



English as a Foreign Language

Objectives - Situations and Functions - Materials and Classroom Activities

Level B2.1

Global Descriptor

At B2.1 the learner can:

- take an active part in informal and formal discussions giving clear descriptions, expressing viewpoints and developing arguments without much conspicuous searching for words.
- interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible.
- account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.
- read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively.
- understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.
- understand most TV news and current affairs programmes and radio documentaries delivered in standard language.
- write clear, detailed descriptions, essays and reports on a variety of subjects related to his/her field of interest, marking the relationship between ideas in clear connected text, and following established conventions of the genre concerned.

Quality of Language

- Has a **good range of vocabulary** for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, **but lexical gaps can still cause hesitation and circumlocution**.
- Shows a **relatively high** degree of grammatical control. Does **not** make mistakes which lead to misunderstanding.
- L1 accent evident but pronunciation is clear and easy to understand.
- Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions, there are **few noticeably long pauses**.
- Can interact with a **degree of fluency and spontaneity** that makes regular interaction with native speakers quite possible without imposing strain on either party.
- Can, **with some effort**, catch much of what is said around him/her in discussion, but may find it difficult to **participate effectively** in discussion with several native speakers who do not modify their language in any way

B2.1 LISTENING

Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in his/her field of specialisation.

Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.

Objectives	Situations and Functions	Materials and Classroom Activities
<ul style="list-style-type: none">➤ Can understand most TV news and current affairs programmes.➤ Can understand documentaries, live interviews and talk shows..➤ Can understand announcements and messages spoken in standard dialect at normal speed➤ Can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect and can identify the speaker's mood, tone etc.➤ Can follow the discussion on matters related to his/her field, understand in detail the points given prominence by the speaker.	<ul style="list-style-type: none">➤ Identify topic and details➤ Identify speaker's viewpoint➤ Follow development of news item ➤ Identify subject of message➤ Identify what he/she must do➤ Understand details such as phone numbers, product numbers, names, etc.➤ Identify topic and most details➤ Identify speaker's viewpoint➤ Follow development of news story➤ Identify important factual information. ➤ Identify main points and understand details	<ul style="list-style-type: none">➤ TV news, current affairs programmes, Film extracts ➤ Documentaries (eg; "Horizon")➤ Interviews with celebrities, politicians, etc ➤ Answerphone and voicemail messages➤ Automated message services➤ Announcements in supermarkets, airports, etc

B2.1 READING

Can read with a degree of independence, adapting style and speed of reading to different texts and purposes. Has quite a wide active reading vocabulary, but experiences some difficulty with low frequency idioms.

Objectives	Situations and Functions	Materials and Classroom Activities
<ul style="list-style-type: none">➤ Can read correspondence relating to his/her field of interest and easily grasp the essential meaning.➤ Can obtain information, ideas and opinions from highly specialised sources within his/her field.➤ Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.➤ Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization.	<ul style="list-style-type: none">➤ Understand purpose of formal letters, emails and memos.➤ Scan texts for relevant information and select appropriately.➤ Identify writer's attitude and point of view.➤ Understand vocabulary and expressions on a range of current topics.	<ul style="list-style-type: none">➤ Letters of enquiry➤ Letters of complaint➤ Emails, memos➤ Advertisements, brochures, circulars.➤ Reports,➤ Articles in journals➤ Research findings ➤ Magazine and newspaper articles (eg; the economist, Sunday supplements, broadsheet newspapers)➤ Editorials➤ Film / book reviews,➤ Travel guides➤ Reports,➤ Articles in journals➤ Research findings➤ Extracts from novels, biographies and autobiographies.

B2.1 SPOKEN PRODUCTION (MONOLOGUE)

Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest. Can present a clear argument, expanding and supporting ideas at some length with subsidiary points and relevant examples. Can produce language with a certain degree of fluency, despite some hesitation. She / he is aware of errors and is able to self-correct much of the time.

Objectives	Situations and Functions	Materials and Classroom Activities
<ul style="list-style-type: none"> ➤ Can construct a chain of reasoned argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples. ➤ Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. ➤ Can give a clear, prepared presentation, giving reasons in support of or against a particular point of view and giving the advantages and disadvantages of various options. ➤ Can take a series of follow up questions with a degree of fluency and spontaneity which poses no strain for either him/herself or the audience. ➤ Can express and justify his / her feelings with precision. ➤ Can develop a clear description or narrative, expanding and supporting his/her main points with relevant supporting detail and examples. 	<ul style="list-style-type: none"> ➤ Support a point of view giving examples ➤ Explain reasons for his/her point of view ➤ Construct an argument in favour or in opposition to something ➤ Use language markers (Firstly, secondly, lastly, on the other hand, having said that, furthermore, in addition, etc) to structure his/her argument. ➤ Organise ideas and opinions ➤ Support opinions and points of view ➤ Suggest action to be taken and say why. ➤ deal with questions from the “audience” ➤ Use typical phrases for presentations (Let’s look at some reasons why..., I’d like to move on to talk about..., etc) ➤ Use formal language, passive structures. ➤ Describe an event in detail (a childhood incident, a terrible journey, etc). ➤ Describe the plot of a film in detail and say what he/she thinks of it. ➤ Adjectives ➤ Intensifiers (incredibly, hugely, etc) ➤ Describe a procedure 	<ul style="list-style-type: none"> ➤ Meetings ➤ Negotiations ➤ Discussions / debates (radio and TV programmes, current affairs programmes) ➤ Role plays ➤ Presentations ➤ news articles ➤ film / book reviews ➤ blogs ➤ internet clips ➤ job interviews

B2.1 SPOKEN PRODUCTION (MONOLOGUE) CONT.

Objectives	Situations and Functions	Materials and Classroom Activities
<ul style="list-style-type: none">➤ Can make an unprepared, formal announcement (e.g. to thank someone, to congratulate someone) ➤ Can summarize information in a lengthy, complex text (e.g. a newspaper article)	<ul style="list-style-type: none">➤ Can use floor-taking phrases (Can I have your attention please? Can I just say a few words?) ➤ Use language markers (Firstly, secondly, lastly, afterwards, etc)➤ Organise the events logically➤ Use tenses to accurately explain what happened.	

B2.1 SPOKEN INTERACTION

Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with native speakers quite possible without imposing strain on either party. However they may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way.

Can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments. Can use a number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some 'jumpiness' in a long contribution.

Objectives	Situations and Functions	Materials and Classroom Activities
<ul style="list-style-type: none"> ➤ Can engage in conversations on general topics conveying degrees of emotion and highlight the personal significance of events and experiences. ➤ Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. ➤ Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. ➤ Can follow the discussion on matters related to his/her field, understand in detail the points given prominence by the speaker. ➤ Can pass on detailed information reliably. 	<ul style="list-style-type: none"> ➤ Open a conversation appropriately ➤ show surprise, concern, sympathy, etc. ➤ explain how an event affected him/her. ➤ Give a point of view and alternatives. (E.g. I think....however...) ➤ Hypothesize and respond to hypotheses (E.g. I wonder what would happen if we.../ I don't know what I would do) ➤ Give an opinion. (E.g. In my opinion/view...Personally speaking... I think...What I meant was..etc.) ➤ Justify an opinion. (E.g. because... that's why...furthermore..not only/but also...etc) ➤ Understand important points in matters familiar to him/her ➤ Follow points discussed in a meeting, conference, telephone call, etc. ➤ Summarize an event, information, procedure. ➤ Identify relevant information and tell someone else. 	

B2.1 SPOKEN INTERACTION (CONT.)

Objectives	Situations and Functions	Materials and Classroom Activities
<ul style="list-style-type: none"> ➤ Can synthesise and report information and arguments from a number of sources. ➤ Can initiate discourse, take his/her turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly. ➤ Can help the discussion along on familiar ground, confirming comprehension, inviting others in, etc. ➤ Can explain a problem which has arisen and make it clear that the provider of the service/customer must make a concession. ➤ Can take initiatives in an interview, expand and develop ideas with little help or prodding from an interviewer. ➤ Can use a number of cohesive devices to link his/her utterances into clear, coherent discourse. 	<ul style="list-style-type: none"> ➤ can collate information and summarize it. ➤ Present information to others in a formal way. ➤ open, maintain and end a conversation ➤ show that he/she is following the conversation. ➤ Invite others to join in ➤ Invite others to give an opinion ➤ explain a problem (what happened, why it's a problem) ➤ Ask for some sort of compensation ➤ Ask for problem to be solved. ➤ Negotiate a solution. ➤ participate in an interview ➤ develop ideas ➤ respond to questions with little prompting. ➤ can use linking words in order to structure discourse. (E.g. however, although, despite, even if...etc) 	<ul style="list-style-type: none"> ➤ Presentations ➤ Conversations ➤ discussions ➤ Meetings ➤ Group work in class ➤ Achieving a task ➤ Customer complaints ➤ Problems in a shop, hotel, etc ➤ Job interviews ➤ Interviews about lifestyles

B2.1 WRITING

Can express news and views effectively in writing, and relate to those of others.

Objectives	Situations and Functions	Materials and Classroom Activities
<ul style="list-style-type: none">➤ Can write notes conveying simple information of immediate relevance to friends, service people, teachers and others who feature in his/her everyday life, getting across comprehensibly the points he/she feels are important.➤ Can summarise extracts from news items, interviews or documentaries containing opinions, argument and discussion.➤ Can summarise the plot and sequence of events in a film or play.➤ Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some 'jumpiness' in a long contribution.	<ul style="list-style-type: none">➤ understand the convention of reducing text (ie; leaving out articles)➤ communicate important points clearly➤ apologise➤ sign off appropriately ➤ Take notes whilst watching or listening.➤ Order and indicate different events➤ Describe feelings and points of view. ➤ Use basic linking words (however, although, despite, etc) to link ideas and sentences.	<ul style="list-style-type: none">➤ Notes, emails, memos