowing my things without asking me first*).

- Subject + verb + object + *to be* + adjective (*I prefer my coffee to be hot*).
- Structures with question words in indirect statements (*They asked where they would go for lunch. I don't know when he's coming*).
- Reported speech: revision and extension. Main reporting verbs other than *tell* and *say*: *advise, congratulate, beg...* and their structures (*I suggested that she should work faster*).
- Anticipatory *It*
- *It + be + adjective* (*It is likely that it will snow tonight. It is interesting that he thinks that*).
- *It + verb + that* (*It surprises me that he has already left*).
- Emphatic sentences/Wh-cleft sentences:
- Wh-clauses (Wh word+Noun/Pronoun+Verb) as subject (*What I like is watching football*), as complement after *to be* (*That is what he did to save the boy*).
- What + verb as subject (*What interests me is politics*), as object (*I know what you mean*).
- Use of *would rather* (*I'd rather stay at home. I'd rather you didn't go out*).

### Adverbial clauses

- Revision and extension of adverbial clauses.
- Place: *where, wherever...* (*Wherever we go, we see him*).
- Time: *since, as soon as, by the time, until/till, while, as...* (*Stay here with me until he comes*).
- Manner: *as, as if, as though, like...* (*He did as I instructed him*).
- Purpose: *so as to, in order to, so that, purpose infinitive...* (*I opened the door for him to come in*).
- Reason: *because, as, since, for...* (*The noise is a serious problem here since we are close to an airport*).
- Consecutive: *so that* (*It was raining hard, so they stayed in*), *such + noun + (that)* (*It was such a good film that all the critics gave it good reviews*), *so + adjective + (that)* (*It was so cold that we had to light a fire*).
- Concessive: *even if/though, although, no matter how/how much, in spite of/despite...* (*We managed to arrive on time in spite of the weather*).
- Conditional:
  - Consolidation of the different types of conditional sentences (zero, first, second, third conditional): open, hypothetical, im(probable), im(possible) and past.
  - Mixed conditional clauses: second/third conditional (*If I had better qualifications, I would have found a more highly-paid job*); third/second conditional (*If you hadn't eaten so much at lunchtime, you wouldn't have a stomachache now*).
  - Conditional subordinators other than *if*: *unless, provided/providing (that), so/as long as, on (the) condition(that), supposing/supposing (that), what if, in case, even if, whether...or not...* (*Unless you work harder, you'll be fired. I will do it as long as you promise not to tell anyone*).

## **NOUN PHRASE**

### **Noun**

- Kinds of nouns (common and proper, concrete and abstract, countable and uncountable, collective). Regular and irregular plurals. Revision and extension.
- Singular nouns ending in *-s* (*means, physics, headquarters, politics, the news, The United States...*).
- Summation plurals consisting of two equal parts (*glasses, trousers, binoculars...*).



- Gender: nouns with a different form for the masculine and the feminine. Dual gender. Revision (*chairperson, firefighter, police officer...*).
- Genitive case. Revision and extension.
- Double genitive: *of* + genitive (*I heard the story from a friend of my brother's*).
- Expressions indicating time (*twenty minutes' delay...*).
- Compound nouns: noun + verb (*fire-eater*), verb + noun (*rocking chair*), adjective + noun (*highway, loudspeaker*), noun + noun (*toothbrush, pocket money, fortune-teller*), number + noun modifier+ noun (*a three-week holiday, a two-year-old girl*).
- Plural forms in compound nouns (*passer-by/passers-by, sister-in-law/sisters-in-law, frying pan/frying pans*).

### Pronoun

- Forms, functions, position, use/omission. Agreement with referent subject.
- Consolidation of the different types of pronouns.
- Use of *they/them/their* with a singular referent (*Somebody has lost their folder*).
- Cataphoric use of *it* (*I find it hard to believe that he is a millionaire*).
- Reflexive forms (*He cut himself shaving this morning*). Revision.
- Reciprocal forms (*Tom and Susan talk to each other / one another on the phone every day*). Revision.
- Uses of *one* as a determiner or indefinite pronoun (*one of these days*), as a pro-word (*the one on the left, the ones I like*).
- Relative pronouns: *who, whom, whose, which; what* and the adverbials *when* and *where* in *wh-ever* words (*whoever, wherever*). Revision and extension.
- Distributive pronouns: *either, or, neither, nor* (*Do you want the blue or the red dress? Either will do*).
- *Each (of them); every one of them* (*I buy each of them as it comes out. I've read every one of them*).

### Noun complements

#### Determiner

- Definite, indefinite and zero article. Extension of uses and forms.
- Extension of situational and geographical determiners and omission (*The White House, Westminster Abbey, the Thames, the Pacific, Windermere Lake, The UK, the Himalayas, Mount Everest*) and nationalities (*The Welsh*).
- Use of *another, other, both, each, every, either, neither, all, no*.
- Quantifiers. Revision and consolidation:
  - Quantifiers used with countable and uncountable nouns: *a lot of, loads of, plenty of, enough, most...*
  - Quantifiers used only with uncountable nouns (*not much, a great deal of, little, a little*).
  - Quantifiers used only with countable nouns and underlying meaning (*few, a few, quite a few, a large number of, the majority of, not many*).
- Fractions, multipliers (*She's twice his age*).
- Partitives (*a bunch of roses, a pinch of salt*).
- The number zero: *nought, zero, nil, o, love*.

#### Adjective

- Position and order of adjectives.

- Predicative and attributive adjectives. Revision and extension.
- Attributive only: *sole, main, leading, former* (*The former president also attended the dinner*).
- Predicative only: *alive, ill, well, alike, afraid* (*The situations are alike. I am aware of the fact*).
- Noun- phrase head adjectives/ generic reference (*the poor, the old, the British*).
- Noun-phrase head singular adjectives/neuter reference (*the unknown, the absurd, the unexpected*).
- Nouns used as adjectives (*the head waiter*).
- *-ing* and *-ed* participles (*frightening/ frightened*).
- Revision and extension of the different types of comparison.
  - Gradual increase (*Her visits to the country to see her family became rarer and rarer*).
  - Parallel increase: *the + comparative ... the + comparative* (*The older I get, the wiser I become*). Idiomatic use (*The more the merrier. The fewer the better*).
  - Degrees of comparison: *slightly/ a bit/ a little bigger, much/far/way bigger*.
- Common adverb + adjective collocations (*bitterly cold, extremely important, highly recommended*).
- Gradable and non-gradable adjectives (*cold-freezing, hot-boiling, good-amazing, small-tiny*).
- Adverb collocations commonly used with gradable adjectives (*very, quite, rather, incredibly, terribly, really, fairly*) and with non-gradable adjectives (*absolutely, completely, totally, really*).

## VERB PHRASE

### Verb

- Revision and extension of verb tenses.
- Verbs not usually used in the continuous form: stative verbs (*be, love*); verbs of possession (*own, possess*); feeling and desire (*dislike, envy, hate, adore, desire, despise, detest, need, pity*); verbs of thinking and believing (*think, believe, understand, doubt*); verbs indicating appearance (*resemble*), and verbs describing the senses (*smell, hear, see*).
- Stative verbs in continuous form with a change of meaning: (*I'm seeing him tomorrow. He's being naughty*).
- Narrative tenses: Revision of uses of the simple past, past continuous, past perfect and past perfect continuous.
  - Differences in the use of *used to/would* to refer to habitual states and actions in the past. Related structures: *Be used to/ get used to -ing*.
  - Use of the simple present for narrating summarized plots of books, plays or films (*The main character finds the treasure and ends up a hero*), and for depicting past narratives for informal storytelling and anecdotes in spoken English (*So, I go to the restaurant and choose the most expensive champagne before I realize that I have left my wallet in the taxi*).
- Different ways of expressing the future. Revision and extension.
  - Future continuous for an action in progress at a certain time in the future and to express determination (*At this time tomorrow I will be flying to NY*).
  - *Will/won't have + past participle* for predictions or actions expected to conclude at a certain time in the future (*He'll have finished his exams by June*).
  - *Will/won't have + been + verb-ing* to express an action in progress in the future emphasizing how long the action takes (*I'll have been working at this school for fifteen years in October*).
  - Use of certain adverbs to reinforce or soften predictions, intentions or decisions (*Sue probably won't come on time, she rarely does. I certainly won't tell them anything about the breakup of their relationship*).

- Use of present/present perfect in future time clauses with *when, after, as soon as, once, until* (*We won't be ready to buy a flat until we save/have saved more money*).
- *Will/won't be* + verb-*ing* to express events agreed upon in the past (*Sorry, I can't do lunch on Saturday. I'll be taking my daughters shopping*).
- *Will/won't* + verb-*ing* to express future events that will definitely take place as they are parts of routines (*They'll be paying us their monthly visit tomorrow, so I'll show them our new project then*).
- Use of *be due to* + infinitive for scheduled events (*The last book of the series is due to be released in October*).
- *Be about to* + infinitive or *on the point of/on the verge of* to express an event that is expected to happen in the near future (*Hurry up! The train is about to leave! She is on the point of having a nervous breakdown*).
- Use of *be (un)likely /bound /sure /certain* + *to* + infinitive to express probability and certainty (*He's unlikely to win the election*).
- Revision and extension of modal verbs to express: ability, possibility, plans, permission, request, obligation, need, absence of obligation or need, prohibition, certainty, habits. Extension of the following uses:
  - Reproach and regret: *should (not) have* (*You shouldn't have eaten so much. I should have gone*).
  - Advice or recommendation (*You really must see Sense and Sensibility. You'd better change the locks as soon as possible*).
  - Logical deduction: present (*This must/has to be their house. This report can't be correct*); past (*That noise must have been an explosion. She can't have done it, she wasn't even there*).
  - Probability: present (*The plane should be landing now*), past (*They should have arrived hours ago*).
  - *Needn't have* + past participle to refer to a completed but unnecessary action (*I needn't have bought a new copy of the book as I found the old one in the end*).
- Structures with verbs of the senses: *feel, smell, look, taste, sound* + adjective, *like* + noun, *as if / though* (*I feel good. That sounds like a good idea. It looks as though it's going to rain*).
- Use of the subjunctive:
  - Subjunctive forms of *suggest, recommend, demand* (*I really recommend you see that film*).
  - Uses of *would, wish* or *if only* to express regret about the present (*It would be nice to live by the sea. I wish we had more money. If only I could drive*) and the past (*It would have been a good idea to arrive earlier. I wish I hadn't said what I did. If only I had stayed at home that day*).
  - *Wish* + *would* to express annoyance (*I wish he would stop smoking*).
- Revision and extension of the passive voice:
  - Verbs commonly used in the passive with a personal subject: *tell, give, offer, ask, allow, send* (*I was told to come here. I was offered the job*).
  - Passive use of thinking verbs + *to* + infinitive (*He was said to be innocent*), *it* + verb in the passive + *that* clause (*It's said that he has committed suicide*).
  - *have/get* causative use: *have/get* + object + past participle (*Have/get that mess cleaned up at once!*).
  - *need* + *-ing* (*Your hair needs cutting*), *need+to+ be+* participle (*Your hair needs to be cut*).
- Easily confused verbs (*lay / lie, raise / rise, rob / steal, make / do...*).
- Phrasal verbs/multi-word verbs: two and three-word phrasal verbs. Grammatical use of separable and inseparable phrasal verbs. (*Can I try these trousers on? / I have to look after my sister's baby*).

## Adverbs and adverbial phrases

- Form and use. Revision and extension.
- Different types of adverbs and adverbial phrases:
  - Manner: *carefully, quickly, suddenly...* (You should do it more carefully).
  - Place and movement: *backwards, clockwise, nearby ...* (Do all your family live locally?).
  - Time: *previously, presently, eventually, nowadays, lately ...* (I've had some really weird dreams lately).
  - Duration: *for five years, throughout history, briefly ...* (We met her at your wedding very briefly).
  - Definite frequency: *monthly, twice, daily...* (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* (Every now and again they travel to London).
  - Cause: *because of, owing to, due to* (We were late because of the rain).
  - Purpose: *for* (I went to a café for a quick coffee).
  - Intensity or degree: *fairly, quite, almost...* (I almost got killed).
  - Quantity: *twice, little, much, less...* (I dream of working less).
  - Focus adverbs: *only, even, especially, specifically...* (He specifically asked to meet with me alone).
  - Probability: *maybe, perhaps, possibly, probably...* (Probably the most famous desert plant is the cactus).
  - Assertion: *certainly, indeed*; negative (*not at all, never, no/not*).
  - Opinion: *amazingly, unfortunately ...* (Unfortunately, nobody turned up).
- Position and alternative position of adverbs and adverbial phrases in sentences.
- Adverbs as discourse markers.
- Adverb + adjective collocations (*seriously damaged ...*).

## SENTENCE CONNECTION

### Conjunctions

- 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*.
- Subordinates linking two sentences to form a complex sentence by subordinating one to the other (*We'll tell him as soon as we see him*).
  - Nominal clauses (see section about nominal clauses) (*I don't know whether it is ready yet. I don't know where/who he is*).
  - Adverbial clauses (see section about adverbial clauses) (*I'll call you as soon as I get there*).

### Prepositions

- Revision and extension of types and uses of prepositions and prepositional phrases.
- Use of prepositions to describe movement and direction (*He went along the path, past the pub, up the hill, down the road, through the woods and over the river*). Extension.
- Easily confused prepositions: *above/over, below/under, at/in/on, (made) of/(made) from, across/through, throughout/along*. Extension.

## B) DISCOURSE

### COHESION

- Revision of the use of grammatical reference devices: personal pronouns, demonstratives, possessives, quantifiers and adverbs or grammatical expressions with an anaphoric or cataphoric reference (*us, that, new ones, me neither*).
- Different types of substitution:
  - Substitution of a noun or noun phrase (*The doctor suggested I should try aspirin or ibuprofen, but neither worked*).
  - Substitution of a verb or verb phrase with *do* (*He said not to forget the cake in the oven, but I did*).
  - Substitution of a verb or verb phrase with *do so/it/that* (*When you want to get fit, you should only do so with a planned exercise programme*).
  - Substitution of a sentence. Uses of *so* or *not* as a prop-word after verbs like *think, believe, hope, suppose, expect, say, be afraid, guess* (*I guess so. If she wants me to help her, I'll do so. "Will it rain?" "I expect not". I expect so. I hope not. I doubt it. I'm certain of it*).
- Different types of ellipsis:
  - Of a noun or pronoun (*Lucy went up to the bar and <she> asked for a coffee*).
  - Of a verb (*Since the divorce, I've lived in London and my husband <has lived> in Cambridge*).
  - Infinitive or *wh*-clauses (*He didn't win the competition even though he had expected to <win>*).

### VERB COHERENCE

- Coherent time-sequencing in discourse (time progress, correlative events, flashback).
- Indirect style. Changes in verb tenses. Revision and extension.

### CONNECTORS TO LINK DISCOURSE SECTIONS

- Revision and extension of coordinate and subordinate discourse connectors.

### ORGANIZATION

Elements in oral or written texts:

- Role of discourse markers in text and register:
  - Initiation markers: greetings, introduction, introduction to the subject, introduction to a new subject.
  - Structural markers:
    - Sequencing: *first of all, secondly...*
    - Adding information: *What's more, besides, moreover...*
    - Comparing and contrasting: *likewise, similarly, however, in contrast, on the contrary.*
    - Attitude: *fortunately, surprisingly, obviously, frankly, clearly.*
    - Digression or changing the subject: *by the way.*
    - Supporting a statement: *after all...*
    - Picking up a topic: *talking of...*
  - Reformulating:
    - Explanatory: *that is, in a sense, in other words...*
    - Rectifying: *I mean, or rather...*

- Redirection or dismissing something: *anyway, in any case, as I was saying...*
- Recapitulating: *in short, to sum up, in conclusion, all things considered...*
- Punctuation and paragraphing. Punctuation marks as discourse markers: full stop, semicolon, dots, question marks, exclamation marks, brackets, dash. Idea development through paragraphing.
- Intonation and pauses. Revision of the use of intonation and pauses as markers of discourse units; identification and production of stress patterns appropriate to the speech and discourse structures of the level.

## INTERACTION

- Revision and extension of conversational markers used to address someone, greet, start a conversation, cooperate, react, reinforce, agree, involve the interlocutor, disagree, soften disagreement, indicate interest and/or involvement, indicate distance, interrupt, give an explanation, ask for help, thank, repeat and transmit, signal the end of a conversation and say goodbye, change the topic, generalise, speculate, resume.
- Extension of resources for expected reactions to everyday situations and intercommunication (closed pairs): question-answer, offer-acceptance/refusal, ask-give, compliment-reaction, ask-concede.
- Special emphasis on the appropriateness of register and conventions in oral and written interaction.

## DEIXIS

- Use of elements of reference such as pronouns, demonstratives and expressions of time and place to indicate the context of utterances (conversations, telephone, chats, stories...).

## COURTESY

- Common ways of addressing people: personal pronouns, formulae.
- The speaker taking a secondary role through the use of impersonal pronouns (*One has to be careful with politicians*), passives (*The tap needs to be mended*), use of the second person (*You have to be polite at work!*), and use of inclusive *all* (*We all have to collaborate in the project*).
- Expressions indicating different degrees of familiarity in social contexts: orders (*Open the door, will you? Could you open the door, please?*).
- Expressions indicating cooperation (*It's a pleasure! Go ahead! Why not?*).
- Use of intonation for effect in spoken production.

## THEME AND FOCUS

- Omission of shared information.
- Focusing on the shared or new information through grammatical devices:
  - Use of the passive (*He got arrested*).
  - Pseudo-intransitive constructions (*Helen photographs well, doesn't she?*).
- Order
  - Fronting for emphasis (*Here comes the sun*) and after prepositions of place or direction (*In front of the door stood a man*).
  - Cleft sentences (*What they like is smoked salmon*).
  - *The thing, one thing, something* + relative clause (*The thing I was struck by was their generosity*).



- Different uses of *it*:
  - In cleft sentences (*It was in March that we met*).
  - Preparatory *it* as subject (*It is nice to go for a walk when it's sunny*).
  - Preparatory *it* as object (*I find it difficult to talk to you*).
  - Preparatory *it* with verbs such as *appear, seem, look, occur* (*It appears/seems he's been promoted*).
- Emphasis:
  - On important words (*Excuse me. I think you are in my seat*).
  - In sentences with two contrasting elements (*Do you want the hamburger with chips or salad?*).
  - In corrections (*Are you thirteen? No, fourteen!*).
- Focus and emphasis in structures to pinpoint events (*I don't really feel like doing it. The point/question/truth/problem is that I can't afford it at the moment*).

## C) LEXIS AND SEMANTICS

### VOCABULARY

- Vocabulary and expressions to perform effectively the functions outlined in the programme both in formal and informal contexts and in both spoken and written productions requiring different registers.
- Extension of vocabulary for situations and topics outlined in the programme; varieties in production (formal/informal, British/American English), standard and colloquial English.
- Common collocations: *have* (*Let's have a look*), *give* (*Give me a smile*), *go* (*They'll go mad when they see this*), *do* (*It won't do you any harm*), *get* (*We should get going*), *make* (*Have you made all the arrangements?*), *take* (*She's taking us for granted*), *tell* (*To tell you the truth, I can't tell the difference between them*).
- Word families (*employ - employer - employee - employment*).
- Synonyms and antonyms (*rich, well off, wealthy / poor, destitute*).
- Fixed expressions (*to my mind, needless to say, by and large, never mind*).
- Common idioms associated with everyday activities (*I didn't sleep a wink last night. It's no use crying over spilt milk*).
- Stereotypical comparisons with *as ... as* and *like* (*As good as gold. They get on like a house on fire*).
- Phrasal verbs commonly used within the various outlined functions and topic areas.
- Conventional expressions for different types of formal/informal written and oral interactions.

### WORD FORMATION

- Word-formation through prefixes: *dis-* (*disorder*), *il-* (*illogical*), *im-* (*impossible*), *in-* (*incorrect*), *ir-* (*irregular*), *mis-* (*misunderstanding*), *re-* (*rebuild*), *un-* (*uncertain*), *under-* (*underestimate*), *over-* (*overwork*).
- Word formation through suffixes: *-able/ible* (*considerable, responsible*), *-age* (*shortage*), *-al* (*historical, refusal*), *-ance* (*acceptance*), *-ancy* (*expectancy*), *-ation* (*organization*), *-dom* (*freedom*), *-ee* (*interviewee*), *-ence* (*independence*), *-ful* (*harmful*), *-ic* (*ironic*), *-less* (*countless*), *-ish* (*reddish*), *-ism* (*sexism*), *-ity* (*complexity*), *-ment* (*contentment*), *-ive* (*attractive*), *-ness* (*goodness*), *-ship* (*friendship*).  
Revision and extension.
- Revision and extension of word-formation through compounding:

- Compound nouns: noun + noun (*head teacher*), verb-*ing* + noun (*cutting-edge*), adjective + noun or noun + adjective (*blackbird, spoonful*), verb + noun (*scarecrow*), phrasal derivation + noun or vice-versa (*upbringing*), other combinations (*sister-in-law, state-of-the-art*).
- Compound adjectives: noun + adjective (*user-friendly*), noun + verb-*ing* (*time-consuming*), noun + past participle (*sunburnt*).
- Adjective+adjective (*bitter-sweet*), adjective + past participle (*absent-minded*), adjective or adverb + noun + *-ed* (*well-mannered*), adjective + *-ing* (*dirty-looking*), adverb + past participle (*far-fetched*), adverb+ *-ing* (*well-being*).
- Compound verbs used as verbs (*head-hunt*) or nouns (*a must-have, a must-see*).
- Shortening/clipping: front clipping (*phone/telephone*), back clipping (*bra/brassiere*), front/back clipping (*flu, fridge*).
- Blending (*motor+hotel=motel*).
- Lexical or number constructions through a hyphen or slash (*a twenty-four-hour flight. It is open 24/7*).

## MEANING

- Extension of the fields linked to the topics outlined in the programme.
- Awareness of hesitation techniques and paraphrasing (*mm, erm, I mean*)
- Extension of synonyms, words closely related in meaning and antonyms for the situations and topics outlined in the programme. Different uses according to the register used.
- Words with multiple meanings: book (*She booked the holiday. The referee booked the player. I've read that book*).
- Words that may create difficulty due to their spelling (*rise/raise*).
- False friends and frequent copies from the mother tongue (*sympathetic, nice, sensible, sensitive, upbringing, education*).
- Homophones (*two/too, right/write*).
- Extension of lexis for formal and informal registers (*go/attend, give/provide*).

## D) PHONOLOGY AND SPELLING

### PHONIC DEVICES

- Recognition and production of vowel and consonant sounds: Phonemes and varieties in production that may create a greater difficulty.
- Pronunciation of the ending *-ed*. Consolidation.
- Awareness, production and difference between voiced and unvoiced sounds (*/s/, /z/*).
- Unstressed vowel sounds in the discourse (*/ə/*).
- Phonic shortening in consonants (*Where d'you /dju:)/ work?*).
- Consolidation and extension of mute consonants (*debt, receipt, yacht*).
- Revision and extension of the phonemes that may create greater difficulty.

### INTONATION

- Intonation: revision and extension of common patterns.



- Intonation in questions: general (*What time is it?*), assertive (*You're Philip?*), requests (*Would you do me a favour?*), alternative (*Should I go or should I stay?*).

## SPELLING AND PUNCTUATION

- Revision and consolidation of the English spelling and punctuation rules.
- Compound words, abbreviations and acronyms.
- Special cases in the use of capital letters.

## 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.