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B2 (Intermediate)



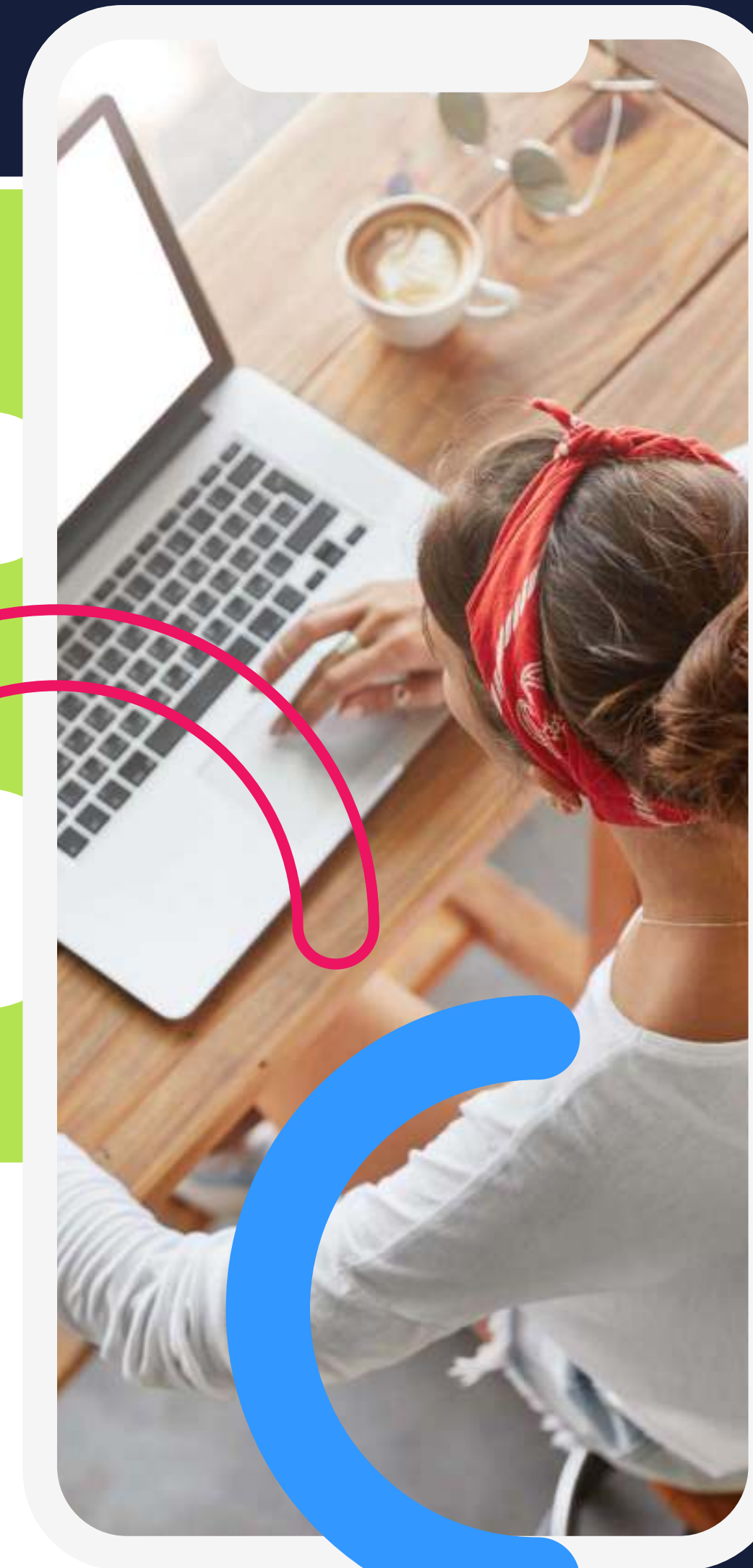
Contenidos B2 (Intermediate)

Establecido para mínimo 122 horas de clase + 13 evaluaciones generales (2 hora c/u – 30 min para cada una de las 4 habilidades a desarrollar) + evaluación para certificado de nivel (2 horas / 30 min cada habilidad).

Total mínimo estimado de horas para nivel: **150 horas**

(Revision and consolidation of structures included in preceding levels).

THE SENTENCE



Unit 1 Simple sentence

Lesson 1: Word order of elements in simple sentences.

Lesson 2: Assertion and non-assertion, interrogative, imperative sentences and exclamation.

Lesson 3: Uses of auxiliary verbs.

Lesson 4: Echo questions (e.g. Are you hungry? Am I hungry? I'm starving!).

Lesson 5: Question tags:

Lesson 5.1 / After orders (e.g. Shut the window, will you?)

Lesson 5.2 / After requests (e.g. You'll do the washing up today, won't you?)

Lesson 5.3 / After suggestions (e.g. Let's go to the cinema, shall we?)

Lesson 5.4 / Use of they in question tags after someone, somebody, everyone, etc. (e.g. someone's knocking at the door, aren't they?)

Lesson 6: Uses of auxiliary verbs in short responses:

Lesson 6.1 / To express surprise/interest and similarity (e.g. I don't like horror films. Don't you? Neither/Nor do I. Nor me. He's going to the concert tonight. Is he? So am I. Me too)

Lesson 6.2 / To express surprise/interest and difference (e.g. I'd be happy to help. Would you? I wouldn't. She hasn't got an umbrella. Hasn't she? I have.)



Unit 2 Complex sentence

Lesson 1: Adjective or relative clauses.

Lesson 1.1 / Relative pronouns used to introduce these kinds of clauses: who, which, whose, that, where: revision and extension.

Lesson 1.2 / Use in defining relative clauses (e.g. He's the man who/that owes me money)

Lesson 1.3 / Omission of relative pronoun (e.g. They're the shoes (which/that) I bought)

Lesson 1.4 / Use in non-defining relative clauses (e.g. The students, who are all relatively young, have made great progress this year)

Lesson 1.15 / Relative clauses with prepositions: position of preposition and difference in register: e.g. That's the house in which she was born (formal); That's the house she was born in (informal)

Lesson 1.6 / What as a relative pronoun meaning the thing that: (e.g. That's not what I said)

Lesson 1.7 / Use of which to refer to a whole clause: (e.g. It was snowing so hard that we were sent home early from work, which was great)



Unit 3 (Comparative sentences): revision of formation and spelling rules, and extension.

- Lesson 1:** more /-er...than, as...as, not so/as...as, less/fewer ...than (e.g. The exam was more difficult than we expected. He is less hardworking than I thought)
- Lesson 2:** The expression of two comparisons that change at the same time (e.g. The older I get, the more forgetful I become. The less interesting the subject is, the more bored the students become).
- Lesson 3:** The comparative of adverbs the most..../...the ...est. (e.g. He runs more quickly than me).
- Lesson 4:** More and more, less and less and -er and -er to express gradual increase (e.g. More and more people are taking up gardening as a hobby. It's getting harder and harder to find a good job)



Unit 4 Conditional sentences

Lesson 1: Revision and extension of conditional sentences: the "zero", first, second and third conditional. Introduction to words other than if: unless and in case.



Unit 5 Nominal clauses

Lesson 1: Verb patterns and structures

Lesson 2: The use of gerunds (-ing) and (to) + infinitive. Revision and extension.

Lesson 3: Gerunds

Lesson 3.1 / Uses of gerund as subject or object (e.g. Drinking too much is bad for your health. I hate spending money)

Lesson 3.2 / After prepositions (e.g. I'm interested in doing a course in computer science. Have you thought about going away this weekend?)

Lesson 3.3 / After verbs expressing like, dislikes and preferences (e.g. I love swimming, I detest playing tennis. I prefer dancing to running)

Lesson 3.4 / Differences between use of - ing and to + infinitive with verbs expressing likes, dislikes and preferences to generalize or refer to specific occasions (e.g. I hate swimming, but I love to swim in the sea when I'm on holiday).



Unit 5 Nominal clauses

Lesson 4: To + infinitive:

Lesson 4.1 / Purpose (e.g. People come to this school to learn languages)

Lesson 4.2 / After adjectives (e.g. It's easy to understand)

Lesson 4.3 / In the structure It + adjective + for+ object + to + infinitive (e.g. It's difficult for him to find time to do any sports as he works long hours)

Lesson 4.4 / After verbs expressing hypothetical likes, dislikes and preferences: (e.g. I'd love to come over to yours tonight. I'd hate to meet her when she's angry. I'd prefer to be alone, if you don't mind)

Lesson 4.5 / After wh-words (e.g. I don't know what to do, He can't think of where to go, I don't know how to pronounce this word, etc.)

Lesson 4.6 / After nouns+ be (e.g. My aim is to travel the world. Her ambition is to become a worldfamous artist).

Lesson 4.7 / After compounds with some, any and no (e.g. There's nothing to do. Isn't there anywhere we can go?)

Lesson 5: Differences in use and structure between I'd prefer and I'd rather. (e.g. I'd prefer (not) to go, I'd rather (not) go. In short negative responses I'd rather not.)



Unit 5 Nominal clauses

Lesson 6: Verbs, verb phrase+-ing and verbs + to+infinitives. Verbs + bare infinitive (e.g. let, make)

Lesson 7: Verbs and common verbal phrases followed by + -ing (e.g. enjoy, avoid, involve, miss, spend, can't stand, can't help, can't bear, etc.)

Lesson 8: Verbs and common verbal phrases followed by to + infinitive (e.g. can't afford, plan, promise, manage, be able to, etc.)

Lesson 9: Verbs which change meaning: (e.g. forget, remember; I remembered to post the letter. I remember having a great time at school)

Lesson 10: Verbs followed by object + to + infinitive (e.g. persuade, convince, teach, advise, allow, ask, tell, etc.)

Lesson 11: Verbs expressing "desire" (subjunctive mood): (e.g. I want you to do this. I would like him to do this, I'd prefer you to start, I'd love you to come).

Lesson 12: Exceptions: help (e.g. I'll help you to do it. / I'll help you do it)

Lesson 13: Expressing habits in the past and general habituation.

Lesson 14: Used to +bare infinitive: (e.g. I used to smoke, but I don't any longer).

Unit 5 Nominal clauses

Lesson 15: be / get used to +ing: (e.g. Coming from a village, living in a big city was a bit of a shock to me but I'm getting used to it now).

Lesson 16: Reported Speech: revision and extension.

Lesson 16.1 / Main reporting verbs other than say and tell (e.g. advise, congratulate, beg, suggest, etc.) and their structures (e.g. I advised to him to wait. I congratulated her on winning. I suggest you (should) go to bed if you don't feel well).

Lesson 16.2 / Reporting questions: word order after wh-words (e.g. He was wondering who she's married to).

NOUN PHRASE



Unit 6 Noun

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Lesson 1: Countable and uncountable nouns (e.g. furniture, advice, news, staff, research).
Revision and extension.

Lesson 1.1 / Nouns that can be both countable and uncountable (e.g. paper vs. a paper).

Lesson 1.2 / Uncountable nouns always used in the plural: (e.g. belongings, congratulations, outskirts, clothes, surroundings).

Lesson 2: Use of the article: definite, indefinite and the omission of the article.

Lesson 3: Use of another / other, both, each, every, either, neither, all, none, no.

Lesson 4: Expressing quantity: revision and extension. Use of little vs a little, few vs a few.

Lesson 5: Use of enough, a lot / lots / not much / many / several / a great amount of / plenty of ...



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Lesson 6: Compound nouns: revision and extension.

Lesson 6.1 / One-word noun compounds e.g. toothbrush

Lesson 6.2 / Two-word noun compounds e.g. pocket money

Lesson 6.3 / Hyphenated noun compounds e.g. fortune-teller



Unit 6 Noun

Lesson 7: Expressing gender:

Lesson 6.1 / Nouns with a different form or ending for the masculine and the feminine. (e.g. niece, nephew; tailor, dressmaker; widow, widower) - Dual gender: (e.g. artist, adult, passenger, flight attendant, chairperson, firefighter).

Lesson 8: Nouns used as adjectives. (e.g. the head waiter, a steel bridge, the London Underground).

Lesson 9: Revision and extension of use of possessive forms with 's, and of two word noun + noun combinations:

Lesson 9.1 / Expressing time (e.g. It's twenty minutes' walk to the station, a week's holiday etc.)

Lesson 9.2 / Differences in meaning: noun+noun vs. of (e.g. a bottle of water vs. a water bottle)

Lesson 9.3 / Use of of when referring to parts: (e.g. the beginning of the book, the end of the film, the outskirts of town, the top of the building)

Lesson 9.4 / Local genitive (e.g. at my sister's, St Peter's, at the butcher's).

Lesson 10: Uncommon Noun suffixes: - ability (suitability), - ance/-ence (tolerance, independence): - ness (happiness), -tion (attention), - cian (electrician), - ity (complexity), - ility (responsibility), - ment (entertainment), - hood (neighbourhood), - ship (friendship).

Unit 7 Pronoun

- Lesson 1:** Forms, functions, position, use/omission. Agreement with referent subject.
- Lesson 2:** Reciprocal and reflexive pronouns (e.g. They are talking to each other / the man was talking to himself)
- Lesson 3:** Reflexive pronouns for emphasis (e.g. I did it myself. He himself doesn't really understand it)
- Lesson 4:** Impersonal pronoun You (e.g. If you want to achieve something in life, you have to work hard)
- Lesson 5:** Use of they/them/their with a singular referent (e.g. Somebody is knocking at the door. Can't they ring the front door bell like everybody else?)
- Lesson 6:** it as "empty" subject or object (e.g. It takes me thirty minutes to get to work by car. I don't like it when people are late)
- Lesson 7:** Difference in use of there and it (e.g. There used to be a cinema here. It used to be a cinema, but it's a warehouse now)
- Lesson 8:** Wh-ever words meaning "any" (e.g. whoever, whatever, however, wherever, whichever: Whoever took the book, could you please return it before tomorrow? Wherever you go, you'll find a hamburger restaurant).



Unit 8 Adjective

- Lesson 1:** Position and order of adjectives. Predicative and attributive adjectives (e.g. I was afraid. The main reason ...)
- Lesson 2:** Generic reference: the + adjective, (e.g. the poor, the elderly, the British)
- Lesson 3:** Gradable' adjectives, (e.g. big, difficult), 'non-gradable' adjectives, (e.g. dead, married, impossible) and 'extreme' adjectives, (e.g. starving, amazing, awful...)
- Lesson 4:** Use of modifiers like very, incredibly, absolutely and really with gradable and non-gradable adjectives.
- Lesson 5:** Compound adjectives (e.g. good-looking, well-known, blue-eyed)
- Lesson 6:** Compound adjectives expressing quantity (e.g. a three-year-old child, a five-star hotel, a ten-day holiday)
- Lesson 7:** The use of far too or much too for intensifying adjectives: (e.g. This shirt is far too expensive, or much too expensive)
- Lesson 8:** Adjectival prefixes and suffixes:
- Prefixes: un- in-, im-, vs.-ir dis-, il- e.g. unsociable, indirect, impossible, irregular, illegal
- Suffixes: -y, -ible. -able, -ish, -less, -ful, -ous, -ive (e.g., tasty, responsible, capable, greenish, careless, careful, humorous, effective).

Unit 9 Verb Revision and consolidation of tense use:

Lesson 1: Present simple vs. Present Continuous

Lesson 2: Present Perfect, Present Perfect Continuous, vs. Simple Past

Lesson 3: Past Continuous vs. Simple Past

Lesson 4: Past perfect and Past Perfect Continuous Ways of expressing the future:

Lesson 4.1 / Revision (will, be going to and present continuous) and extension:

Lesson 4.2 / Present simple for schedules or timetables (e.g. The plane departs at 10:00.)

Lesson 4.3 / Future continuous to express an action that will be taking place at a specific time in the future (e.g. This time next month, I'll be lying on a beach in Ibiza).

Lesson 4.4 / Future Perfect to express an action completed in the future (e.g. I'll have finished the book by tomorrow, so you can have it back then)

Lesson 4.5 / Verbs with a future meaning: verb + to + infinitive: decide, expect, hope, intend and promise.

Lesson 4.6 / Expressing future plans, arrangements and intentions using the present continuous, going to, and verb and noun forms of: aim, hope, plan, expect. decide, intend. (e.g. I'm going out tonight. He's going to join us later. I aim to improve my French considerably this year. My plan is to spend every weekend visiting a different place in Spain)

Unit 10 Modal verbs: General overview and extension

Lesson 1: Expressing ability: Revision of can, could and the use of be able to in all the different tenses of this level and extension.

Lesson 1.1 / To express general ability (e.g. He could speak French at the age of seven).

Lesson 1.2 / Use with verbs of the senses: (e.g. I could see the parade from the window).

Lesson 1.3 / The need for an alternative to could in interrogative and affirmative sentences (i.e. was /were able to/managed to/ succeeded in) when referring to a single action in the past (e.g. I managed to get the tickets yesterday. I finally succeeded in passing my driving test).

Lesson 2: Expressing possibility or probability, and logical deduction.

Lesson 2.1 / Use of may, might, and could to express probability, and must, can't or couldn't to express certainty. (e.g. He must be ill if he hasn't come to work. If she's not here, she might be in the library)

Lesson 3: Introduction to past modality (perfect infinitive), past deduction: (e.g. They must have gone on holiday because I haven't seen them for ages. They might have been delayed by the traffic)



Unit 10 Modal verbs: General overview and extension

Lesson 4: Expressing mild obligation, advice or recommendation:
Should /Ought to and had better

Lesson 5: To express advice and mild or self-imposed obligation (e.g. The government should listen to what people have to say. I don't really want to go, but I should because they'll be expecting me. I'd better get off now otherwise I'll be late for work.)

Lesson 6: Should/Ought to versus had better (you'd better) when giving advice:
Nuances in meaning: (e.g. You should change the locks as soon as possible, i.e. It's a good idea to change them, as a precaution. You'd better change the locks as soon as possible, i.e. if you don't, something bad will almost certainly happen).

Lesson 7: Introduction to past modality (perfect infinitive) to express regret or reproach: (e.g. I shouldn't have stayed up so late watching TV. You really ought to have remembered her birthday; she's your mother, after all).



Unit 10 Modal verbs: General overview and extension

Lesson 8: Expressing requests:

Lesson 8.1 / Can you...? Could you...?, Will you...?, Would you...?, and Do/Would you mind+ing...?

Lesson 8.2 / Expressing requests indirectly and word order after wh-words, if and whether: (e.g. Could you tell me when the next bus arrives? Do you mind telling me where Tom lives? Will you let me know if I have the job? Can you confirm whether you're coming or not?).

Lesson 9: Asking for permission: Consolidation and extension. Register. Contrasting Can I...? with May I...? or Could I...? together with the forms Is it OK if I + present simple ...? and Would it be all right if I + simple past...?

Lesson 10: Expressing obligation: consolidation and extension. Use of must and need to, have (got) to. Their use in all the tenses of this level.

Lesson 10.1 / Must as obligation (e.g. You must sign your passport or it will be considered invalid)

Lesson 10.2 / Must as a self-imposed, personal obligation or recommendation (e.g. I must rush. I've got a dental appointment in five minutes. You really must see this film – it's great!).

Lesson 10.3 / Have (got) to: to express general obligation (e.g. You have to come in on Fridays because it's part of your timetable)



Unit 10 Modal verbs: General overview and extension

Lesson 11: Expressing absence of obligation or need: you don't have to, you don't need to, you needn't +bare infinitive (e.g. You don't have to come. He doesn't need to pay in advance. You needn't worry).

Lesson 12: Expressing prohibition:

Lesson 12.1 / Mustn't as a warning (e.g. You mustn't drink and drive; if you do, you'll get arrested).

Lesson 12.2 / as a personal obligation: (e.g. I mustn't forget to set the alarm clock tonight).

Lesson 13: Expressing wishes and regrets with wish:

Lesson 13.1 / Wish + simple past to express wishes for the present / Wish + past perfect to express past regrets / Expressing wishes for the future: with hope (e.g. I hope you pass your driving test).

Lesson 14: Use of the Passive: revision and extension.

Lesson 14.1 / Use with modal verbs (e.g. The roads should be cleaned every day).

Lesson 14.2 / Use with simple and continuous tenses (e.g. I was asked to come here. A new shopping mall is going to be built on this site)

Lesson 14.3 / Reasons for using the passive. When to use the agent by.

Lesson 14.4 / Introduction of the causative have / get: have something done (e.g. I had my roof repaired last week. I'm getting my hair cut this afternoon)



Unit 11 Adverb and adverbial phrases

Form and use. Revision and extension. Word order: initial, middle or end position.

Different types of adverbs and adverbial phrases:

Lesson 1: Manner: beautifully, quickly, well, suddenly, etc. (A robin was singing beautifully from a garden tree)

Lesson 2: Place: far away, above, behind, nearby, etc. (Do you live nearby or further away?)

Lesson 3: Time: currently, lately, recently, eventually etc. (I've had some really weird dreams lately).

Lesson 4: Length of time: for good, for five years, throughout history, briefly (We met her at your wedding very briefly).

Lesson 5: Well-defined frequency: monthly, twice, daily, every October 11th (e.g. 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 (e.g. Every now and again they travel to London).

Lesson 6: Cause: because of, because...



Unit 11 Adverb and adverbial phrases

Lesson 7: Purpose: for, so as to, in order to, so (that) (I went to a café for a quick coffee)

Lesson 8: Intensity or degree: fairly, quite, almost, rather (I almost got killed).

Lesson 9: Quantity: twice, little, much, less (I dream of working less).

Lesson 10: Emphasis: mainly, especially, particularly, above all (People love Christmas, especially children)

Lesson 11: Probability: maybe, perhaps, possibly, probably. (It'll probably rain tomorrow)

Lesson 12: Assertion: certainly, naturally, of course, negative not at all, never, no/not ¿???(e.g. Do you mind if I smoke? Not at all)

Lesson 13: Opinion: amazingly, unfortunately (It was a terrible accident. Amazingly, nobody was hurt).

Lesson 14: 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)

SENTENCE CONNECTION



Unit 12 (Conjunctions) Conjunctions and conjunction phrases. Form and use. Revision and extension.

Lesson 1: Coordination (to link words, phrases or sentences):

Lesson 2: Copulative: both...and, not only...but also, neither...nor, as well as.

Lesson 3: Reformulation or replacement: or, either, either...or.

Lesson 4: Concession: even if/though, in spite of/despite

Lesson 5: Subordinates linking two sentences to form a complex sentence by subordinating one to the other: as soon as, when, while, but, after, etc. (e.g. We'll tell him as soon as we see him).

Lesson 6: Substantive (e.g. I informed him that I had arrived; I don't know whether it is ready yet; I don't know where/who he is).

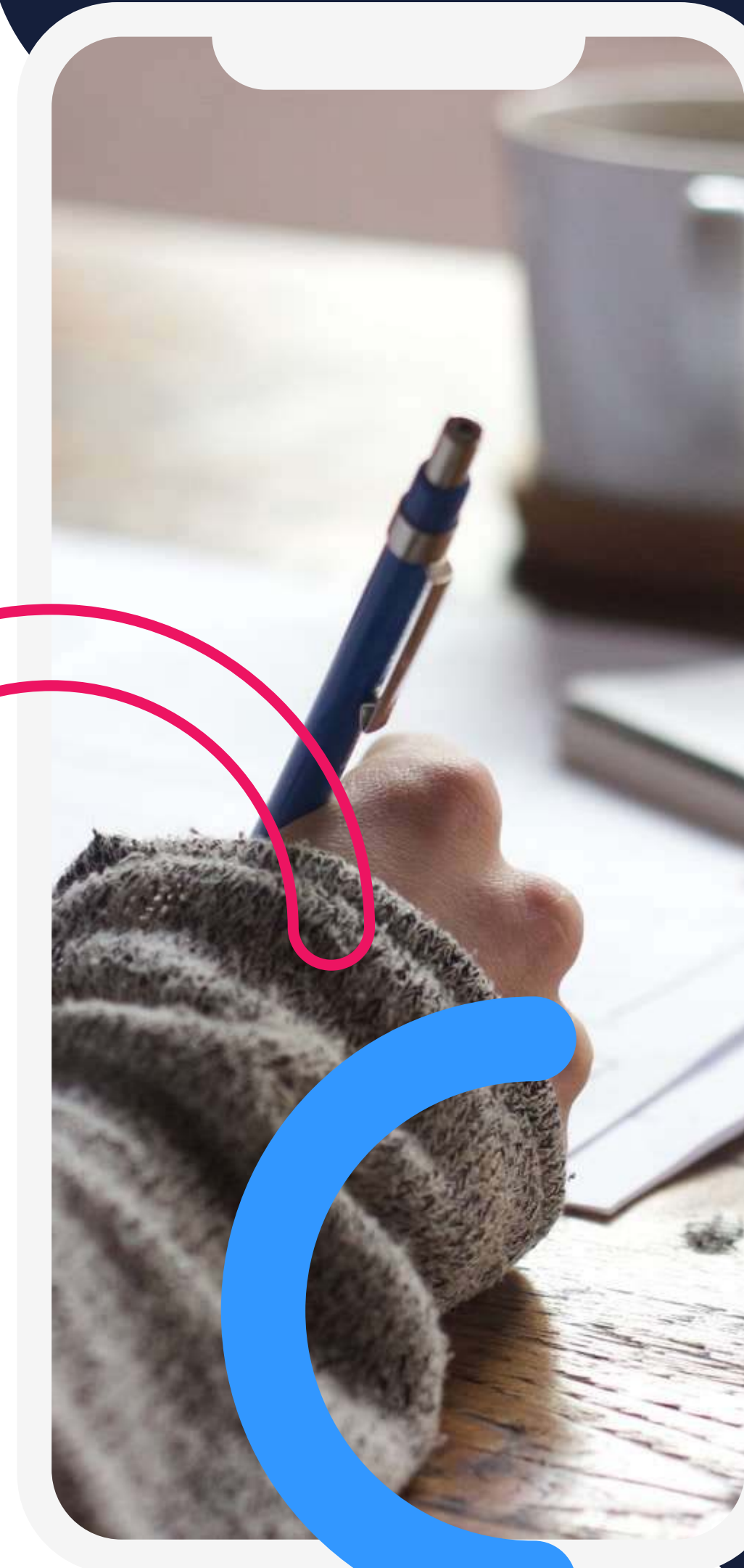


Unit 13 (Prepositions) Revision and extension of types and uses of prepositions and prepositional phrases.

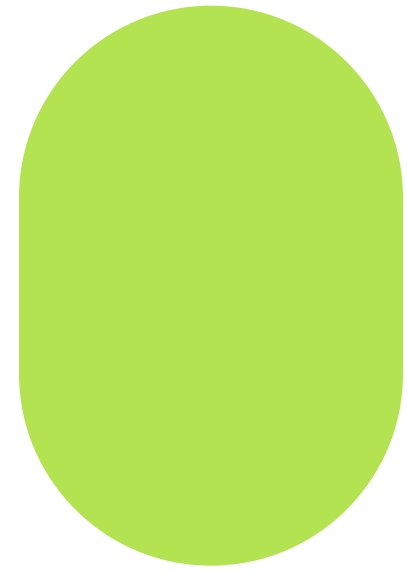
- Lesson 1:** Easily confused prepositions above/over, below/under, at/in/on, (made)of/(made)from, across/through.
- Lesson 2:** Use of prepositions in the description of movements and directions (He went along the path, past the pub, up the hill, down through the woods and over the river)
- Lesson 3:** Dependent prepositions: - After adjectives (e.g. interested in, keen on, fond of, good at etc.) - After verbs (e.g. apply for, belong to, spend on, rely on, etc.) - After nouns (e.g. reason for, addiction to, experience in, etc.)



EXAMÉN FINAL DE CERTIFICACIÓN DE NIVEL **B2**



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