

# ADVANCED LEVEL (B 2)

## ADVANCED LEVEL 1

### 1. GRAMMAR

Consolidation of structures included in preceding levels.

### THE SENTENCE

#### *Simple sentence*

- Order of elements and their variations in sentences.
- Assertion and non-assertion, interrogative, imperative sentences and exclamation.
- Passive sentences. Revision and extension (See "1. Grammar- Verb").
- Structures used to express attitudes e.g Subjunctive and Wish clauses (See "1. Grammar- Verb").
- 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*. Extension of 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 (*Ouch! Oops!*).

#### *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-clause as subject (*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 + verb + that* (*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*).

## Adverbial sentences

- Place: *where, wherever* (*Wherever we go, we see him*).
- Time: *since, until/till, while/whilst, as soon as* (*The dog, as soon as it saw its master, ran towards him*), *present/past participle* (*Having finished his work, he went home*).
- Manner: *as, as if, as though, like* (*He did as I instructed him*).
- Comparative: *than, as ...as, not so ...as* (*He is not so bright as his brother*).
- Purpose: *so as to, in order to, purpose infinitive* (*I employed a nurse to look after my mother*).
- Reason: *because, as, for, since* (*Since you insist, I'll tell you the truth*).
- Consecutive: *such + noun + that* (*It was such a good film that all the critics gave good reviews*), *so + adjective + that, so* (*It was raining hard, so they stayed in*).
- Concessive: *even if/though, for all [that], in spite of/despite, much as* (*You have to pay whether you like it or not; I'll apply for the job, even though it pays very little*).
- Conditionals:
  - Consolidation of the different types of conditional sentences: open, hypothetical, improbable and impossible (*zero, first, second, third conditional*).
  - 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*.

## NOUN PHRASE

### Noun

- Kinds of nouns (common and proper, concrete y abstract, countable and uncountable, collective). Regular and irregular plurals. Revision and extension.
- Nouns ending in *-s* used in the singular (*singularia tantum*): *means, physics, headquarters, politics*.
- Nouns always used in the plural (*pluralia tantum*): *outskirts, surroundings, goods, savings*.
  - Summation plurals consisting in two equal parts (*summation plurals*): *glasses, trousers, binoculars*.
  - Invariable unmarked plurals (*people, police, folk*).
- Gender : nouns with a different form for the masculine and the feminine. Extension (*cock/hen*).
- Genitive case:
  - Revision 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*).
  - Choice of the *'s* and the *of* genitive (*He's a friend of the owner / He's the owner's friend*).

- 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*) 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 (*ladies and gentlemen, salt and pepper, theory and practice*).

## Noun Complement

### Determiner

- Definite, indefinite and zero article. Extension in uses and forms.
- Extension on situational determiners (*the White House, Westminster Abbey*) and nationalities (*The Welsh*).
- Quantifiers. Revision and consolidation.
  - Quantifiers used with countable and uncountable nouns (*a lot of*).
  - Quantifiers used only with uncountable nouns (*little, a little*).
  - Quantifiers used only with countable nouns (*few, a few*).
- Idiomatic expressions (*many a time*).
- Parallel expressions (*face to face, arm in arm*).
- Notes, headlines, advertisements, abridged vocabulary (*House for sale; Fan strikes footballer*).
- Consolidation of demonstrative determiners with a pejorative connotation (*I hate that woman!*).
- Fractions, multipliers (*One third, twice*).

### 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* (See "1. Grammar-noun clause").
- Idiomatic use of *it* (*How's it going?; She has made it; Hang it all!*).
- Use 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*), 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 where* in *wh-ever words* (*whoever, wherever, etc*).
- Distributive pronouns. Use: *either, either... or, neither...nor, etc*. (*He was walking with a girl on either side*).

## Adjective

- Position and order of adjectives.
- Predicative and attributive adjectives.
- Attributive only: *former, latter* (*My former wife*).
- Predicative only: *alive, ill, well, alike, afraid* (*The situations are alike; I am aware of the fact*).
- 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*.
- Adjective preceded by *too, rather, so* (*rather a good idea / a rather good idea*).
- -Ing and -ed participles (*frightening/ frightened*). Extension.
- Adverb + adjective collocations: *bitterly cold, deeply ashamed, highly recommended*.
- Comparative. Extension.
  - 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* (*She works as a waiter / She works like a slave*).
- Premodification of adjective:
  - Most frequent collocations of adverb. + adjective (*extremely valuable, really sorry*).
  - Non-gradable adjectives (*freezing, boiling*).
  - Idiomatic expressions with comparatives (*The older we get, the grumpier we become*).
- Metaphors and similes.

## Verb

- Revision and extension of verb tenses.
- Verbs not usually used in the -ing form: stative verbs (*be, exist*), verbs of possession (*belong to, own*), feeling and desire (*dislike, envy, hate, like, love*), verbs of thinking (*believe, think, understand*), verbs indicating appearance (*appear, seem*), others (*concern, mean*).
- **USED TO/WOULD** to express habits. Revision.
- Emphatic use of the auxiliary : *Subject + do + infinitive* (*I did tell you!*).
- Different ways of expressing the future. Revision and extension.
  - Future for predictions (*He'll still be here in twenty years; Look out! You're going to spill the coffee!*).
  - Future continuous for an action in progress at a certain time in the future (*Lucy will be landing in New York this time tomorrow*).
  - **WILL/WON'T have + past participle** for predictions about 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 + -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*).
  - 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 (*Sue probably won't come on time, she rarely does; I certainly won't tell them anything about the breakup of their relationship*).
  - Use of 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*).
  - **BE ABOUT TO** to express an event that is expected to happen in the near 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*).

- 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 (*It is vital that every applicant complete the form in triplicate*).
  - Use in constructions with *demand, insist, suggest, require* (*They demanded that he come to work on time*).
  - Constructions with: *It's [high/about] time [that]* (*It's about time you paid a visit to your parents*).
  - Constructions with: *wish/if only + past simple, wish/if only + past perfect, wish/if only + would, wish/if only + could [have]*.
- 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*).
  - HAVE/GET causative use: *have/get + object + past participle* (*I'm having my house painted next month*).
- Easily confused verbs: *make/do, been/gone, speak/talk*.

### 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 (*He looked at himself in the mirror*).
  - Reciprocal forms (*Frank and Diane married in 1999*).
- 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

- 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 11<sup>th</sup>* (*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*).
- Position of adverbs and adverbial phrases in the sentence.
- Adverbs that modify a whole sentence (*on the whole, by the way*).
- Adverbs as discourse markers (See “2. Discourse-Organization”).

## SENTENCE CONNECTION

### Conjunctions and conjunction phrases

- Form and use.
- 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 to link two sentences into 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*).

## 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 (*It is possible to respect your opinions and those of other people*).
  - Substitution of a verb or verb phrase with *do* (*He doesn't help as much as she does*).
  - Substitution of a verb or verb phrase with *do so/it/that* (*Anyone wishing to share their views on this topic should feel free to do so*).
  - 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>*).

### Verb coherence

- Time coherence in discourse connections (time progress, correlative events, flashback).
- Shift in time in the verbal tense indicators (present instead of past to update information).
- Extension of the devices used to mention or transmit information:

### Connectors to link discourse sections

- Revision of discourse coordination and subordination 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 (*What's more, besides, 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 the 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, begin to talk, 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 appropriate use of register to different situations.

### 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 different social contexts: orders (*Open the door, will you? / Could you open the door, please?*).
- Expressions indicating cooperation: suitable expressions (*Of course! Sure! It's a pleasure!*).
- Use of intonation for effect in spoken production.

## Inferences

- Inferred information in common expressions for different communication situations.
- Inferred information in very short or long-winded answers.
- Inferred information in intonation: irony, sarcasm, etc.
- Inferred information in question-oriented constructions (Ver "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 shared information.
- Focusing on shared or new information through grammar devices:
  - Use of the passive (*He got arrested*).
  - Pseudo-intransitive constructions (*Fish cooks quickly*).
- Order:
  - *Fronting* (*Mm, my very first car, that was*).
  - *Cleft-sentences* (See "1. Complex sentence-Noun sentence").
- Different uses of *It*:
  - *Anticipatory it* (*It amazes me how open and honest the staff are*).
  - *It + clause*: *It's fun working with you*.
  - *It + report verb*: *It appears/seems he's been promoted*.
  - Verbs (*think, find, believe, consider, imagine, suppose*) + *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 or highlight events (*What I mean is; the point/question/truth/problem is*).

## 3. LEXIS and SEMANTICS

### Vocabulary

- Different expressions necessary to perform the functions outlined in the programme (advanced level 1) effectively both in formal and informal contexts and in both spoken and written productions requiring different registers.
- Extension of vocabulary for the 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 colloquial English expressions related to situations and topics outlined in the programme.
- Phrasal verbs.

## Word- formation

- Word-formation through prefix (*un-,out-, over-*) and suffix ( *-ship, -ness, -ise*) 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 (*cash dispenser*); v-ing + noun (*meeting point*); adjective + noun or noun + adjective (*blackbird, spoonful*); verb + noun (*pickpocket*); pronoun + noun (*she-elephant*); phrasal derivation + noun or viceversa (*passer-by*); other combinations (*mother-in law*).
  - Compound adjectives: noun + adjective (*user-friendly*); noun + v-ing (*time-consuming*), noun + past participle (*self-taught*); adjective + adjective (*bitter-sweet*) adjective + past participle (*absent-minded*); adjective or adverb + noun + -ed (*well-mannered*), adjective + v-ing (*dirty-looking*); adverb + past participle (*far-fetched*); adverb+ v-ing (*well-being*).
  - Compound verbs (*brainwash*).
  - 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*) y acronyms (*AIDS/Aids, NATO/Nato*).

## Meaning

- Extension of the fields associated to the topics outlined in the programme.
- Awareness of hesitation techniques (*er, I mean*) and paraphrasing.
- 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 lexis from the same semantic field and understanding of common and differentiating features (*glance, stare, peep, peer*).
- Proper use of polysemy (*book, bank*).
- Words that may create difficulty due to 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*).
- Awareness of the use of resources offered by the language: comparatives, metaphors and expressions used in figurative sense.
- Awareness 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.
- Pronunciation of the ending *-ed*. Consolidation.
- Unstressed vowel sounds in discourse (/ə/).
- Phonic shortening in consonants (*Where d'you /dɪu:/ work?*).
- Consolidation and extension of mute consonants (*debt, receipt, yacht*).
- Revision and extension of the more problematic phonemes.
- Recognition of unstressed words in familiar and colloquial registers (*See you /si:yə/*).
- 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 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 for different communicative functions and different tones (serious, angry, sarcastic, loving).
- Simple sequences with common intonation. Sayings and easy poems.
- Intonation in *tag-questions*:
  - 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'*).

### 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.

# ADVANCED LEVEL 2

## 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.
- 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 .
- 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

- *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).*

### **Adverbial sentence. Revision and extension.**

- *Place: where, wherever (Wherever we go, we see him).*
- *Time: since, until/till, while/whilst, 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).*
- *Concessives: 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/aulumni*); *-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*).
  - Idiomaticized 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 (*from 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*.
- Idiomaticized 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 .
  - Parallel increase .
  - Use of *like/as* . Differences.
- 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*), others (*depend, deserve, fit, matter*).
- 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 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*).
  - 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.
  - Advice or recommendation.
  - Logical deduction.
  - Probability: present and past .
  - Hypothetical wishes.
- Use of the subjunctive:
  - Form and use. Revision and extension.
  - 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*.

### Verb complements

- Extension of the use of verb complements: transitive, intransitive, copulative, together with verbs in a transitive or intransitive use .
  - 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*.
- 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 11<sup>th</sup>* (*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:
    - Opening (*First of all*).
    - Continuation (*Similarly, what's more, moreover*).
    - 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*) y 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 /dʌ u:/ 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.

### EXAM SAMPLE.

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