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C1 SYLLABUS
OBJECTIVES, COMPETENCES, CONTENT AND EVALUATION

DESCRIPTION OF THE LEVEL

Competent user.

A competent user is able to act with flexibility and precision in all types of situations. They can undertake studies at a tertiary level or safely take part in research projects, as well as communicate effectively in the professional environment. They use language with **great ease, flexibility, efficiency and precision, with no apparent effort**. They understand, produce and co-produce a wide range of **extensive oral and written texts** on **general or specialist subjects**, containing **varied, complex structure**s and a wide repertoire of **vocabulary** in diverse varieties of language.

OBJECTIVES

GENERAL OBJECTIVES

At level C1, students will learn to:

- Communicate with other users **fluently and spontaneously**, with little effort, demonstrating a **good command of a wide variety of language**.
- Select language formulas to express themselves clearly and appropriately on a variety of **complex topics of a general, academic, professional nature as well as those related to leisure**.
- Understand extensive oral and written texts **on abstract and complex subjects** outside their own field of specialisation.
- Recognise the socio-cultural content of linguistic situations and **understand a wide range of idiomatic expressions, appreciating changes in register**.
- Use **contextual, grammatical and lexical cues** to work out attitudes, moods and intentions and anticipate situations.
- Be **autonomous learners**, developing and using communication and learning strategies.
- Mediate effectively and naturally between speakers of the target language or of different languages in multiple situations and areas, by **flexibly, correctly and effectively conveying implicit or explicit information and opinions** contained in a wide range of oral or written texts and reflecting as accurately as possible differences in style and register.

SPECIFIC OBJECTIVES AND ACTIVITIES

Oral comprehension

Objective
To understand the general meaning and sense, main ideas, important information, relevant aspects and details, and implicit and explicit opinions and attitudes of different speakers in a wide range of extensive, precise and detailed oral texts, and in a variety of accents, registers and styles, even where the speed of articulation is high and the conceptual relationships are not explicitly stated, provided that some details can be confirmed, especially if the accent is unfalmiliar.

Activities

- Understanding specific information in detailed statements, messages, announcements, and notices that may have poor quality or distorted sound.
- Understanding complex information: conditions and warnings, operating instructions and specifications for known and less common products, services and procedures and, in particular, matters relating to their profession or academic activities.
- Understanding most lectures, talks, colloquies, chats and debates on complex public, professional or academic subjects with relative ease, understanding the arguments used in detail.
- Understanding the details of conversations and discussions of a certain length between third parties, even on abstract, complex or unfamiliar topics, and grasping the intent of what is being said.
- Understanding conversations of a certain length, even if they are not clearly structured and the relationship between the ideas is only implicit.
- Understanding a wide range of radio and television programmes, plays or other types of entertainment and films that contain jargon, colloquial language and idiomatic expressions without much effort.

Oral production and co-production

Objective

To fluently, spontaneously and almost effortlessly produce and co-produce a wide range of extensive, clear and detailed spoken texts that are conceptually and structurally complex, in various registers with appropriate intonation and accents. To demonstrate command of a wide range of linguistic resources and discursive strategies without apparently having to search for the appropriate expressions.

Activities

Public presentations
- Making public statements fluently, almost effortlessly, using intonation to convey subtle nuances of meaning.
- Making extensive, well-structured presentations on complex subjects, covering aspects proposed spontaneously by a listener and concluding appropriately.
- Responding spontaneously and effortlessly to questions from the audience.

Transactions
- Carrying out complex transactions, procedures and operations (negotiating the resolution of conflicts, taking positions, developing specific ideas and defending points of view) using persuasive language, negotiating effectively and dealing with unexpected responses and difficulties.
- Expressing degrees of satisfaction or dissatisfaction and making assessments about the transactions made.

Conversations
- Fully taking part in an interview, as an interviewer or interviewee.
- Actively taking part in informal conversations with one or more speakers, dealing with abstract, complex, specific or even unknown subjects and being able to use the emotional, allusive or humorous facets of the language.
- Actively taking part in formal conversations and discussions (debates, talks, colloquies, meetings and seminars) dealing with abstract, complex, specific or even unknown subjects. Discussing, answering questions and comments and responding fluently, spontaneously and appropriately.

Written comprehension

Objective

To fully understand the intention and general sense, important information, main ideas, opinions and attitudes expressed, both implicit and explicit, in a wide range of extensive, conceptually and structurally complex written texts, from social, professional and academic life, identifying differences in style and register, provided that difficult sections can be re-read.

Activities

- Understanding extensive and complex instructions, directions, regulations, warnings and other information of a technical nature, including whether they relate to a certain speciality or not, provided that the most difficult sections can be re-read.
- Quickly identifying the content and relevance of news, articles, reports and announcements.
- Understanding the nuances, allusions and implications derived, for example, from an unusual format, the use of colloquial language or a humorous tone in notes, messages and personal correspondence.
- Understanding information contained in formal correspondence of a professional or institutional nature and identifying attitudes, levels of formality and opinions, both implicit and explicit.
- Understanding and extracting specific information from professional or academic reference texts, provided that difficult parts can be re-read.
- Understanding the ideas and positions expressed, both implicitly and explicitly, in articles or other journalistic texts of a certain length, whether general or specialised.
- Understanding extensive contemporary literary texts on universal subjects, even though they contain colloquial expressions.

Written production and co-production

Objective

To produce and co-produce extensive, detailed written texts on complex subjects in different fields, highlighting the main ideas, elaborating on them to a certain extent, defending their points of view and ending with an appropriate conclusion. To this end, grammatical structures and spelling, punctuation and complex text presentation conventions will be used, showing a command of a broad vocabulary to make it possible to express irony, humour and emotional charge.

Activities

- Taking detailed notes at lectures, courses or seminars dealing with his/her field of specialisation, with information so accurate that it may be useful to others.
- Taking precise notes that other people can use in formal conversations, discussions or debates held in a professional environment.
- Writing personal correspondence and communicating in virtual forums. Expressing oneself with clarity, detail and accuracy, connecting with the targeted audience flexibly and effectively, using emotional, allusive and humorous uses to do this.
- Writing formal correspondence, with due correctness and formality, addressed to public or private institutions (making a complex complaint or request or expressing opinions for or against something, providing detailed information and relevant arguments).
- Writing clear, well-structured reports, statements, articles, essays or other types of text on complex subjects in public, academic or professional settings.

Mediation

Objective

To mediate effectively between speakers of the target language or different languages in both common and more specific and complex situations related to different domains (personal, public, academic and professional).

To efficiently, flexibly and correctly convey implicit or explicit information and opinions contained in a wide range of extensive, precise and detailed oral or written texts.

To reflect differences in style and register as accurately as possible, using linguistic resources and discursive strategies to minimise the occasional difficulties they may have.

Oral mediation activities

- Orally conveying with due precision the general sense, essential information, main points, relevant details and implicit and explicit opinions and attitudes of syntactically and semantically complex oral or written texts, or those that have distinctive features (regionalisms, literary language, specialist vocabulary, etc.).
- Orally paraphrasing and summarising information and ideas from a variety of sources, reconstructing arguments and facts accurately and coherently.
- Consecutively interpreting a wide range of subjects in various fields.
- Effectively and naturally mediating between speakers of the target language or different languages in any situation, including those of a delicate or conflictive nature.

Written mediation activities

- Taking detailed written notes for third parties, with a high degree of precision and structure, during a lecture, meeting, debate or seminar on complex subjects, whether or not this is their field of specialisation.
- Conveying in writing with due precision the general sense, essential information, main points, most relevant details and implicit and explicit opinions and attitudes of structurally or conceptually complex written or oral texts, or that have distinctive features (regionalisms, literary language, specialist vocabulary, etc.).
- Correctly and effectively paraphrasing and summarising information and ideas contained in various sources in a coherent written form, without including irrelevant details, and reliably conveying detailed information and complex arguments.
- Translating fragments of structurally and conceptually complex texts, even of a technical nature, on general and specific subjects of interest, both within and outside the user´s field of specialisation, with the help of specific resources, reliably conveying the source content and respecting as far as possible its characteristic features (style, vocabulary and layout).
- Explaining and/or transmitting the content of infographics in a detailed manner.

COMPETENCES AND CONTENTS

1. FUNCTIONAL COMPETENCE AND CONTENTS

Comprehension of the following communicative functions or utterances, according to specific communicative context, whether by means of direct or indirect speech, in different varieties of register (colloquial, informal, neutral, formal):

Social usage

- Greeting and responding to greetings.
- Addressing someone.
- Introducing someone formally and informally.
- Responding to being introduced.

- Asking whether someone's introduction is necessary.
- Requesting to be introduced.
- Welcoming someone. Responding to being welcomed.
- Apologising and responding to apologies.
- Expressing and responding to gratitude.
- Proposing a toast.
- Congratulating and expressing good wishes on birthdays, at celebrations and other events.
- Wishing luck and success.
- Responding to congratulations and good wishes.
- Expressing condolences in loss, accidents and difficult moments.
- Saying goodbye.

Control of communication

- Showing interest in what is being said.
- Asking for clarification, repetition and/or spelling of what has not been understood.
- Explaining or translating to someone what they have not understood.
- Checking comprehension.
- Self-correcting.
- Making use of appropriate pauses, gestures and expressions while searching for the appropriate item.
- Imperceptible paraphrasing when having a communication problem.
- Substituting a forgotten or unknown word by a generic one.

General information

- Identifying people and objects.
- Asking for information about time, purpose, reason and result. Proposing alternatives.
- Expressing curiosity.
- Requesting an explanation in different registers.
- Giving information about place, time, manner, purpose, reason and result.
- Correcting prior information: in answer to a question, an affirmative or negative statement.
- Indicating that a prior statement is inappropriate.
- Asking for confirmation in a direct or indirect way.
- Questioning information.
- Confirming prior information.
- Describing people, objects, places, situations, moods and feelings.
- Narrating facts and events.

Knowledge, opinion and evaluation

- Asking for and giving opinions.
- Asking for and making an evaluation.
- Expressing approval and disapproval.
- Standing for and against something.
- Checking agreement. Facilitating agreement.
- Showing total or partial agreement and/or disagreement.
- Expressing disbelief.
- Presenting a counter-argument.

- Expressing certainty and evidence or lack of them.
- Promoting the formulation of hypotheses.
- Expressing possibility, obligation and necessity or lack of them.
- Asking about knowledge of something
- Expressing knowledge or lack of it.
- Expressing ability.
- Asking if someone remembers something or not.
- Conveying what one can or cannot remember.

Wishes, health and feelings

- Expressing and asking about tastes and interests.
- Expressing loathing.
- Expressing and asking about preferences.
- Expressing indifference or lack of preference.
- Expressing and asking about wishes, plans and intentions.
- Expressing failed plans and intentions.
- Asking about mood.
- Expressing happiness, satisfaction, pleasure and enjoyment.
- Expressing sadness, sorrow, boredom, weariness, anger and outrage.
- Expressing fear, anxiety, concern and nervousness.
- Expressing sympathy, relief and hope.
- Expressing disappointment, resignation, regret and embarrassment.
- Expressing surprise, astonishment, admiration and pride.
- Expressing fondness.
- Expressing physical sensations.

Requests, instructions and suggestions

- Giving instructions and orders in a direct, softened and concealed way.
- Asking for objects, a favour or help in a direct, softened and concealed way.
- Begging.
- Repeating a prior or assumed command.
- Responding positively to commands, requests or pleas with or without reserve.
- Avoiding commitment by refusing politely or categorically.
- Asking for and giving permission with or without objection. Denying permission.
- Prohibiting and repealing a prohibition.
- Making proposals and suggestions.
- Making offers and invitations.
- Requesting for confirmation of a prior proposal.
- Accepting, with or without reserve, or refusing a proposal, offer or invitation.
- Advising, warning, threatening and reproaching.
- Making promises and commitments.
- Offering oneself to do something.
- Calming, comforting and cheering up.

Discourse structure

- Greeting and responding to greetings.
- Asking for a person and answering.
- Asking about the state of things and responding as to whether things are going well or not.
- Taking the floor in conversation.
- Requesting that a discourse should start.
- Introducing the main idea of a discourse.
- Reacting to a discourse by asking for it to begin or by hindering it.
- Showing interest in what is being said.
- Monitoring the interlocutor(s) attention.
- Introducing facts.
- Organising information. Linking elements. Rephrasing utterances. Highlighting an element.
- Introducing a 3rd speaker's words. Quoting.
- Opening and closing digression.
- Rejecting a topic or an aspect of a topic.
- Interrupting, indicating possible return to discourse, asking someone to remain silent.
- Turn taking in conversation.
- Indicating a desire to continue a discourse. Concluding a discourse. Introducing a new topic.
- Suggesting conclusion. Refusing to conclude by suggesting a new topic.

2. SOCIOCULTURAL AND SOCIOLINGUISTIC COMPETENCE AND CONTENTS

Learners at this level need to have a good command of the necessary knowledge, skills and attitudes in order to cope extensively with the social dimension of language usage both in the comprehension and (co) production of oral and written texts.

This includes familiarity with linguistic markers of social relations, politeness conventions, mode and role indicators, expressions of folk-wisdom, register differences, dialect and accent.

Sociocultural aspects, topics and tasks

- Everyday living habits and customs, timetables, food and drink, manners, festivals, leisure activities. Living conditions: the standard of living, housing, social assistance and education.
- Personal relations: social structure, between genders, people of the same and different ages, relatives, at work, with teachers and students, with authorities, with those offering or demanding services.
- Values, beliefs and attitudes: social classes, groups, money, tradition, history, minorities, religion, politics and humour.
- Body language.
- Social conventions: punctuality, presents, invitations, celebrations and politeness.
- Ritual behaviour: ceremonies, events, performances and parties.

The development of sociolinguistic competence

The usage of language involves the knowledge, comprehension and the implementation of its social dimension. Thus, the language skills and resources need to be activated in relation to:

Social relations

- When socialising: recognising, using and knowing how to respond easily and with flexibility to greetings and address forms, leave-taking, addressing a well-known or unknown person, introducing oneself or someone

else, reacting when being introduced, reacting to some information or an account, asking for information or a favour, giving thanks, apologising, asking for and giving permission, asking for people, congratulating, praising, offering, accepting, excusing oneself for something, inviting, toasting, welcoming, thanking, expressing feelings on specific occasions and reacting in these situations, employing appropriate forms of address and checking comprehension.

- Using social formulas appropriately in texts: personal letters and messages (messaging, emails, mails), brief conventional social texts (invitations, giving thanks, apology, request for service), formal letters, questionnaires, reports, notes, messages in professional, academic and leisure contexts, and participation in virtual forums.
- Being aware of and using formulas and expressions appropriate to the level of formality or informality required.
- Recognising the value of a change in treatment (trust, respect, closeness and distancing)
- Cooperating and reacting during interaction by making use of resources and codes of the target language and culture.
- Knowing the meaning of commonly used expressions and sayings and using them.
- Adopting an attitude (posture, gestures, distances, asking about the weather, silence) and appropriate language when meeting people for the first time.
- Knowing the significance of and using the different gestures common in the culture.
- Recognising and adapting to the behaviour related to physical contact (shaking hands, kissing, personal space and keeping eye contact or not).

Standard language and varieties

- Using an appropriate register of formality and informality with ease.
- Distinguishing between a formal and an informal situation and adapting the way of interacting to what it is usual in that culture (official, ritual, formal, informal and intimate situations).
- Distinguishing between oral and written language.
- Being aware of a variety of colloquial and idiomatic expressions and being able to use them at the right time (oral, written, messaging and chats).
- Understanding audiovisual content in which slang and idiomatic code might appear.
- Being aware of the dialect variety which is being used.

Cultural references

Knowing:

- the double entendre or the coarse sense of some expressions.
- the exact or relative value of time expressions in the target language.
- the aspects which may be construed as offensive or taboo in the culture of the target language.
- the sense of interferences which may make lead to comical or derogatory reactions.
- the meaning of expressions and sayings and being able to use them.
- the meaning of expressions referring to characters and events.

3. INTERCULTURAL COMPETENCE AND CONTENT

Good command of intercultural knowledge, skills and attitudes which would allow the fulfilment of easy and efficient mediation activities:

- Other-awareness and sociolinguistic awareness.
- Specific cultural knowledge.
- Observation and listening.
- Evaluation, interpretation and relation.
- Adaptation, impartiality, respect, curiosity, open-mindedness and tolerance.

4. STRATEGIC COMPETENCE AND CONTENTS

Comprehension of oral texts

Efficient selection and application of the most suitable strategies on a case-by-case basis for the understanding of intention, general sense, main ideas, important information, relevant aspects and details as well as the opinions and attitudes of the speakers, both implicit and explicit.

- Perceiving effortlessly the communicative intentions and grasping the main and secondary ideas, topic changes, opinion differences and nuances of oral texts, even in complex ones.
- Identifying both explicit and implicit meanings, even with acoustic distortion.
- Taking into account the situation and context in order to understand the message.
- Developing general comprehension skills, even when not all the words in the text are familiar.
- Applying suitable, spontaneous or intentional strategies for an efficient and effective understanding

Production and co-production of oral texts

Command of discursive and compensatory strategies which facilitate communication, efficiently adjusting discourse to each speech event as well as making occasional difficulties imperceptible.

- Knowing how and when to initiate or engage in a conversation, expressing one's ideas and opinions in a clear and precise manner, contributing effectively to the development of the topic and helping achieve a satisfactory conclusion of the interaction.
- Achieving the purpose of communication in an effective, clear and precise fashion within any social and professional situation, highlighting what is considered most important.
- Grasping and using the customary conventions (public or personal) when interacting (form of address, gestures, manners) even in colloquial circumstances.
- Adapting register, treatment, expressions, attitude, distance, movements and tone of voice to the communicative purpose, to the type of text/discourse, to the speakers, the channel and the place.
- Understanding the communicative intentions (irony, humour, shift in meaning) implicit in an interaction complying with the given context and intonation.
- Conveying an accurate degree of certainty and knowledge of opinions and statements, reinforcing or moderating the assertions.
- Using and accept different verbal courtesy resources to convey agreements and disagreements, warnings, advice, assertions and criticism.
- Requesting and offering explanations, repetitions, and rephrasing in cases of communication errors/failures/misunderstandings.

Comprehension of written texts

Selection and application of the most suitable strategies to understand what is expected or required in each situation, as well as use of contextual, discursive, grammatical, lexical and ortho-typographical aspects with the aim of inferring the author's attitude, mental predisposition and intention.

- Developing strategies to understand long and demanding texts as well as journalistic articles, essays, reports, instructions manuals, reviews, correspondence and literary texts with the occasional use of a dictionary. Being able to grasp the implicit sense as well as to summarize the content.
- Taking advantage of prior knowledge and personal experience to understand the text.
- Making hypotheses about the content and structure of the target text, considering the layout and context.
- Identifying key words and differentiating main and secondary ideas within the text.
- Deducing, inferring and making hypothesis from the understanding of isolated elements in order to understand the global meaning of the text.
- Using linguistic knowledge to make predictions about rules (word formation, derivation, and so on) and meanings.
- Easily selecting the necessary messages and texts.
- Developing general comprehension skills, even when not all the words in the text are familiar.
- Correcting misunderstandings by means of partial or total re-readings of the text.

Production and co-production of written texts

Flexible and efficient application of the most suitable strategies on a case-by-case basis in order to produce a wide range of complex written texts adjusted to a specific context, encoding the message and the communicative elements in order to achieve the desired effect on the addressee.

- Developing strategies to produce well-structured texts about a wide range of topics combining information from different sources, including detailed descriptions of feelings, experiences and events; expressing personal opinions and using stylistically suitable language.
- Structuring the text by means of linguistic and paralinguistic elements.
- Anticipating the layout of the text in its main sections: introduction, main body and conclusion.
- Anticipating the ideas which will be developed in the text as well as how they can be effectively expressed through the use of appropriate linguistic resources.
- Selecting and applying the suitable strategies for the mediation of a written text: to explain or summarize the ideas of long and complex texts in a clear, fluent and well-structured manner.

5. DISCURSIVE COMPETENCE

Awareness, comprehension and construction of contextual models as well as complex textual patterns; both in monologue and dialogue forms as well as in written language, in diverse varieties of the language and according to a specific context, including specialized discourse.

Coherence and organization

Adaptation of oral and written texts to the communicative context (text type and format; language variety; register; topic; approach and content: selection of relevant content, selection of syntactic structures, lexical selection; spatial-temporal context: place and time reference)

- Favouring the coherence of the ideas with the intended message and between the ideas themselves, without any misleading or empty elements, even in longer texts and on topics unrelated to one's expertise.
- Organizing ideas in a coherent manner, avoiding unjustified shifts of tense
- Clearly stating and recognize time, spatial or logical progression, theme and rheme, cause-effect, condition-result, thesis-argumentation, conclusion)
- Perceiving and adjust the features, structure and layout of the texts one produces or deals with (letters, messages, interactions, articles, essays, reports, leaflets, warnings, presentations, etc.)

- Employing textual graphic resources to produce a visual embodiment of its structure, as well as recognizing and featuring headings, sections, enumerations, emphasis, quotations and etc.
- Offering necessary and relevant information to achieve communication. Clearly stating when the message is an opinion or an example.

Cohesion and fluency

The internal organization of both written and oral texts. Beginning, development and conclusion of the text: initiating mechanisms (getting in touch); topic introduction; discourse development: topic development (keeping to the topic: co-reference; ellipsis; repetition; reformulation; emphasis. Topic expanding: exemplification; reinforcement; contrast; introduction of subtopics. Change of topic: digression; retaking the topic); ending of discourse: summary/recapitulation, showing the ending of the text and ending the text.

- In input or output texts, recognizing and using easily a range of discursive markers and the intonation indicating the different moments of a discourse.
- Contextualising the message with the appropriate time and spatial expressions.
- Reformulating information, avoiding unintended repetitions, making use of grammar resources and lexis substitution in order to produce a clear and coherent discourse terms of form and content.
- Recognising the value of using connectors and punctuation and being able to use them efficiently so as to produce a flexible, precise, clear and coherent discourse.
- Maintaining time coherence and verbal aspect throughout the whole text.
- Performing spontaneously showing accuracy, fluency and ease in interactions and interventions, even in long periods.

Texts

The term text makes reference to any stretch of language, oral or written, that a user of the language can receive, produce or exchange.

The type of communicative tasks determines the texts in this level, which can be extended and complex, even about technical topics that may not fall within the user's field of specialization. The texts may contain jargon and colloquial and idiomatic expressions. The ideas developed in the text may be implicit or explicit and may include irony or humour.

What kind of texts are read?

Texts are read with a specific purpose in the context of given tasks. At this level, texts are long and complex and deal with a wide range of concrete and abstract topics.

- Printed and digital press: news, reports, interviews, editorials, opinion articles, essays, etc.
- Advertisements that may involve sociocultural aspects.
- Extended and complex reports.
- Extended and complex letters, messages and e-mails of a personal, commercial or professional nature.
- Websites offering general and specialized information.
- Textbooks.
- Novels, tales, biographies, comics and other types of prose.
- Plays and poems of a certain degree of complexity.
- Song lyrics.
- Reviews of books, films and plays.

- Bilingual and monolingual dictionaries.
- Diaries, guides, timetables and brochures.
- Tourist and commercial leaflets and brochures.
- Instructions of a public and professional nature: norms, instructional manuals, recipes, DIY leaflets, etc.
- Texts of general administrative use.

What kind of texts are listened to?

Texts are listened to with a specific purpose in the context of given tasks. In this level, texts are long and complex and deal with a wide range of concrete and abstract topics. The oral texts may not have a clear structure and their acoustic environment may be distorted by noise. Recordings may not be of the best quality.

- Extended and complex speeches, lectures and presentations which deal with a wide range of concrete and abstract topics.
- Extended and complex conversations, formal and informal, among several speakers.
- Extended and complex instructions of a public and professional nature.
- Round tables and debates.
- Online, radio, and TV broadcasts of various kinds.
- Advertising (online, radio and TV commercials).
- Films and documentaries of various kinds.
- Shows: plays, entertainment, songs, etc.
- Jokes and anecdotes.
- Instructions and messages recorded on answer machines or messaging apps.
- Formal or informal telephone conversations and video conferences.

What type of texts are produced?

Texts are produced with specific purposes in the context of certain tasks. At this level, texts might be long and complex, on a vast range of abstract or current topics.

Oral texts

Interaction

- Both formal and informal face to face conversations, even on abstract, complex and unfamiliar topics.
- General interest negotiations.
- Both formal and informal telephone conversations.
- Audio messages through apps.
- Exchange of points of view.
- Conflict management.
- Face to face or telephone transactions, even of a complex nature.
- Acquisition of goods and services.
- Instructions of a professional or public nature.
- Obtaining certificates (residence, health, etc).
- Public debates or discussions of certain complexity (of personal, academic or professional nature).
- Interviews (jobs, studies,…) as an interviewer or interviewee.
- Part taking in formal meetings related to their field.
- Public presentations of certain length about complex topics (projects, reports, experiences,…).

Production

- Presentations, even on abstract, complex and unfamiliar topics.
- Announcements, instructions, rules, advice and prohibitions.
- Detailed accounts of events, experiences, anecdotes and projects.
- Narration of stories.
- Argumentation, justification and explanation of ideas.
- Description of a problem.
- Event openings, book and film presentations and introduction of people.
- Reviews of books, films, TV programmes, etc.

Written texts

Interaction

- Personal, commercial or professional letters and emails.
- Social networks and instant messaging applications.
- Participation in virtual forums. Chats.
- Instructions of a public or professional nature.
- Simple contracts (work, rent).

Production

- Informative texts.
- Discursive texts.
- Opinion articles and essays.
- Descriptions of people, objects, activities, processes, services, places, plans and projects.
- Stories about personal experiences, real events or imaginary events.
- Public or professional reports.
- Personal diaries.
- Biographies.
- Job applications.
- Summaries.
- Reviews of films, novels, plays, shows, etc.
- Academic work (compositions written inside or outside the classroom).

Topic areas

- Personal identity, history and development.
- Housing, home and physical environment.
- Daily life activities.
- Culture and society.
- Human and social relations.
- Free time, leisure and shows.
- Physical education and sport.
- Transport and mobility.
- Geography and trips.
- Mass media.
- Political, social, and human current affairs.

- Design, trends and fashion.
- Multiculturalism.
- Globalization.
- Privacy and security.
- Health and physical care.
- Nutrition.
- Education.
- Work and professional development.
- Economy and business.
- Consumption, shopping and trade.
- Goods and services.
- Language and communication.
- Literature.
- History.
- Music.
- Art.
- Beliefs, customs, values and rituals.
- Human behavior and psychology.
- Nature, climate, weather conditions and environment.
- Science, research and technology.

6. LINGUISTIC CONTENT

<u>Grammar</u>

- **Noun structures**

<u>Uncount nouns used as count nouns</u>
Mostly food and drink items, *e.g. curry/a curry, wine/two wines, coffee/a coffee* but also *death/a death in the family, joy/a joy to see,* etc.

<u>Uncount nouns ending in"s"</u>
These are most commonly associated with certain activities and subjects of study, games and medical conditions, e*.g. mechanics and mathematics, billiards and cards, diabetes and measles,* etc.

<u>Plural nouns</u>
a) Plural forms
Apart from the more common irregular forms like *man/men,* etc*.,* invariable unmarked plurals *(cod, salmon, folk, vermin, police, poultry*).
b) Always ending in "s"
While many of these words may have a singular form, the form ending in "s" will have a different meaning and context, e.g*. brains and grounds, services and matters, overalls and binoculars*, etc.
Some of these examples are more commonly used with determiners, for example those commonly used with "the", e.g*. proceeds, authorities, premises,* etc*.*
c) Foreign plurals: *-is/-es (crisis/crises); -us/-i (alumnus/alumni); -on/-a (criterion/criteria).*

<u>Compound nouns</u>
a) Most compounds are one- or two-word, unhyphenated forms which can be count and uncount nouns.

- Count compounds like *headache or home help.*
- Uncount compounds like *makeup or common sense.*
b) Hyphenated forms
Some two-word compounds, mostly derived from phrasal verbs and the majority of three- or more word compounds are hyphenated, e.g. *passer-by, T-shirt, set-up, sit-in,* etc. / *father-in-law, one-night stand, three-piece suite, do-it-yourself,* etc.
c) Plural compounds
In two- or more word count compound nouns the plural inflection is added to the headword in the group, e.g. *passers-by and runners-up, fathers-in-law and one-parent families.*
d) Binomials formed by noun + *and* + noun *(aims and objectives, trial and error, health and safety).*

Quantifiers and Partitives
- The less common quantifiers like: *loads of, heaps of, the remainder of, zillions of,* etc.
- The more common partitives used with count and uncount nouns, e.g. a *drop of, a grain of, a scrap of,* etc. and those referring to groups, e.g. *a team of, a flock of, a bunch of,* etc.

Genitive case
- *Genitive + of* structure, instances in which *of* or *´s* can be admitted (*We were amazed by the ship´s sheer size / We were amazed by the sheer size of the ship*).
- Expressions indicating value and quantity *(Could you give me a pound's worth of chips?).*

Noun function
- Verb to noun *(Shall I give it a try?).*

- **Pronouns**
- Uses of ONE: impersonal use *(One likes girls)*, as a determiner or indefinite pronoun *(one of these days),* as a *prop-word (the one on the left, the ones I like),* emphatic use equivalent to *only (You are the one person I can trust),* meaning "a certain" *(The house was inherited by one Peter Doyle).*
- IT as an anticipatory subject in *cleft sentences.* Extension *(It was in January that I got the results).*

- **Special use of determiners**
- The use of "some" with numbers to emphasize distance, weight or measurement, e.g. *The computer weighed some ten tons. / He walked some 20 miles to the nearest petrol station.*
- "Some" used as an intensive adjective to indicate wonder or criticism, e.g. *Johnson is some footballer! (= fantastic) / Some holiday we had! We landed in the middle of a typhoon (=awful).*
- Abridged vocabulary in notes, headlines, advertisements *(House for sale; Fan strikes footballer).*
- Multiples *(double-fold, sevenfold).*

- **Adjectival structures**
Predicative use of adjectives followed by various prepositions:
- followed by "to", e.g. *prone, accustomed, devoted,* etc.
- followed by "of", e.g. *aware, fond, capable,* etc.
- followed by other prepositions, e.g. *compatible with, steeped in, hampered by,* etc.

Attributive only:
- *Former, latter, inner, outer, upper, joined, lesser, etc. (joint efforts, outer space).*

Adjectives that change their meaning according to their attributive or predicative use:
- *Glad news/I'm glad; ill luck/he´s ill; a sick man/he's off sick.*

Idiomatized expressions with adjectives:
- *The president elect, court martial, from time immemorial.*

Compound adjectives
These may be classifying, qualitative, or colour adjectives. A common feature of two or multi-word compounds is that they are hyphenated, e.g. *low-paid, man-eating, down-to-earth, sky-blue, out-of-the-way,* etc.

Foreign language compounds
These are mostly borrowings from Latin or French and are seldom hyphenated, e.g. *a priori, ad hoc, per capita, cordon bleu, à la mode,* etc.

The position of adjectives
The position of adjectives after *as, how, so, too, this, that* used in formal register: *as/how/so/too/this/that* + adjective + a/an + noun phrase, e.g. *It was <u>so warm a day</u> that I couldn´t sleep.*
Adjective preceded by *too, rather, so (rather a good idea / a rather good idea).*

Comparison structures
- Adverbs and adverbial phrases used to modify comparisons: *a great deal, (quite) a bit, (quite) a lot, any, considerably, even, far, just, little, much, no, slightly, somewhat,* e.g. *The holiday turned out to be a good deal more expensive than advertised.*
- Adverbs and adverbial phrases used to modify superlatives: *by far, far and away, easily, far from, much, quite,* e.g. *It was far and away the best concert we´d ever been to.*
- Other comparison modifiers:
1- *nearly, almost, just, half, twice, easily* etc. *as ... as,* e.g. *It was twice as difficult as I had expected.*
2- *not (nearly / quite) as, so ... as,* e.g. *The meal wasn´t quite as good as what we´d been led to believe.*
3- *nothing like as … as, nowhere near as … as,* e.g. *English wines are nowhere near as sophisticated as French wines.*

- **Adverbial structures**
- Adverbs that modify a whole sentence (*by and large, funnily enough*).
- Forms that may lead to confusion:
To differentiate between adjectives and adverbs with the same form, e. g. *straight, fast, well, hard,* and those ending in *–ly,* e.g. *fair/fairly, free/freely, late/lately, short/shortly, hard/hardly, near/nearly, fine/finely, high/highly, right/rightly, wide/widely.*

- **Verbal structures**
Phrasal verbs
Awareness of the five principal phrasal verb structures and the significant differences in meaning between identical transitive and intransitive forms:
- Type -1 (verb + particle + object)
e.g. *look for, come across, call on*, etc.
Let´s look for a place to eat.
- Type -2 (verb + object + particle / verb + particle + object)
e.g. *take off, put on, find out,* etc.
He took off his shoes and stretched out on the sofa.
He took his shoes off and stretched out on the sofa.
Find it out. I mean, find out where they´re at.
- Type -3 (verb + particle + Ø)
e.g. *take off, mess around, doze off,* etc.
We took off on time but were delayed because of turbulence en route.

- Type -4 (verb + particles + object)
e.g. *look forward to, get on with, put up with*, etc.
Everyone´s looking forward to the holidays right now.
- Type -5 (verb + object + particles)
e.g. *take sb up on, let sb in for, talk about of,* etc*.*
I might take you up on that offer some day.
You don´t know what you´re letting yourself in for.

• Verb Tenses

Present
- Simple Present:
Stressing the present form to highlight or correct a fact about the present, e.g. *She doesn´t know much about physics but she <u>does know</u> quite a lot about chemistry*; to highlight some emotion about the present, e.g. *I <u>do hate</u> football.*
- Present Progressive:
To describe irritating or curious habits (often using *always),* e.g. *He´s always chewing gum in class.*
- Present Perfect Simple:
To express the future (in time clauses), e.g. *Next week has taken on a new significance.*
- Present Perfect Progressive:
To express the future (in time clauses), e*.g. We´ve been delaying the start of the race till Williams arrives.*

Past
- Simple Past:
Stressing the past form to highlight or correct a fact about the past, *e.g. She didn´t know much about physics but she <u>did know</u> quite a lot about chemistry*; to indicate emotion about the past, e.g. *I <u>did enjoy</u> the visit to the museum!*
- Differences in the use of Used to/Would. *Would*: To describe habits, especially about the distant past, e.g. *He would drive an old Mercedes into town on Saturdays. Used to:* To describe both habits and states, especially about the distant past, e.g. *He used to drive his old Mercedes into town on Saturdays / He used to have an old Mercedes / She used to be a school mistress before her wedding.* Related structures: *Be used to/Get used to – ing.*
- Past Continuous:
To describe irritating or curious past habits (often + *always),* e.g. *She was always turning up just as we were sitting down to dinner.*

Future
- Expressions with a future meaning: *be to + infinitive* to indicate events scheduled for the future *(The President is to give a speech at the beginning of the ceremony)* and orders/instructions (*You are to take the medicine three times a week).*
- *Be (just) about to; be (just) on the point/verge of; be due to.*

• Modal verbs
The use of modal verbs <u>to preface statements in spoken or written texts:</u>
- Must
I must say I like your coat.
It must be said there´s no need for action at this stage.
- Should
I should explain that it isn´t easy to do.
I shouldn't wonder that nobody has survived.
- Ought

I ought to stress that what you´re doing is unnecessary.
- Can
Perhaps I can mention another example.
Can I suggest you take a taxi?
- Could
Perhaps I could ask a favour. Could you post this for me?
Could I recommend you make a phone call?
- May
This, it may be added, is scandalous.
- Might
What you´re doing, it might be said, seems to me a travesty of justice.
- Will
I will begin by saying that examples are essential in this case.
- Would
I would guess this may well take a century to complete.

Expressing criticism or reproach:
- Criticising someone´s behavior in the past: *should have, shouldn´t have, ought to have, oughtn´t to have*, e.g. *You <u>shouldn't have</u> drunk so much last night.*
- Expressing disapproval of someone´s behaviour in the past: *could have, might have,* e.g. *John <u>might have</u> been more helpful / You <u>could have</u> cleaned up after you last night.*
- Criticising someone´s behavior in general: w*ill,* e.g. *Your mother <u>will</u> be so nosey.*
- Criticising someone´s behavior in general in the past: *would,* e.g. *Then the teacher <u>would</u> get so angry. Why take it out on us?*

Expressing advice or making suggestions
May/Might as well: to suggest that although the suggestion is not perfect, there is no better option, *e.g. We may/might as well watch this as there is nothing else on.*

- **Passive structures**
- Accounts of processes and scientific experiments in publications like journals, handbooks and instruction manuals, e.g*. The contents are heated to boiling point so that viruses are destroyed / Batteries not included.*
- For impartial or dramatic effect in reporting, e.g. *Drunken supporters are alleged to have rampaged through the hotel / The route to the Town Hall was crowded with enthusiastic supporters.*
- Commonly found in newspaper headlines, e.g. *Parrot held in custody / Water found on Mars.*
- Use of prepositional phrases to avoid awkward passive structures.
Normally the present perfect, past perfect, future and future perfect continuous tenses are not used in the passive. The following prepositional phrases are used instead, e.g., *in progress, in training, on display, under consideration, under construction,* e.g*. By the time they came to a decision, the problem ~~had been being considered~~ / had been under consideration for some time.*
- Passive constructions with prepositional intransitive verbs *(He was laughed at).*
- The infinitive in passive constructions (*To be given the role of Hamlet was his greatest ambition*).

- **Subjunctives**
Use of the subjunctive:

Form and use:
- Use in constructions with *demand, insist, suggest, require (They demanded that he come to work on time).*
- Constructions with: *It's [high/about] time [that] (It's about time you paid a visit to your parents).*
Alternatives to the use of the subjunctive:

- In neuter registers: *should + infinitive (It is vital that every applicant should complete the form in triplicate); for + subject + to + infinitive (It is vital for every applicant to complete the form in triplicate).*
- Informal: *present/past simple (It is vital that every applicant completes the form in triplicate).*
- Formal: (*It is vital that every applicant complete the form in duplicate).*
- In idiomatized expressions *(Long live the republic!; I'll take him to court if need be; Be that as it may; Come what may).*
- In orders: you + Verb infinitive *(John, you be a good boy and eat your spinach!).*
- *Suppose* and *Imagine* + simple past to express wishes or surprise, e.g. *Imagine we won the pools / Suppose someone told you that I was a spy.*
- Use of past perfect to indicate past subjunctive, e.g. *Imagine we´d never met*

- **Verb Complementation**
- Use of "it" combined with the verbs *find, think, consider + adjective,* e.g. *I consider it incredible that they are still together, would like/appreciate it if… ,* e.g.*I would love it if they could come to the dinner, and hate/love/like it when….,* e.g. *I hate it when people turn up late.*
- Use of the subjunctive with verbs or expressions that indicate preference or need, e.g. *The doctor suggested that Sam take some time off / It is very important that Greg not know about this.*

- **Sentence structure**

Simple sentences
- The correct order of grammatical elements in each type of simple sentence or clause.
- Concord between subject and predicate, attributive and predicative complements.
- Concord between verbs and their collective nouns or numerical subjects.
- Clauses without stated subject: use of *one*, inclusive *you/we*.

Complex sentences
- Affirmative and negative coordination. Types of coordination and links.

NOMINAL CLAUSES
- That-clause as subject *(That so many children are born into poverty is a disgrace).*
- Nominal clauses with an infinitive as subject (*To swim in the sea may be dangerous).*
- Nominal clauses as predicative complements *(The idea was that I made tea because Philip was helping us out).*
- After the empty subject IT, *e.g.* It´s obvious how the thieves broke in.
- After the empty complement IT, *e.g. I hate it that she still smokes.*
- After the empty complement IT + noun or adjective, *e.g. They consider it an offence when women don´t cover their heads / Many people thought it odd that no one called us.*

CLEFT SENTENCES
- The thing that; What; What … do/did; What happens/happened is/was…, *e.g. What Phil does is organize the outings / What happened was he didn't know what to say;* All (that)…is/was, e.g. *All that William does is (to) practice the drums all day.*

RELATIVE CLAUSES
- Quantifying determiners such as: *Some/Any/None/All/Several/Both* used before *Which/Whom* in non-defining relative clauses, e.g. *We interviewed 15 applicants, none of whom spoke German / She can switch between German or Russian, both of which she speaks fluently.*

PARTICIPLE CLAUSES
- To indicate time relations: *present/past participle (Having finished his work, he went home).*

- To indicate reason: *present/past participle (Knowing his tastes she bought him a science fiction novel; Written in an unknown language, the inscription couldn't be deciphered).*
- To indicate a condition, *e.g. Given the chance, I'd definitely study pharmacology.*
- To introduce nominal clauses, *e.g. Closing the factory would mean unemployment for many of the town's workforce.*

CONDITIONAL SENTENCES
- Emphatic use of *should (If you should see her this afternoon, tell her I'd like to see her)* and *was/were (If you were to wake up before me, give the baby its bottle).*
- Conditional sentences with *will/would* to indicate that the condition depends on the speaker's will *(If you will/would come tomorrow, we could revise for the exam).*
- Sarcastic conditional sentences *(If that guy is an architect, I am the Pope).*
- Conditional structures triggering inversion, *e.g. Should the drought continue, ... / Were we to stop using fossil fuels, ... / Had Charles Darwin not visited the Galapagos islands.*
- Other conditional structures: *As/So long as; Provided / Providing (that); On condition (that); Suppose / Supposing; Imagine; What if…; If it wasn't/weren't for + noun; Were it not for + noun; But for + noun; If it hadn't been for + noun; Had it not been for + noun; If…(should) happen to; If ... happened to; If so/not; Otherwise; Unless; In case of + noun; In case, e.g. Had it not been for your help, I'd have failed / But for your help, I would have failed.*

UNREAL TIME
- Use of the past simple or the past continuous in relation to present, future or situations in general. Likewise, using the past perfect simple or the past perfect continuous referring to hypothetical situations in the past, *e.g. I wish I knew the answer / If I were a rich man, I'd give it all away / I would have come if I'd known.*
- Wish / If only + would: used to criticize or express regret about someone or something, *e.g. I wish you wouldn't keep dropping your cigarette butts on the stairs. / If only he would get his haircut he might stand a chance of being picked for an interview.*

CONCESSIVE CLAUSES
- *even if/though, for all (that), in spite of, despite the fact that*, e.g. *He bought me a lovely necklace though he couldn't really afford it.*
- Other structures: *Try as he might, he couldn't put up with the pain; However hard he (might have) tried, he couldn't put up with the pain; Hard though/as he tried, he couldn't put up with the pain; Much as he tried, he couldn't put up with the pain; No matter how hard/how much he tried, he couldn't put up with the pain.*

INVERSION AFTER NEGATIVE ADVERB AND ADVERBIAL PHRASES
Position and alternative position of adverbs and adverbial phrases in sentences:
- Time reference *(no sooner...than, hardly/scarcely, barely...when, not until, not since, only after, only when).*
- Frequency: *Hardly ever, seldom, rarely (Hardly ever did he wear a suit), (Seldom will you see such beautiful blooms).*
- With *only* for emphasis *(Only by patience and hard work will we find a solution).*
- In sentences with *no (On no account are you to repeat this to anyone),* with *Under no circumstances (Under no circumstances should she be allowed to go near the child).*
- In sentences with *Little (Little did he expect to gain from the experience).*

INVERSION AFTER ADVERBIAL PHRASES OF PLACE (+ VERBS OFMOVEMENT)
- *Here, There,* place adverbial phrases, e.g. *Beside the Town Hall stood the public library / Next to him on the rostrum stood the president.*
- Participle phrases, e.g. *Running down the road was a young man with a gun in his hand.*

N.B. Note that when the subject is a pronoun there is no inversion, e.g. *Down the road he ran with a gun in his hand.*

INVERSION AFTER SO + ADJECTIVE/SUCH + NOUN
e.g. *So devastating were the floods that some areas may never recover / Such was the force of the storm that the trees were uprooted.*

Discourse

- **Ellipsis**
- Omission of Infinitives or Wh-clauses:
We can omit an infinitive when the meaning is clear, but we keep the TO, e.g. *He didn´t win the competition even though he had expected to (win it); Dr Angelo said he was going on a call but he didn´t say where (he was going to).*
- Omission of the subject at the beginning of short sentences in informal English (*<I>Must go now. It´s getting late*).

- **Substitution**
- Use of *so* and *do so* to avoid repetition of statements, (e.g. *James says you took his book. If so, you must return it / She refused his offer of marriage, then regretted doing so (having done so)*).
- Use of That (not It) to emphasize an action or make a contrast with a preceding statement, e.g. *Many people exaggerate the value of items claimed in insurance forms. I really couldn´t do that.*
- Use of This/That to substitute a clause, e.g. *…they may improve the impact resistance of some materials. This still requires confirmation…*

- **Inferences**
- Implicit or inferred information in *intonation: irony, sarcasm, etc.*
- Metaphors.

- **Coherence and cohesion**
Discourse markers:
o prefacing what is about to be said: *With reference to; Talking of; As for; As far as X is concerned; Have you heard of X …?*
o putting forward a point*: For one thing... and for another; Besides; On the one hand; …*
o contrasting two ideas*: Whereas; While; …*
o refuting a point: *Mind you; In spite of this; Nevertheless; …*
o reasserting an argument: *Even so; All the same; That's true but; …*
o stressing the importance of the following statement: *Anyway; At least; In any case; …*
o changing the subject of conversation: *By the way; Incidentally; That reminds me; …*
o returning to the previous topic: *As I was saying; Now, where was I?; …*
o adding information: *On top of that; As well as that; Too; Also; In addition; Not only; …*
o generalizing: *On the whole; In all/most/many cases; Generally/Broadly speaking; …*
o indicating a logical outcome: *Therefore; Consequently; That means; …*
o summarizing: *All in all; To sum up; In short; In a nutshell; To cut a long story short; …*
o clarifying and reformulating: *Actually; That is to say; In other words; Or rather; I mean (to say); …*
o giving a personal opinion: *I feel; I reckon; In my view; More or less; Kind of / Sort of (informal); I suppose; …*
o introducing a personal opinion: *Honestly; Frankly; No doubt; As far as I´m concerned; I find; …*
o gaining time to think: *Let me see; You know (what I mean); Kind of / Sort of; Well eh; …*
o trying to convince: *After all; No doubt; In fact; …*
o indicating a speaker´s expectations have not been fulfilled: *Actually; To tell the truth; As a matter of fact; …*

o indicating agreement or disagreement: *Absolutely; Definitely; No way; Oh, come on!; ...*
o sequencing: *First (of all) / Firstly; Secondly; Finally; Lastly; …*
o excluding information: *Except (for); Apart from; …*
o giving examples: *For example; For instance: Such as; Take; It´s like; …*
o ways of implicating the listener(s): (*Talking about the boss, right?*); "Tag questions" (*You like spaghetti, don´t you?*); *Do you see / follow?; …*
o ways of expressing emphasis: The focal point in postposition: (*You are the one; What I want is ...*); emphatic "do/did" (*I do believe that...*); use of "both": (*I phoned both my aunt and my cousin*); using reflexive pronouns: (*She cooked all the food herself*); stress changes: (*I will take care of the baby*) and personal pronouns used in imperatives: (*Don't you worry!*).

• Theme and Focus
- *Fronting (That bowl we got in Italy. The other one is from Spain, I think).*
- *Headers (That key, did you put it there or did I?)* and *tails (It's driving me crazy, this).*
- *Anticipatory* IT *(So, it was in March that you went).*
- *Reduplication (I've told you time and time again not to pick your nose).*
- Emphasis on new details of the information provided *(Bond, James Bond).*
- Noun function *(My poor health meant I had to stay at home).*
- Adjective function *(She seemed most insistent that we should know it).*

Lexical & Semantic Components

The more demanding types of interaction and authentic text types encountered at higher levels require a broader lexical repertoire. More especially, learners need a working knowledge of such lexical devices as:
- extension of lexicon from the same semantic field and understanding of common and differentiating features *(peep, peer, look, browse).*
- words that change their meaning according to where the stress goes *(to record/a record).*
- word formation (prefixing, suffixing, compounding, etc.) with a change in category: noun↔verb (*bottle/to bottle*), verb↔noun (*to bore/a bore),* adjective↔noun *(daily/a daily),* adjective↔verb *(humble/to humble).*
- reduplications *(chit-chat, wishy-washy, see-saw).*
- abbreviations *(BBC, VIP, GP)* and acronyms *(AIDS/Aids, NATO/Nato).*
- back-formation *(sightseeing→sightsee, intuition→intuit)*
- discourse structures (pronominal reference, linking words and phrases, synonymy, etc.).
- compound prepositional phrases, (e.g. *In front of, Under the auspices of; ….*).
- common collocations, (e.g. with head words like *do, make, get, end, mind*, etc.).
- blending (merging words like *breakfast with lunch = brunch;* etc.).
- borrowings (foreign words: *robot, guru, junta, haute cuisine; ….*).
- expressing nuance (intensifiers, downtoners, focusers, etc.).
- proverbs, (e.g. *Too many cooks spoil the broth; ….*).
- extension of common sayings related to situations and topics outlined in the programme. Use in context. *"A change is as good as a rest".*
- phrasal idioms, (e.g. *kick the bucket* = to die).
- phrasal verbs, (e.g. *set off, break down,* etc.).
- extension of the use of resources offered by the language: comparatives, metaphors and expressions used in figurative sense.

Phonology & Spelling

• Phonic devices

- Recognition of common cases of vowel reduction, elision and strong and weak forms especially in casual or colloquial conversation *(common cases of schwa /ə/)*.
- Identification and production of stressed and unstressed grammatical items (articles, prepositions, conjunctions, etc.).
- Common examples of assimilation – words run together in a sentence: *I_got_up_at_eight. // Don't_ you_like_it? // Give_me_the_money!*
- Insertion of /r/, /w/, /j/ between words ending and starting with a vowel sound to facilitate pronunciation. *I saw /r/ Alice // I want two /w/ eggs // In the /j/ end.*
- Pronunciation of auxiliary verbs in short Wh- questions in casual or colloquial conversation: *What do you want? / What does he do?*; *Where have you been?*; *Where did he go?,* etc.
- Syllable lengthening, for dramatic effect and in interjections like "*ehm, well*" to gain time to think and hold the floor.
"What did you think of the music?" "Well… it was interesting"
"What's the time?" "Let's see, it's ehm… nearly seven."
- Pronunciation of expressions with no actual meaning used in casual or colloquial conversation, (e.g., *Sort of; Like; You know; I mean; Kind of; ….*)
- Use and pronunciation of the words *Right/Now/OK*, used with a rising intonation to indicate another section or stage in giving instructions.
- Consolidation of the correspondence between stress and punctuation: appropriate intonation as signalled by the full stop, comma, colon, semicolon, hyphen and brackets.
- Uses of emphatic stress patterns:
o Additional stress to qualify or correct a previous statement, e.g. *I hear you have a boat.* "*A small boat, yes.*"
o To emphasize a certain important part of a statement, e.g. Y*ou have to check in at five. You have to check in at five. You have to check in at five*.
o To stress alternatives in options, e.g. *Do you want a super burger or a regular burger?*

- **Intonation**
- Intonation in statements: different types of statements (ordinary, categorical, indicating insinuation, uncertainty or in enumerations).
- Intonation in statements with a rising intonation *(You're ready?)*.
- Intonation for the different communicative functions and different tones (serious, angry, sarcastic, loving).
- Simple sequences with common intonation. Sayings and easy poems.
- Intonation in *tag-questions*. Revision and extension.
- Affirmative sentence + *negative tag* with rising intonation leading towards an affirmative answer *('You've worked hard, haven't you?' 'Yes, I have')* but also open to a negative answer *('No, I haven't')*.
- Negative sentence + *affirmative tag* with rising intonation leading to a negative answer *('He didn´t get it, did he?' 'No, he didn't')* but also open to a *yes* for an answer *('Yes, he did')*.
- Affirmative sentence + *negative tag* with a falling tone leading towards an affirmative answer *('You're coming, aren´t you?' 'Yes, we are')*.
- Affirmative sentence + *affirmative tag* with rising intonation leading to a *yes* for an answer *('He's gone back, has he?' 'Yes, he has')*.
- Negative sentence + *affirmative tag* with falling intonation leading to a *no* for an answer *('She never talked to anybody, did she?' 'No, she didn't')*.
- Rising intonation used in quotations. (I said, '*Can you open the door for me?*' and he said, '*Open it yourself*').
- Also the use of *Anyway/Well* in telling stories or anecdotes.

- **Spelling**
- Punctuation marks and their conventions of use.
- Consolidation of the least frequent punctuation signs.
- Revision and extension of the differences in spelling between British and American English.

- Typographical conventions and varieties of font for typed texts.
- Logographic signs in common use (e.g. @, &, $, £, €,# etc.).

ASSESSMENT

Listening comprehension

- Can easily appreciate differences and subtleties in register on account of his/her wide range of sociocultural and sociolinguistic competences.
- Can understand the general meaning, main ideas, details and relevant aspects, as well as the speakers' explicit and implicit opinions and attitudes.
- Can recognize a wide range of idiomatic expressions and colloquialisms in different contexts and can appreciate connotations and shades of meaning.
- Can recognize a rich repertoire of communicative functions and speech acts in a wide variety of registers.
- Can distinguish a wide range of sound, stress, rhythm and intonation patterns.

Spoken production and interaction

- Can use language flexibly and effectively for social purposes, adjusting what he/she says to the situation and the recipient with an appropriate level of formality.
- Can show proficiency in discourse and compensation strategies, which allows the speaker to adapt his/her speech to each situation effectively.
- Can systematically develop well-structured detailed arguments, integrating subthemes with an effective logical structure, with appropriate highlighting of significant points, developing particular points and rounding off with an appropriate conclusion.
- Can express his/her ideas and argue a formal position with clarity and precision. Can respond to complex lines of argument convincingly, confidently, clearly and politely in a formal or informal register, appropriate to the situation and persons concerned.
- Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organizational patterns, connectors and cohesive devices of spoken language.
- Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.
- Has a good command of a broad lexical repertoire, including idiomatic expressions and colloquialisms, allowing gaps to be readily overcome with circumlocutions. Occasional minor slips, but no significant vocabulary errors are made and no avoidance strategies are used.
- Can deliver clearly articulated speech in one of the standard dialects of the target language, using stress and intonation to convey finer shades of meaning.
- Can express him/herself fluently and spontaneously. Only a conceptually difficult subject can hinder a natural, smooth flow of language.
- Can use a suitable phrase to preface his/her remarks, in order to get or to keep the floor. Can acknowledge and respond to interlocutors' comments during interaction.
- Can adapt his/ her contributions to those of other speakers to communicate effectively. Can ask follow-up questions to check understanding and obtain clarification of ambiguous points.

Assessment is carried out according to the following criteria:

Adequacy: task fulfilment and coherence

- Production adjusts to the required timing.
- Register adjusts to the situation and recipient.
- Information is relevant and there are no gaps in the argument.
- Topic organization is coherent, regarding both the main topic and sub-topics as well as other particular aspects.
- Discourse is natural and consistent with the given purpose.
- Discourse is clear and can be complex depending on topic.
- Discourse is internally coherent, regarding logic, time, cause, etc.
- Discourse is socio-linguistically appropriate, within a range of language adjusted to recipient and social context.

Fluency and cohesion
- Can communicate fluently and spontaneously.
- Discourse is fluent and there are no long pauses or hesitations.
- Uses suitable phrasing and discourse markers and pauses adequately.
- Can use reference mechanisms, (pronouns and anaphora) adequately so as not to cause misunderstanding or ambiguity.
- Can use sentence connectors and structures in order to fulfil several functions effectively and flexibly.
- Can use a wide range of linkers, clearly marking relationships between ideas.
- Can take his/her turn to speak effectively choosing suitable phrases according to the discourse function and can relate his/her interventions to his/her interlocutor's.

Discourse range: vocabulary
- Can use a wide range of vocabulary with an adequate idiomatic use.
- Can use a precise vocabulary repertoire to avoid ambiguity or vagueness.
- Can express finer shades of meaning using accurate words, adjectives and adverbs, and is able to resort to comparison, circumlocution and examples.
- Can adapt language to the required task, according to the interlocutor, the sociolinguistic context and the function of the text.

Accuracy: morphology and syntax, pronunciation and intonation
- Can produce spoken discourse with very few morphological or syntactic errors.
- Errors are rare and do not affect common grammar or structural elements.
- Foreign accent is noticeable, but not distracting.
- Can make mistakes occasionally but not systematically. Errors affect less common lexical elements and expressions.
- Intonation is correct and responds to different functions (interrogation, exclamation, etc.), emphasis and the level of formality of the communicative context.
- Can vary intonation and place stress correctly in order to express finer shades of meaning accurately.

Reading comprehension

- Can easily appreciate the background and the idiosyncratic characteristics of the written communication in cultures, communities of practice and groups in which the language is used.
- Can understand and infer the attitude, readiness and intentions of the writer and can draw correct conclusions.
- Can easily identify the content and importance of texts about a wide variety of professional and academic topics without difficulties.
- Can locate relevant details in long and complex texts without difficulties.

- Can recognize genre and type of specific texts in a wide range of registers (familiar, informal, neutral, formal) depending on the context.
- Can locate information or follow the thread of the argument in texts with a complex discourse structure or even texts which are not perfectly structured.
- Has a wide lexical repertoire, idiomatic expressions and colloquialisms, and shows awareness of connotations, shades of meaning, even though he/she may occasionally need to consult general or technical dictionaries.
- Can understand meanings and functions of a wide variety of syntactic structures which belong to written language, depending on context, genre and type of texts.
- Has knowledge of spelling conventions.

Written production and interaction

- Can adapt the message and the means to express it to the situation, recipient, topic and type of text.
- Can adjust the written text to the established conventions in the cultures and communities of the target language.
- Can use organizational patterns, connectors and complex cohesive devices; can illustrate his/her arguments with examples and can give statements and opinions in agreement with his/her communicative intention.
- Can use a vast range of syntactic structures and a wide lexical repertoire.
- Occasional, non-systematic errors in grammar structures and vocabulary.

Assessment is carried out according to the following criteria:

Accuracy: Task fulfilment and coherence
- Fulfills the task (suitable length of points to cover and number of words).
- The content is wholly appropriate to the communicative situation: register, recipient, purpose and type of text.
- The ideas are expressed with a high degree of coherence and without contradictions. They are relevant to the topic and they are very well developed.
- The text shows a linear sequence.

Cohesion and text structure
- Can link sentences and paragraphs using connectors and appropriate punctuation.
- Can use cohesive devices (pronouns, anaphora, etc.) with a high degree of accuracy.

Lexical and morpho-syntactical range and accuracy
- Has a good command of a broad lexical repertoire and demonstrates a high degree of accuracy.
- Can use a wide range of morpho-syntactic structures with accuracy.

Correctness: Syntax, morphology and spelling
- Can produce written texts in which morphological, syntactical or spelling errors are rare.
- Errors in written texts are not systematic and do not affect common grammar structures. They only concern rarely used forms.

Mediation

- Can effectively draw appropriate conclusions and act accordingly in a wide range of registers and styles with great flexibility, according to the circumstances and taking account of sociocultural and sociolinguistic aspects of the cultures in which the language is spoken.
- Can fluently employ the appropriate strategies to adapt the texts he/she must process to purpose, situation and communication channel.
- Can produce a coherent and cohesive text from source texts.
- Can clearly convey the main points of the source texts, as well as the details he/she considers important for the interests and needs of the recipients.
- Can manage interaction between the parties with flexibility so as to facilitate communication, showing understanding and interest; elaborating or asking the parties to elaborate on what has been said with detailed information or relevant ideas; helping the parties clearly express their own stance and repair misunderstandings; returning to the important aspects, initiating discourse or recapitulating to organize the dispute, guiding it to the resolution of the problem or conflict in question.