SYLLABUS per l’esame di INGLESE livello B1
secondo le linee guida del Consiglio d’Europa

Aims and Objectives
Students should be able to communicate satisfactorily in most everyday situations with both native and non-native speakers of English. This aim corresponds to the recommendations of the Council of Europe’s Threshold Specification.

Reading
Using the structures and topics listed in this Handbook, candidates should be able to understand public notices and signs; to read short texts of a factual nature and show understanding of the content; to demonstrate understanding of the structure of the language as it is used to express notions of relative time, space, possession, etc.; to scan factual material for information in order to perform relevant tasks, disregarding redundant or irrelevant material; to read texts of an imaginative or emotional character and to appreciate the central sense of the text, the attitude of the writer to the material and the effect it is intended to have on the reader.

Writing
Students should be able to give information, report events, and describe people, objects and places as well as convey reactions to situations, express hopes, regrets, pleasure, etc. They should also be able to use the words they know appropriately and accurately in different written contexts, and be capable of producing variations on simple sentences.

Listening
Students should be able to understand and respond to public announcements; to show precise understanding of short factual utterances and to make identifications on the basis of these; to extract information of a factual nature (times, dates, etc.) from speech which will contain redundancies and language outside the defined limits of the B1 level Syllabus; to understand the sense of a dialogue and show appreciation of the attitudes and intentions of the speakers.

Speaking
Students should be able to express themselves in order to fulfil the functions listed in the Syllabus in situations which simulate authentic communication. They should be able to ask and to understand questions and make appropriate responses, and should be able to talk freely in order to express emotions, reactions, etc.

Language Specifications

Inventory of Functions, Notions and Communicative Tasks

Note that ‘talking’ is used below to refer to BOTH speaking and writing.

greeting people and responding to greetings (in person and on the phone)
introducing oneself and other people
asking for and giving personal details: (full) name, age, address, names of relatives and friends, occupation, etc.
understanding and completing forms giving personal details
understanding and writing letters, giving personal details
describing education, qualifications and skills
describing people (personal appearance, qualities)
asking and answering questions about personal possessions
asking for repetition and clarification
re-stating what has been said
checking on meaning and intention
helping others to express their ideas
interrupting a conversation
starting a new topic
changing the topic
resuming or continuing the topic
asking for and giving the spelling and meaning of words
counting and using numbers
asking and telling people the time, day and/or date
asking for and giving information about routines and habits
understanding and writing diaries and letters giving information about everyday activities
talking about what people are doing at the moment
talking about past events and states in the past, recent activities and completed actions
understanding and producing simple narratives
reporting what people say
talking about future or imaginary situations
talking about future plans or intentions
making predictions
identifying and describing accommodation (houses, flats, rooms, furniture, etc.)
buying and selling things (costs, measurements and amounts)
talking about food and ordering meals
talking about the weather
talking about one’s health
following and giving simple instructions
giving warnings and prohibitions
understanding simple signs and notices
persuading and asking/telling people to do something
asking the way and giving directions
expressing obligation and lack of obligation
asking for and giving travel information
asking and giving permission to do something
asking for and giving simple information about places
making and responding to apologies and excuses
identifying and describing simple objects (shape, size,
contradicting people
weight, colour, purpose or use, etc.)
paying compliments
talking about how to operate things
criticising and complaining
describing simple processes
drawing simple conclusions and making
describing simple processes
recommendations
expressing purpose, cause and result, and giving reasons
making and granting/refusing simple requests
drawing simple conclusions and making
talking about physical and emotional feelings
expressing and responding to thanks
making and responding to offers and suggestions
expressing opinions and making choices
giving and responding to invitations
expressing needs and wants
giving advice
expressing (in)ability in the present and in the past
expressing (in)ability in the present and in the past
talking about (im)probability and (im)possibility
expressing degrees of certainty and doubt

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<td>used to + infinitive (past habits)</td>
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<td><strong>Tenses</strong></td>
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<td>Present continuous: future plans and activities, present actions</td>
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<td>Present perfect simple: recent past with just, indefinite past with yet, already, never, ever; unfinished past with for and since</td>
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<td>Past simple: past events</td>
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<td>Past continuous: parallel past actions, continuous actions interrupted by the past simple tense</td>
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<td>Future with going to</td>
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**Imperatives**
Infinitives (with and without to) after verbs and adjectives
Gerunds (-ing form) after verbs and prepositions
Gerunds as subjects and objects
Passive forms: present and past simple
Verb + object + infinitive give/take/send/bring/show + direct/indirect object
Causative have/get
So/nor with auxiliaries

**Compound Verb Patterns**
Phrasal verbs/verbs with prepositions

**Conditional Sentences**
Type 0: An iron bar expands if/when you heat it.
Type 1: If you do that again, I'll leave.
Type 2: If I were you, I wouldn't do that again.
If I were you, I wouldn't do that again.

**Simple Reported Speech**
Statements, questions and commands: say, ask, tell
He said that he felt ill.
I asked her if I could leave.
No one told me what to do.
Indirect and embedded questions: know, wonder
Do you know what he said?
I wondered what he would do next.

**Interrogatives**
What, What (+ noun)
Where; When
Who; Whose; Which
How; How much; How many; How often; How long; etc.
Why
(including the interrogative forms of all tenses and modals listed)

**Nouns**
Singular and plural (regular and irregular forms)
Countable and uncountable nouns with some and any
Abstract nouns
Compound nouns
Complex noun phrases
Genitive: ‘s & s
Double genitive: a friend of theirs

Pronouns
Personal (subject, object, possessive)
Reflexive and emphatic: myself, etc.
Impersonal: it, there
Demonstrative: this, that, these, those
Quantitative: one, something, everybody, etc.
Indefinite: some, any, something, one, etc.
Relative: who, which, that, whom, whose

Determiners
a + countable nouns
the + countable/uncountable nouns

Adjectives
Colour, size, shape, quality, nationality
Predicative and attributive
Cardinal and ordinal numbers
Possessive: my, your, his, her, etc.
Demonstrative: this, that, these, those
Quantitative: some, any, many, much, a few, a lot of, all, other, every, etc.
Comparative and superlative forms (regular and irregular):
(not) as . . . as, not . . . enough to, too . . . to
Order of adjectives
Participles as adjectives
Compound adjectives

Adverbs
Regular and irregular forms
Manner: quickly, carefully, etc.
Frequency: often, never, twice a day, etc.
Definite time: now, last week, etc.
Indefinite time: already, just, yet, etc.
Degree: very, too, rather, etc.
Place: here, there, etc.
Direction: left, right, along, etc.
Sequence: first, next, etc.
Sentence adverbs: too, either, etc.
Pre-verbal, post-verbal and end-position adverbs
Comparative and superlative forms (regular and irregular)

Prepositions
Location: to, on, inside, next to, at (home), etc.
Time: at, on, in, during, etc.
Direction: to, into out of, from, etc.
Instrument: by, with
Miscellaneous: like, as, due to, owing to, etc.
Prepositional phrases: at the beginning of, by means of, etc.
Prepositions preceding nouns and adjectives: by car, for sale, at last, etc.
Prepositions following (i) nouns and adjectives: advice on, afraid of, etc. (ii) verbs: laugh at, ask for, etc.

Connectives
and, but, or, either . . . or
when, while, until, before, after, as soon as where
because, since, as, for
so that, (in order) to
so, so . . . that, such . . . that
if, unless
although, while

Topics
Clothes
Daily life
Education
Entertainment and media
Environment
Food and drink
Free time
Health, medicine and exercise
Hobbies and leisure
House and home
Language
People
Personal feelings, opinions and experiences
Personal identification
Places and buildings
Relations with other people
Transport
Services
Shopping
Social interaction
Sport
The natural world
Travel and holidays
Weather
Work and Jobs

Lexis
The examination (B1) includes items which normally occur in the everyday vocabulary of native-speakers using English today.
Students should know the lexis appropriate to their personal requirements, for example, nationalities, hobbies, likes and dislikes.

Note that students will meet forms other than those listed above in the Syllabus, on which they will not be directly tested.