



# Bridge Mills Galway Language Centre

## General English

### UPPER INTERMEDIATE LEVEL B2

1	<b>Oral Comprehension</b>	<p>Can understand standard language or a familiar variety, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme [auditory/visual] background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.</p> <p>Can understand the main ideas of propositionally and linguistically complex discourse on both concrete and abstract topics delivered in standard language or a familiar variety, including technical discussions in their field of specialisation.</p> <p>Can follow extended discourse and complex lines of argument, provided the topic is reasonably familiar, and the direction of the argument is signposted by explicit markers.</p>
2	<b>Reading Comprehension</b>	<p>Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.</p>
3	<b>Oral Production</b>	<p>Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.</p>

		Can give clear, detailed descriptions and presentations on a wide range of subjects related to their field of interest, expanding and supporting ideas with subsidiary points and relevant examples.
4	<b>Written Production</b>	Can produce clear, detailed texts on a variety of subjects related to their field of interest, synthesising and evaluating information and arguments from a number of sources.
5	<b>Oral Interaction</b>	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what they want to say, adopting a level of formality appropriate to the circumstances. Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with users of the target language, quite possible without imposing strain on either party. Can highlight the personal significance of events and experiences, and account for and sustain views clearly by providing relevant explanations and arguments.
6	<b>Written Interaction</b>	Can express news and views effectively in writing, and relate to those of others
7	<b>Communicative Language Strategies Reception</b>  Identifying Cues and Inferring	Can use a variety of strategies to achieve comprehension, including watching out for main points and checking comprehension by using contextual clues.
8	<b>Communicative Language Strategies-Production</b>  Planning	Can, in preparing for a potentially complicated or awkward situation, plan what to say in the event of different reactions, reflecting on what expression would be appropriate. Can plan what is to be said and the means to say it, considering the effect on the recipient(s).
9	<b>Communicative Language Strategies Production</b>	Can use circumlocution and paraphrase to cover gaps in vocabulary and structure. Can address most communication problems by using circumlocution, or by avoiding difficult expressions.

	Compensating	
10	<b>Communicative Language Strategies Interaction</b> TurnTaking	<p>Can intervene appropriately in discussion, exploiting appropriate language to do so. Can initiate, maintain and end discourse appropriately with effective turntaking.</p> <ul style="list-style-type: none"> <li>- Can initiate discourse, take their turn when appropriate and end conversation when they need to, though they may not always do this elegantly.</li> </ul> <p>Can use stock phrases (e.g. “That’s a difficult question to answer”) to gain time and keep the turn while formulating what they want to express.</p>
11	<b>Communicative Language Strategies Interaction</b> Cooperating	<p>Can help the discussion along on familiar ground, confirming comprehension, inviting others in, etc. Can summarise the point reached at a particular stage in a discussion and propose the next steps</p>
12	<b>Communicative Language Strategies Interaction</b> Asking for clarification	<p>Can ask follow-up questions to check that they have understood what someone intended to say, and get clarification of ambiguous points.</p> <ul style="list-style-type: none"> <li>- Can ask for explanation or clarification to ensure they understand complex, abstract ideas.</li> </ul> <p>Can formulate follow-up questions to a member of a group to clarify an issue that is implicit or poorly articulated.</p>
13	<b>Communicative Language Strategies Interaction</b> Monitoring and Repair	<p>Can often retrospectively self-correct their occasional “slips” or non-systematic errors and minor flaws in sentence structure.</p> <ul style="list-style-type: none"> <li>- Can correct slips and errors that they become conscious of, or that have led to misunderstandings. Can make a note of their recurring mistakes and consciously monitor for them.</li> </ul>
14	<b>Linguistic Competence</b> <b>General Linguistic Range</b>	<p>Can express themselves clearly without much sign of having to restrict what they want to say.</p> <p>Has a sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words/signs, using some complex sentence forms to do so.</p>

15	<b>Linguistic Competence</b>  <b>Phonological Control</b>	<p>Can generally use appropriate intonation, place stress correctly and articulate individual sounds clearly; accent tends to be influenced by the other language(s) they speak, but has little or no effect on intelligibility</p>
16	<b>Sociolinguistic Competence</b>	<p>Can with some effort keep up with and contribute to group discussions even when talk is fast and colloquial.  Can recognise and interpret sociocultural/sociolinguistic cues and consciously modify their linguistic forms of expression in order to express themselves appropriately in the situation.  Can express themselves confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.  Can adjust their expression to make some distinction between formal and informal registers but may not always do so appropriately.  Can sustain relationships with users of the target language without unintentionally amusing or irritating them or requiring them to behave other than they would with another proficient user.  Can express themselves appropriately in situations and avoid crass errors of formulation.</p>

## **WEEKLY CAN DO STATEMENTS:**

### **Can Do Statements (MIMLOs\*) (end of week 1):**

I can...

- Pronunciation**             use intonation to indicate interest (15)
- Speaking/Grammar**        form direct and indirect questions (3, 14)
- Speaking/Vocabulary**    ask and answer complex interview questions\* (1, 3, 12, 14, 16)
- Reading**                    infer the meaning of new words and phrases from context\* (2, 7)

### **Can Do Statements (MIMLOs) (end of week 2):**

I can...

- Speaking**                    speak about personal information relating to illness (3, 5, 9, 12, 14)
- Vocabulary/Pronunciation**  recognize the more formal way to say certain common words or phrases (1, 14)
- Listening**                  listen to a psychologist talking about a study and identify its findings \* (1)
- Writing**                    write a short description of my personality \* (4, 6)

### **Can Do Statements (MIMLOs) (end of week 3):**

I can...

- Writing**       write a short advertisement to sell something online (4, 6, 9, 14)
- Pronunciation**  apply appropriate sentence rhythm in sentences which use irregular past forms (14, 15)
- Grammar**       use adjectives as nouns to talk about groups of people\* (3, 14)
- Speaking**       ask and answer questions relating to fashion\* (1, 3, 5, 10, 12, 14, 16)

### **Can Do Statements (MIMLOs) (end of week 4):**

I can...

- Speaking**       orally describe a news story to someone (3, 8, 9, 14, 16)
- Pronunciation**  recognize the correct word stress and intonation of adverbs in sentences (15)
- Grammar**       identify the correct position of adverbs and adverbial phrases in sentences using common vocabulary \* (14)
- Listening**       listen to different people talking about what they are reading and identify what type of material they are reading.  
\* (1, 7)

**Can Do Statements (MIMLOs) (end of week 5):**

I can...

- Reading**       infer missing information from an article related to extreme sports (2, 7)
- Pronunciation**    link phrases together while remaining easily intelligible (15)
- Writing**       write a short report relating to climate change\* (4, 6, 9, 13, 14)
- Reading**       read an article about a racing driver and identify which paragraph certain sentences correspond with. \* (2, 14)

**Can Do Statements (MIMLOs) (end of week 6):**

I can...

- Speaking**       engage in a group discussion relating to how I would feel in different situations (1, 3, 10, 11, 12, 16)
- Reading**       read an interview transcript and complete it by filling in missing information (2, 7)

**Can Do Statements (MIMLOs) (end of week 7):**

\*Minimum Intended Module Learning Outcomes \* Bridge Mills Galway Language Centre 7

I can...

- Speaking**  speak about a variety of topics after planning my answers (8, 14)
- Writing/Grammar**  write a poem using “I wish” to express past regret (4, 6, 14)
- Listening**  listen to different people describing their feelings in a particular situation and identify how each speaker says they felt\* (1, 7)
- Pronunciation**  identify the stressed syllable in words with three and four syllables\* (15)

**Can Do Statements (MIMLOs) (end of week 8):**

I can...

- Reading**  skim read an article to gain a general understanding of its content (2, 7)
- Pronunciation**  demonstrate appropriate pronunciation of words which originated in other languages, but are now used in English (14, 15)
- Speaking**  ask and answer questions relating to music listening habits \* (1, 3, 10, 11, 16)
- Reading**  read an article about music and insomnia and identify which paragraph certain sentences correspond with. \* (2, 7)



**Can Do Statements (MIMLOs) (end of week 9):**

I can...

- Vocabulary**             differentiate between the usage of commonly confused verbs (e.g. advise & warn) (14)
- Speaking**              describe a photo while speculating about how the people in the photo are feeling. (4, 6, 9, 14)
- Vocabulary/ Grammar**    identify the appropriate verb to use in relation to senses (e.g. you *look* tired) (14)
- Pronunciation**         identify silent consonants in words\* (15)

**Can Do Statements (MIMLOs) (end of week 10):**

I can...

- Speaking**             express my opinion on complex issues, such as whether something should be illegal or not (3, 9, 13, 14)
- Reading**              scan read an article to pick out specific information (2, 7)
- Vocabulary**         construct sentences using vocabulary relating to the media\* (3, 4, 14)
- Writing**              write a short essay about fake news\* (4, 6, 9, 13, 14)

**Can Do Statements (MIMLOs) (end of week 11):**

I can...

- Vocabulary/Grammar**     form nouns from adjectives and verbs using suffixes (14)
- Reading/Speaking**     orally summarise an article that I have read (2, 3, 7, 8, 9, 13)
- Pronunciation**         recognise word stress in words with prefixes and suffixes\* (15)
- Speaking**                 express agreement or disagreement in response to opinions about advertising\* (1, 3, 10, 11, 12, 16)

**Can Do Statements (MIMLOs) (end of week 12):**

I can...

- Speaking**                 engage in conversation about science and ask follow up questions to extract more information. (1, 3, 10, 11, 12, 16)
- Pronunciation/Vocabulary**     differentiate between word stress in different word families (e.g. science, scientist, scientific) (15)