

B2 WRITING

› **TEACHER GUIDE**

The purpose of the Teacher Guide

This guide is for teachers preparing learners for the LANGUAGECERT ESOL for Schools B2 Writing test. It offers valuable insights, strategies and practical tips to help learners strengthen their writing skills and build their confidence.

It also supports you in addressing common challenges learners may encounter and helping them enhance their existing abilities.

It features a range of practice activities drawn from the LANGUAGECERT ESOL for Schools B2 Writing test, with follow-up tasks that can be easily tailored to your classroom needs.

You can download free practice papers for the ESOL for Schools B2 Writing test from the LANGUAGECERT website.

Visit: [languagecert.org](https://www.languagecert.org)



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> The importance of developing writing skills

Writing is a complex and demanding skill that requires learners to draw on a range of sub-skills: generating ideas, following a structured process, considering the purpose and tone, choosing words carefully, organising a text, focusing on syntax, applying the rules of grammar and punctuation, among others. However, writing is an essential part of formal and informal communication in everyday life.

The ability to express thoughts and ideas clearly and effectively in writing is a skill learners will need to develop both inside and outside the classroom.



The challenges of writing in a second language

Writing in a second language presents several challenges that can make effective written communication difficult. One of the main obstacles is limited vocabulary, which can hinder the ability to express complex ideas clearly and accurately. In addition, differences in grammar and syntax between a learner's native language and the second language often lead to mistakes and awkward phrasing. Writers may also struggle with tone, style and cultural nuances, making it difficult to convey the intended message effectively. These difficulties can lead to frustration and a lack of confidence. However, with continued practice and exposure, significant improvement is achievable over time.

KEY FACTORS INFLUENCING EFFECTIVE WRITING IN A SECOND LANGUAGE



Limited vocabulary

Learners may not know enough words to express their ideas precisely. This often leads to repetitive language or vague statements, which can weaken the impact of their writing.



Grammar and sentence structure

Every language has its own grammar rules, and where these differ significantly from English, mistakes with verb tenses, article use and sentence order (e.g. subject-verb-object vs subject-object-verb) are common and can affect clarity and correctness.



Spelling and punctuation

Spelling can be inconsistent or confusing in many languages (especially English), and punctuation rules often differ across languages. For L2 learners, incorrect spelling and punctuation can make their writing difficult to follow and may even change the intended meaning.



Idioms and expressions

Idiomatic language and fixed expressions often don't translate well. A learner might either misuse them or avoid them altogether, which can make writing sound unnatural or overly simple.



Cultural context and tone

What is considered formal, polite or appropriate in writing can vary widely between different cultures. A second-language learner may struggle to match the expected tone or unknowingly use language that feels awkward or too direct.



Cohesion and coherence

Organising ideas logically and linking them clearly with transition words can be hard without a strong grasp of the language. This may lead to disjointed or hard-to-follow writing.



Confidence and anxiety

Fear of making mistakes or being judged can make learners overly cautious. This often results in short, simple sentences and limits creativity or deeper expression.



Overthinking translation

Beginners often think in their native language and then try to translate it. This process can lead to unnatural phrasing or errors because direct translation doesn't always work.

Global Writing skills at B2 level

At B2 level, learners are generally able to:



produce clear and detailed writing on a variety of topics, especially those connected to their personal interests, studies or everyday experiences



they are capable of writing structured essays and reports where they present information, express opinions and support their arguments with relevant reasons and examples



they can write personal letters or emails in which they describe events, share experiences, and reflect on why these were meaningful or important to them.

B2 Proficiency Scales

The B2 Proficiency Scales outline the writing skills learners should be able to demonstrate at B2 level, as defined by the CEFR.

At B2 level, learners can:

- **produce clear, detailed texts** on a variety of familiar and academic topics, showing good control of structure and vocabulary.
- **write well-organised essays and reports** that present and support a viewpoint. They are able to introduce a topic, build a logical argument using appropriate paragraphing, and conclude effectively, often using evidence or examples to justify their opinions.
- **summarise information** from multiple written sources, identifying key points and combining them into a coherent and original summary.
- **express opinions clearly and support them** with logical reasoning and relevant examples. They are able to write persuasively and use language that reflects a degree of critical thinking and engagement with the topic.
- **speculate in writing** about possible causes and consequences of actions or events.

- **describe personal experiences** and explain their emotional or personal significance, using descriptive language to create interest and clarity.
- **write formal and informal texts** (e.g. letters, emails, articles) using a tone and style appropriate for the audience and purpose.
- **link ideas effectively** using a range of cohesive devices, such as connectors and discourse markers, to maintain flow and coherence throughout the text.
- **use a variety of sentence structures** to write about hypothetical situations and imagined scenarios.
- **revise, edit, and improve their writing** with increasing independence.





Getting to know the ESOL for Schools B2 Writing test

The ESOL for Schools test assesses all four skills (Listening, Reading, Writing and Speaking) across two components – Written and Spoken. The Writing, Reading and Listening tests are part of the Written component.



The Writing test consists of two parts.



The overall duration of the Reading and Writing test is 2 hours and 10 minutes.



There is no break between the Reading and the Writing tests.



KEY FEATURES OF THE TEST

The table below summarises the key features of the test (skill assessed / focus, tasks presented, format of each part, marks awarded).

PART	SKILL & FOCUS	TASK	FORMAT	RAW MARKS
1	Respond appropriately to a given text to produce a formal response for an intended public audience	Write a formal response to a written input and for a specific reader, addressing all the required content points	100–150 words	12
2	Produce a personal letter, narrative composition/story or descriptive composition	Produce an informal piece of writing on a general subject and for a specific reader, addressing all the required content points	150–200 words	12

HOW THE TEST IS MARKED

- › The assessor uses four assessment criteria to evaluate the test taker's response: Task Fulfilment, Accuracy and Range of Grammar, Accuracy and Range of Vocabulary, Organisation.
- › The maximum score for each part is 12 marks (up to 3 marks per assessment criterion).
- › The maximum score for both parts is 24 marks.
- › Marks are then converted to a scaled score from 0–50.
- › There is no minimum score for the Writing test. However, in order to be successful, test takers need to attain at least 50% in the Written component, which consists of the Writing test, as well as the Listening and Reading tests.



Helping learners prepare for the ESOL for Schools B2 Writing test

Familiarising learners with the format and content of the test, as well as providing targeted practice, can significantly enhance their performance on Test Day.

In this section, you will find ideas for preparing learners for both parts of the test, followed by clear, easy-to-use classroom activities drawn from B2 Writing practice papers. These activities are designed to introduce learners to the test format and provide authentic practice. Additional activities are also included to reinforce learning for both sections of the test, and offer opportunities for further practice.

You can download free practice papers for the ESOL for Schools B2 Writing test from the LANGUAGECERT website.

Visit: languagecert.org

HOW TO PREPARE LEARNERS FOR WRITING PART 1

Learners write a formal response to a short text, aimed at a specific audience. They should write between 100–150 words.

- › To help them prepare, provide learners with text types similar to those they will encounter in the task (e.g. a letter/email, article, report, review) and have them practise writing responses to them.
- › Tell learners to read the rubric and text carefully and to underline key words/phrases to ensure they address all the points in their response. They will lose marks if they fail to cover all the required points.
- › Explain to learners that they will lose marks if they write fewer than 100 words. But they won't be awarded extra marks if they write more than 150 words.
- › Try the practice activities below to familiarise learners with the task and for targeted test practice.

CLASS ACTIVITIES TO PRACTISE WRITING PART 1



Familiarisation activity

This activity can be done before the test activity to check what learners already know about this part of the Writing test, or after the test activity to check what they can remember.

Show learners Part 1 of the Writing test from a practice paper and give them enough time to familiarise themselves with the layout, structure and format of the task.

Writing Part 1

You've seen part of an article in a music magazine. Write an email to the editor commenting on:

- the results
- the benefits of listening to music while studying
- your own personal preference.

Write between 100 and 150 words.

According to a new study, people listening to their favourite music while studying, seem to be focusing better on their tasks. The study evaluated 100 volunteers. Each was monitored over a one-week period. Classical music topped people's preferences for improving their concentration, with pop music coming second. Chat shows were also among the popular choices but significantly less preferred.

Sample taken from B2 Writing Part 1 practice paper

Now hide the task and ask learners the following questions to see how much they can remember:

- › What kind of text does the task ask you to produce? (*answer: an email*)
- › Do you have to produce a formal or informal piece of writing? (*answer: a formal piece of writing – an email to a magazine editor*)
- › What content points need to be included in your response? (*answer: three content points – the results, the benefits of listening to music while studying, their own personal preference*)
- › How many words are you expected to write? (*answer: 100–150 words*)

TEST ACTIVITY

This activity encourages personal engagement, while guiding learners through the planning and drafting process for a well-structured and thoughtful response to the Part 1 Writing task.

Step 1

Tell learners they are going to do a writing task about music. To engage them with the topic, ask a few questions:

- › Do you have a favourite kind of music? Which one?
- › Why do you like it?
- › Do you think that listening to your favourite music helps you focus better while you are studying? Why (not)?

Step 2

Put learners in pairs and give each pair a copy of the task. Ask them to read it carefully. Then have them discuss to what extent they agree or disagree with the study results (i.e. that classical music is the most effective for improving concentration, followed by pop music and chat shows). Learners should write down their ideas in their notebooks. They will refer to these notes later when they complete the task.

Step 3

Ask pairs to share their ideas with the class, encouraging whole-class participation.

Step 4

Working individually, learners expand on their notes from Step 2 to complete the writing task. Set a time limit and remind them to write approximately 100–150 words.

Step 5

After you have marked learners' responses, provide feedback in the next lesson.

Sample answers

Candidate A

I have read your article about the effects of music studying, and I found it very interesting. So, I would like to tell you about it.

I agree with the results of the study. Classical and pop music help us more easily concentrate, so they can make complicated things easier to manage with. It is something I have also experienced like a student whenever I do my homework.

I recently watch a documentary which how music can make it easier to remember information. It also showed students who improved their memory with using this method.

Thank you for your interesting articles. Please continue to keep us informed.

*Best regards,
Sue Sullivan*

Marking

Task Fulfilment	2	The candidate has covered two content points with some expansion. Genre and tone are appropriate.
Accuracy and Range of Grammar	2	Some simple and complex forms have been effectively used. Errors do not impede meaning but may cause re-reading.
Accuracy and Range of Vocabulary	2	Appropriate use of a range of vocabulary. A few spelling errors which do not affect comprehension.
Organisation	3	The candidate effectively employs a range of cohesive devices. Text is well-organised and coherent while punctuation is used to good effect.
Total	9/12	

Candidate B

Dear Editor

My favourite article is this with the ways to improve studying while listening to music, and I am writting you this to tell you my opinion.

Like the article say classical and pop music help concentration. I belive that the difficult course they can make more easy to do. It is something I have also experienced as a student when I do my homework.

Personally, its rythm give me the power to work better during studying.

I will contrinew read the articles you do because they are very interesting and full of new things. Thank you very much!

*With faith
Stephan*

Marking

Task Fulfilment	1	The candidate communicates two content points with limited expansion.
Accuracy and Range of Grammar	1	A limited range of simple forms is used with control. Some serious basic errors may impede meaning.
Accuracy and Range of Vocabulary	1	Everyday vocabulary is generally used appropriately, but basic errors with spelling and vocabulary may hinder comprehension.
Organisation	1	The text exhibits punctuation and paragraphing errors alongside a dearth of a variety of cohesive devices, impacting its overall coherence and organisation.
Total	4/12	

MORE CLASS ACTIVITIES FOR WRITING PART 1 PRACTICE

Here are some additional activities that use the task content in a different way to give extra practice and build more writing skills.

1. Practise matching formal and informal expressions

Write two columns of expressions on the board – one with informal phrases (e.g. *'Hey there!', 'I think it's cool that ...', 'I'm gonna ...'*), and one with their formal equivalents (e.g. *'Dear Editor', 'I believe it is beneficial that ...', 'I'm going to ...'*), but mix up the order. Include a range of expressions such as sentence starters, greetings and sign-offs. Working in pairs or small groups, ask learners to match each informal expression to its formal equivalent. Then lead a class discussion about which style of language is suitable for the task and why.

This activity helps build awareness of register and appropriacy, while reinforcing the need to adapt tone based on audience and purpose – key skills at B2 level.

2. Create a puzzle game

Cut up a model answer into several segments (e.g. *greeting, introduction, first content point, second content point, third content point, conclusion and sign-off*). Put learners in pairs or small groups and give each pair/group a complete set of segments. Learners arrange the segments in the correct order to form a coherent answer. When they have finished, review the sequence as a class, highlighting linking words, paragraphing and how each content point is addressed clearly and separately.

This activity helps learners understand how to organise a short formal text that fulfils the task requirements. It encourages critical thinking about the logical flow of ideas and the role each segment plays in a well-structured response. Working collaboratively also promotes discussion and peer support, which deepens understanding and helps learners remember structural patterns more effectively.

3. Lead a guided peer-feedback session

After they have written their emails (see the test activity earlier), give each learner a simple peer review checklist, e.g.:

- › Did you include all three content points?
- › Is the tone formal throughout the text?
- › Is the structure clear (introduction, body, conclusion)?
- › Are linking words used appropriately?
- › Are there grammar/spelling mistakes that affect understanding?

Put learners in pairs and have them swap emails. They read their partner's email and provide feedback using the checklist. Learners then revise their own text based on the feedback they receive and submit a final version for marking.

Activities that develop learners' editing and revision skills through structured peer feedback are highly beneficial for several reasons. Learners often skip the review stage during the test due to time pressure. In addition, exam stress can cause them to focus only on completing the task, making it difficult to switch to editing mode. Furthermore, many learners have not yet developed effective habits or strategies for systematically revising their writing, so self-checking is often overlooked. Without clear guidance, they may also struggle to identify which errors to focus on or how to spot common mistakes. Providing a checklist helps by clearly highlighting key areas to review, making the revision process more manageable and focused.

HOW TO PREPARE LEARNERS FOR WRITING PART 2

Learners write a letter or email to an English-speaking friend in response to a given situation. They should write between 150–200 words.

- › To help learners prepare for this part, have them practise writing responses in the form of letters and emails to given situations like the ones in the task.
- › Tell learners to read the rubric carefully and to underline key words/phrases to ensure they address all the points in their response. They will lose marks if they fail to cover all the required points.
- › Remind learners to paraphrase the topic words in their letter/email, rather than copying them exactly as they appear in the rubric.
- › Explain to learners that they will lose marks if they write fewer than 150 words. But they won't be awarded extra marks if they write more than 200 words.
- › Try the practice activities below to familiarise learners with the task and for targeted test practice.

CLASS ACTIVITIES TO PRACTISE WRITING PART 2



Familiarisation activity

This activity can be done before the test activity to check what learners already know about this part of the Writing test, or after the test activity to check what they can remember.

Show learners Part 2 of the Writing test from a practice paper and give them enough time to familiarise themselves with the layout, structure and format of the task.

Writing Part 2

You recently had a surprising experience. Write a letter to your friend in England, explaining why you were surprised, and saying how you felt about it afterwards.

Write between 150 and 200 words.

Sample taken from B2 Writing Part 2 practice paper

Now hide the task and ask learners the following questions to see how much they can remember:

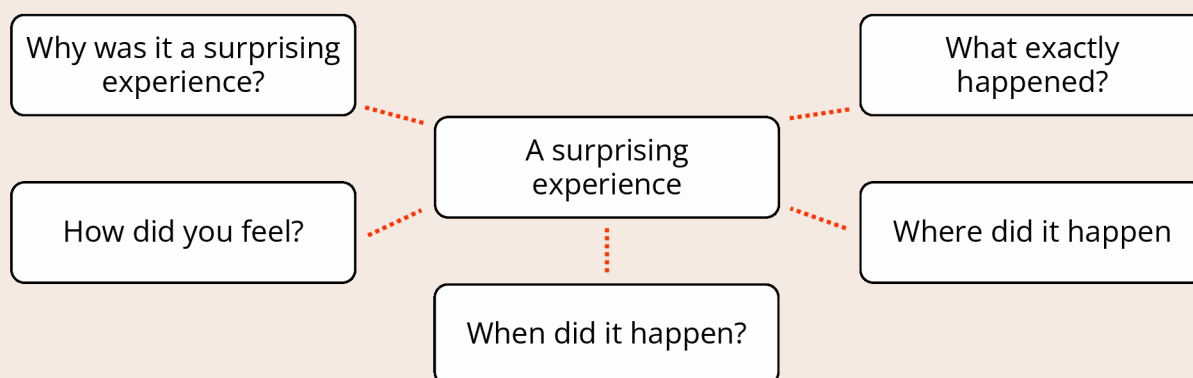
- › What kind of text does the task ask you to produce? (*answer: a letter*)
- › Do you have to produce a formal or informal piece of writing? (*answer: an informal piece of writing – a letter to a friend*)
- › What content points need to be included in your response? (*answer: two content points – why you were surprised and how you felt about it*)
- › How many words are you expected to write? (*answer: 150–200 words*)

TEST ACTIVITY

This activity helps learners practise planning and structuring a narrative, using appropriate tone and language for an informal context – essential skills for the Part 2 Writing task.

Step 1

Tell the class to each think of a surprising experience they once had. Meanwhile draw the following spidergram on the board:



Step 2

Ask learners to note down a few words about their surprising experience under each of the spidergram prompts and set a time limit of a few minutes.

Step 3

When they have finished writing their notes, ask a few learners to share their responses with the rest of the class.

Step 4

Before asking learners to do the test activity, remind them of

- › the kind of text they need to produce (a letter to a friend)
- › the number of content points they need to address (two)
- › the length their text should be (150–200 words).

Step 5

Give learners a copy of the task, have them write their letter, encouraging them to use their spidergram notes to help structure their response, and set a time limit for it.

Sample answers

Candidate A

Hey there,

Guess what! The other day, when shopping at the mall, I met my all time favourite singer, Ted Meeran! I was walking at the street with my headphones and was listening to his latest song when I saw him there just casually drinking iced tea. I couldn't believe my eyes! I mean, Ted Meeran in our little town?!

So, I approached him and I asked for a photo. To my surprise, he was incredibly kind and sweet. We talked for a bit about music, and he even gave some advice for new musicians like me. It felt like a dream come true!

After that, I was extremely happy. To meet Ted was like a dream, and it made me admire him even more. He's not only an amazing singer but also a genuinely nice person. It's an experience I won't forget.

See you soon,
Emmanuel

Marking

Task Fulfilment	3	The candidate fully addresses and communicates both content points. Genre and tone are appropriate.
Accuracy and Range of Grammar	3	A range of simple and complex forms is used with control and flexibility. Occasional errors do not hinder communication.
Accuracy and Range of Vocabulary	3	The candidate uses a range of vocabulary, including less common items appropriately.
Organisation	3	The candidate effectively employs a range of cohesive devices, resulting in a well-structured and coherent text. Punctuation is nearly error-free. Organisation is appropriate to text type.
Total	12/12	

Candidate B

Hi Teo,

You won't believe it! Yes, it happened to me. Last week after school I watched my favourite TV show as usual Whiz Kid with Simon Black and won a Play Station 5 console. Yes you know a console like what Jim bought last month! When I was watching it the presenter suddenly said that the first one who send their name and surname by email can win it. I did not believe it but then said why not. I sent it immediately and guess what. Yesterday I heard the news on TV and I had won! I was the lucky winner! I am too happy and really excited! Why don't come home tomorrow or on Saturday morning? We could play a lot of fantastic games together! Bye
George

Marking

Task Fulfilment	2	The candidate covers both content points with some expansion and communication is mainly achieved.
Accuracy and Range of Grammar	2	The text produced simple and some complex form with a good degree of control. A few errors which do not impede meaning but may cause re-reading.
Accuracy and Range of Vocabulary	2	The candidate uses a range of everyday vocabulary accurately. Errors do not impede meaning but may cause re-reading.
Organisation	1	The text is connected using basic linking words and a limited range of cohesive devices. Paragraphing is inappropriate and there are a few punctuation errors.
Total	7/12	

MORE CLASS ACTIVITIES FOR WRITING PART 2 PRACTICE

Here are some additional activities that use the task content in a different way to give extra practice and build more writing skills.

1. Create a 'letter skeleton' worksheet

Give each learner a 'letter skeleton' worksheet. The worksheet should provide a framework for writing a letter (the 'skeleton') with section headings and prompts, and space under each heading for learners to add their own notes, e.g.:

Opening: write a greeting and explain why you are writing

First content point: explain what happened and why you were surprised

Second content point: describe how you felt afterwards

Closing: add a final comment or question, then sign off

Ask learners to write notes in each section using their own surprising experience or a fictional one. In pairs, learners share and discuss their work to check for clarity and idea development. Finally, have them use the skeleton to write the full letter.

This activity helps learners understand the typical structure of an informal letter and how to organise their ideas coherently before writing. It promotes clear sequencing of content and ensures that all parts of the task are fully addressed.

2. Organise a 'Fact or fiction?' letter swap

Learners brainstorm a few real-life experiences that have surprised them. They choose one and write a letter to a friend describing the experience, but they include one detail that isn't true. Remind learners to address the two content points in their letter: why they were surprised and how they felt afterwards. Put learners in pairs and have them swap letters. They read each other's letters and guess which part is fictional. Their partner then reveals whether they were correct or not.

This activity combines creativity with task-based writing. It encourages personalisation, which boosts engagement and motivation, while the guessing element introduces a playful, communicative dimension. By writing for a real audience – their partner – learners develop greater awareness of tone, clarity and reader expectations. Additionally, the task reinforces the importance of including all content points in a coherent structure, while reflecting authentic, everyday use of informal language between friends.

3. Photo prompt letters

Show the class a set of unusual or funny photos (e.g. a concert with only a couple of people watching; a cow in the middle of a city street). Ask each learner to choose one photo and imagine they were present when it happened. Their task is to write an informal letter to a friend describing the event as if they had witnessed it firsthand. Encourage them to include specific details, their reactions, and any background they invent to make the story more vivid. After marking their letters, provide feedback in the next lesson.

This activity encourages creative thinking and supports the development of descriptive writing skills. Visual prompts provide a concrete starting point, helping learners build context more easily – especially for those who find it difficult to generate their own ideas. Images naturally invite interpretation and imagination, which makes the writing process more engaging and also helps reduce anxiety by giving learners something tangible to respond to.



B2 General Writing Tips

These tips provide useful strategies for tackling the B2 Writing tasks and will help learners approach the test with confidence.

- › Ensure learners are aware that both parts of the Writing test are mandatory and that they will need to answer each one.
- › If doing the paper-based test, learners should make sure their writing is legible – they could lose marks if the Examiner can't understand what they've written.
- › Advise learners to read the instructions carefully and identify the key points to be covered.
- › Encourage learners to spend a few minutes planning before they start writing – this will help them better structure their response.
- › To help learners prepare, practise the conventions of both formal and informal writing in class. Remind learners to think about who they are writing to as this will affect the tone and style of their response and the type of language they use.
- › Remind learners of the correct way to start and end each of the text types and encourage them to memorise a few set phrases/expressions they could include in their answer, such as 'Thank you for ...', 'Say hello to ...', 'Give my regards to ...'.
- › When practising their writing, encourage learners to share personal experiences, feelings, reactions and opinions.
- › Tell learners to express their ideas in their own words rather than copying phrases from the task word for word.
- › Encourage learners to demonstrate the depth of their language knowledge by avoiding basic grammar and using more descriptive/specific words (e.g. instead of 'good', 'bad', 'big', use 'amazing', 'terrible', 'enormous'). They should also aim to use a variety of cohesive devices (e.g. 'and', 'but', 'or') to indicate the relationship between ideas and to help them produce clear and coherent text.
- › Explain to learners that they will lose marks if they write fewer than the minimum number of words. But they won't be awarded extra marks if they write more than the maximum number of words.
- › Clarify that they do not need to write an address at the top of their text, or the number of words in their answer.
- › As part of their practice, learners could write a draft of their text, but they won't have time to do this in the test.
- › Tell learners to aim to finish early, allowing themselves enough time to review their work. A piece of writing can always be improved!
- › Have learners practise Writing tasks using the free practice papers on the LANGUAGECERT website.

Ensuring learners are ready for the ESOL for Schools B2 Writing test

When learners have finished preparing for the Writing test, it's important that they retain key information about it. On Test Day, learners often experience nerves, which can lead to forgetfulness or confusion about the procedures. Taking extra time to review test expectations and ensure learners are fully prepared can help alleviate anxiety and ensure the test process runs more smoothly.

Here's a list of questions to remind learners of what to expect in the Listening test (you may wish to add some of your own):

- › How many parts does the Writing test have? *(answer: two parts)*
- › Do you have to answer both parts? *(answer: yes, both parts of the test are mandatory)*
- › Is a choice of topics given? *(answer: no, only one set topic is given for each part)*
- › What text types will there be in the test? *(answer: a letter, email, article, descriptive composition, narrative composition, report or review)*
- › What's the duration of the Reading and Writing test? *(answer: 2 hours 10 minutes for both the Reading and Writing tests. Note: there is no break between these two tests.)*

Helpful resources and contact information

At LANGUAGECERT, we're committed to providing comprehensive support for both learners and teachers.

Our website offers a wealth of free resources to help prepare for both the Written and Spoken components of the ESOL for Schools B2 test.

Handbooks provide teachers with practical tips and valuable strategies for effectively preparing learners for the test. They also include detailed descriptions of tasks at every level. Our free downloadable practice papers are an excellent tool for helping learners become familiar with the format and content of the test.

ESOL for Schools Written component resources:

- Listening-Reading-Writing Qualification handbook
- Qualification Overview handbook
- Assessing Writing Performance handbook
- Official Practice Papers
- Sample Answer Sheets
- Teacher Guide (Listening, Reading, Writing)

ESOL for Schools Spoken component resources:

- Speaking Qualification handbook
- Preparing Learners for the ESOL Speaking Exams Guide
- Assessing Speaking Performance handbook
- Official Practice Papers
- Teacher Guide (Speaking)

Additional support available:

- Books
- FAQs
- Live and pre-recorded webinars

To access these resources, visit: www.languagecert.org/en/preparation

Further information

For more information about the LANGUAGECERT ESOL for Schools test, visit our website www.languagecert.org or contact our Customer Services team.

Appendix

Appendix: Essential language structures and functions for B2

At B2 level (for Listening, Reading, Writing and Speaking), learners are expected to be familiar with a number of structures and language functions, as shown in the table below.

› Functions/notions

Describing places
Describing past experiences and storytelling
Describing feelings, emotions and attitudes
Expressing opinions

› Discourse functions

Initiating and closing a conversation
Checking understanding (from both a speaker's and a listener's point of view)
Managing interaction (interrupting, changing topic, resuming, or continuing)

› Discourse markers

Linkers: sequential – past time
Connecting words expressing cause and effect, contrast, etc.
Markers to structure informal spoken discourse
Contrasting opinions (on the one hand ...)

› Questions

Wh- questions in the past
Complex question tags

› Grammar forms

Past continuous
used to
would expressing habit in the past
Past perfect
Future
Future time: will & going to (prediction)
Present perfect
Past simple
Present perfect continuous
Conditionals: zero, first, second and third

Passives

Reported speech (range of tenses)

Modals: might, may, will, probably
(possibility)

Modals: must / can't (deduction)

Modals: must / have to, ought to, need to
(obligation and necessity)

Modals: should have, might have, etc. (past)

Articles: with countable and uncountable
nouns

Determiners

Broad range (e.g. all the, most, both)

Adjectives

Adverbial phrases of time, place and
frequency, including word order

Adjectives vs adverbs

Adverbial phrases of degree/extent,
probability

Comparative and superlative forms of
adverbs

Intensifiers

Broader range of intensifiers (e.g. too, so,
enough)

Wide range (e.g. extremely, much too)

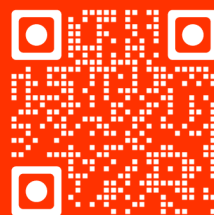
› Pragmatic awareness

Colloquial language

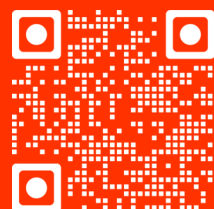
Lexico-grammatical features

Phrasal verbs

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