

OpUp Learning London

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



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highlighting the personal significance of events and experiences.

## **Learner Outcomes**

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

Functions: Discourse Markers

Critiquing and reviewing Connecting words expressing cause and effect, contrast etc.

Describing experiences, hopes and plans

Discourse markers to structure formal speech

Describing feelings and emotions Linkers: although, in spite of, despite

Developing an argument Linkers: sequential – past time – subsequently

Encouraging and inviting another speaker to continue

Expressing abstract ideas

Collocation

Expressing agreement and disagreement

Colloquial language

Expressing opinions

Expressing reaction

Topics
Interacting informally, reacting, expressing interest,

sympathy, surprise etc.

Opinion, justification and speculating Film

Taking the initiative in interaction Media

Synthesizing, evaluating, glossing info

News, lifestyles and current affairs

Grammar

Adjectives and adverbs Alternative memory / associative techniques

Future continuous Word building

Future perfect and Future perfect continuous Synonyms / antonyms

Mixed conditionals Keeping a record of collocation

Modals – can't have, needn't have

Use of dictionary to distinguish separability of multi-word verbs

Arts Books and literature

**Learner Training** 

Modals of deduction and speculation Inferring meaning of unknown words via context

Narrative tenses

Relative clauses

Reported speech

Passives Expand strategies to record vocabulary: mind maps, spider-grams

**Study Skills** 

Past perfect and Past perfect continuous and summaries

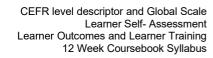
Phrasal verbs, extended

Revise vocabulary regularly

Use social networking groups to exchange revision notes and

Will and going to, for prediction discuss language points

Wish Use video and voice recorder for fluency and pronunciation





Would expressing habits, in the past

practice.

Syllabus: <u>Upper-Intermediate</u> CEFR Level: <u>B2</u> Coursebook: <u>English File 4th Edition</u>

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



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



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