



English as a Foreign Language

Objectives - Situations and Functions - Materials and Classroom Activities

Level B2.2

Global Descriptor

At B2.2 the learner can:

- express him or herself confidently and spontaneously, on a wide range of general, academic, vocational or leisure topics adjusting what he/she says and the means of expressing it to the situation and the recipient and adopt a level of formality appropriate to the circumstances.
- keep up with an animated discussion between native speakers, identifying accurately arguments supporting and opposing points of view.
- express his/her ideas and opinions with precision, and present and respond to complex lines of argument convincingly.
- understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life identifying the speaker's viewpoints and attitudes as well as the information content. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influences the ability to understand.
- understand documentaries, live interviews, talk shows, plays and the majority of films in standard language.
- write clear, detailed texts on a variety of subjects related to his/her field of interest, synthesising and evaluating information and arguments from a number of sources.

Quality of Language

- Can communicate **spontaneously**, often showing **remarkable fluency** and ease of expression even in **longer, complex** stretches of speech. Only **rarely do they have to restrict** what they want to say.
- Lexical **accuracy is generally high**, though some confusion and incorrect word choice does occur **without hindering communication**.
- **Good grammatical control**; occasional 'slips' or non-systematic errors and minor flaws in sentence structure may still occur, but they are **rare** and can often be corrected in retrospect.
- Has acquired a clear, pronunciation and intonation, **although L1 accent is still present**.

B2.2 LISTENING

Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influences the ability to understand.

Objectives	Situations and Functions	Materials and Classroom Activities
<p>Can keep up with an animated conversation / discussion between native speakers, accurately identifying arguments supporting and opposing points of view.</p> <p>Can follow the essentials of lectures, talks and reports and other forms of academic/professional presentation which are propositionally and linguistically complex.</p> <p>Can understand recordings in standard dialect likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content</p> <p>Can understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect.</p> <p>Can understand in detail what is said to him/her in the standard spoken language even in a noisy environment.</p> <p>Can understand complex instructions reliably.</p>	<ul style="list-style-type: none">➤ Identify topic and details➤ Identify speaker's viewpoint➤ Understand colloquial expressions ➤ Identify main points and understand details ➤ Identify topic and details➤ Identify speaker's viewpoint ➤ Identify topic and details➤ Identify speaker's viewpoint➤ Follow development of story, anecdote➤ Identify feelings➤ Participate in conversation➤ Identify main details and infer information ➤ Understand what is required of him/her➤ Repeat back what is said in order to clarify	<ul style="list-style-type: none">➤ Presentations, lectures, talks ➤ Training workshops, conferences, meetings. ➤ Films, chat show interviews, plays ➤ Teacher's instructions in class, rules of a game, recipes, operating instructions, pharmacists' or doctors' instructions, tasks at work.

B2.2 SPOKEN PRODUCTION (MONOLOGUE)

Can give clear, systematically developed descriptions and presentations, which describe real and hypothetical situations, with fluency and appropriate highlighting of significant points and relevant supporting detail. Speech is fluent and organized even for periods of considerable length. He/she shows little sign of having to restrict what they want to say. Can adjust what he/she says and the means of expressing it to the situation and the recipient and adopt a level of formality appropriate to the circumstances.

Objectives	Situations and Functions	Materials and Classroom Activities
<p>Can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail.</p> <p>Can deliver announcements on most general topics with a degree of clarity, fluency and spontaneity which causes no strain or inconvenience to the listener.</p> <p>Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail.</p> <p>Can use circumlocution and paraphrase to cover gaps in vocabulary and structure. Can correct slips and errors if he/she becomes conscious of them or if they have led to misunderstandings.</p>	<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, etc) to structure his/her argument. ➤ Link ideas and opinions (e.g. with regard to, as I was saying, etc) ➤ Express a spontaneous opinion on topics of general interest. ➤ Organise and support ideas and opinions ➤ Highlight important points. ➤ Suggest action to be taken and say why. ➤ answer and expand on 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) ➤ Formal language, passive structures ➤ Use paraphrase when he/she does not know or has forgotten the word. ➤ Monitors language for errors and self-corrects. ➤ Fillers 	<ul style="list-style-type: none"> ➤ Debates ➤ Discussions ➤ Roleplays ➤ Current affairs programmes (Eg; Newsnight) ➤ News ➤ News topics ➤ Current affairs ➤ Presentations ➤ Negotiations

B2.2 SPOKEN INTERACTION

Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances. Can sustain relationships with native speakers without unintentionally amusing or irritating them or requiring them to behave other than they would with a native speaker.

Objectives	Situations and Functions	Materials and Classroom Activities
<p>Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment.</p> <p>Can keep up with an animated discussion between native speakers identifying accurately arguments supporting and opposing points of view.</p> <p>Can express his/her ideas and opinions with precision, and present and respond to complex lines of argument convincingly. Can use a variety of linking words efficiently to mark clearly the relationships between ideas.</p> <p>Can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches.</p> <p>Can cope linguistically to negotiate a solution to a dispute like an undeserved traffic ticket, financial responsibility for damage in a flat, for blame regarding an accident.</p>	<ul style="list-style-type: none"> ➤ Understand when someone is for or against something. ➤ Structure ideas and opinions (Firstly, secondly, Lastly, on the other hand, etc) ➤ Use linking words (however, despite, etc) ➤ Agree and disagree clearly and appropriately ➤ (I completely agree with you / I'm not sure about that, etc) ➤ Hypothesize (it could/might be..., could have done/ should have done...) ➤ 1st and 2nd Conditionals (if we do X, it would be better) ➤ On the one hand... on the other hand.... ➤ Conditional tenses 	

Can outline a case for compensation, using persuasive language to demand satisfaction and state clearly the limits to any concession he/she is prepared to make.

Can understand and exchange complex information and advice on the full range of matters related to his/her occupational role.

Can carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies.

Can initiate, maintain and end discourse appropriately with effective turntaking.
Can give feedback on and follow up statements and inferences and so help the development of the discussion or conversation.

- Conditional tenses
- Provided that I get a full refund I won't take the matter further.
- Unless I receive full satisfaction I won't shop here again.

- Uses appropriate phrases to start and end a conversation.
- Responds using everyday phrases in conversations (really? you're joking! seriously! I don't believe it, etc)
- Can use informal and formal prompts to help the flow of conversation/discussion (so what did you do? What happened? That's interesting, Etc)

