

Structures, lexis, functions and skills to be covered at the Advanced Level

Please note – all examples are intended as a guide to the level of skills, structures and text types that are appropriate to introduce at this level. The examples are not intended to be exhaustive – actual examples will depend on the needs of the groups.

Structures

Revision and extension of all previously covered structures according to the students' needs.

| New structures to include | Please tick the items you have covered | Examples |
|---------------------------|--|--|
| Inversion | <input type="checkbox"/> | Hardly had the match begun when it started to rain. |
| Future Perfect Continuous | <input type="checkbox"/> | By the end of next year I will have been working here for 5 years. |
| Dare (as a modal verb) | <input type="checkbox"/> | How dare you say that! |
| Owing to/due to | <input type="checkbox"/> | Due/Owing to severe weather conditions the flight was cancelled. |
| Participle phrases | <input type="checkbox"/> | There's someone <i>waiting</i> for you at reception, <i>compared</i> to other cities, London is very cosmopolitan. |
| Whether/were to etc | <input type="checkbox"/> | Whether she has decided to move out (or not) doesn't matter / <i>Were he to</i> have signed the contract... |
| Perfect participles | <input type="checkbox"/> | <i>Having said</i> that... |
| Ellipsis in speech | <input type="checkbox"/> | 'What time will you be leaving? <i>In about</i> an hour. |
| Noun collocations | <input type="checkbox"/> | Key ring, book cover, meeting point, silk dress |
| Tense simplification | <input type="checkbox"/> | You can communicate in English wherever you go (not will go) |
| Pronoun phrases | <input type="checkbox"/> | The person to <i>whom</i> I wrote was my supervisor. |
| Adverbial phrases | <input type="checkbox"/> | In a hurry; again and again; However hard I try... (compared with I try hard, but...) |
| Future in the past | <input type="checkbox"/> | Last time I spoke to her she <i>was going to</i> get engaged. |
| Be to | <input type="checkbox"/> | We are to finish the report by Friday/ It was to have started by now. |

| | | |
|---|--------------------------|---|
| Prepositional phrases | <input type="checkbox"/> | By law, in the end , on time, out of the blue |
| Noun phrases | <input type="checkbox"/> | He told me about <i>the cancellation of the match</i> . |
| Mixed conditionals | <input type="checkbox"/> | If Jim hadn't missed the train, he would be here now; if I were more ambitious, I'd have become a university professor. |
| Emphatic structures | <input type="checkbox"/> | What I like most... ;the thing that ... -the place where.... -the reason why... etc |
| Tense simplification in conditional sentences | <input type="checkbox"/> | With a bit of luck (If I we are lucky); But for his help (If he hadn't helped us...) |
| Verb phrases | <input type="checkbox"/> | |
| Subordinate clauses | <input type="checkbox"/> | The alarm was raised as soon as <i>the fire started</i> / <i>If you are not good at languages</i> , it is pointless to apply. |

Speaking functions

| Functions | Please tick the items you have covered | Examples (extension of Upper - Intermediate) |
|--|--|--|
| Asking for and getting factual information | <input type="checkbox"/> | Identifying, describing, correcting and asking questions |
| Expressing and finding out attitudes | <input type="checkbox"/> | Agreeing, disagreeing, enquiring, expressing preferences, expressing emotions, complimenting, apologising, hedging, distancing yourself, complaining |
| Getting things done | <input type="checkbox"/> | Suggestions, advice, warnings, invitations |
| Socialising | <input type="checkbox"/> | Formal, informal |
| Structuring discourse | <input type="checkbox"/> | Starting and ending conversations, changing a subject, interrupting, turn taking etc. |
| Dealing with communication breakdown | <input type="checkbox"/> | Asking for repetition / clarification, paraphrasing, repeating, apologising for uncertainty, asking for guidance etc. |
| Things to say in awkward social situations | <input type="checkbox"/> | Apologising, changing the subject, making humorous remarks |

Pronunciation

Pronunciation should be integrated and systematically taught throughout all lessons. Ensure when presenting new target language you pay sufficient attention to related phonological issues.

| Skills | Please tick the items you have covered | Examples |
|--|--|---|
| Continued focus on the phonemic alphabet (both for production and recording pronunciation) | <input type="checkbox"/> | |
| Minimal pairs (focus on problem sounds) | <input type="checkbox"/> | Ship / sheep, thick / sick |
| Production of correct word stress & sentence stress | <input type="checkbox"/> | <u>A</u> dvertise vs. advertisement. <i>What did you say?</i> |
| Practice in using word/sentence stress and intonation to express meaning | <input type="checkbox"/> | ' <i>I didn't say that</i> ' vs. 'I didn't <i>say that</i> ' vs. ' <i>I didn't say that</i> ' |
| Production of contracted forms | <input type="checkbox"/> | 'I would've helped you', 'You should've told me' |
| Word linking, intrusive /j/, /r/ and /w/ | <input type="checkbox"/> | Anna and Tom, blue and red, |
| Weak forms vs. strong forms | <input type="checkbox"/> | Auxiliary verbs, prepositions |
| Silent letters | <input type="checkbox"/> | Psychology |
| Homophones | <input type="checkbox"/> | Rows - rose |
| Homographs | <input type="checkbox"/> | Minute, bow, row, tear |
| Assimilation | <input type="checkbox"/> | London Bridge |
| Elision | <input type="checkbox"/> | Sandwich, postcard |
| Consonant clusters | <input type="checkbox"/> | Crisps, contract, finished |
| Using intonation to convey meaning | <input type="checkbox"/> | Sarcasm, mixed/strong feelings |
| British and American English | <input type="checkbox"/> | |

Reading and listening skills

- greater emphasis on speed reading
- reading for inferred meaning
- understanding nuances and shades of meaning
- introducing new genres
- text analysis of a variety of text types (stylistic analysis and genre recognition)

| Skills and sub-skills | Please tick the items you have covered | Example text types |
|----------------------------------|--|---|
| Hypothesis or fact | <input type="checkbox"/> | Scientific reports |
| Key words | <input type="checkbox"/> | Newspaper article |
| Intentions Informal | <input type="checkbox"/> | Letters |
| Opinions | <input type="checkbox"/> | Reviews (theatre, sport etc) |
| Instructions | <input type="checkbox"/> | Manuals |
| Locations and directions | <input type="checkbox"/> | Travel guides |
| Gist | <input type="checkbox"/> | Fictional narratives reviews |
| Questions | <input type="checkbox"/> | Interviews / interrogations (e.g. Movie scenes) |
| Agreement | <input type="checkbox"/> | Debate / letters to the editor |
| Extended texts | <input type="checkbox"/> | Short stories |
| Distinguishing fact from opinion | <input type="checkbox"/> | Debate / discursive argument |
| Identifying relevant information | <input type="checkbox"/> | Summaries/reviews |
| Style recognition | <input type="checkbox"/> | Formal, informal, humorous etc. |
| Listening to multiple speakers | <input type="checkbox"/> | Authentic texts: TV debates / reality shows / sitcoms |
| Permission | <input type="checkbox"/> | Regulations |

Writing skills

In addition to the Upper - Intermediate list for writing, exam type skills for advanced level exams to be practised are as follows:

- greater focus on register and style in a variety of text types
- writing at speed under pressure – note taking, identifying key information
- purpose-based planning e.g. developing mind-maps, linear notes, scatter diagrams from brainstorming

| Skills and sub-skills | Please tick the items you have covered | Example text types |
|----------------------------|--|--|
| Informal / formal register | <input type="checkbox"/> | Letters / comparative newspaper articles |

| | | |
|------------------------------------|--------------------------|---|
| Synonyms 7 antonyms | <input type="checkbox"/> | All |
| Text organisation | <input type="checkbox"/> | All |
| Development of discursive argument | <input type="checkbox"/> | Discursive composition |
| Presenting point of view | <input type="checkbox"/> | Discursive composition |
| Developing summary skills | <input type="checkbox"/> | Summary writing |
| Narrative development | <input type="checkbox"/> | Narrative composition |
| Taking notes | <input type="checkbox"/> | Study notes |
| Presenting a report | <input type="checkbox"/> | Report on web / newspaper based research. |

Suggested vocabulary areas

| | |
|-------------------------------------|--------------------------|
| Religion | <input type="checkbox"/> |
| Politics | <input type="checkbox"/> |
| Media | <input type="checkbox"/> |
| Education | <input type="checkbox"/> |
| The environment | <input type="checkbox"/> |
| Body and spirit | <input type="checkbox"/> |
| Expressing feelings and attitudes | <input type="checkbox"/> |
| Scientific and medical vocabulary | <input type="checkbox"/> |
| People's traits | <input type="checkbox"/> |
| Describing trends and tendencies | <input type="checkbox"/> |
| 21 st century lifestyles | <input type="checkbox"/> |
| Computer terms | <input type="checkbox"/> |
| Phrasal verbs | <input type="checkbox"/> |
| Common collocations/ fixed phrases | <input type="checkbox"/> |
| Idioms | <input type="checkbox"/> |
| Colloquial expressions | <input type="checkbox"/> |
| Degrees of formality | <input type="checkbox"/> |
| Words easily confused/false friends | <input type="checkbox"/> |
| Synonyms and antonyms | <input type="checkbox"/> |

Discourse markers, fillers etc.

Learner training

Keeping vocabulary records

Using a monolingual dictionary

Using the Language Activator

Using a thesaurus

Using other available resources e.g.

- **Libraries (books, newspapers, magazines, DVD's, talking books)**
- **The internet**
- **Learning support**
- **London**

Defining individual aims

Reflecting on learning

Attitudes to errors

Dealing with unknown vocabulary