

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: Life, 2nd Ed. 2019

Unit	Grammar	Vocabulary	Real life (functions)	Pronunciation
1 Relationships pages 9–20	present tenses: simple, continuous and perfect past simple and present perfect	describing character friendships: phrasal verbs wordbuilding: forming adjectives word focus: <i>sense</i>	meeting people	auxiliary verbs <i>have</i> and <i>has</i> word boundaries
VIDEO: 'Lady Liberty' and Ellis Island page 18 ► REVIEW page 20				
2 Storytelling pages 21–32	narrative past tenses the passive	describing stories communication wordbuilding: verb + noun collocation word focus: <i>keep</i>	reacting to stories	/æ/, /ʌ/ and /ɒ/ weak forms in passive verbs linking and elision
VIDEO: How not to climb a mountain page 30 ► REVIEW page 32				
3 Science and technology pages 33–44	future forms future continuous and future perfect simple	materials wordbuilding: compound nouns (noun + noun) describing technology word focus: <i>out of</i>	dealing with problems	/r/ and /t/ in American English stress in two-syllable words
VIDEO: 3D-printed prosthetic limbs page 42 ► REVIEW page 44				
4 Art and creativity pages 45–56	determiners expressions of quantity	art wordbuilding: word families word focus: <i>spend</i>	describing likes and dislikes	weak form of disappearing sounds
VIDEO: Art for the people page 54 ► REVIEW page 56				
5 Development pages 57–68	verb + infinitive or <i>-ing</i> verbs with both <i>-ing</i> and <i>to</i> + infinitive	urban features wordbuilding: adverb + adjective word focus: <i>fall</i>	debating issues	rhyming words sentence stress
VIDEO: Scandinavian mega-bridge page 66 ► REVIEW page 68				
6 Alternative travel pages 69–80	negative forms question forms	holiday activities travel word focus: <i>mind</i>	getting around	intonation in question forms intonation in sentences with two clauses
VIDEO: The unexpected beauty of travelling solo page 78 ► REVIEW page 80				

Listening	Reading	Critical thinking	Speaking	Writing
three people talking about important relationships in their lives an extract from a radio programme about animal friendships	an article about changing attitudes in China an article about immigrant families in New York	evaluating conclusions	friendships differences between generations family influences	text type: an informal email writing skill: greetings and endings
an interview with a film critic an interview with a professional photographer	an incredible story of a Formula 1 racing driver an article about the Brothers Grimm	the main message	a key moment the stories pictures tell storytelling	text type: a story writing skill: using descriptive words
three people making predictions about the future a lecture about overpopulation an interview from a radio programme about 3D printing	a lecture about overpopulation an article about appropriate technology	supporting examples	predictions the future technological solutions	text type: short email requests writing skill: being polite
a conversation about two people who are creative in their free time an extract from a radio programme about what's on in Melbourne	an article about unusual street art an article about how music helps us	identifying opinions	art and music participation in the arts music playlists	text type: an online review writing skill: personalizing your writing
someone talking about the development of the Belo Monte dam in Brazil an interview with a journalist about social development in southern India	an article about urban development in Dubai an article about the teenage mind	ways of arguing	changes in your town a happy society stages of life	text type: an opinion essay writing skill: linking words
someone describing their stay at a mountainside guesthouse an interview about volunteer vacations	a blog about holidays at home an extract from a travel magazine about historical hotels	analysing tone	planning a staycation a volunteer holiday ideas for an unusual hotel	text type: a letter/ email of complaint writing skill: formal language

Unit	Grammar	Vocabulary	Real life (functions)	Pronunciation
7 Customs and behaviour pages 81–92	zero and first conditionals time linkers <i>usually, used to, would, be used to and get used to</i>	raising children: verbs food word focus: same and different weddings wordbuilding: word pairs	describing traditions	/juː/ and /uː/ the letter s
VIDEO: Eating insects page 90 ► REVIEW page 92				
8 Hopes and ambitions pages 93–104	second, third and mixed conditionals <i>wish and if only</i>	word focus: make and do wordbuilding: noun suffixes strong feelings word focus: better	discussing preferences	contracted or weak forms /ʃ/ and /tʃ/ <i>do you, would you, shall we</i>
VIDEO: What would you do if money didn't matter? page 102 ► REVIEW page 104				
9 The news pages 105–116	verb patterns with reporting verbs passive reporting verbs	reporting verbs positive adjectives wordbuilding: forming adjectives from verbs word focus: word	reporting what you have heard	the schwa
VIDEO: News: the weird and the wonderful page 114 ► REVIEW page 116				
10 Talented people pages 117–128	articles: <i>a/an, the</i> or zero article? relative clauses	careers wordbuilding: verb (+ preposition) + noun collocations the senses word focus: self personal qualities	describing skills, talents and experience	linking vowels difficult words
VIDEO: Queen of Egypt page 126 ► REVIEW page 128				
11 Knowledge and learning pages 129–140	<i>could, was able to, managed to and succeeded in</i> future in the past	education wordbuilding: homonyms word focus: learn	getting clarification	contrastive sentence stress linking in question forms
VIDEO: Paraguay shaman page 138 ► REVIEW page 140				
12 Money pages 141–152	focus adverbs: <i>only, just, even</i> causative <i>have</i> and <i>get</i>	money services wordbuilding: <i>the</i> + adjective getting things done business words	negotiating	focus adverbs /ʃ/, /tʃ/, /ʒ/ and /dʒ/ long vowel sounds
VIDEO: The Farmery page 150 ► REVIEW page 152				
COMMUNICATION ACTIVITIES page 153 ► GRAMMAR SUMMARY page 156 ► AUDIOSCRIPTS page 180				

Listening	Reading	Critical thinking	Speaking	Writing
<p>someone describing the customs on the subway in Tokyo</p> <p>an extract from a radio programme about the diet of the indigenous people of northern Alaska</p>	<p>an article about the 'tiger mother' approach to parenting</p> <p>a blog about personal space and turn-taking</p>	<p>questions and answers</p>	<p>traditional rules of behaviour</p> <p>food and eating habits</p> <p>turn-taking in conversations</p>	<p>text type: a description</p> <p>writing skill: adding detail</p>
<p>someone talking about an unusual mural</p> <p>eight explorers describing superpowers they wish they had</p>	<p>an article about the first human computers</p> <p>an article about Madagascar's unique environment</p>	<p>emotive language</p>	<p>ambitions</p> <p>wishes</p> <p>strong feelings</p>	<p>text type: an online comment</p> <p>writing skill: giving vivid examples</p>
<p>a radio news report about the parents of Chinese university students</p> <p>three good-news stories reported on the television news</p>	<p>an article about an iconic image</p> <p>an article about the power of the press</p>	<p>different perspectives</p>	<p>news stories</p> <p>good-news stories</p> <p>the media</p>	<p>text type: a news article</p> <p>writing skill: using quotations</p>
<p>a description of a mahout's job</p> <p>someone talking about an extraordinary career</p> <p>a description of a man with an unusual talent</p>	<p>an article about an extraordinary career</p> <p>an article about a woman who was king</p>	<p>examining the evidence</p>	<p>a career path</p> <p>definitions</p> <p>job characteristics</p>	<p>text type: a personal profile</p> <p>writing skill: using <i>with</i></p>
<p>a parent talking about a children's museum</p> <p>a talk by a psychologist on memory</p>	<p>an article about an innovative school</p> <p>an article about how animals think</p>	<p>explaining ideas</p>	<p>learning experiences</p> <p>memory tests</p> <p>making excuses</p> <p>types of learner</p>	<p>text type: an email about a misunderstanding</p> <p>writing skill: linking contrasting ideas</p>
<p>three people talking about the standard of living</p> <p>an interview with a professor about the growing service economy</p>	<p>an article about Norway's riches</p> <p>an article about a new business trend</p>	<p>opinion words</p>	<p>the economy in your country</p> <p>getting things done</p> <p>new business ideas</p>	<p>text type: a short report</p> <p>writing skill: key phrases in report writing</p>