

CEFR Level B2

At B2 level, students can hold strong opinions. They can explain an opinion giving the advantages and disadvantages of various ideas and can develop an argument giving reasons. They can discuss, comment, give their opinion clearly. They can interact fluently. They are able to correct mistakes.

Listening Students can understand standard speech spoken at a normal rate and follow even complex lines of argument provided the topic is familiar. They can understand the essentials of lectures and most TV news and current affairs programmes and can understand the majority of films.

Reading At this level, students can understand articles and reports. They can understand literary texts and can adapt style and speed of reading to different texts and purposes, using appropriate reference-sources selectively.

Speaking Students can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. They are able to take an active part in discussion in familiar contexts and can account for and sustain views clearly by providing relevant explanations and arguments.

Writing Students are able to write clear, detailed text on a wide range of subjects related to their interests. They can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. They can write letters highlighting the personal significance of events and experiences.

Learner Outcomes

Students will be able to use the following:

Functions	Example
Describing experiences.	I was going outside when someone called my name.
Describing feelings and emotions.	He was furious when he saw that his new bicycle had been damaged.
Describing hopes and plans.	I am having a meeting with my boss on Friday.
Giving precise information.	My degree was in economics, specialising in finance.
Expressing abstract ideas.	Disease is widespread in that part of the world.
Expressing certainty, probability, doubt.	I'm absolutely certain it's going to rain.
Generalising and qualifying.	Generally speaking, the staff are very helpful.
Synthesizing, evaluating, glossing information.	In conclusion, the government will need to cut spending for the next five years.
Speculating.	I wonder if it'll snow later.
Expressing opinions.	If I were you, I wouldn't go.
Expressing agreement/ disagreement.	That's a good point. I don't see where you are coming from.
Expressing reaction, e.g. indifference.	Whatever. That's ridiculous!
Critiquing and reviewing.	In spite of its popularity I feel that 'The Beach' is a very overrated book which appeals mainly to gap-year students.
Developing an argument in academic discourse style.	As far as I am concerned it was due to the government.

Discourse functions	Example
Checking understanding.	Does that make sense?
Managing interaction (interrupting, changing topic, resuming or continuing).	Actually,...
Taking the initiative in interaction.	Pilar, would you like to kick off?
Keeping interaction participants on topic.	We don't have time to go into that matter right now.
Taking initiative in non-control situation.	I'd like to say a few words here.
Encouraging and inviting another speaker to continue / come in.	Go on.
Invitation in one-to-one interaction.	What do you reckon/think?
Invitation in group interaction.	Let's hear what Gabriella has to say.
Interacting informally, reacting, expressing interest, sympathy, surprise	Oh wow!
Discourse Markers	Example
Linkers: sequential – past time.	Following this he decided to leave university.
Connecting words expressing cause and effect, contrast etc.	I know it would be fun to watch the film. Nevertheless, I think we should all get an early night before the big event tomorrow.
Linkers: although, in spite of, despite.	Despite the rain, we all had a great time.
Discourse markers to structure formal speech.	I would like to begin by introducing my colleagues.

Grammar	Example
Simple past (narrative) and past continuous (narrative).	To help his family, Andrew, who was still only 15 years old, began working ten hours a day at a hotel washing dishes and cleaning the kitchen. He was walking to the shop when he heard the cry of alarm.
Used to (narrative).	We used to play at the park at the edge of the town.
Would expressing habit in the past.	Every autumn we would steal apples from their garden.
Past perfect and past perfect continuous.	When I'd climbed to the top of the hill, I looked back down and saw something I hadn't seen before. I had been living in the squalid house for three months when the man arrived.
Future time (will & going to).	Don't worry. He'll be here on time. Here comes the bus now. We aren't going to be late after all.
Future continuous (prediction).	This time next year, I'll be working in Japan and earning good money.
Future perfect and future perfect continuous.	I'd better go and pick up the children. They'll have finished school by now. They'll have been working in the shop for two years in August.
Present Perfect and present perfect continuous.	I've finally bought a car. You've been spending a lot of time watching TV recently.
Mixed conditionals.	If I had studied harder, I'd be at university now.
Wish.	She wished she hadn't hurt his feelings.
Extended phrasal verbs.	Let's splash out on a bottle of champagne.
All passive forms.	I'm being eaten alive by these mosquitoes.
Reported speech (range of tenses).	She said she'd been waiting for ages.
Relative clauses.	I've lost the books that I borrowed from the library.
Modals of deduction and speculation.	The plane should have arrived by now.
Modals: can't have, needn't have.	It can't have been John you saw, because he was with me. You needn't have bothered getting here on time. He's always late.
Articles With abstract nouns.	Happiness in marriage is something you have to work at.
Adjectives and adverbs.	Feel free to use it whenever you want.
Attitudinal adverbs.	Fortunately, he had a spare pair of shoes with him.
Collocation of intensifiers.	After working all day and all night he was totally exhausted.

Lexis and topics

Contrasting opinions (on the one hand . . .), summarising exponents (briefly, all in all . . .), collocation, colloquial language, education, films, books and literature, news, lifestyles, current affairs, the media and arts.

Learner Training

- Use of dictionary to distinguish separability of multi-word verbs.