ENGLISH
C1 COURSE SYLLABUS

INTRODUCTION

Each level of the Escuelas Oficiales de Idiomas beyond level A1 is considered cumulative and presupposes a mastery of at least 65% of the requirements of the previous level so that level C1 assumes the same percentage of competence on all areas of the preceding B2 syllabus.

Consequently, all of the sections on the C1 syllabus below will highlight what is specific to this level and what is additional to the B2 syllabus, assuming a familiarity with the corresponding details therein or specifically referring the student to the checklists on pertinent sections of the B2 syllabus.

The Common European Framework of Reference (CEF) defines the overall competence of students at level C1 as follows:

A student at this level is a proficient user who can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.

From this general description of a student's proficiency at this level a more detailed description of the competence in language skills and strategies and the specifications for both learning content and cultural content will be defined.

This syllabus is divided into seven sections as follows:

1. Objectives.
2. Contents.
3. Text Types.
4. Topic Areas.
5. Skills to be developed to perform communicative activities.
6. Strategies to be developed to perform communicative activities.

Each section is subdivided into a further series of longer or shorter subsections.

It is expected that learners will acquire the level of competence described below after approximately 120 contact hours but the actual time span will depend greatly on the learner's desire, application and self-assurance in becoming an independent language learner and user.

1. OBJECTIVES

What are the overall objectives of this course?

Echoing the introduction above, learners at this level are expected to be able to understand a wide range of demanding, longer texts or discourse and recognise implicit meaning. They should be able to express themselves fluently and spontaneously without much obvious searching for expressions. Language should be used flexibly and effectively for social, academic and professional interaction. They should be able to produce clear, well-structured, detailed text or discourse on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.

This translates into a more detailed series of skills that learners need to develop and use on this course.
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A. At this level the student learns how to …..

- communicate with other speakers fluently and spontaneously, almost effortlessly, with a good command of a broad range of language.

- select an appropriate formulation to express him/herself clearly in an adequate style on a wide range of general, academic, professional or leisure topics, without having to restrict what he/she wants to say.

- understand enough to follow extended written and oral texts on abstract and complex topics beyond his/her own field.

- recognise sociocultural content of linguistic situations and understand a wide range of idiomatic expressions, appreciating register shifts.

- use contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.

- become an autonomous learner, developing and making use of communicative and learning strategies.

What communicative activities have to be performed?

A wide range of oral and written activities will be performed in order to develop and master communicative competence.

1.1 Listening comprehension activities

A listener at this level can:

- understand in detail speech on abstract and complex topics of a specialized nature beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar.

A. Interaction

Learners at this level can:

- understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.

- keep up with an animated conversation between speakers of the language.

- follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics.

- appreciate mood, register and intention in speech interaction.

- control their own understanding in interaction, making use of interruption and asking for clarification.

B. As a member of a live audience

Learners at this level can:

- follow most lectures, discussions, debates, reports, etc., with ease. Can make decisions about what to note down and what to omit and ask detailed questions.

Conversations and debates

- follow most conversations, discussions and debates with relative ease, identifying the main ideas and different points of view.

Narrations, descriptions and presentations

- understand presentations, descriptions and lectures which directly or indirectly relate to their vocational field without difficulty, even when they are propositionally and linguistically complex.

- make notes on familiar and unfamiliar matters in a lecture, meeting or seminar so accurately and so close to the original that they can be useful to other people.

Announcements, instructions and adverts

- extract specific information from public announcements, even when their quality is poor or are audibly distorted e.g. in a station, sports stadium etc.

- understand complex technical information, such as operating instructions, specifications for familiar products and services.

- be aware of the implications and allusions of advertisements.

Media programmes and recordings

- understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail such as implicit attitudes and relationships between the speakers.

- follow radio and television programmes, even when they are demanding in content and linguistically complex.

- appreciate films with relative ease, including humour and implied meaning, and with a considerable degree of slang and idiomatic usage.

1.2   Reading comprehension activities

Learners at this level can:

A. <u>Interaction</u>

Learners at this level can:

Correspondence and notes

- understand most types of correspondence, even in non-standard language, given the occasional use of a dictionary.

- make useful notes from written sources, capturing abstract concepts and relationships between ideas.

- paraphrase or summarize effectively, abbreviating sentences successfully.

- select the most salient and relevant ideas from common written texts and represent them clearly and briefly.

- recognize different formats in common written texts.

B. <u>Production</u>

Learners at this level can:

Scanning for information and reading for orientation

- scan longer texts in order to locate desired information and grasp main topic.

- gather information from different parts of a text, or from different texts in order to fulfil a specific task.

- assess the relevance of most textbooks and articles within their own area of study.

- scan articles, textbooks, etc. in own or related areas of study to form reliable judgements, at a moderate speed.

- make full and effective use of dictionaries for productive and receptive purposes.

- deal with accommodation advertisements and understand most of the abbreviations and terms used.

Reading for information and argument

- understand complex points of view and arguments as expressed in texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.

- extract ideas and opinions from highly specialised texts in their own field, for example, research articles.

- understand most reports that they are likely to come across within a reasonably short time, including finer points and implications.

- understand complex opinions and arguments as expressed in serious newspapers or reports, with ease.

Instructions

- understand in detail lengthy, complex instructions on a new machine or procedure, whether or not the instructions relate to their own area of expertise, provided they can reread difficult sections.

Processing Text

- summarise long, demanding texts and gather information from different sources and relate it in a coherent way.

- summarise information from different sources, reconstructing arguments and accounts in a coherent presentation of the overall result.

Reading for pleasure

- read contemporary literary texts with ease and understand differences in style.

- go beyond the concrete plot of a narrative and grasp implicit meanings, ideas and connections.

1.3 Speaking activities

There should be little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject may hinder a natural, smooth flow of language.

A. Interaction

Learners at this level can:

General interaction

- express themselves fluently and spontaneously, almost effortlessly, with a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions.

- interact effectively without much obvious searching for expressions.

- use language flexibly for social and professional purposes, including emotional, allusive and joking usage.

Conversation and debates

- keep up conversations of a casual nature for an extended period of time and discuss abstract or cultural topics with a good degree of fluency and range of expression.

- participate in conversations with appropriacy and good understanding of humour, irony and implicit cultural references.

- pick up nuances on meaning and opinion in conversation.

- engage in an extended conversation with a visitor on matters within their authority or competence.

- follow and contribute to complex interactions between third parties in group discussion even on abstract, complex, unfamiliar topics.

- participate in extended discussions and debates on subjects of personal, cultural, intercultural or social interest.

- argue a formal position convincingly, responding to questions and comments and answering complex lines of counter argument fluently, spontaneously and appropriately.

- contribute effectively to meetings and seminars within their own area of work.

- follow up questions by probing for more detail, reformulate questions if misunderstood, make critical remarks without causing offence.

Negotiations

- give detailed information and deal with most routine transactions that are likely to arise (e.g. in a bank, station or post office etc.).

- understand and exchange complex information and advice on the full range of matters related to their occupational role.

- ask questions outside their own immediate area of work (e.g. asking for external legal or financial advice).

- make all the necessary arrangements regarding practical situations (e.g. public services).

- deal with complex or sensitive transactions, (e.g. the export of an antique).

- enquire effectively about services provided, entitlements and procedures involved in a given situation (e.g. the Health Service).

- demonstrate good compensation strategies to overcome inadequacies though they may not always know appropriate technical terms.

Interviews

- participate fully in an interview, as either interviewer or interviewee, expanding and developing the point being discussed fluently, without any support, and handling interjections well.

Discourse control

- make use of circumlocution and paraphrase to cover gaps in vocabulary and structure.

- backtrack when they encounter a difficulty and reformulate what they want to say without fully interrupting the flow of speech.

- select a suitable phrase from a readily available range of discourse functions to preface their remarks appropriately in order to get the floor or to gain time and keep the floor whilst thinking.

- relate their own contribution skilfully to those of other speakers.

- develop strategies to confirm that the interlocutor has understood.

B. Production

Learners at this level can:

- give clear, detailed descriptions and narratives of complex subjects, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.

Description and narration

- produce clear, smoothly-flowing, well-structured speech, showing controlled use of organizational patterns, connectors and cohesive devices.

- organise speech in a generally sound way, linking most ideas appropriately, with or without explicit linking words.

Speaking in public

- give a clear, well-structured presentation of a complex subject, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples.

- adjust what they say and the means of expressing it to the situation and the recipient and adopt a level of formality appropriate to the circumstances.

- deliver announcements fluently, almost effortlessly, using stress and intonation to convey finer shades of meaning precisely.

- handle interjections well, responding spontaneously and almost effortlessly.

- deal with unpredictable questions when giving a presentation or talk.

- show people round and give a detailed description of a place.

- rebut criticisms without causing offence, when giving a presentation or talk.

- give a clear, well-structured presentation of a complex subject.

1.4 Writing activities

Learners at this level can:

- write clear, well-structured texts of complex subjects, underlining the relevant, salient issues, expanding and supporting points of view at some length with subsidiary arguments, reasons and relevant examples, and rounding off with an appropriate conclusion.

A. Interaction

- express themselves in writing with clarity and precision, relating to the addressee flexibly and effectively, including emotional, allusive and joking usage.

- write extensively and make a positive impact on the reader through variation in style and the use of idioms and humour, though use of the latter is not always appropriate.

- give a detailed description of experiences, feelings and events in a personal letter.

- deal with all routine requests for goods and services.

B. Production

- write texts which show a high degree of grammatical correctness and a wide range of vocabulary.

- write most formal letters they are likely to be asked to do with good expression and accuracy. Errors will not prevent understanding of the message. Letter types are, for example: enquiry, request, application, complaint, apology, giving advice, asking for and giving information.

- write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style.

- write a report that communicates the desired message.

- write an essay with only occasional difficulties for the reader.

2. CONTENTS

What kind of functions need to be learnt?

Those functions which were acquired in previous stages of the learning process will be revised, consolidated and incorporated into more demanding situations involving the use of a wider range of resources. The following headings and checklists are the same as those listed at B2.2 level but are not intended to be exhaustive.

2.1 Social usage

- greetings.
- introductions.
- celebrations.
- making appointments.
- making arrangements.
- thanking.
- apologizing.
- saying goodbye.
- expressing condolences.
- congratulations.
- compliments.
- expressing good wishes.
- reacting to new information.
- drawing attention.
- showing interest.

2.2 Control of communication

- asking for clarification or repetition.
- correcting or reformulating what has been said.
- indicating success or failure of communication.
- paraphrasing and translation.
- monitoring interaction.
- dealing with misunderstandings.

2.3 General information

- describing people, things, moods, feelings, processes, changes and systems.
- making reference to their qualities and properties.
- expressing knowledge or lack of it about a fact or the origin of some information.
- making offers and invitations, accepting or declining them.
- identifying people and objects.
- asking for information and giving answers about people, places, timetables.
- facts, activities or events.
- narrating and describing facts and event.
- expressing degrees of certainty or uncertainty about facts and events.
- correcting or clarifying statements.

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- repeating and conveying information.
- giving and reacting to news.

2.4 Knowledge, opinion and assessment

- expressing knowledge or lack of it, remembering and forgetting.
- reminding somebody something.
- stating or denying a fact with a certain degree of certainty and emphasis.
- comparing objects, people, places, situations and actions.
- expressing doubt, disbelief and degrees of certainty.
- expressing misunderstandings or confusions.
- posing hypothesis or suppositions.
- rectifying.
- agreeing or disagreeing, totally or partially.
- expressing, justifying, defending and contrasting facts and opinions.
- expressing approval, satisfaction or the opposite.

2.5 Wishes, health and feelings

- expressing willingness, plans, intentions, necessity, interest, pleasure, likes.
- curiosity, preference, promises and unfulfilled intentions.
- making wishes for oneself or for other people.
- expressing and asking about health, symptoms and physical sensations.
- expressing moods, states of mind, emotions, feelings: surprise, sadness, anger.
- embarrassment, etc.
- apologizing and accepting apologies.
- praising, protesting, complaining, accusing and defending.

2.6 Requests, instructions and suggestions

- requesting and offering goods, favours, help and services.
- asking for and giving advice and orders.
- asking for and giving or denying permission.
- accepting willingly or reluctantly.
- encouraging somebody to do something.
- planning an activity.
- expressing a request, order or advice.
- preventing, warning and claiming.
- expressing possibility, impossibility and obligation.
- suggesting activities and reacting to suggestions.
- arranging to meet somebody.

2.7 Discourse structure

- addressing someone, asking for and taking the floor.
- opening and closing a formal or informal conversation.
- changing, returning to or continuing the subject.
- clarifying, rectifying, repeating, reformulating and summarising aspects.
- contributing to interaction, asking for an opinion or a change of subject.
- encouraging conversation and taking turns.
- telephone conversations: answering, asking for somebody, asking somebody to hold on, etc.

3. TEXT TYPES

See also "Texts" on the grid in the "Topic Areas" section below.

The type of texts that will be encountered will be determined by the kind of communicative tasks involved and the particular medium chosen will affect or influence the process of production and reception.

The media will range from:

- Voice.
- Telephone.
- Public address systems.
- Radio broadcasts.
- TV broadcasts.
- Cinema films.
- Computer (email, CD, DVD).
- Videotape, cassette, disc.
- Audiotape, cassette, disc.
- Printed material.
- Manuscripts.

Interaction

- Formal and informal social texts (congratulations, invitations, confirmation, excuses, thanks, application, apology, greetings, presentation, condolences).
- Personal letters and messages (SMS, e-mails, fax, mail, chats, etc.).
- Formal personal, academic or professional correspondence.
- Standard administrative documents.
- Questionnaires.
- Chatroom messages.

Comprehension

- Bilingual and monolingual dictionaries.
- Telephone directories, address books, leisure guides, timetables and catalogues.
- Textbooks.
- Webs, blogs or similar.
- Tourist or commercial brochures and leaflets.
- Recipes.
- Instructions and regulations.
- Job advertisements.
- Commercial advertisements.
- Reports.
- Press articles.
- Longer texts on a wide range of concrete or abstract topics.
- Texts on his/her own field or speciality.
- General administrative texts.
- Comics.
- Lyrics.
- Horoscopes or similar.
- Poems.
- Biographies.
- Stories, tales and novels.
- Theatre plays.

Production

- Informative texts.
- Discursive texts on familiar subjects.
- Reports.
- Accounts of experiences, real or imaginary events.
- Descriptions of people, objects, activities, processes, services, places, plans and projects.
- Biographies.
- Summaries.
- Book presentations.
- Commitments and regulations.
- Schemes and plans.
- Recipes.
- Instructions.
- Work applications.
- Announcements.
- CVs.
- Academic work.
- Diaries.
- Writing for pleasure.

3.1 Listening text types

In the checklists above as well as in the 'texts' section on the grid in the Topic Areas below (pp.15/16), learners will get a comprehensive understanding of the types of texts, media and events they are likely to encounter as a listener.

 In each case learners may be listening:
- for gist.
- for specific information.
- for detailed understanding.
- for implications, attitudes, etc.

3.1.1 Live events

As a member of a live audience a learner's understanding may embrace theatre performances, public meetings, public lectures, concerts and other live entertainment.

Learners can extract specific information from poor quality, audibly distorted public announcements, (e.g. in a station, sports stadium etc.) and understand complex technical information, such as operating instructions, specifications for familiar products and services and be able to follow most lectures, discussions and debates with relative ease.

3.1.2 Audio media and recordings

Any audio material such as public announcements whether spontaneous or pre-recorded, answering machine messages, and a wide range of private or commercial recordings on audio CD or cassette including song lyrics, radio broadcasts, etc.

In *audio-visual reception* the user simultaneously receives an auditory and a visual input. Texts may include:

- following a text as it is read aloud.
- watching TV, video, or a film with subtitle.
- using new multi-media technologies on computer, DVD, CD, etc.

3.1.3 <u>Production</u>

Any listening task that requires an active response from the listener like note-taking can form part of these text types, e.g. phone messages, lectures, briefings, broadcasts, etc.

3.2 <u>Written text types</u>

In the general introduction above reference is made in the checklists to all types of texts that may be encountered through diverse media. The main written text types can be subdivided into two categories: those that involve interaction and those which do not.

3.2.1 <u>Interaction</u>

Interaction through the medium of written language includes such activities and texts as:

- The exchange of notes, memos, etc. when spoken interaction is impossible and inappropriate.
- Correspondence by letter, fax, e-mail, SMS, etc.
- Negotiating the text of agreements, contracts, communiqués or press releases by reformulating and exchanging drafts, amendments, proof corrections, etc.
- Participating in on-line or off-line computer conferences or forums.

3.2.2 <u>Production</u>

Learners should also refer to the 'texts' section on the grid in Topic Areas below, (p.13) for a checklist but they can be expected to write texts associated with various domains, such as professional life (e.g. reports, essays, memos, summaries, schemes and plans, instructions, work applications, CVs and academic assignments). In the personal or hobbies domain texts may include, e.g. accounts of both real or imaginary experiences, personal diaries, biographies, and recipes, song lyrics, etc.

4. TOPIC AREAS

The grid below taken from the CEF will help to contextualise the main topic areas at a glance.

The entries in any of the boxes on the grid serve as the main examples but is not intended to be an exhaustive list of items.
An individual's own special areas of interest should be added to any one of the boxes on the grid below to assure their confidence as an independent user. However, at this level learners should be familiar with most of the entries on the grid.

The main topics are divided into descriptive categories covering a wide range of common everyday experience whose principal pivot is termed the 'domain'.

Domain in turn is subdivided into **Personal, Public, Occupational and Educational** and for each of the four subdivisions there are a further seven sub-categories as follows:

1. Locations.
2. Institutions.
3. Persons.
4. Objects.
5. Events.
6. Operations.
7. Texts.

Domain	Personal	Public	Occupational	Educational
Locations	Home: house, rooms, garden Own of family of friends of strangers Own space in hostel, hotel The countryside, seaside	Public spaces: street, square, park Public transport Shops (super)markets Hospitals, surgeries, clinics Sports stadia, fields, halls Theatre, cinema, entertainment Restaurant, pub, hotel Places of worship	Offices Factories Workshops Ports, railways Farms Airports Stores, shops Service industries Hotels Civil Service	Schools: hall classrooms, playground, Sports fields, corridors Colleges Universities Lecture theatres Seminar rooms Student Union Halls of residence Laboratories Canteen
Institutions	The family Social networks	Public authorities Political bodies The law Public health Services clubs Societies Political parties Denominations	Firms Multinational corporations Nationalised industries Trade unions	School College University Learned societies Professional Institutions Adult education Bodies and boards
Persons	(Grand)Parents, offspring, siblings, aunts, uncles, cousins, in-laws, spouses, intimates, friends, acquaintances	Members of the public Officials Shop personnel Police, army, security Drivers, conductors Passengers Players, fans, spectators Actors, audiences Waiters, barpersons Receptionists Priests, congregation	Employers/ees Managers Colleagues Subordinates Workmates Clients Customers Receptionists, secretaries Cleaners	Class teachers Teaching staff Caretakers Assistant staff Parents Classmates Professors, lecturers (Fellow) students Library & laboratory staff Refectory staff, cleaners Porters, secretaries
Objects	Furnishings and furniture Clothing Household equipment Toys, tools, personal hygiene Objets d'art, books, Wild/domestic animals, pets Trees, plants, lawn, ponds Household goods Handbags Leisure/sports equipment	Money, purse. wallet Forms Goods Weapons Rucksacks Cases, grips Balls Programmes Meals, drinks, snacks Passports, licences	Business machinery Industrial machinery Industrial and craft tools	Writing material School uniforms Games equipment and clothing Food Audio-visual equipment Blackboard & chalk Computers Briefcases and school bags

Events	Family occasions Encounters Incidents, accidents Natural phenomena Parties, visits Walking, cycling motoring Holidays, excursions Sports events	Incidents Accidents, illnesses Public meetings Law-suits, court trials Rag-days, fines, arrests Matches, contests Performances Weddings, funerals	Meetings Interviews Receptions Conferences Trade fairs Consultations Seasonal sales industrial accidents Industrial disputes	Return to school / entry Breaking up Visits and exchanges Parents' days / evenings Sports days, matches Disciplinary problems
Operations	Living routines: dressing, undressing cooking, eating, washing DIY, gardening Reading, radio and TV Entertaining Hobbies Games and sports	Buying and obtaining public services Using medical services journeys by road/ rails/ship/air Public entertainment and leisure activities Religious services	Business admin. Industrial management Production operations Office procedures Trucking Sales operations Selling, marketing Computer operation Office maintenance	Assembly Lessons Games Playtime Clubs and societies Lectures, essay writing Laboratory work Seminars and tutorials Homework Debates & discussions
Texts	Teletext Guarantees Recipes Instructional material Novels, magazines Newspapers junk mail Brochures Personal letters Broadcasts and recordings spoken texts	Public announcements and notices Labels and packaging Leaflets, graffiti Tickets, timetables Notices, regulations Programmes Contracts Menus Sacred texts. sermons, hymns	Business letters Reports and memoranda Life and safety notices Instructional manuals Regulations Advertising material Labelling and packaging Job description Sign posting Visiting cards	Authentic texts Textbooks, readers Reference books Blackboard text OP text Computer screen text Videotext Exercise materials Journal articles Abstracts Dictionaries

5. SKILLS TO BE DEVELOPED TO PERFORM COMMUNICATIVE ACTIVITIES

5.1   Pragmatic competence: functional and discursive

Pragmatic competence is concerned with the internal representations, mechanisms and capacities which can be considered to account for observable behaviour and performance in the functional use of linguistic resources (language functions, speech acts, discourse structure, cohesion and coherence, and the identification of text types and forms).

5.1.1 Oral and written interaction

Students can learn how and when to initiate or take part in a conversation with native speakers, expressing their ideas and opinions clearly and precisely, contributing effectively to the development of the topic and helping to bring the interaction to a satisfactory conclusion.

In written interaction, students will learn how and when to write clear, well-structured and appropriate texts on a wide range of complex topics in the form of messages, correspondence, summaries, e-mails etc.

5.1.2 Oral comprehension

Students can learn how to cope effectively with understanding a wide range of native speakers' discourse both live and on various media, which may include idiomatic expressions, colloquialisms and some slang and be able to identify explicit as well as implicit meanings even when the sound quality is not perfect.

5.1.3 Reading comprehension

Students can learn how to understand long, demanding texts like press articles, reports, instruction manuals, commentaries, correspondence and literary texts with the occasional use of a dictionary and be able to detect implicit meaning as well as summarise their contents.

5.1.4 Oral expression

Students can learn how to express themselves fluently on a wide range of complex subjects, developing points and drawing conclusions, giving detailed accounts or descriptions, demonstrating a good command of extensive vocabulary and grammatical accuracy in formal or informal settings, (e.g. giving a presentation, giving instructions or telling a story).

5.1.5 Written expression

Students can learn how to compose well-structured texts on a wide range of topics, combining information from diverse sources, including detailed descriptions of feelings, experiences and events, expressing personal opinions and using stylistically appropriate language.

5.2   Sociocultural and sociolinguistic competence

Learners at this level need to have a greater sociocultural awareness, i.e. take note of the ways in which communication, including the choice of language forms, may be affected by the context in which it is used by native speakers and which may differ greatly from the learner's own sociocultural experience.
Sociolinguistic features relate to the wide range of situational constraints on language use which chiefly identify the regional and social varieties that are relatively permanent and over which the native user has little conscious control, (e.g. cockney, upper-class, lawyer-speak, etc.).

Stylistic features also influence language choice at a much more conscious and personal level and are usually adopted to have a particular effect on the listener or reader.

Consequently, consideration should be given to the following areas for their potential differences when compared to the learner's own native language.

- Everyday living habits and customs.
- Living conditions and standards.
- Interpersonal relations.
- Values, beliefs and attitudes.
- Body language and gestures.
- Social conventions.
- Ritual behaviour.

Likewise learners need to acquire a greater awareness of the extent to which language forms are influenced and constrained by social conventions and contexts. Thus a greater sensitivity to

politeness conventions, register differences, attitude, mood and role indicators, and to how dialect and accent may colour language use.

In practice, learners at this level can:

- recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. However, they may need to confirm occasional details, especially if the accent is unfamiliar.

- follow films employing a considerable degree of slang and idiomatic usage.

- use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.

- make a positive impact by varying style of expression and sentence length, and the use of idiom or humour for effect, though the latter may not always be completely appropriate.

5.3   Linguistic competence

A learner's overall competence at this level might be defined as follows:

"has a good command of a broad range of language allowing him/her to select a formulation to express him/herself clearly in an appropriate style on a wide variety of general, academic, professional or leisure topics without having to restrict what he/she wants to say."

5.3.1 Grammar

The inventory of grammatical items listed in the B2.2 syllabus is also applicable at this level although learners exposed to more complex and authentic materials should expect to be confronted with a more extensive range of grammatical structures.
Learners who need a comprehensive reference of inventories and examples of the range of grammatical features contemplated at this level, (e.g. functional, lexical, syntactical, and phonological features etc.) should consult the recommended bibliography on grammar at the end of this syllabus.

Characteristic grammatical structures at this level will include the following:

- **Noun structures**

Uncount nouns used as count nouns
Mostly food and drink items, *e.g. curry / a curry, wine / two wines, coffee / a coffee* but also *death / a death in the family, joy / a joy to see,* etc.

Uncount nouns ending in 's'
These are most commonly associated with certain activities and subjects of study, games and medical conditions, e.*g. mechanics and mathematics, billiards and cards, diabetes and measles,* etc*.*

Plural nouns

a) plural forms
Apart from the more common irregular forms like *man / men,* etc*.* others (with no singular form) include, *e.g. vermin, police, poultry*, etc*.*

b) always ending in 's'
While many of these words may have a singular form, the form ending in 's' will have a different meaning and context, e.*g. brains and grounds, services and matters, overalls and binoculars*, etc.

Some of these examples are more commonly used with determiners, for example those commonly used with 'the', e.*g. proceeds*, *authorities, premises,* etc*.*

<u>Compound nouns</u>

a) Most compounds are one or two-word, unhyphenated forms which can be count and uncount nouns.
- Count compounds like *headache or home help.*
- Uncount compounds like *makeup or common sense.*

b) Hyphenated forms
Some two-word compounds, mostly derived from phrasal verbs and the majority of three-or-more word compounds are hyphenated, e.g*. passer-by, T-shirt, set-up, sit-in,* etc*. / father-in-law, one-night stand, three-piece suite, do-it-yourself,* etc*.*

c) Plural compounds
In two-or-more word count compound nouns the plural inflection is added to the headword in the group, e.g*. passers-by and runners-up, fathers-in-law and one-parent families.*

<u>Quantifiers and Partitives</u>

The less common quantifiers like: *loads of, heaps of, the remainder of, zillions of,* etc*.*
The more common partitives used with count and uncount nouns, e.g. a *drop of, a grain of, a scrap of,* etc*.*
And those referring to groups, e.g. *a team of, a flock of, a bunch of,* etc*.*

- **Pronouns**

Use of <u>so </u>and <u>do so</u> to avoid repetition of statements, (e.g. *James says you took his book. If so, you must return it / She refused his offer of marriage, then regretted doing so (having done so)*).

- **Special use of determiners**

<u>Some</u>
- The use of 'some' with numbers to emphasise distance, weight or measurement, e.g*. The computer weighed some ten tons. / He walked some 20 miles to the nearest petrol station.*

- Used as an intensive adjective to indicate wonder or criticism, e.*g. Johnson is some footballer! (= fantastic) / Some holiday we had! We landed in the middle of a typhoon (=awful)*

- **Adjectival structures**

<u>Predicative use of adjectives followed by various prepositions;</u>
- followed by 'to', e.g*. prone, accustomed, devoted,* etc*.*
- followed by 'of', e.g*. aware, fond, capable,* etc*.*
- followed by other prepositions, e.g*. compatible with, steeped in, hampered by,* etc*.*

<u>Compound adjectives</u>
These may be classifying, qualitative, or colour adjectives. A common feature of two or multi-word compounds is that they are hyphenated, e.g. *low-paid, man-eating, down-to-earth, sky-blue, out-of-the-way,* etc.

<u>Foreign language compounds</u>
These are mostly borrowings from Latin or French and are seldom hyphenated, e.g. *a priori, ad hoc, per capita, cordon blue, a la mode,* etc*.*

<u>The position of adjectives</u>

The position of adjectives after as, how, so, too, this, that used in formal register: as / how / so / too / this / that + adjective + a/an + noun phrase, e.g. It was <u>so warm a day</u> that I couldn't sleep.

<u>Comparison structures</u>

a) Adverbs and adverbial phrases used to modify comparisons: *a great deal, (quite) a bit, (quite) a lot, any, considerably, even, far, just, little, much, no, slightly, somewhat,* e.g. *The holiday turned out to be a good deal more expensive than advertised.*

b) Adverbs and adverbial phrases used to modify superlatives: *by far, far and away, easily, far from, much, quite,* e.g. *It was far and away the best concert we'd ever been to.*

c) Other comparison modifiers:
   1- *nearly / almost / just / half / twice / easily /* etc. *as ... as,* e.g. *It was twice as difficult as I had expected.*
   2- *not (nearly / quite) as / so ... as,* e.g. *The meal wasn't quite as good as what we'd been led to believe.*
   3- *nothing like as … as / nowhere near as … as,* e.g. *English wines are nowhere near as sophisticated as French wines.*

- **Adverbial structures**

<u>Forms that may lead to confusion</u>:

To differentiate between adjectives and adverbs with the same forma and those ending in *–ly.* e.g. *straight, fast, well, hard, fair/fairly, free/freely, late/lately, short/shortly, hard/hardly, near/nearly, fine/finely, high/highly, right/rightly, wide/widely, costly, deadly, friendly, likely, lively, lonely, lovely,* etc.*).*

- **Verbal structures**

<u>Phrasal verbs</u>
Awareness of the five principal phrasal verb structures and the significant differences in meaning between identical transitive and intransitive forms.

   Type -1 (verb + particle + object)
   e.g. *look for, come across, call on*, etc.
   Let's look for a place to eat.

   Type -2 (verb + object + particle / verb + particle + object)
   e.g. *take off, put on, find out,* etc.
   He took off his shoes and stretched out on the sofa.
   He took his shoes off and stretched out on the sofa.
   Find it out. I mean, find out where they're at.

   Type -3 (verb + particle + Ǿ)
   e.g. *take off, mess around, doze off,* etc.
   We took off on time but were delayed because of turbulence en route.

   Type -4 (verb + participles + object)
   e.g. *look forward to, get on with, put up with*, etc.
   Everyone's looking forward to the holidays right now.

   Type -5 (verb + object + participles)
   e.g. *take_ up on, let_ in for, talk_ out of,* etc.
   I might take you up on that offer some day.
   You don't know what you're letting yourself in for.

- **Verb Tenses**

Present

- Simple Present:

- Stressing the present form

To highlight or correct a fact about the present, e.g. *She doesn't know much about physics but she does know quite a lot about chemistry*; to highlight some emotion about the present, e.g. *I do hate football.*

- Present Progressive:

To describe irritating or curious habits (often using *always),* e.g. *He's always chewing gum in class.*

- Present perfect simple:

To express the future (in time clauses), e.g. *Next week has taken on a new significance.*

- Present perfect progressive:

To express the future (in time clauses), e.*g. We've been delaying the start of the race till Williams arrives.*

Past

- Simple Past:

- Stressing the past form

To highlight or correct a fact about the past, *e.g. She didn't know much about physics but she did know quite a lot about chemistry*; to indicate emotion about the past, e.g. *I did enjoy the visit to the museum!*

- Would:

To describe habits, especially about the distant past e.g. *He would drive an old Mercedes into town on Saturdays.*

- Used to:

To describe both habits and states, especially about the distant past, e.g. *He used to drive his old Mercedes into town on Saturdays / He used to have an old Mercedes / She used to be a school mistress before her wedding.*

- Past continuous:

To describe irritating or curious past habits (often + *always),* e.g. *She was always turning up just as we were sitting down to dinner.*

Future

- Other ways of expressing the future:

Be (just) about to; be (just) on the point/verge of; be due to; be to do, e.g. *The government is to hold a referendum early next year.*

- **Modal verbs**

The use of modal verbs

To preface statements in spoken or written texts

- Must
I must say I like your coat.
It must be said there's no need for action at this stage.

- Should

I should explain that it isn't easy to do.
I shouldn't wonder that nobody has survived.

- Ought
I ought to stress that what you're doing is unnecessary.

- Can
Perhaps I can mention another example.
Can I suggest you take a taxi?

- Could
Perhaps I could ask a favour. Could you post this for me?
Could In recommend you make a phone call?

- May
This, it may be added, is scandalous.

- Might
What you're doing, it might be said, seems to me a travesty of justice.

- Will
I will begin by saying that examples are essential in this case.

- Would
I would guess this may well take a century to complete.

Expressing criticism or reproach

- Criticising someone's behaviour in the past: *should have, shouldn't have, ought to have, oughtn't to have.* e.g. *You shouldn't have drunk so much last night.*

- Expressing disapproval of someone's behaviour in the past: *could have, might have.* e.g. *John might have been more helpful / You could have cleaned up after you last night.*

- Criticising someone's behaviour in general: *will.* e.g. *Your mother will be so nosey.*

- Criticising someone's behaviour in general in the past: *would.* e.g. *Then the teacher would get so angry. Why take it out on us?*

- **Passive structures**

Familiarity with the most common uses of the passive.

- Accounts of processes and scientific experiments in publications like journals, handbooks and instruction manuals, e.g. *The contents are heated to boiling point so that viruses are destroyed / Batteries not included.*

- For impartial or dramatic effect in reporting, e.g. *Drunken supporters are alleged to have rampaged through the hotel / The route to the Town Hall was crowded with enthusiastic supporters.*
And commonly found in newspaper headlines, e.g. *Parrot held in custody / Water found on Mars.*

- Use of prepositional phrases to avoid awkward passive structures.

Normally the present perfect, past perfect, future and future perfect continuous tenses are not used in the passive. The following prepositional phrases are used instead, e.g., *in progress, in training, on display, under consideration, under construction.*

e.g. *By the time they came to a decision, the problem ~~had been being considered~~ / had been under consideration for some time.*

- **Subjunctives**

- *Suppose* and *Imagine* + simple past to express wishes or surprise, e.g. *Imagine we won the pools / Suppose someone told you that I was a spy.*

- Use of past perfect to indicate past subjunctive, e.g. *Imagine we'd never met / Suppose we went to Wales.*

- Informal use after *demand, insist, suggest* and *require + infinitive,* e.g. *They demanded to know at once / Drivers are required to carry a licence.*

- Formal use after *demand, insist, suggest and require.* e.g. *They demanded that he should leave at once / It is essential that you should arrive before 6 p.m. / They demanded that he left at once.*

- Fixed expressions, *e.g. God save the Queen / Be that as it may / Come what may.*

- **Verb Complementation**

- Use of "it" combined with the verbs *find, think, consider,* e.g. *I consider it incredible that they are still together.*

- Use of the subjunctive with verbs or expressions that indicate preference or need, e.g. *The doctor suggested that Sam take some time off / It is very important that Greg not know about this.*

- Use of "*should"* in subjunctives, *e.g. The doctor suggested that Sam (should) take some time off.*

- **Sentence structure**

Simple sentences

- The correct order of grammatical elements in each type of simple sentence or clause.

- Concord between subject and predicate, attributive and predicative complements.

- Concord between verbs and their collective nouns or numerical subjects.

Complex sentences

- Affirmative and negative coordination. Types of coordination and links.

NOMINAL CLAUSES

- After the 'empty subject' IT, *e.g.* It's obvious how the thieves broke in.

- After the 'empty complement' IT, *e.g. I hate it that she still smokes.*

- After the 'empty complement IT+ noun or adjective, *e.g. They consider it an offence when women don't cover their heads / Many people thought it odd that no one called us.*

- After a noun phrase and copulative verb (be, seem, appear), *e.g. Our concern is how we can test the theory.*

CLEFT SENTENCES

- The thing that; What; What … do/did; What happens/happened is/was… *e.g. What Phil does is organise the outings / What happened was he didn't know what to say.*

PARTICIPLE CLAUSES

- To indicate a hypothesis, *e.g. Given the chance, I'd definitely study pharmacology.*

- To introduce nominal clauses, *e.g. Closing the factory would mean unemployment for many of the town's workforce.*

CONDITIONAL SENTENCES

- Conditional structures triggering inversion. *e.g. Should the drought continue, ... / Were we to stop using fossil fuels, ... / Had Charles Darwin not visited the Galapagos islands.*

- Other conditional structures: *As/So long as; Provided / Providing (that); On condition (that); Suppose / Supposing; Imagine; What if…; If it wasn't/weren't for + noun; Were it not for + noun; But for + noun; If it hadn't been for + noun; Had it not been for + noun; If …(should) happen to; If … should; If … happened to; If … were to; If so/not; Otherwise; Unless; In case of + noun; In case, e.g. Had it not been for your help, I'd have failed / But for your help, I would have failed.*

UNREAL TIME

- Use of the past simple or the past continuous in relation to present, future or situations in general. Likewise using the past perfect simple or the past perfect continuous referring to hypothetical situations in the past. *e.g. I wish I knew the answer / If I were a rich man, I'd give it all away / I would have come if I'd known.*

- Wish / If only + would: used to criticise or express regret about someone or something, *e.g. I wish you wouldn't keep dropping your cigarette butts on the stairs. / If only he would get his hair cut he might stand a chance of being picked for an interview.*

CONCESSIVE CLAUSES

- e.g. *He bought me a lovely necklace though he couldn't really afford it.*

- Other structures: <u>*Try as he might*</u>*, he couldn't put up with the pain;* <u>*However hard he (might have) tried*</u>*, he couldn't put up with the pain;* <u>*Hard though / as he tried*</u>*, he couldn't put up with the pain;* <u>*Much as he tried*</u>*, he couldn't put up with the pain.*

INVERSION AFTER NEGATIVE ADVERB. AND ADVERBIAL PHRASES

- Hardly (...when); scarcely (...when); barely (...when); No sooner (...than); Only; Only after; Only when; Not until; At no time/point/stage; In no way; Little; Never; Not; Not only (...but also/too)); On no account; Rarely; Seldom; Under no circumstance, e.g. *Seldom* <u>*will you*</u> *see such beautiful blooms. / Under no circumstances* <u>*should she*</u> *be allowed to go near the child / Little* <u>*did he*</u> *expect to gain from the experience.*

INVERSION AFTER ADVERBIAL PHRASES OF PLACE (+ VERBS OF MOVEMENT)

- Here; There; Place adverbial phrases, e.g. <u>*Beside the Town Hall*</u> *stood the public library /* <u>*Next to him on the rostrum*</u> *stood the president.*

- Participle phrases, e.g*.* <u>*Running down the road*</u> *was a young man with a gun in his hand.*

N.B. Note that when the subject is a pronoun there is no inversion, e.g*. Down the road* <u>*he ran*</u> *with a gun in his hand.*

5.3.2 Discourse

The four main aspects of discourse competence that learners need to master are:

- **Flexibility to circumstances**

Learners can …..

adjust what they say and the means of expressing it to the situation and the recipient and adopt a level of formality appropriate to the circumstances. They can also adapt to the changes of direction, style and emphasis normally found in conversation and vary the formulation or register of what they want to say.

- **Turntaking**

(also presented under interaction strategies: *cf.1.3A discourse control and 2.7*)

Learners can …..

select a suitable phrase from a readily available range of discourse functions to preface their remarks appropriately in order to get the floor, or to gain time and keep the floor whilst thinking.

- **Thematic development**

Learners can …..

give elaborate descriptions and narratives, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.

- **Coherence and cohesion**

Learners can …..

produce clear, smoothly flowing, well-structured speech or written text, showing controlled use of organisational patterns, connectors and cohesive devices.
Coherence and cohesion are concerned with the structuring of content and form in speech and written texts. They are difficult to separate in practice. However, coherence concerns content and how meanings and the logical sequences of ideas relate to each other. Typical examples would be the paired correspondences set out below:
General / particular, statement / example, statement /agreement-disagreement, problem / solution, question / answer, request-offer-apology / acceptance-rejection, claim / counterclaim, etc.

Cohesion, on the other hand relates more to form and how grammatical and lexical items connect one part of a text or speech to another. Typical examples would be as follows:
Synonyms and lexical sets, connectors, pronouns, verb tenses, time references, concord, etc.

By way of reference a list of common spoken and written discourse markers that should be familiar at this level are set out.

Connectors: Discourse markers for the following functions:

- prefacing what is about to be said: *With reference to; Talking of; As for; As far as X is concerned; Have you heard of X …?*
- putting forward a point*: For one thing... and for another; Besides; On the one hand; ...* .
- contrasting two ideas *: Whereas; While; … .*
- refuting a point: *Mind you ; In spite of this; Nevertheless*;… .
- reasserting an argument: *Even so; All the same*; *That's true but; … .*
- stressing the importance of the following statement: *Anyway; At least ; In any case; ... .*
- changing the subject of conversation: *By the way; Incidentally*; *That reminds me; … .*
- returning to the previous topic : *As I was saying; Now, where was I?; ... .*
- adding information: *On top of that; As well as that; Too; Also; In addition*; N*ot only; … .*
- generalising: *On the whole; In all //most//many cases; Generally//Broadly speaking; … .*
- indicating a logical outcome: *Therefore; Consequently*; *That means; … .*
- summarising: *All in all; To sum up; In short*; I*n a nutshell; To cut a long story short; … .*
- clarifying and reformulating: *Actually; That is to say; In other words; Or rather; I mean (to say); … .*
- giving a personal opinion: *I feel; I reckon; In my view; More or less; Kind of / Sort of (informal); I suppose; … .*
- introducing a personal opinion: *Honestly; Frankly; No doubt; As far as I'm concerned; I find; ... .*
- gaining time to think: *Let me see; You know (what I mean); Kind of / Sort of; Well eh; … .*
- trying to convince: *After all; No doubt; In fact; … .*
- indicating a speaker's expectations have not been fulfilled: *Actually; To tell the truth; As a matter of fact; ... .*
- indicating agreement or disagreement: *Absolutely; Definitely; No way; Oh, come on!; ... .*
- sequencing: *First (of all) / Firstly; Secondly; Finally; Lastly; … .*

- excluding information: *Except (for); Apart from; … .*
- giving examples: *For example; For instance: Such as; Take; It's like; … .*
- ways of implicating the listener(s**):** (*Talking about the boss, right?*); "Tag questions" (*You like spaghetti, don't you?*); *Do you see // follow?; ... .*
- ways of expressing emphasis:
The focal point in postposition: (*You are the one; What I want is ...*); emphatic 'do/did' (*I <u>do</u> believe that ...*); use of 'both': (*I phoned both my aunt and my cousin*); using reflexive pronouns: (*She cooked all the food herself*); stress changes: (*I <u>will</u> take care of the baby*) and personal pronouns used in imperatives: (*Don't you worry*!).

5.3.3 Lexical & Semantic Components

See also B2.2 syllabus.
The more demanding types of interaction and authentic text types encountered at higher levels requires a broader lexical repertoire. More especially, learners need a working knowledge of such lexical devices as;

- word formation (prefixing, suffixing, compounding, etc.).
- discourse structures (pronominal reference, linking words and phrases, synonymy, etc.).
- compound prepositional phrases, (e.g. I*n front of* , U*nder the auspices of; ... .*).
- common collocations, (e.g. with head words like *do, make, get, end, mi*nd, etc.).
- blending (merging words like breakfast with lunch = *brunch;* etc.).
- borrowings (foreign words: *robot, guru, junta, haute cuisine; ... .*).
- expressing nuance (intensifiers, downtoners, focusers, etc.).
- proverbs, (e.g. *Too many cooks spoil the broth; ... .*).
- phrasal idioms, (e.g. *kick the bucket* = to die).
- phrasal verbs, (e.g. *set off, break down,* etc.).

In practice, learners should aim to …

- *have a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms and despite minor slips there are no significant vocabulary errors.*

5.3.4 Phonology & Orthography

Phonology involves a knowledge of, and skill in the perception and production of:

- the phonetic composition of words (*syllable structure*, the sequence of phonemes, word stress, word tones)
- sentence phonetics (*prosody*)
- sentence stress and rhythm
- intonation
- phonetic reduction
- vowel reduction
- strong and weak forms
- assimilation
- elision

In practice, learners can not only appreciate variations in intonation and sentence stress to express finer shades of meaning but can produce those variations to best convey their purpose.

A checklist of the main practical phonological features that learners can recognise and produce at this level are to be found as follows:

- **a)** Recognition of common cases of vowel reduction**,** elision and strong and weak forms especially in casual or colloquial conversation. *(common cases of schwa /ə /)*

b) Common examples of assimilation – words run together in a sentence: *I_got_up_at_eight. // Don't_ you_like_it? // Give_me_the_money!*

c) Insertion of */r/, /w/, /j/* between words ending and starting with a vowel sound to facilitate pronunciation. *I saw /**r**/ Alice // I want two /**w**/ eggs // In the /**j** / end.*

d) Pronunciation of auxiliary verbs in short Wh- questions in casual or colloquial conversation: *What do you want? / What does he do?*; *Where have you been? ; Where did he go?,* etc.

e) Syllable lengthening, for dramatic effect and in interjections like "*ehm, well*" to gain time to think and hold the floor.

"*What did you think of the music?" "Well, :::it was interesting"
"What's the time?" "Let's see, it's ehm::: nearly seven."*

f) Rising intonation used in quotations
I said, *'Can you open the door for me?'* and he says, *'Open it yourself'*.
Also the use of *Anyway / Well* - in telling stories or anecdotes.

g) Pronunciation of expressions with no actual meaning used in casual or colloquial conversation, (e.g., *Sort of; Like; You know; I mean; Kind of; ... .)*

h) Use and pronunciation of the words *Right / Now / OK*, used with a rising intonation to indicate another section or stage in giving instructions.

i) Main word and sentences stress patterns.

Main stress in compounds.

Compound noun stress patterns:

Oo   *bookshop,* etc.

Ooo   *traffic lights,* etc.

Oooo   *travel agent,* etc.

Compound adjective stress patterns:

OO   *first class,* etc.

OOo   *bad-tempered,* etc.

OoO   *overnight,* etc*.*

Stress patterns in phrasal verbs;

oO   *break 'in,* etc*.*

ooO   *bring her 'round, et*c*.*

Oo   *'get at,* etc.

oOo   *get 'on with*, etc. .

Sentence stress patterns (prosody):

oO   *break 'in,* etc.

ooO   *bring her 'round,* etc.

Oo   *'get at,* etc.

oOo   *get 'on with*, etc.

j) Uses of emphatic stress patterns:

- Additional stress to qualify or correct a previous statement, e.g. *I hear you have a boat.* "*A small boat, yes.*"

- To emphasise a certain important part of a statement, e.g. *You have to check-in at five. You have to check in at five. You have to check-in at five.*

- To stress alternatives in options, e.g. *Do you want a super burger or a regular burger?*

k) Intonation: Characteristic patterns: Common rising and falling intonation patterns for the various functions listed in section 2.

Orthographic competence involves a knowledge of and skill in the perception and production of the conventions and symbols of which written texts are composed.

In practice, learners should know and be able to perceive and produce:

- the form of letters in printed and cursive forms in both upper and lower case.
- the proper spelling of words, including recognised contracted forms.
- punctuation marks and their conventions of use.
- typographical conventions and varieties of font for typed texts.
- logographic signs in common use, (e.g. @, &, $, £, € etc.).

6. STRATEGIES TO BE DEVELOPED TO PERFORM COMMUNICATIVE ACTIVITIES

In general terms, strategies are a means that the language user exploits to mobilise and balance his/her resources to activate skills and procedures in order to fulfil the demands of communication in context and successfully complete the task in question in the most comprehensive or economical way feasible depending on his/her precise purpose.

This communicative task may involve one or more of the following four activities:

1. Reception.
2. Interaction.
3. Production.
4. Mediation.

Each of these types of activity is possible in relation to texts in oral and written form or both. As processes, reception and production (oral and/or written) are primary as both are needed for interaction. Learning to interact not only includes the simultaneous processes of learning to receive and produce utterances but also to anticipate the interlocutor's message. Mediation involves manipulating an existing discourse so as to make it understandable to a third party. Accordingly, four activities or procedures may be involved in these language processes: i.e. in reception, interaction, production and mediation as follows:

- Planning: may involve:

    - locating resources
    - considering audience
    - rehearsing
    - task adjustment
    - message adjustment

- Execution: may involve:

  - formulating and articulating
  - compensating
  - building on previous knowledge
  - trying out

- Evaluation: involves:

  - monitoring success

- Repair: involves:

  - self-correction and restructuring

Thus to act as a speaker, reader, writer, or interpreter the learner must be able to carry out this sequence of procedures over and over again until a satisfactory outcome is reached.

6.1   Strategies for oral and written comprehension

A listener or reader receives a spoken or written message produced by one or more speakers or writers and may have any one of four objectives as a listener or reader, or as a combined listener/reader when processing audio-visual (multimedia) materials.

A)   As listeners, students' objectives may include listening for:

- gist.
- specific information.
- detailed information.
- implications.

B)   As readers, students' objectives may include reading for:

- general orientation (gist).
- specific information.
- following instructions.
- pleasure.

C)   Multimedia users can combine both sets of objectives.

6.1.1 Planning

A) Involves identifying the context and knowledge of the world that is relevant to the task. This prompts making hypotheses and anticipating how the content is organised. This strategy is called *Framing.*

B) Involves identifying the context, formulating hypotheses about the content and purpose of the text and anticipating how the text is organised.

C) Involves the combination and interaction of A and B above simultaneously.

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6.1.2 **Performance**

A) Involves listening for and identifying cues, confirming hypotheses and inferring meaning and the purpose of the message.

Gaps in understanding can be compensated for:
- by relying on key elements in the text.
- by relying on extra-linguistic aids to meaning (e.g. pictures, graphs, gestures etc.).
- by guessing through knowledge of the context and the world.

B) Involves confirming hypotheses about context and content, identifying cues to infer meaning and the message by:

- relying on grammatical and lexical cues.
- relying on context and register to identify attitude and mood.
- relying on discourse markers to determine structure and purpose.

C) Involves the simultaneous interaction of the factors in A and B and how one can complement the other.

6.1.3 **Vocabulary**

Unfamiliar lexical items can be dealt with by:

- guessing their meaning from contextual clues (e.g. redundancy, synonyms, rephrasing, examples, etc.).
- using morpho-syntactical clues (e.g. concordance, affixation, word formation, etc.).
- using a glossary or dictionary.

6.1.4 **Evaluation**

A) Involves testing to see if cues meet with the expectations during the planning and performance of the task and through feedback by:

- indicating a lack of understanding in word or gesture.
- asking for clarification.
- consulting reference books or expert.
- reformulating parts of the text to test and verify understanding.

B) Involves checking that the lexical, grammatical and discourse cues confirm the initial hypotheses of how to interpret the content and the message.

C) Involves monitoring the interplay between visual, aural and written cues to confirm initial expectations.

6.1.5 **Repair**

A) Involves revising the original frame or hypothesis, correcting the initial or positing a new hypothesis and returning to the set of procedures to test its validity.

B) Same as A.

C) Same as A.

6.2 <u>Strategies for oral and written expression</u>

Productive strategies involve choosing and organising from the resources available, exploiting strengths and compensating for weaknesses, calculating the overall success, monitoring that success and revising the strategies based on continual feedback.

6.2.1 <u>Planning</u>

Involves a number of processes as follows:

- locating resources (both linguistic and others).
- rehearsing.
- considering audience (e.g. considering appropriacy and register, etc.).
- task adjustment (dependent on available resources).
- message adjustment (adapting language and approach to circumstances).

6.2.2 <u>Perform</u>

In executing the task it concerns:

- establishing common knowledge.
- compensating for gaps in knowledge or language competence.
- testing to see what works.

6.2.3 <u>Evaluation</u>

Involves:

- getting feedback from audience.
- monitoring success (checking composition and re-drafting).

6.2.4 <u>Repair</u>

Involves using:

- reformulation, circumlocution and restructuring.
- self-correction (both written and spoken).

6.3 <u>Strategies to be developed for oral and written interaction</u>

Interaction strategies combine both reception and production activities and their relevant strategies described above as well as those unique to interactive communications which involve the management of the communicative process.

6.4 <u>Planning</u>

Involves:

- framing.
- identifying relevant information.
- judging what can be proposed.
- deciding possible moves.

6.4.1 <u>Performance</u>

Involves:

- taking the floor / keeping the floor in conversations.
- co-operating (helping mutual understanding and to achieve a common goal).
- dealing with the unexpected (sudden changes of topic, attitude, etc.).
- asking for or giving help or clarification (misunderstandings or breakdowns in communication).

6.4.2 <u>Evaluation</u>

Involves:

- monitoring the management of the interaction.
- monitoring success from feedback.

6.4.3 <u>Repair</u>

Involves:

- circumlocution, reformulation and restructuring.
- self-correction (written and spoken).