

## B2+ Syllabus

### Competences

Can **understand** a **wide range** of **demanding, longer texts**, and **recognise implicit meaning**.  
Can **express** themselves **fluently and spontaneously without much obvious searching** for expressions.  
Can **use** language **flexibly and effectively** for **social, academic and professional purposes**.  
Can **produce clear, well-structured, detailed** text on **complex subjects**, showing **controlled use of organisational patterns, connectors and cohesive devices**.

### Suggested structures, vocabulary areas, functions, pronunciation features

#### Functions

developing an argument systematically with appropriate highlighting of significant points, and relevant supporting detail  
giving feedback on and following up statements and inferences by others  
giving presentations with visuals  
helping the development of discussion  
managing informal conversations  
politely disagreeing  
outlining a case for compensation, using persuasive language and simple arguments to demand satisfaction  
relating own contribution skilfully to those of others  
stating clearly the limits to a concession

#### Skills (listening, speaking, reading, writing and interaction)

evaluating different ideas or solutions to a problem  
expressing ideas and opinions with precision  
identifying accurately arguments supporting and opposing points of view  
identifying speaker viewpoints and attitudes  
keeping up with an animated discussion  
presenting and responding to complex lines of argument convincingly  
summarising information, ideas and opinions from highly specialised sources within his/her field  
understanding an online diary  
understanding cause and effect in a complex text  
understanding online responses to a question  
understanding specialised articles with the occasional use of a dictionary for terminology.  
understanding standard dialect likely to be encountered in social, professional or academic life  
understanding standard spoken language on both familiar and unfamiliar topics, with extreme background noise, inadequate discourse structure and/or idiomatic usage  
using a variety of linking expressions efficiently to mark clearly the relationships between ideas  
using cohesive devices to link sentences together smoothly into clear, connected discourse  
writing a formal email/letter  
writing a proposal  
writing an essay or report which develops an argument systematically with appropriate highlighting  
writing an online review and blog entry  
writing clear, well-structured expositions of complex subjects

## Vocabulary groups for this level, plus the table in the B2 Syllabus:

colloquial and idiomatic language	influences and identity	socialising
communication	injuries and illnesses	success and failure
conflict and warfare	issues in education	talking about the news
emotions and personality	journalism	teaching and learning
explaining statistics	law and crime	the internet and social media
expressing vague impressions	leisure, relaxation and stress	the natural world
fame and fortune	marketing and advertising	travel problems and tourism
finance and investment	money	trends
food preparation and cooking	political issues	urban change
gender issues	proverbs and metaphors	voting and elections
healthcare	science and research	work practices/situations
higher education	social issues	

## Pronunciation

connected speech  
consonant clusters  
intonation patterns (questions, echo questions, statements, agreeing and disagreeing, checking and confirming, emphasis)  
linking and intonation in longer turns  
reduced speech  
stress patterns  
understanding colloquial language  
understanding fast speech - appropriate stress patterns and linking

## Structures

***For this level you will need the following, plus the structures listed in the B2 Syllabus:***

adverbs and adverbial phrases  
cleft sentences  
collocations  
complex comparatives  
complex questions  
continuous forms  
double comparatives  
exaggeration  
future in the past  
inversions  
linking devices  
modifying gradable and ungradable adjectives  
narrative tenses  
negative questions  
not only and no sooner/as soon as  
passive reporting verbs  
past/present participle clauses  
verb patterns with reporting verbs  
will and would for habits