Syllabus per l’esame di Lingua inglese (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
understanding simple signs and notices
asking the way and giving directions asking
for and giving travel information
asking for and giving simple information about
places identifying and describing simple objects
(shape, size, weight, colour, purpose or use, etc.)
making comparisons and expressing degrees
of difference
talking about how to operate things
describing simple processes
expressing purpose, cause and result, and giving
reasons drawing simple conclusions and making
recommendations
making and granting/refusing simple requests making
and responding to offers and suggestions expressing
and responding to thanks
giving and responding to
invitations giving advice
giving warnings and prohibitions
persuading and asking/telling people to do something
expressing obligation and lack of obligation
asking and giving/refusing permission to do
something making and responding to apologies and
excuses expressing agreement and disagreement,
and contradicting people
paying compliments
criticising and complaining
sympathising
expressing preferences, likes and dislikes
(especially about hobbies and leisure activities)
talking about physical and emotional
feelings expressing opinions and making
choices expressing needs and wants
expressing (in)ability in the present and in the past
talking about (im)probability and (im)possibility
expressing degrees of certainty and doubt

Inventory of Grammatical Areas

Verbs
regular and irregular forms

Modals
- can (ability; requests; permission)
- could (ability; possibility; polite requests)
- will (offer)
- shall (suggestion; offer) should (advice)
- may (possibility)
- might (possibility)
- have (got) to (obligation)
- ought to (obligation) mustn’t (prohibition) need
- needn’t (lack of necessity) used to
  + infinitive (past habits)

Tenses
Present simple: states, habits, systems and processes (and verbs not used in the continuous form)
Present continuous: future plans and activities, present actions
Present perfect simple: recent past with just, indefinite past with yet, already, never, ever;
unfinished past with for and since
Past simple: past events
Past continuous: parallel past actions, continuous actions interrupted by the past simple tense
Past perfect simple: narrative, reported speech Future with going to
Future with present continuous and present simple
Future with will and shall: offers, promises, predictions, etc.

Verb Forms
Affirmative, interrogative, negative

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: I would tell you the answer if I knew it. 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, 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.

Prepositional 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.
Direction: left, right, along, etc.
Sequence: first, next, etc.
Sentence adverbs: too, either, etc.

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
Holidays
Weather

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.