

ENGLISH ADVANCED LEVEL SYLLABUS

“...having been progressing slowly but steadily across the intermediate plateau, the learner finds he has arrived somewhere, that things look different, that he/she has acquired a new perspective, can look around him/her in a new way.” (CEFR)

ADVANCED LEVEL

THE ADVANCED LEVEL corresponds to B2 of the *Common European Framework of Reference for Languages: Learning, Teaching, Assessment* (CEFR) and is defined within the CEFR as “Limited Operational Proficiency” (in contrast to the next level, C1, which is defined as “Effective Operational Proficiency.”).

At B2 the CEFR focuses on **effective argument** and **social discourse skills** as well as **heightened language awareness**.

Communicating with “native speakers of the language without unintentionally amusing or irritating them or requiring them to behave other than they would with a native speaker” (CEFR) calls for a level of fluency and spontaneity which can only be developed as a result of practicing the language through **communicative activities**. (→What communicative activities are carried out?). As a result, classroom activities include working on tasks which involve communicative activities that are themselves based on or lead to the generation of **texts**. (→What kinds of texts are read, listened to or produced?).

Learner autonomy is essential in the learning process and, the greater the level of knowledge, the greater the level of autonomy required becomes so that, by using the language, the learner draws upon his or her own resources and previous knowledge and uses **communication strategies** (→What competences are acquired...? Strategic competence). In order to progress the learner applies **learning strategies** (→How do we learn?) and so develops a greater capacity for self-correction.

For communication to be effective we need to take account of **sociocultural aspects** (for example, body language or the values and customs of the country in which the language is spoken) as well as **pragmatic aspects** (for example, the organization of a spoken or written text). The knowledge and acquisition of these aspects are just as important as proficiency and other linguistic resources such as **grammar** and **vocabulary** as it is impossible to separate structural aspects from their cultural and pragmatic context. (→What skills are acquired to enable the learner to carry out communicative activities?).

Throughout the course the learner takes part in communicative activities in which he or she incorporates – in addition to what he/she has already learned in previous courses - new grammatical structures which allow him/her to understand, speak and write in the language with greater accuracy and appropriacy. However, only the active and reiterated use of the language during the course can lead to the level of fluency and spontaneity required. The degree to which the objective is fulfilled is reflected in **the assessment criteria**.

What are the general objectives?

- To communicate with native speakers of the language with sufficient accuracy and ease so as to appear natural.
- To understand, express him or herself and interact both orally and in written form demonstrating a good command of linguistic resources.
- To gain a better understanding of the sociocultural aspects involved in various situations in which the learner might find him or herself so that he/she can adapt to these situations by using the appropriate gestures and registers.
- To put new linguistic resources into practice by using these without forgetting those already acquired.
- To reflect on errors in order to be able to self-correct.
- To make deliberate use of appropriate communication and learning strategies.
- To plan independent learning.

What are the specific objectives?

Written and oral interaction

- To interact spontaneously and effectively in a wide variety of conversations, transactions and debates using the appropriate register and occasionally showing remarkable fluency.
- To take part in conversations, transactions, interviews and debates, expressing him or herself clearly, participating in arguments, exchanging ideas, opinions, complex information, reaching agreement and offering advice in a manner in keeping with the circumstances.
- To maintain effective correspondence, commenting on news and opinions, highlighting the personal significance of events and experiences and expressing feelings and emotions in a manner appropriate to the situation.

Oral Comprehension

- To understand linguistically complex messages (conversations between native speakers, conferences, reports, declarations, academic or professional presentations while accurately capturing the content of the information and identifying the viewpoints and attitudes of the speakers whenever there is no excessive background noise, an inadequate structuring of the conversation or idiomatic use of language.

Reading Comprehension

- To read correspondence, instructions, opinion articles, specialist articles, contemporary literary texts – including extended texts - with independence and adapting style and speed of reading to different texts and purposes, identifying the essential information, the main points, subsidiary points and details, the line of argument, facts and opinions.

Oral Expression

- To produce texts – including extended texts – on a variety of topics of either general or of personal interest to the learner in an organized and coherent manner in order to narrate, describe, inform, put forward a view and argue clearly while expanding and defending his or her ideas and highlighting the most significant aspects.
- To produce an accurate and flexible discourse which hardly gives rise to problems of comprehension, with clear and natural pronunciation and, on occasion, with remarkable fluency including during sustained and complex periods.

Written Expression

- To write clear, precise, detailed, coherent and cohesive texts on a variety of subjects with both grammatical accuracy and using a range of vocabulary.
- To synthesize and evaluate information taken from various sources, narrate events, describe, argue, compare and conclude according to type of text and communicative situation.

Sociocultural and Sociolinguistic Competence

- To gain a deeper understanding of the diverse sociocultural aspects of the country/countries in which the language is spoken, especially those related to the learner's environment and to act in a confident and natural manner without drawing undue attention to him/herself or producing a need to be treated differently to native speakers, adopting attitudes and behaviour in keeping with the situation and adapting style, emphasis and formulation to the message.

Linguistic Competence

- To use a wide and varied repertoire of linguistic resources including a complex syntax to produce texts which are accurate, clear and cohesive, in a variety of situations and on a wide range of topics applying strategies so as to disguise any limitations he or she may have. To adapt with flexibility to changes in the direction, style and emphasis of the interaction although there still may be some hesitation and circumlocution.
- To control linguistic resources with minimum errors although in more complex structures there may be sporadic errors which do not impede communication. He or she is capable of self-correction.

Strategic Competence

- To plan learning independently and to consciously use strategies.
- To plan tasks, contextualize and exploit the linguistic resources available in each situation, pinpoint what is necessary, observe how it functions, infer, practice, circumvent difficulties, construct language and repair any information gaps.
- To be aware of the time and effort it takes to attain a level.
- To appropriately select the resources available to the learner for self-study.
- To evaluate the attainment of objectives, evaluate the difficulties, errors, achievements, and the means used to progress. To use this evaluation in order to organize learning.
- To carry out self-assessment following the standard methods of assessment with external help if necessary.

What communication activities are carried out?

Here, by way of example, are a selection of communication activities; see the Curriculum..... for a complete description of the activities.

1.1. Oral Comprehension Activities

A. In Interaction

- Follow formal discussions understanding the opinions and supporting arguments as well as the communicative intentions of those taking part.
- Perceive the communicative intentions of gestures, silences, pauses, interruptions, intonation, tone, although they may be unexpected.
- Control own comprehension and ask for clarifications.

B. As a listener

Conversations and debates

- Understand talks and lively discussions between native speakers on a wide range of topics.

Narratives, descriptions and presentations

- Take notes of main ideas and the information required in conferences and lectures.

Advertisements and Instructions

- Capture the information and, on occasion, the possible double meaning and the intention of advertisements with familiar references.

- Follow detailed instructions, declarations and contextualized messages on general and technical topics, even abstract topics, delivered in standard dialect and at a normal speed.

Broadcasts and recorded material

- Understand recordings in standard dialect which occur in social, professional or academic spheres of life and identify the points of view and attitudes of the speaker and the content of the information.
- Follow most films and plays whenever the language structures are not too complex.

1.2. Reading comprehension activities

A. In interaction, correspondence and notes

- Understand personal and formal correspondence and other types of written texts, easily capturing the main and subsidiary ideas, details, points of view, the aspects highlighted by the author and the communicative intentions.
- Understand descriptions of events, physical states and moods, feelings and desires in order to maintain regular correspondence with friends.
- Recognize the level of familiarity with the interlocutor based on treatment, politeness formulas, information and register used.
- Recognize the formats of normal formal texts and capture the relevant information or necessary details.

B. As a reader

Guidance and information

- Quickly locate relevant details in extended texts from a number of sources.
- Identify with ease the content and importance of news, articles and reports on a wide range of professional subjects and decide whether they warrant a deeper analysis.
- Understand different types of news, articles or reports and capture the relevant information, the aspects highlighted by the author or any necessary details.

Argumentation

- Understand the significant points, the theory and the aspects highlighted by the author of more specialized articles although it may be necessary to consult a dictionary to confirm terminology.
- Contrast diverse points of view on a topic in different texts.
- Interpret the information contained in legal or administrative texts whenever these are addressed to the general public.
- Interpret graphs and diagrams/plans on familiar topics.
- Recognize the theories, arguments and conclusions of discursive texts.

Recreational reading

- Understand in detail the plot, subject-matter and the characteristics of the characters in contemporary literary texts of interest to the learner.
- Identify the explicit, or if the text is not too complex, the implicit cultural references in a text.

1.3. Oral expression activities

A. In interaction

Conversations

- Confidently engage in extended conversations on most general topics in a clearly participatory fashion even in a noisy environment.
- Contribute to the progress of the conversation co-operating with the interlocutors.
- Respect turn-taking when speaking, intervene and conclude appropriately.

- Convey degrees of emotion and highlight the personal significance of events and experiences.
- Express and respond to feelings such as surprise, happiness, sadness, interest and indifference.
- Express personal convictions and opinions, convincingly present complex lines of arguments and respond to them.
- Express and behave in keeping with the place, the interlocutors and the intention of the communication.
- Use the customary conventions of politeness in social relationships.

Discussions and formal debates

- Actively participate in formal discussions inviting others to take part.
- Respect and use turn-taking effectively.
- Express opinions, formulate hypotheses, present complex lines of argument, evaluate alternatives and respond giving reasons for or against.
- Express beliefs, agreement, disagreement and opinions politely.

Negotiations

- Express requests with precision, and ask for clarifications of specific details.
- Examine an issue or problem clearly weighing up the advantages and disadvantages and different possibilities.
- Resolve conflicts and complaints such as traffic fines, request compensation for damage in the home, etc.
- Convincingly argue in cases of damage demanding compensation and negotiating concessions.
- Give positive or negative assessments (thanks, satisfaction, congratulations and request for financial or other types of compensation, complaints) of the transactions carried out.

Exchange information

- Obtain, verify and confirm complex information on family, social and professional issues, including those which are not so common.
- Convey messages, errands and information reliably.
- Describe processes clearly and in detail.
- Exchange complex information and advice on professional matters.
- Synthesize and communicate information and arguments with reference to their provenance.
- Reply to questions and clarify any doubts that the interlocutors may have.

Interviews

- Participate effectively and fluently in interviews, as either interviewer or interviewee, showing ability to follow-up questions, depart spontaneously from prepared questions, and offer interesting replies.

Control of discourse

- Express any failure to understand.
- Make sure that the interlocutors have understood.
- Confirm, deny and rectify information.
- Self-correct.
- Confirm understanding through repetition, rephrasing or paraphrasing. Clarify meanings using different resources.
- Confirm comprehension by repeating what the interlocutor has said in his/her own words.

B. As a speaker

Description and narrative

- Give clear, detailed and reasonably extended descriptions and presentations on a wide range of topics within his/her field of expertise and defend his/her ideas with complementary aspects and relevant examples.
- Relate plots and passages from books or films.
- Give detailed objective and subjective descriptions of experiences, dreams, hopes and ambitions and real or imaginary events describing feelings and reactions.
- Narrate stories linking the actions temporally and logically.
- Construct a chain of reasoned argument, explaining opinions, actions and plans.
- Produce reviews of a show or event aimed at the general public.

Address an audience

- Put forward and explain ideas and opinions on general topics clearly, confidently and at a normal speed with putting any strain on the listener.
- Present books, people or public acts in a clear and well-organized manner.
- Present reasons in favour or against a specific opinion.
- Clearly argue and defend points of view supporting them with complementary ideas and examples.
- Structure discourse, link information and maintain coherence.
- Make the focus, temporal, spatial or logical connections of the discourse clear.

1.4. Written expression activities

A. In interaction

Express in written form congratulations, invitations, confirmations, excuses, gratitude, requests, apologies, greetings, or condolences in language appropriate to each situation and each interlocutor.

- Convey information, ideas and points of view on specific or abstract subjects, verify information, ask questions and explain problems with reasonable precision.
- Address individual people or groups (forums, blogs, magazines, etc.) giving opinions, news or responses to a question.
- Write letters conveying emotions and highlighting the significance of certain personal experiences.
- Write letters, notes or messages conveying information or calling for immediate explanations from personnel connected to services, teachers and others with which the learner may have contact in his/her everyday life, highlighting aspects that are significant.
- Write formal letters or administrative documents to request or give thanks for a service, make a complaint or rectify information.

B. Expression

Reports, texts offering opinions and information

- Offer an opinion on familiar topics with a certain degree of confidence and justify this opinion.
- Write clear and detailed texts on a wide range of topics within his/her field of expertise synthesizing and assessing information and arguments from a number of sources.
- Prepare reports based on known or familiar facts detailing the situation, justifying the measures adopted and underlining the key aspects.
- Present detailed and well-organized work plans. Compare and weigh up the possible solutions to a problem.
- Write detailed instructions on aspects of his/her own field of expertise.
- Write job applications and complaints. Write a *curriculum vitae* appropriate for a specific situation.

- Write essays and reports arguing in favour or against a point of view, describing the advantages and drawbacks of different options, highlighting the significant aspects and offering relevant details to support arguments.
- Synthesize information, arguments and solutions to a problem.

Creative writing

- Relate real or imaginary facts and experiences clearly and in detail in structured texts, underlining the existing relationship between ideas by following established norms.
- Produce reviews of films, books, plays, concerts, etc.
- Write biographies.
- Write texts expressing opinions (letters to the editor, blogs, etc.) on general subjects of interest to the learner putting forward personal points of view in detail and providing examples if necessary.
- Create advertisements for objects, events, places, etc.
- Create literary texts. Tell a story.

What types of texts are read?

At this level the texts have a clear structure. They offer explicit information and may include implicit information whenever the meaning is easy to grasp. Understanding of the texts requires a certain familiarity with the culture of the language in which they are being read.

- Formal and informal texts of a social type: congratulations, invitations, confirmations, excuses, giving thanks, requests, apologies, greetings, introductions, condolences.
- Letters and messages of a personal, academic or professional nature (MSMs, emails, faxes). Standard administrative documents.
- Dictionaries, encyclopaedias.
- Surveys and questionnaires.
- Web pages, blogs or similar.
- Leaflets and brochures (tourist and commercial).
- Recipes.
- Instructions and norms.
- Job advertisements.
- Advertisements.
- Reports.
- Press: news, information articles or articles to do with the learner's own specialized field, reports, interviews, editorials, opinion articles.
- Conventional administrative texts.
- Comics.
- Song lyrics.
- Horoscopes or similar.
- Poems.
- Biographies.
- Stories, tales and novels.
- Stage plays in standard dialect.

What types of texts are listened to?

At this level the texts have a clear structure. They offer explicit information and may include implicit information whenever the meaning is easy to grasp. Understanding of the texts requires a certain familiarity with the culture of the language in which they are being heard. The oral texts have little acoustic distortion and the pronunciation is standard and at normal speed.

- Informal chats with some noise in the background on a wide range of personal, general, social, leisure, academic and professional subjects involving exchanges of information, experiences, commentaries and opinions.

- Formal conversations on less familiar topics.
- Formal or informal telephone conversations and video conferences.
- Debates.
- Commentaries, opinions and justifications on familiar cultural or current topics.
- Social or work meetings.
- Commercial and administrative transactions.
- Interviews.
- Instructions and norms.
- Lectures, presentations, descriptions and contextualized narratives.
- Speeches and conferences on reasonably familiar topics.
- Plays in standard dialect.
- Instructions and messages recorded on answer machines.
- Publicity (TV, radio, etc.).
- Events and current affairs.
- Weather reports.
- Stories.
- Song lyrics (clearly articulated).
- Documentaries, television/video reports on general topics.
- Television series.
- Films in standard language.

What types of texts are produced?

Speaking

- Formal or informal telephone conversations and video conferences.
- Debates.
- Commentaries, opinions and justifications on familiar cultural or current topics.
- Clarifications, explanations, repetitions, summaries or translations of messages.
- Interviews.
- Instructions and norms.
- Descriptions of people, objects, activities, services, places, living conditions, interests, feelings, and sociocultural aspects as well as comparisons of these.
- Detailed reporting of events, experiences, anecdotes, projects.
- Story-telling.
- Exposition of topics.
- Explanation, justification, and argumentation of ideas and activities on familiar topics.
- Reviews of books, TV programmes, films.
- Presentations of events, books, films or people.

Writing

- Formal and informal texts of a social type: congratulations, invitations, confirmations, excuses, giving thanks, requests, apologies, greetings, introductions, condolences.
- Letters and messages of a personal nature (MSMs, emails, faxes, "chats") exchanging information, interests, needs, experiences, opinions, comments, reactions and feelings.
- Formal letters of a personal, professional or academic nature (post, email, fax) to request or convey information, ask for help or for a service, explain a problem, complain or to give thanks.
- Messages in chat rooms/virtual forums on familiar topics.
- Discursive and opinion texts on familiar topics.
- Reports (presentation of a situation, the advantages and disadvantages of an option).
- Texts relating real or imaginary experiences, events, stories, facts.
- Descriptions of people, objects, activities, processes, services and places.
- Descriptions of plans and projects.
- Biographies.
- Summaries.
- Book presentations.
- Outlines.

- Recipes.
- Instructions.
- Job Applications.
- Advertisements.
- Curriculum vitae.
- Diary.

What skills are acquired in order to enable the learner to carry out communicative activities?

Sociolinguistic competence

- Use appropriate social formulas in texts: messages and letters of a personal nature (MSMs, emails, post), brief, conventional social texts (invitations, giving thanks, excuses, requests for service), formal letters, questionnaires, reports, notes, work, study or leisure and participation in virtual forums.
- Be aware of and use formulas and expressions appropriate to the level of formality informality required.
- Recognise the value of a change in treatment (familiarity, respect, closeness or distancing).
- Use formulas or commonly used idiomatic expressions appropriately in everyday situations.
- Adopt an attitude (posture, gestures, distances, asking about the weather, silence) and appropriate language when meeting people for the first time.
- Know the significance of and use the different gestures common in the culture.
- Use appropriate informal and formal registers with ease.
- Distinguish between formal and informal situations and adapt behaviour so that it is in keeping with cultural conventions (official, ritual, formal, informal, intimate).
- Make a distinction between oral and written language.
- Become aware of *double entendres* or possible taboo meanings of frequent expressions.
- Be familiar with common aspects or actions which may be construed as offensive or taboo in another culture.
- Know the meaning of commonly used expressions and sayings and use them.

Discursive competence

Situational appropriacy: register

- Take account of the situation and context in order to understand and produce a message.

Coherence and organization of ideas in accordance with text type

- Organize ideas in a coherent way (temporally, spatially or logically).
- Offer sufficient and relevant information so that the communicative aim is achieved.

Connection and reference resources

- Use discourse markers and the appropriate intonation to signal the progress of the conversation.
- Use expressions of time and place to frame the message.
- Avoid unnecessary repetitions by using resources to substitute them (ellipsis, pronouns, and adverbs).
- Use connectors and punctuation signs.
- Highlight aspects by using intonation or visual markers.

Strategic Competence

1. Oral and written comprehension strategies

Plan

- Frame the communication situation (situation, type of interlocutors, register).
- Formulate hypotheses as to the communicative function and content, to what is going to be listened to or read by using the situation, context, images, topic, title, tone and format.

Execute

- Examine the text to find out whether it responds to what is being sought.
- Attempt to capture, first of all, the gist of the reading or listening text.
- Rapidly examine the text to find any specific details, should this be the aim.
- Pay attention to the key words which will allow inference of the content.
- On familiar subjects, infer the meaning of phrases containing unfamiliar words.
- Attempt to fill any gaps in information by using the context.
- Pay heed to any linguistic or non-linguistic elements (images, format, intonation, gestures, and tone) to aid comprehension.
- Take notes, underline or prepare an outline if dealing with a reading or listening text or if the purpose is posterior study.

Lexis

Attempt to guess the meaning of unknown unfamiliar words by using the following strategies:

- Draw upon existing knowledge and use the situation to provide clues.
- From the general meaning of the text or phrase.
- From the context (redundancies, clarifications, examples, use of synonyms).
- From knowledge of other languages.
- From grammatical and lexical key words (word families, grammatical categories, syntactical and lexical concordances, position, and use of capitals ...).
- Use a dictionary after formulating a hypothesis on the meaning of unfamiliar words.

Assess

- Contrast and verify whether you have understood correctly. Indicate what you have not understood.
- Ask for clarification or try a different approach in order to clarify the message.
- Retain new words and expressions and use them to verify how they used.

2. Strategies for oral and written expression

Plan

- Frame the communicative situation (interlocutors, shared knowledge, situation, place, type of text) to become familiar with both its form and content.
- Plan your message and organize your ideas coherently.
- Study models of different types of texts to become familiar with the format.
- Evaluate the resources available and readjust your message or localize the necessary resources.
- Make use of phrases or discourse markers that help make the text cohesive.
- Execute plan.
- Use appropriate expressions to draw attention, initiate discourse, take turns, continue, bring in others, involve the interlocutor and end a conversation.
- Ask others to clarify or expand on what they have just said.
- Co-operate in the interaction, repeat or summarize what somebody has said to focus the discussion.
- Select ideas in order to achieve the specific aims of the communication.
- Organize and link expression in a coherent way.
- Adjust to the format of the chosen text.
- Take risks when practising the language.
- Use routines, openly change code, adapt words from other languages, or from those that are already familiar, paraphrase, give examples, find other ways to express the message.
- Get round difficulties by using social strategies: ask for the help and co-operation of the interlocutor, apologize for not speaking/writing better, use gestures/expressions or question marks, show or express yourself with gestures or pictures.

Assess and correct

- During interaction, confirm comprehension by noting gestures, reactions or responses.
- Repeat what someone has said to confirm comprehension.
- Ask for confirmation if in doubt about having used a form correctly.

- Use a different tactic to begin a communication if it has been interrupted.
- Self-correct if it is clear that there is a problem.
- Carefully observe if your text responds to what is expected, if the ideas are organized in a coherent way and whether they are linked.
- Verify whether it adapts to the chosen text format.

3. Strategies for Oral and written interaction

Plan

- Assess what the interlocutors know or do not know.
- Memorize common expressions or phrases.

Execute

- Use simple procedures to begin, continue and end a conversation.
- Intervene in a discussion and offer your viewpoint with an appropriate expression.
- Co-operate.
- Summarize the conversation to bring attention to the central point of the topic.
- Invite the other person/people to participate.
- Respond appropriately using common expressions and gesture.
- Ask for help.

Assess and correct

- Confirm mutual understanding.
- Make the development of ideas easier by rephrasing some parts of what has been said.

Grammatical competence

The linguistic competences of grammar, phonology and spelling are means for communication and are acquired through tasks which involve their use.

1. GRAMMAR

Consolidation of the structures included in preceding levels.

THE SENTENCE

Simple sentence

- Order of elements, their variations in sentences and the implications of such variations on the information provided (See "2. Discourse: Theme and Focus").
- Assertion and non-assertion, interrogative, imperative sentences and exclamations.
- Passive sentences. Revision and extension (See "1. Grammar- Verb").
- Structures used to express attitudes, e.g. Subjunctive and *wish* clauses.
- Consolidation of Subject - verb - predicate – attribute agreement, predicative complement and verb agreement with collective nouns and enumerations.
- Clauses without stated subject: passive clause, impersonal, use of *one*, inclusive *you/we*.
- Intonation in different types of clauses.
- *Question tags*. Revision and extension on forms and uses. (See "4. Phonology and Spelling -Intonation").
- *Echo questions*. Forms and uses. (*'He's called Oliver.'* *"'He's called what?'*).
- Most frequent exclamations to react to different situations (*Gosh! Damn! Yippee! Yuk! Poo!*).

Complex sentence

Adjective or relative sentences

- Specific relative subordination: *defining* (*The students who took part in the project were given a prize*) and *non-defining* (*The students, who took part in the project, were given a prize*). Use and omission of relative pronouns.
- After a superlative: *Is that the best [that] you can do?*

Nominal sentences

- Different types of nominal clauses:
 - That-clauses as subjects (*That so many children are born into poverty is a disgrace*).
 - Nominal clauses with an infinitive as subject (*I forgot to ask how long it would take*).
 - Nominal clauses as predicative complements (*The idea was that I made tea because Philip was helping us out*).
 - Indirect questions (*They have to decide who to give the treatment to*)
- *It + be + probability adjective* (*It is likely that it will snow tonight*); certainty (*It is expected that the teachers will strike*), opinion (*It is good that he has come*).
- *It + complementising verb* (*It surprises me that he has left already*).
- Emphatic sentences/cleft sentences:
 - *Wh-clauses* (*Wh+Noun/Pronoun+Verb*) as subject (*What I like is watching football*); as complement after *to be* (*This is not what I expected*) and in indirect questions after verbs like *ask, wonder, tell, remember, know* (*I don't know why he left him*).
 - *What + Verb* as subject (*What interests me is politics*), as object (*I know what is meant*).
 - Anticipatory subject *it* (*It's her courage that I admire*)
 - *Subject + Verb + object + to infinitive*: with verbs expressing desire (*I'd love my son to become a doctor*), likes/preferences (*I do not like my children to play video games*), persuasion (*Tell that child not to shout*), cognition (*I know her to be a bright woman*).
- *Subject + Verb + object +ing* (*I hate ants entering my larder*).
- *Subject + Verb + object + [to be] + adjective* (*I prefer water [to be] boiled*).
- *Question tags*. Revision and extension on forms and uses. (See "4. Phonology and Spelling -Intonation").
- Specific relative subordination: *defining* (*The students who took part in the project were given a prize*) and *non-defining* (*The students, who took part in the project, were given a prize*). Use and omission of relative pronouns.
- After a superlative: *Is that the best [that] you can do?*

Adverbial sentences. Revision and extension.

- Place: *where, wherever* (*Wherever we go, we see him*).
- Time: *since, until/till, while/whilst, as soon as, present/past participle* (*Having finished his work, he went home*).
- Manner: *as, as if, as though, like* (*He did as I instructed him*).
- Comparatives: *than, as ... as, not so ... as* (*He is not so bright as his brother*).
- Purpose: *so as to, in order to, purpose infinitive* (*I opened the door for him to come in*).
- Reason: *because, as, since, for, present/past participle* (*Knowing his tastes she bought him a science fiction novel*; *Written in an unknown language, the inscription couldn't be deciphered*).
- Consecutives: *so, so... that* (*It was raining hard, so they stayed in*), *such + noun + that* (*It was such a good film that all the critics gave good reviews*).
- Concessives: *even if/though, for all [that], in spite of, despite, much as, however much/many, no matter how/how much* (*For all the improvement you made in the last year, you might as well give up boxing*); (*Much as I hated to do it, I had no choice*); (*You have to pay whether you like it or not*).

- Conditionals:
 - Consolidation of the different types of conditional sentences.
 - Consolidation of hypothetical, improbable and impossible conditionals.
 - Introduction to alternative ways of expressing condition:
 - Mixed conditionals: *second/third conditional* (*If the island were still a tourist attraction, last week's earthquake would have caused far more deaths*); *third/second conditional* (*If Fleming hadn't discovered penicillin, there would be far more casualties every year*).
 - Conditional subordinators other than *if*: *unless*, *provided/providing* [*that*], *so/as long as*, *on* [*the*] *condition* [*that*], *supposing/supposing* [*that*], *what if*, *in case* [*of*], *even if*, *whether...or not*.
 - Use of *should* to emphasize reason (*If you should see her this afternoon, tell her I'd like to see her*) and *was/ were* (*If you were to wake up before me, give the baby its bottle*).
 - Conditional sentences with *will/would* to indicate that the condition depends on the speaker's will (*If you will/would come tomorrow, we could revise for the exam*).
 - Rethorical conditional sentences (*If that guy is an architect, I am the Pope*).
 - Indirect conditional sentences similar to polite expressions (*I find it rather irregular, if I may say so*; *He is a bit tightfisted, if you know what I mean*).

NOUN PHRASE

Noun

- Kinds of nouns (common and proper, concrete and abstract, countable and uncountable, collective). Regular and irregular plurals. Revision and extension.
- Foreign plurals: *-is/-es* (*crisis/crises*); *-us/-i* (*alumnus/aumni*); *-on/-a* (*criterion/criteria*).
- Nouns ending in *-s* used in the singular (*singularia tantum*): *means*, *physics*, *headquarters*, *politics*.
- Uncountable nouns always used in the plural (*pluralia tantum*): *belongings*, *congratulations*, *outskirts*, *remains*, *surroundings*.
 - Summation plurals consisting of two equal parts (*summation plurals*): *glasses*, *trousers*, *binoculars*.
 - Invariable unmarked plurals (*cod*, *salmon*, *folk*).
- Gender: nouns with a different form for the masculine and the feminine. Extension (*pig/sow*). Dual gender (*chairperson*).
- Genitive case:
 - Revision and extension of the basic forms.
 - The group genitive (*Are you coming to my brother-in-law's party?*).
 - Double genitive: *of* + genitive (*I heard the story from a friend of my brother's*).
 - Genitive + *of* structure, instances in which *of* or *'s* can be admitted (*We were amazed by the ship's sheer size / We were amazed by the sheer size of the ship*).
 - Expressions indicating value and quantity (*Could you give me a pound's worth of chips?*).
 - Expressions indicating distance (*a ten minute walk*).
 - Local genitive (*at my sister's*, *St Peter's*).
 - Idiomatized expressions (*For God's sake!* *For pity's sake!*).
- Compound nouns: noun + verb (*fire-eater*), verb + noun (*rocking chair*), adjective + noun (*highway*), noun + noun (*toothbrush*), multi-word verbs (*turnout*, *overspill*), time expressions (*a three-week holiday*), variations in spelling: one word compound (*postcard*), two word compound (*pocket money*) and hyphenated word compounds (*fortune-teller*).
- Plural in compound nouns (*passer-by/passers-by*, *woman doctor/women doctors*, *frying pan/frying pans*).
- Binomials formed by: noun + *and* + noun (*aims and objectives*, *trial and error*, *health and safety*).
- Noun function: verb to noun (*Shall I give it a try?*).

Noun Complement

Determiner

- Definite, indefinite and zero article. Extension of uses and forms (*A Mr. Ripley came to see you yesterday / The Mr. Ripley with the stutter came to see you*).
- Extension of situational determiners (*the White House, Westminster Abbey*) and nationalities (*The Welsh*).
- Quantifiers. Revision and consolidation.
- Idiomatic expressions (*to be in a coma, to set sail, in view of*).
- Parallel expressions (*not to see eye to eye, from father to son*).
- Notes, headlines, advertisements, abridged vocabulary (*House for sale; Fan strikes footballer*).
- Fractions, multipliers (*She's twice his age*), multiples (*doublefold, sevenfold*).
- Partitives (*a bunch of roses, a pinch of salt*).
- The number zero: *nought/zero, nil, o, love*.

Pronoun

- Forms, functions, position, use/omission. Agreement with referent subject.
- Consolidation of the different types of pronouns.
- Use of *they/them/their* with a singular referent (*Somebody has lost their folder*).
- Anaphoric use of *it* (*I find it hard to believe that he is a millionaire*).
- IT as an anticipatory subject in cleft sentences. Extension (*It was in January that I got the results*).
- Idiomatic use of *it* (*How's it going?; She has made it; Hang it all!*).
- Uses of SO as a *prop-word* after verbs like *think, believe, hope, suppose, expect, say, fear, guess* (*I guess so*); substituting a noun, pronoun or adjective already mentioned (*If she wants me to do it, I'll do so*).
- Uses of ONE: impersonal use (*One likes girls*), as a determiner or indefinite pronoun (*one of these days*), as a *prop-word* (*the one on the left, the ones I like*), emphatic use equivalent to *only* (*You are the one person I can trust*), meaning "a certain" (*The house was inherited by one Peter Doyle*).
- Relative pronouns *who, whom, which, what* and the adverbials *when* and *where* in *wh-ever* words (*whoever, wherever, etc*).
- Emphatic negatives: *whatever, whatsoever, at all* (*He had no friends whatsoever*).
- Distributive pronouns: *either, either ... or, neither ... nor, etc.* (*Either dress will do*). Extension.

Adjective

- Position and order of adjectives.
- Predicative and attributive adjectives. Revision and extension.
- Attributive only: *inner, outer, upper, joined, lesser, etc.* (*joint efforts, outer space*).
- Predicative only: *alive, ill, well, alike, afraid* (*The situations are alike; I am aware of the fact*).
- Adjectives that change their meaning according to their attributive or predicative use: *glad news / I'm glad; ill luck / He's ill; a sick man / He's off sick*.
- Noun- phrase head adjectives/ generic reference: *the poor, the old, the British*.
- Noun-phrase head singular adjectives/neuter reference: *the unknown, the absurd, the unexpected*.
- Words used as adjectives: *the head waiter*.
- Idiomatized expressions with adjectives: *the president elect, court martial, from time immemorial*.
- Adjective preceded by *too, rather, so* (*rather a good idea / a rather good idea*).
- -Ing and -ed participles (*frightening/ (frightened)*). Extension. Instances in which the participle can only be used after a noun: *applying, caused, discussed, found*.
- Use of *be sure to / be certain to* (*Be sure to ask for a receipt when you buy the newspapers for the office*).
- Extension on the different types of comparison:
 - Gradual increase (*Her visits to the country to see her family became rarer and rarer*).
 - Parallel increase (*The older I get, the wiser I become*).
 - Use of *like/as*. Differences (*She works as a waiter / She works like a slave*).
- Adverb + adjective collocations: *bitterly cold, deeply ashamed, highly recommended*.

- Premodification of adjectives. Revision and extension:
 - Most frequent collocations of adverb + adjective (*bitterly cold, deep ashamed, highly recommended*).
 - Non-gradable adjectives (*amazing, tiny*).
 - Idiomatic expressions with comparatives (*The older we get, the grumpier we become*).
 - Quasi-coordinate comparative structure (dominant comparative) (*Her eyes are more green than grey*).
- Metaphors and similes.

Verb

- Revision and extension of verb tenses.
- Verbs not usually used in the -ing form: stative verbs (*consist of, contain*), verbs of possession (*own, include, possess*), feeling and desire (*adore, desire, despise, detest, need, pity*), verbs of thinking and believing (*doubt, expect, feel*), verbs indicating appearance (*resemble, appear, seem*), others (*depend, deserve, fit, matter*).
- **USED TO / WOULD** to express habits. Revision and extension.
- **Emphatic use of the auxiliary:** Subject + do + infinitive (*I did tell you!*).
- Different ways of expressing the future. Revision and extension.
 - Future for predictions. Future continuous for an action in progress at a certain time in the future and to express determination.
 - **WILL/WON'T have** + past participle for predictions on actions expected to conclude at a certain time in the future (*He'll have finished his exams by June and should be able to take up some sport then*).
 - **WILL/WON'T have** + *been* + verb-ing to express an action in progress in the future emphasizing how long the action takes (*I'll have been working at this school for fifteen years in October*).
 - **WILL/WON'T** to express determination (*After what happened I'll never travel with the same company again*).
 - **WILL/WON'T be** + verb-ing to express events agreed upon in the past (*Sorry, I can't do lunch on Saturday. I'll be taking my daughters shopping*).
 - **WILL/WON'T** + verb-ing to express future events that will surely take place as they are parts of routines (*They'll be paying us their monthly visit tomorrow, so I'll show them our new project then*).
 - Expressions with a future meaning: *be to* + infinitive to indicate events scheduled for the future (*The President is to give a speech at the beginning of the ceremony*).
 - Use of *due to* + infinitive for scheduled events (*The last book of the series is due to be released in October*).
 - **BE ABOUT TO** to express an event that is expected to happen in the near/close future (*Hurry up! The train is about to leave!*), together with *on the point of/on the verge of* (*She is on the point of having a nervous breakdown*).
 - Use of *be (un)likely / bound / sure to* + infinitive to express probability and certainty (*He's unlikely to win the election*).
 - Simple present for timetables (*The bus leaves at 7.30 to take the guests to the airport and the plane leaves at 9.15*).
 - Use of certain adverbs to reinforce or soften predictions, intentions or decisions (*She probably won't come on time, she rarely does; I certainly won't tell them anything about the breakup of their relationship*).
 - Use of the present/present perfect in time clauses with *when, after, as soon as, once, until* (*We won't be ready to buy a flat until we save/have saved more money*).
 - Verbs with a future meaning:
 - verb + *to* + infinitive: *decide, hope, intend, promise, swear* (*I swear never to reveal any of the secrets*).
 - verb + noun/-ing form: *anticipate, predict, envisage* (*We anticipate congestion on all major roads*).
 - verb + (noun) + *to* + infinitive: *arrange, expect, guarantee, undertake* (*We are planning a long stay to improve our English*).
- Revision and extension of modal verbs to express: ability, possibility, plans, permission, obligation, need, absence of obligation or need, prohibition, certainty, habits. Extension of

the following uses:

- Reproach: *should [not]have* (You shouldn't have eaten so much).
- Advice or recommendation: present (You really must see Sense and Sensibility); future (You'd better change the locks as soon as possible).
- Logical deduction: present *This must/has to be their house; This report can't be correct*; past (*That noise must have been an explosion; She can't have done it, she wasn't even there*).
- Probability: present (*The plane should be landing now*), past (*They should have arrived hours ago*).
- Hypothetical wishes: present/future (*It would be nice to live by the sea*); past (*It would have been a good idea to notify us in advance*).
- Use of the subjunctive:
 - Form and use. Revision and extension.
 - Use in constructions with *demand, insist, suggest, require* (*They demanded that he come to work on time*).
 - Alternatives to the use of the subjunctive:
 - In neuter registers: *should + infinitive* (*It is vital that every applicant should complete the form in triplicate*); *for + subject + to + infinitive* (*It is vital for every applicant to complete the form in triplicate*).
 - Informal: *present/past simple* (*It is vital that every applicant completes the form in triplicate; They demanded that he left*).
 - Extension of the use of the "unreal" past: *wish/if only + past simple, wish/if only + past perfect, wish/if only + would, wish/if only + could [have]*.
 - In idiomatized expressions (*Long live the republic!; I'll take him to court if need be; Be that as it may; Come what may*).
 - In orders: *you + Verb infinitive* (*John, you be a good boy and eat your spinach!*).
- Revision and extension of the passive voice:
 - Impersonal passive: *subject + verb in the passive voice + to + infinitive* (*He was said to be innocent*); *it + verb in the passive + that clause* (*It's said that he has committed suicide*).
 - Phrasal verbs / multi-word verbs (*The company was taken over*). Extension.
 - Passive constructions with prepositional intransitive verbs (*He was laughed at*).
 - The infinitive in passive constructions (*To be given the role of Hamlet was his greatest ambition*).
 - HAVE/GET causative use: *have/get + object + past participle* (*Have/get that mess cleaned up at once!*). Revision.
 - Easily confused verbs: *lay / lie, raise / rise, rob / steal, make / do*.

Verb complements

- Verb complements: transitive, intransitive, copulative, together with verbs in a transitive or intransitive use (*Ken Follet's books sell by the million*).
 - Reflexive forms (*They prided themselves on their performance*).
 - Reciprocal forms (*We disagreed, we fought, then we kissed and made up*).
- Verbs followed by *that*-clause (*He requested that we [should] attend the meeting*); instances in which those verbs are followed by *the fact that* for the sake of emphasis (*We cannot ignore the fact that she lied to us*).
- Verbs followed by *that*-clause or *to*-infinitive: *agree, hope, pretend, forget*.
- Verbs followed by *wh*-clause (*Nobody can predict what's going to happen in life*).
- Revision and extension of verbs followed by *-ing* or *to*-infinitive.
- Verbs followed by *-ing* or infinitive without *to*: *see, observe, feel, sense, hear, watch, perceive* (*I noticed him sneaking/sneak out at lunch time*).

Adverb and adverbial phrases

- Form and use. Revision and extension.
- Different types of adverbs and adverbial phrases:
 - Manner: *truly, wrongly, wholly* (*A robin was singing beautifully from a garden tree*).
 - Place: *backwards, clockwise, nearby* (*Have you got all your family locally?*).
 - Time: *formerly, presently, eventually* (*I've had some really weird dreams lately*).
 - Length: *for good, for three years, throughout history, briefly* (*We met her at your wedding very briefly*).

- Well-defined frequency: *monthly, twice daily, every October 11th* (*Every day she spends hours on her personal fitness programme*) and indefinite frequency: *now and then, once in a while, on and off, hardly seldom* (*Every now and again they travel to London*).
- Cause: *because of, with the aim of, for reasons of* (*Cycling is forbidden on the motorway for reasons of safety*).
- Purpose: *for, so as to, in order to* (*I went to a café for a quick coffee*).
- Intensity or degree: *fairly, quite, almost* (*I almost got killed*).
- Quantity: *twice, little, much, less* (*I dream of working less*).
- Focus adverbs: *only, even, alone, specifically* (*He specifically asked to meet with me alone*).
- Probability: *maybe, perhaps, possibly* (*Probably the most famous dessert plant is the cactus*).
- Assertion: *certainly, indeed*; negative (*not at all, never, no/not*).
- Opinion: *amazingly, unfortunately, with luck* (*With luck we should be finished by the end of March*).
- Alternative position of adverbs and adverbial phrases in sentences.
 - Time reference (*no sooner ... than, hardly/scarcely, barely ... when, not until, not since, only after, only when*).
 - Frequency (*Hardly ever did he wear a suit*).
 - With *only* for emphasis (*Only by patience and hard work will we find a solution*).
 - In sentences with *no* (*On no account are you to repeat this to anyone*).
- Adverbs that modify a whole sentence (*by and large, funnily enough*).
- Adverbs as discourse markers (See "2. Discourse-Organization").
- Adverb + adjective collocations (*seriously damaged*).

SENTENCE CONNECTION

Conjunctions and conjunction phrases

- Form and use. Extension.
- Coordination (to link words, phrases or sentences).
- Copulative: *both ... and, not only ... but also, neither ... nor, as well as*.
- Reformulation or replacement: *or, either, either ... or*.
- Contrasting: *nevertheless, nonetheless, yet, still*.
- Concession: *even if/though, for all [that], in spite of/despite, much as*.
- Subordinates linking two sentences to form a complex sentence by subordinating one to the other (*We'll tell him as soon as we see him*).
- Substantive (*I informed him that I had arrived; I don't know whether it is ready yet; I don't know where/who he is*).
- Adverbials (head reference in an adverbial subordinate clause). (See "1. Complex sentence-Adverbial subordination").

Prepositions

- Revision and extension of the different types and uses of prepositions and prepositional phrases.
- Easily confused prepositions *above/over, beneath/below/under/underneath, at/in/on, (made) of/(made)from, across/through*.
- Use of prepositions in the description of movements and directions (*He went along the path, past the pub, up the hill, down through the woods and over the river*). Extension.
- Idiomatized expressions with prepositions (*Eat it up!; What are you up to?; On and off*).

2. DISCOURSE

Cohesion

- Revision of the use of grammatical reference devices: personal pronouns, demonstratives, possessive, quantifiers and adverbs or grammatical expressions with an anaphoric or cataphoric reference (*us, that, new ones, me neither*).

- Different types of substitution:
 - Substitution of a noun or noun phrase (*The doctor suggested I should try aspirin or ibuprofen, but neither worked*)
 - Substitution of a verb or verb phrase with *do* (*He said not to forget the cake in the oven, but I did*).
 - Substitution of a verb or verb phrase with *do so/it/that* (*When you want to get fit, you should only do so with a planned exercise programme*).
 - Substitution of a sentence (*I expect so; I hope not; I doubt it; I'm certain of it; So they have!*).

Ellipsis

- Of a noun or pronoun (*Lucy went up to the bar and <she> asked for a coffee*).
- Of a verb (*Since the divorce I've lived in London and my husband <has lived> in Cambridge*).
- Infinitive or *wh*-clauses (*He didn't win the competition even though he had expected to <win>*).
- Omission of the subject at the beginning of short sentences in informal English (*<I>Must go now. It's getting late*).

Verb coherence

- Coherent time-sequencing in discourse (time progress, correlative events, flashback).
- Indirect style. Changes in verb tenses. Revision and extension.
- Extension of the devices to mention or transmit information.

Connectors to link discourse sections

- Revision and extension of coordinate and subordinate discourse connectors (See "1. Grammar-Connectors").

Organization

Elements in oral or written texts:

- Role of markers in text and register:
 - Initiation markers: greetings, introduction, introduction to the subject, introduction to a new subject.
 - Structural markers:
 - Sequencing (*First of all, secondly*).
 - Adding information (*Similarly, what's more, moreover*).
 - Comparing (*Likewise, similarly, however*).
 - Opinion (*Fortunately, surprisingly, obviously*).
 - Digression (*Incidentally, by the way*).
 - Reformulating:
 - Explanatory (*That is, in a sense, in other words*).
 - Rectifying (*I mean, rather/better*).
 - Distance (*Anyway*).
 - Recapitulating (*To sum up, in conclusion, to conclude*).
- Punctuation and paragraphing. Punctuation marks as discourse markers: fullstop, semicolon, dots, question marks, exclamation marks, brackets, hyphen. Idea development through paragraphing.
- Printing devices for classification, emphasis, reference (protocol for the distribution and organization of the texts for outlines and indexes; types of writing, bold type, margins, underlining, inverted commas).
- Intonation and pauses. Revision of the use of intonation and pauses as markers of discourse units; identification and production of stress patterns appropriate to the speech and discourse structures of the level.

Interaction

- Revision and extension of conversational markers used to address someone, greet, start a conversation, cooperate, react, reinforce, agree, involve the interlocutor, disagree, soften disagreement, indicate interest and/or involvement, indicate distance, interrupt, give an

explanation, ask for help, thank, repeat and transmit, signal the end of a conversation and say goodbye.

- Extension of resources for expected reactions to everyday situations and intercommunication (closed pairs): question-answer, offer-acceptance/refusal, ask-give, compliment-reaction, ask-concede.
- Special emphasis on the appropriateness of register.

Deixis

- Ways of indicating the context of utterances (conversation, telephone, chat, minutes, stories etc.) through the use of pronouns, demonstratives and/or expressions of time and place (*I, you ↔ he; now, at the moment, today, yesterday, tomorrow ↔ then, at that moment, the same day, the previous day, the following day; here, this, come, bring ↔ there, that, go, take*).

Courtesy

- Common ways of addressing people: personal pronouns, formulae.
- The speaker taking a secondary role through the use of impersonal pronouns (*One has to be careful with politicians*) passives (*The tap needs to be mended*), use of the second person (*You have to be polite at work!*), use of inclusive ALL (*We all have to collaborate in the project*).
- Expressions indicating different degrees of familiarity in social contexts: orders (*Open the door, will you? / Could you open the door, please?*).
- Expressions indicating cooperation (*It's a pleasure! Go ahead! Why not?*)
- Use of intonation for effect in spoken production.

Inferences

- Implicit or inferred information in common expressions in different communication situations.
- Implicit or inferred information in very short or long-winded responses.
- Implicit or inferred information in intonation: irony, sarcasm, etc.
- Implicit or inferred information in question-orientated constructions (See "4. Phonology and spelling-Intonation / Tag questions").
 - Ambiguity in statements to convey implicit or inferred information: *It's cold in here.* ↔ reproaches, demands...
 - Metaphors.

Theme and focus

Omission of the shared information.

- Focusing on the shared or new information through grammar devices:
 - Use of the passive (*He got arrested*).
 - Pseudo-intransitive constructions (*Helen photographs well, doesn't she?*).
- Lexical devices (*Eaten it? You wolfed it down!*).
- Order:
 - *Fronting* (*That bowl we got in Italy. The other one is from Spain, I think*).
 - *Cleft-sentences* (See "1. Complex sentence - Noun sentence").
 - *Headers* (*That key, did you put it there or did I?*) and *tails* (*It's driving me crazy, this*).
 - *The thing, one thing, something* + relative sentence (*The thing I was struck by was their generosity*).
- Different uses of *It*:
 - *Anticipatory it* (*So, it was in March that you went*).
 - *It* + clause (*It's fun working with you*).
 - *It* + report verb (*It appears/seems he's been promoted*).
 - Verbs (*reckon, guess, count, judge*) + *it* (*I find it hard to believe he's leaving his job*).
- Reduplication (*I've told you time and time again not to pick your nose*).
- Emphasis:
 - On new details of the information provided (*Bond, James Bond*).
 - On important words (*Excuse me, I think you are in my seat*).
 - In sentences with two contrasting elements (*Do you want the hamburger with chips or salad?*).

- In corrections (*Are you thirteen? No, fourteen!*).
- Focus and emphasis in structures to pinpoint events (*I don't really feel like doing it; the point/question/truth/problem is...*).
- Noun function (*My poor health meant I had to stay at home*).
- Adjective function (*She seemed most insistent that we should know it*).

3. LEXIS AND SEMANTICS

Vocabulary

- Different expressions to perform effectively the functions outlined in the programme both in formal and informal contexts and in both spoken and written productions requiring different registers.
- Extension of vocabulary for situations and topics outlined in the programme; varieties in production (formal/informal, British/American English), standard English and colloquial and professional registers.
- Revision and extension of common English expressions related to situations and topics outlined in the programme (*stiff opposition, bitter argument, hopelessly in love, to fiercely disagree*).
- Revision and extension of common colloquial English expressions related to situations and topics outlined in the programme.
- Use of common words and expressions considered vulgar or taboo.
- Extension of common sayings related to situations and topics outlined in the programme. Use in context.
- Formal English words and expressions derived from Latin.
- Revision and extension of stereotypical comparisons (*as cool as a cucumber*).
- Phrasal verbs.

Word-formation

- Word-formation through prefix (*under-, over-*) and suffix (*-dom, -ness*) derivation without a change in category.
- Revision and extension of word-formation with a change in category: noun ↔ verb (*bottle/to bottle*), verb ↔ noun (*to bore/a bore*), adjective ↔ noun (*daily/a daily*), adjective ↔ verb (*humble/to humble*).
- Revision and extension of word-formation through compounding:
 - Compound nouns: noun + noun (*peacemaker, air shuttle*); v-ing + noun (*finishing stroke/touch*); adjective + noun or noun + adjective (*blackbird, spoonful*); verb + noun (*scarecrow*); pronoun + noun (*he-goat*); phrasal derivation + noun or viceversa (*looker-on*); other combinations (*forhget-me-not*).
 - Compound adjectives: noun + adjective (*user-friendly*); noun + v-ing (*time-consuming*), noun + past participle (*sunburnt*); adjective + adjective (*bitter-sweet*); adjective + past participle (*absent-minded*); adjective or adverb + noun + -ed (*well-mannered*), adjective + -ing (*dirty-looking*); adverb + past participle (*far-fetched*); adverb + -ing (*well-being*).
 - Compound verbs (*house-hunt*).
 - Reduplications (*chit-chat, wishy-washy, see-saw*).
 - Shortening/clipping: front clipping (*phone/telephone*); back clipping (*bra/brassiere*); front/back clipping (*flu, fridge*).
 - Blending /blend (*motor+hotel=motel*).
 - Abbreviations (*B.B.C., VIP, GP*) and acronyms (*AIDS/Aids, NATO/Nato*).
 - Derivation with a change in nuance in the meaning (*reddish*).
 - Lexical or number constructions through a hyphen or slash: (*a twenty-four-hour flight; It is open 24/7*).
 - Back-formation (*sightseeing→sightsee, intuition→intuit*).

Meaning

- Extension of the fields linked to the topics outlined in the programme.
- Awareness of hesitation techniques and paraphrasing (*Mm, erm, vow*).

- Extension of synonyms, words closely related in meaning and antonyms for the situations and topics outlined in the programme. Different uses according to the register used.
- Extension of lexicon from the same semantic field and understanding of common and differentiating features (*peep, peer, look, browse*).
- Proper use of polysemy (*book, bank*).
- Words that may create difficulty due to their spelling (*rise/raise*).
- False friends and frequent copies from the mother tongue (*sympathetic, sensible*).
- Homophones (*two/too, right/write*).
- Words that change their meaning according to where the stress goes (*to record/a record*).
- Extension of lexis for formal and informal registers (*go/attend*).
- Extension of the use of resources offered by the language: comparatives, metaphors and expressions used in figurative sense.
- Extension of the most frequent English productions of the common lexis (*diaper/nappy, faucet/tap, pants/trousers*).

4. PHONOLOGY AND SPELLING

Phonic devices

- Recognition and production of vowel and consonant sounds (*International Phonetic Association*): Phonemes and varieties in production that may create a greater difficulty.
- Awareness, production and difference between voiced and unvoiced sounds (*/s/, /z/*).
- Unstressed vowel sounds in the discourse (*/ə/*).
- Phonic shortening in consonants (*Where d'you /dju:/ work?*).
- Consolidation and extension of mute consonants (*debt, receipt, yacht*).
- Revision and extension of the phonemes that may create greater difficulty.
- Recognition of unstressed production in familiar and colloquial registers (*See you /si:ye//; cup of tea /'kʌpə/*).
- Consolidation of the correspondence between stress and punctuation: appropriate intonation as signalled by the fullstop, comma, colon, semicolon, hyphen and brackets.
- Identification and production of stressed and unstressed grammatical items (articles, prepositions, conjunctions, etc.).

Intonation

- Intonation: revision and extension of common patterns.
- Intonation in statements: different types of statements (ordinary, categorical, indicating insinuation, uncertainty or in enumerations).
- Intonation in questions: general (*What time is it?*); assertive (*You're Philip?*); requests (*Would you do me a favour?*); alternative (*Should I go or should I stay?*).
- Intonation in statements with a rising intonation (*You're ready?*).
- Intonation for the different communicative functions and different tones (serious, angry, sarcastic, loving).
- Simple sequences with common intonation. Sayings and easy poems.
- Intonation in *tag-questions*. Revision and extension.
 - Affirmative sentence + *negative tag* with rising intonation leading towards an affirmative answer (*'You've worked hard, haven't you?' 'Yes, I have'*) but also open to a negative answer (*'No, I haven't'*).
 - Negative sentence + *affirmative tag* with rising intonation leading to a negative answer (*'He didn't get it, did he?' 'No, he didn't'*) but also open to a yes for an answer (*'Yes, he did'*).
 - Affirmative sentence + *negative tag* with a falling tone leading towards an affirmative answer (*'You're coming, aren't you?' 'Yes, we are'*).
 - Affirmative sentence + *affirmative tag* with rising intonation leading to a yes for an answer (*'He's gone back, has he?' 'Yes, he has'*).
 - Negative sentence + *affirmative tag* with falling intonation leading to a no for an answer (*'She never talked to anybody, did she?' 'No, she didn't'*).

Spelling

- Revision and consolidations of the English spelling rules.
- Compound words, abbreviations and acronyms.
- Special cases in the use of capital letters.
- Consolidation of the least frequent punctuation signs.
- Revision and extension of the differences in spelling between British and American English.

How do we learn?

Strategies for self-study

- Find and use personal resources (text book, personal dictionary, notes, etc.) and those which are available in the centre (library, resources room, etc.) and outside of the centre (Internet).
- Use compensatory strategies (paraphrase, use mime, etc.), affective strategies (don't lose confidence when you make a mistake, take risks when carrying out tasks) and social strategies (work with classmates, exchanges with native speakers, etc.) to help boost learning.
- Use strategies that help you memorize information (create mind maps, semantic maps...), cognitive strategies (analyse, deduce, reason...) and metacognitive strategies (set goals, link what you have just learned to what you already knew ...) to develop study and work techniques.
- Take part in communicative situations through the use of technology (mobile messages, chat rooms, emails...).
- Identify frequent errors and analyse the causes.
- Accept that committing errors is a natural and necessary part of the learning process.