

Level B2

Level B2 is where descriptors represent quite a break with the content so far. At the lower end of the level there is a focus on effective argument. Running right through it, there are two new focuses. The first is being able to more than hold your own in social discourse and the second new focus is a new degree of language awareness. At the higher end of the level this focus on argument, effective social discourses and language awareness continues. However, the focus on argument and social discourse can also be interpreted as a new focus on discourse skills. This new degree of discourse competence shows itself in conversational management (co-operating strategies). It is also apparent in relation to coherence/cohesion and finally at the higher end of this level there is a concentration of items of negotiating.

Global

Students can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in their field of specialisation. They can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

Self-Assessment for learners

Listening

I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.

Reading

I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.

Spoken Interaction

I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.

Spoken Production

I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skillfully to those of other speakers.

Writing

I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters

highlighting the personal significance of events and experiences.

Learner Outcomes

Students at this level will be able to use the following:

Functions:

Critiquing and reviewing
Describing experiences, hopes and plans
Describing feelings and emotions
Developing an argument
Encouraging and inviting another speaker to continue
Expressing abstract ideas
Expressing agreement and disagreement
Expressing opinions
Expressing reaction
Interacting informally, reacting, expressing interest, sympathy, surprise etc.
Opinion, justification and speculating
Taking the initiative in interaction
Synthesizing, evaluating, glossing info

Grammar

Adjectives and adverbs
Future continuous
Future perfect and Future perfect continuous
Mixed conditionals
Modals – can't have, needn't have
Modals of deduction and speculation
Narrative tenses
Passives
Past perfect and Past perfect continuous
Phrasal verbs, extended
Relative clauses
Reported speech
Will and going to, for prediction
Wish

Discourse Markers

Connecting words expressing cause and effect, contrast etc.
Discourse markers to structure formal speech
Linkers: although, in spite of, despite
Linkers: sequential – past time – subsequently

Vocabulary

Collocation
Colloquial language

Topics

Arts Books and literature
Education
Film
Media
News, lifestyles and current affairs

Learner Training

Alternative memory / associative techniques
Word building
Synonyms / antonyms
Keeping a record of collocation
Use of dictionary to distinguish separability of multi-word verbs
Inferring meaning of unknown words via context

Study Skills

Expand strategies to record vocabulary: mind maps, spider-grams and summaries
Revise vocabulary regularly
Use social networking groups to exchange revision notes and discuss language points
Use video and voice recorder for fluency and pronunciation

Would expressing habits, in the past

practice.

Syllabus: Upper-Intermediate

CEFR Level: B2

Coursebook: English File 4th Edition

Weeks	Units	Language Focus	Skills Focus
1 Progress test 1	1A 1B	<u>Grammar</u> : question formation, auxiliary verbs, the... the... (comparative structure) <u>Vocabulary</u> : working out meaning from context, compound adjectives and modifiers	<u>Colloquial English</u> : interviews, formal and colloquial language <u>Writing</u> : an informal e-mail
2 Progress test 2	2A 2B	<u>Grammar</u> : present perfect simple and continuous, using adjectives as nouns, adjective order <u>Vocabulary</u> : illnesses and injuries, clothes and fashion	<u>Listening</u> : the history of surgery
3 Progress test 3	3A 3B	<u>Grammar</u> : narrative tenses, past perfect continuous, so / such... that..., the position of adverbs and adverbial phrases <u>Vocabulary</u> : air travel, adverbs and adverbial phrases	<u>Colloquial English</u> : talking about children's books, discourse markers <u>Writing</u> : a short story
4	4A 4B	<u>Grammar</u> : future perfect and future continuous, zero and first conditionals, future time clauses <u>Vocabulary</u> : the environment, the weather, expressions with take	<u>Writing</u> : a for and against essay

Progress test 4			
5	5A 5B	<u>Grammar</u> : unreal conditionals, structures with 'wish' <u>Vocabulary</u> : feelings, expressing feelings with verbs or -ed/-ing adjectives	<u>Listening</u> : the British and the weather <u>Writing</u> : an article
Progress test 5			
6	6A 6B	<u>Grammar</u> : used to, be used to, get used to, gerunds and infinitives <u>Vocabulary</u> : sleep, music	<u>Listening</u> : Podcast
Progress test 6			
7	7A 7B	<u>Grammar</u> : past modals (must, might, may, should, can't, couldn't + have), would rather, verbs of the senses, <u>Vocabulary</u> : verbs often confused, the body	<u>Colloquial English</u> : talking about performances <u>Practical English</u> : making suggestions for a night out <u>Listening</u> : a short film on sleep research <u>Writing</u> : describing a photo
Progress test 7			
8	8A 8B	<u>Grammar</u> : the passive (all forms), it is said that..., he is thought to..., reporting verbs <u>Vocabulary</u> : crime and punishment, the media	<u>Writing</u> : expressing your opinion Listening: street interviews <u>Listening</u> : "The Speed of News" – short video
Progress test 8			
9	9A	<u>Grammar</u> : clauses of contrast and purpose <u>Vocabulary</u> : advertising, business	<u>Listening</u> : Marketing techniques

Progress test 9A			
10	9B	<u>Grammar</u> : uncountable and plural nouns <u>Vocabulary</u> : word building: prefixes and suffixes	<u>Colloquial English</u> : talking about advertising, metaphors and idiomatic expressions (word for word, to have their day, captive audience)
Progress test 9B			
11	10A	<u>Grammar</u> : quantifiers: all, every, both, etc... <u>Vocabulary</u> : science	<u>Listening</u> : Science questions
Progress test 10A			
12	10B	<u>Grammar</u> : articles <u>Vocabulary</u> : collocation: word pairs <i>End of course test</i>	<u>Listening</u> : "Giving Presentations"
End of course test			