

# Lingua inglese II

(Consiglio d'Europa, Livello B2 Vantage)

*At this level a student can...*

## *Global definition*

- Understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation.
- Interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possibly without strain for either party.
- Produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

## *Argumentative skills*

- Account for and sustain his opinions in discussion by providing relevant explanations, arguments and comments.
- Explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
- Construct a chain of reasoned argument; develop an argument giving reasons in support of or against a particular point of view.
- Explain a problem and make it clear that his/her counterpart in a negotiation must make a concession; speculate about causes, consequences, hypothetical situations.
- Take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.

## *Interactional skills*

- Converse naturally, fluently and effectively.
- Understand in detail what is said to him/her in the standard spoken language even in a noisy environment.
- Initiate discourse, take his/her turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly.
- Use stock phrases (e.g. 'That's a difficult question to answer') to gain time and keep the turn whilst formulating what to say.
- Interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party.
- Adjust to the changes of direction, style and emphasis normally found in conversation.
- Sustain relationships with native speakers without unintentionally amusing or irritating them or requiring them to behave other than they would with a native speaker.

## *Language awareness*

- Correct mistakes if they have led to misunderstandings.
- Make a note of 'favourite mistakes' and consciously monitor speech for it/them.
- Generally correct slips and errors if he/she becomes conscious of them.
- Plan what is to be said and the means to say it, considering the effect on the recipient/s.

## Other skills

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### *When reading...*

- I can read correspondence relating to my fields of interest and easily understand the essential meaning.
- I can understand specialised articles outside my field, provided I can use a dictionary to confirm terminology.
- I can read many kinds of texts quite easily at different speeds and in different ways according to my purpose in reading and the type of text.
- I have a broad reading vocabulary, but I sometimes experience difficulty with less common words and phrases.
- I can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile.
- I can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.

### *When listening...*

- I can understand in detail what is said to me in the standard spoken language. I can do this even when there is some noise in the background.
- I can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, academic or vocational life.
- Only extreme background noise, unclear structure and/or idiomatic usage causes some problems.
- I can understand the main ideas of complex speech on both concrete and abstract topics delivered in a standard language including technical discussions in my field of specialisation.
- I can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is clearly stated by the speaker.
- I can follow the essentials of lectures, talks and reports and other forms of presentation which use complex ideas and language.
- I can understand announcements and messages on concrete and abstract topics spoken in standard language at normal speed.
- I can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard language and can identify the speaker's mood, tone, etc.
- I can understand most TV news and current affairs programmes such as documentaries, live interviews, talk shows, plays and the majority of films in standard language.
- I can follow a lecture or talk within my own field, provided the presentation is clear.

### *When writing...*

- I can evaluate different ideas and solutions to a problem.
- I can synthesise information and arguments from a number of sources.
- I can construct a chain of reasoned argument.
- I can speculate about causes, consequences and hypothetical situations.

# Grammar features

Present time: simple and present continuous; state verbs and event (action or dynamic) verbs; state verbs normally without a continuous form; difference of meaning in stative and active verbs; other uses of present continuous; other uses of present simple.

Future time: *will*, *going to*, present continuous, future continuous; future perfect; other ways of referring to the future; other future references.

Past time: past simple and past continuous; past perfect simple and continuous; *used to* and *would*; unfulfilled past events; polite forms; contrast with present perfect; present perfect simple; present perfect continuous; contrast of present perfect simple and present perfect continuous; time expressions with present perfect.

Passive: basic uses, using and not mentioning the agent; *have* and *get* something done, *need doing*; passive *get*; common contexts for the passive.

Conditionals: basic usage, truths, real situations, hypothetical situations (present and past); variations: *if only*, *unless*, and other alternatives to *if*, past events with results in the present, *should*, *were to*, *happen to*, *if it were not for*, *if it hadn't been for*; other ways of making a conditional sentence: *supposing*, *otherwise*, *but for*, *if so*, *if not*; colloquial omission of *if*; *if* and adjectives, *if* meaning *although*.

Unreal time and subjunctives; *it's time*, *it's high time*; wishes; *I'd rather* and *I'd sooner*, *I'd prefer*; *as if*, *as though*; *suppose* and *imagine*; formal subjunctives; formulaic subjunctive.

Modals: present and future; *don't have to* and *must not*: absence of obligation, obligation not to do something; *should*: expectation, recommendation, criticism of an action, uncertainty with verbs of thinking, with *be* and adjectives describing chance after *in case* to emphasise unlikelihood; *could*: possibility or uncertainty, with comparative adjectives to express possibility or impossibility, suggestions, unwillingness; *can*: criticism, capability; *must* and *can't*: certainty, present time reference only; *may* and *might*: *although* clauses, *may/might as well*, possibility or uncertainty with *try*; *shall*: certainty, what the speaker wants to happen; *will*: assumption, intention, refuse and insist; *would*: annoying habits, certainty; *need*: *need to* not a modal, *need* partly a modal related non-modal expressions: *had better*, *be bound to*; past: *had to* and *must have*: past obligation, past certainty; *should have* and *ought to have*: expectation, criticism of an action; *should have* and verbs of thinking, with *be* and adjectives; describing chance, polite expressions; *could have*: past possibility or uncertainty, with comparative adjectives, unwillingness; *could*: past permission or ability, compared with *could have*; *may have* and *can't have*: certainty, with *surely*; *would not*: unwillingness; *would have*: events in the past which did not happen, assumptions; *needn't have* and *didn't need to*: unnecessary actions done and not done; adverbs and modals: *well*, *easily*, *obviously*, *really*, *just*.

Reporting verbs; verbs with prepositions; phrasal verb classes: *add up to*, *get up to*, *give away*, *to put up with*; *rip off*, *to work out*.

Definite article (the); indefinite article (a/an); zero article; translation problems.

Inversion after negative adverbials; inversion after *so/such* with *that*; inverted conditional sentences without *if*; emphasis; changing word order to change focus; adding words for emphasis; other means; reported speech; problems: reported speech with modals, with conditionals, *don't think*; reporting verbs; functions: verbs that describe a function, verbs that describe actions; changes of viewpoint.

Relative and non-finite clauses; defining and non-defining clauses; *which* and *that*; *who*, *whom*, and *whose*; *when* and *where*; omitting the relative pronoun; omitting *which/who+be*; clauses beginning with *what* and *whatever*.

Non-finite clauses containing an *-ing* form; verbs + infinitive or *-ing*; verbs followed by either *-ing* or infinitive with *to*; verbs with an object, followed by either *-ing* or infinitive with *to*; verbs normally followed by infinitive with *to*; verbs normally followed by *-ing*; verbs followed by infinitive without *to*; verbs followed by an object and *to*; verbs + prepositions; verbs followed by: *in*, *for*, *of*, *with*, *from*, *on*, *against*, *about*, *out*, *at*, *to*.

Prepositions; following adjectives: *of*, *about*, *with*, *at*, *on*, *to*, *by*, *for*, *in*, *from*; following nouns: *on*, *to*, *over*, *with*, *for*; expressions beginning: *in*, *with*, *at*, *on*, *beyond*, *by*, *for*, *out of*, *under*, *without*, *within*, *after*.

Linking words and phrases; text organisers: adding a point, developing a point, contrast, explaining reasons, making generalisations, giving new information.

Punctuation: commas, apostrophes, colons and semi-colons; common errors; problem words; words with similar spelling but different meanings

## Lexical competence

Vocabulary: leisure activities; travel and movement; news events; places; media and advertising; the natural world; work; business and money; people and relationships; social problems; entertainment; government and society; health and the body; world issues; thinking and feeling; technology; quality and quantity; education.

Word formation; multiple meaning; expressions with *come*, expressions with *in*, idioms based on *hand*; *wood* and *metal*, prefix *un-*, verbs of movement; expressions with *get*, colour idioms, expressions with *no*; suffix *-ful*; expressions with *out*; expressions with *on*, expressions with *one*, expressions with *break*, sounds, words with more than one meaning, words connected with memory; formality, expressions with *no*, expressions with *head*, words connected with people, expressions with *make*, compound words; size, suffixes, headline language, expressions with *once*, body movements; expressions with *at*, expressions with *set*; places; words with more than one meaning; expressions with *within*; adjective suffix *-ing*; expressions with *by*; idioms with parts of the body, adjective-noun collocations, expressions with *have*, verbs of seeing, expressions with *do*; collocations of nouns linked with *of* size, expressions with *bring*, feelings, prefix *well*, expressions with *from*; adverbs, expressions with *think*, expressions with *give*; modifiers; *but*; expressions with *put*, expressions with *run*, prefix *tender-*; names, expressions with *call*, verbs with *up*.

## Prova di traduzione consecutiva

Strutture dei seguenti modi/tempi nelle quattro forme sintagmatiche dei verbi essere, avere, regolari e irregolari: presente indicativo semplice e progressivo, futuro semplice, programmato e intenzionale, doppio futuro, infinito/gerundio/participio presente, imperativo affermativo e negativo, costruzione riflessiva, *simple past* e *past continuous*, passato e trapassato prossimo, c'è/ci sono, ecco, risposte brevi, articolo determinativo e indeterminativo, plurale dei sostantivi regolari e irregolari, aggettivi e sostantivi di nazionalità, *why/because, who, what, where, whose*, pronomi personali sogg. e compl., aggettivi e pronomi possessivi, posizione degli aggettivi attributivi, aggettivi e pronomi dimostrativi, principali preposizioni di stato, moto e tempo, numeri cardinali e ordinali, frazioni, la data, l'ora, struttura base dei modali *can, must, shall, may*.

Infinito/gerundio/participio passato, futuro progressivo e futuro anteriore, usi particolari di *to be, to have*, genitivo sassone e doppio genitivo, costruzione del doppio accusativo, usi dei seguenti tempi: *present simple/cont., present perfect, simple past, past cont., present perfect cont, past perfect, past perfect cont.*; *future: will, going to, shall, present cont./pres. simple for future, future cont., future perfect, future perfect cont., to be about to, to be on the point of*; uso di *used to/would*, anch'io, neanch'io, uso di *one/ones, so, question tags*, uso delle preposizioni, avverbi, connettori, preposizioni + gerundio, sostantivi numerabili e non, collettivi e composti, uso degli aggettivi/pronomi indefiniti semplici e composti, molto, tanto, quanto, abbastanza, uso dei comparativi e superlativi (assoluto e relativo di maggioranza/minoranza) regolari e irregolari con particolarità, potere, dovere e volere con i loro verbi sostitutivi in tutti i modi e tempi: *can, could + inf./inf. passato, may/might + inf./inf. pass., shall, should, ought to + inf./inf. passato, to be (un)likely, will, would, to be able, to be allowed, must, have to, don't have to, to be obliged/compelled to*, forma di durata in frasi aff./neg/interr., uso dei pronomi/aggettivi interrogativi, relativi restrittivi e non, esclamativi con usi particolari, condizionale presente e passato, il periodo ipotetico nei tre tipi principali.

Sostantivi impiegati in senso aggettivale, uso di *it* impersonale, discorso indiretto in tutti i tempi, con modali e verbi seguiti da infinito, *that, would, should...*, *future in the past*, forma passiva in tutti i tempi, con modali e verbi particolari, *si dice che*, *si impersonale*, *si passivante*, uso dei modali e dei loro sostituti, *needn't/didn't need, can't help/do without/afford, would rather, had better, to wish/if only, to be supposed to, to be to, to be bound, to be due, to owe, to be expected to, must be/must have been*, verbi di percezione, fare/farsi + infinito forma e funzione attiva e passiva- altri modi, verbi che reggono l'infinito o il gerundio, l'inversione, forma di durata con falsa negativa e assenza di durata, uso di tutti i modi/tempi nelle loro caratteristiche, particolarità del periodo ipotetico (tipi misti), *both/neither/either*, uso dei quantificatori, costruzione oggettiva, particolari usi di *the/a*, particolarità nell'uso dei comparativi e superlativi: rafforzativi, correlativi, relative implicite e vari modi per renderle con *where, when, ecc., phrasal verbs*.