



## Nivel B2 del MCER

En el nivel B2 se hace hincapié en la eficacia de los argumentos. Los alumnos son capaces de explicar y defender sus opiniones en un debate aportando explicaciones, argumentos y comentarios pertinentes.

Es capaz de explicar su punto de vista sobre un tema de actualidad, exponiendo las ventajas y los inconvenientes de las distintas opciones, y de desarrollar una argumentación dando razones a favor o en contra de un punto de vista concreto. Puede participar activamente en debates informales en contextos familiares, comentando, exponiendo claramente su punto de vista, evaluando propuestas alternativas y formulando y respondiendo a hipótesis.

Son capaces de desenvolverse con eficacia en el discurso social y de comprender con detalle lo que se les dice en la lengua hablada estándar, incluso en un entorno ruidoso. Pueden iniciar el discurso, esperar su turno cuando es necesario y poner fin a una conversación cuando es preciso, aunque no siempre lo hagan con elegancia.

Pueden interactuar con un grado de fluidez y espontaneidad que hace posible la interacción habitual con hablantes nativos sin imponer tensión a ninguna de las partes. Hay un nuevo grado de conciencia lingüística. Son capaces de corregir los errores si han dado lugar a malentendidos, pueden tomar nota de los "errores favoritos" y controlar conscientemente el habla en busca de ellos y, en general, pueden corregir los deslices y errores si son conscientes de ellos.

### **Global**

En el nivel B2, los estudiantes deben ser capaces de comprender las ideas principales de textos complejos que traten de temas tanto concretos como abstractos, incluidas las discusiones técnicas en su campo de especialización. Puede relacionarse con hablantes nativos con un grado de fluidez y espontaneidad tal que no suponga un esfuerzo para ninguna de las partes. Puede producir textos claros y detallados sobre una amplia gama de temas y explicar un punto de vista sobre un tema de actualidad indicando las ventajas y los inconvenientes de las distintas opciones.

### **Escuchar**

Los alumnos son capaces de comprender un discurso estándar pronunciado a una velocidad normal y de seguir incluso argumentos complejos, siempre que el tema les resulte razonablemente familiar. Comprenden lo esencial de las conferencias y la mayoría de las noticias de televisión y los programas de actualidad, así como la mayoría de las películas en dialecto estándar.

## **Lectura**

En este nivel, los alumnos son capaces de comprender artículos e informes relacionados con problemas contemporáneos en los que los autores adoptan posturas o puntos de vista concretos. Es capaz de comprender la prosa literaria contemporánea y de adaptar el estilo y la velocidad de lectura a distintos textos y finalidades, utilizando de forma selectiva las fuentes de referencia adecuadas.

## **Interacción oral**

Los alumnos pueden interactuar con un grado de fluidez y espontaneidad que hace posible la interacción habitual con hablantes nativos. Son capaces de tomar parte activa en debates en contextos familiares y pueden explicar y defender puntos de vista con claridad aportando explicaciones y argumentos pertinentes.

## **Producción hablada**

Puede presentar descripciones claras y detalladas sobre una amplia gama de temas relacionados con su campo de interés, ampliando y apoyando sus ideas con puntos secundarios y ejemplos pertinentes. Puede explicar un punto de vista sobre un tema de actualidad indicando las ventajas y los inconvenientes de las distintas opciones.

## **Escribir**

Los alumnos son capaces de escribir textos claros y detallados sobre una amplia gama de temas relacionados con sus intereses. Pueden escribir una redacción o un informe, transmitiendo información o dando razones a favor o en contra de un punto de vista concreto. Pueden escribir cartas destacando la importancia personal de acontecimientos y experiencias.

## **Escalas de aptitud auditiva**

Los alumnos con un nivel de competencia B2 pueden comprender con detalle lo que se les dice en la lengua hablada estándar y pueden hacerlo incluso cuando hay algo de ruido de fondo.

Es capaz de comprender la lengua hablada estándar, en directo o por radio, tanto si se trata de temas conocidos como desconocidos, habituales en la vida personal, académica o profesional. Sólo el ruido de fondo extremo, una estructura poco clara y/o el uso idiomático causan algunos problemas.

Es capaz de comprender las ideas principales de discursos complejos sobre temas tanto concretos como abstractos pronunciados en una lengua estándar, incluidos los debates técnicos de su especialidad. Puede seguir discursos extensos y líneas argumentales complejas siempre que el tema le resulte razonablemente familiar y el orador indique claramente el sentido de la conversación.

Es capaz de seguir lo esencial de conferencias, charlas e informes y otras formas de presentación en las que se utilicen ideas y lenguaje complejos, así como de comprender anuncios y mensajes sobre temas concretos y abstractos hablados en lengua estándar a velocidad normal.

Pueden entender la mayoría de los documentales radiofónicos y la mayor parte del material de audio grabado o emitido en lengua estándar e identificar el estado de ánimo, el tono, etc., del hablante.

Comprende la mayoría de los programas de noticias y actualidad de la televisión, como documentales, entrevistas en directo, tertulias, obras de teatro y la mayoría de las películas en lengua estándar. Puede seguir una conferencia o charla dentro de su especialidad, siempre que la presentación sea clara.

### **Escalas de competencia lectora**

Los alumnos con un nivel de competencia B2 pueden leer correspondencia relacionada con sus campos de interés y comprender fácilmente el significado esencial. Pueden comprender artículos especializados ajenos a su campo, siempre que sepan utilizar un diccionario para confirmar la terminología.

Pueden leer muchos tipos de textos con bastante facilidad, a distintas velocidades y de distintas maneras según su propósito en la lectura y el tipo de texto. Poseen un amplio vocabulario de lectura, pero a veces experimentan dificultades con palabras y frases menos comunes.

Es capaz de identificar con rapidez el contenido y la relevancia de noticias, artículos e informes sobre una amplia gama de temas profesionales y decidir si merece la pena profundizar en ellos. Comprende artículos e informes sobre problemas actuales en los que los autores adoptan posturas o puntos de vista particulares.

### **Escalas de competencia oral**

Los alumnos de este nivel pueden producir segmentos de lengua con un ritmo bastante uniforme; aunque pueden mostrarse vacilantes en la búsqueda de patrones y expresiones, hay pocas pausas notablemente largas. Pueden interactuar con un grado de fluidez y espontaneidad que hace posible la interacción regular con hablantes nativos sin imponer tensión a ninguna de las partes. Pueden expresarse con relativa facilidad.

A pesar de algunos problemas de formulación que dan lugar a pausas y "callejones sin salida", son capaces de proseguir eficazmente sin ayuda. Los alumnos de este nivel tienen un dominio suficiente de la lengua como para hacer descripciones claras, expresar puntos de vista y desarrollar argumentos sin tener que buscar demasiado las palabras, utilizando para ello algunas formas oracionales complejas.

Disponen de un vocabulario suficiente para describir situaciones imprevisibles, explicar los puntos principales de una idea o un problema con razonable precisión y expresar pensamientos sobre temas abstractos o culturales como la música y el cine. Poseen una buena variedad de vocabulario para cuestiones relacionadas con su especialidad y la mayoría de los temas generales y pueden variar la formulación para evitar repeticiones frecuentes, pero las lagunas léxicas aún pueden provocar vacilaciones y circunloquios.

La precisión léxica es generalmente alta, aunque se producen algunas confusiones y se eligen palabras incorrectas sin que ello obstaculice la comunicación. Muestran un grado relativamente alto de control gramatical y no cometen errores que den lugar a malentendidos. Se comunican con razonable precisión en contextos familiares, generalmente con buen control aunque con notable influencia de la lengua materna.

Se producen errores, pero está claro lo que intentan expresar. Han adquirido una pronunciación y una entonación claras y naturales y pueden, con cierto esfuerzo, seguir el ritmo de las conversaciones en grupo y contribuir a ellas, incluso cuando el habla es rápida y coloquial. Pueden mantener relaciones con hablantes nativos sin divertirlos o irritarlos involuntariamente ni exigirles que se comporten de forma distinta a como lo harían con un hablante nativo.

Pueden expresarse adecuadamente en situaciones y evitar errores groseros de formulación. Pueden realizar y responder a una amplia gama de funciones lingüísticas, utilizando sus exponentes más comunes en un registro neutro. Sabe adaptarse a los cambios de dirección, estilo y énfasis que se producen normalmente en una conversación y puede variar la formulación de lo que quiere decir.

Pueden adaptar sus expresiones para afrontar situaciones menos rutinarias, incluso difíciles, y pueden iniciar el discurso, tomar su turno cuando es apropiado y terminar la conversación cuando lo necesitan, aunque no siempre lo hagan con elegancia.

Sabe utilizar frases hechas (por ejemplo, "Es una pregunta difícil de responder") para ganar tiempo y mantener el turno mientras formula lo que va a decir. Es capaz de intervenir en un debate sobre un tema conocido utilizando una frase adecuada para tomar la palabra.

Puede desarrollar una descripción o narración clara, ampliando y apoyando sus puntos principales con detalles y ejemplos pertinentes, y puede utilizar un número limitado de mecanismos de cohesión para enlazar sus enunciados en un discurso claro y coherente, aunque puede haber algunos "saltos" en una contribución larga.

### **Escalas de competencia escrita**

Los alumnos que alcanzan el nivel B2 son capaces de sintetizar información y argumentos procedentes de diversas fuentes. Pueden construir una cadena argumental razonada y especular sobre causas, consecuencias y situaciones hipotéticas.

## Level B2 Learner Outcomes

Students will be able to use the following:

### Functions / notions

Describing experiences  
Describing feelings and emotions  
Describing hopes and plans  
Giving precise information  
Expressing abstract ideas  
Expressing certainty, probability, doubt  
Generalising and qualifying  
Synthesizing, evaluating, glossing information  
Speculating  
Expressing opinions  
Expressing agreement/ disagreement  
Expressing reaction, e.g. indifference  
Critiquing and reviewing  
Developing an argument in academic discourse style

### Discourse Functions

Checking understanding  
Managing interaction (interrupting, changing topic, resuming or continuing)  
Taking the initiative in interaction  
Control and delegation at start  
Keeping interaction participants on topic  
Taking initiative in non-control situation  
Encouraging and inviting another speaker to continue / come in.  
Invitation in one-to-one interaction  
Invitation in group interaction  
Interacting informally, reacting, expressing interest, sympathy, surprise

### Discourse Markers

Linkers: sequential – past time  
Connecting words expressing cause and effect, contrast etc.  
Linkers: although, in spite of, despite  
Discourse markers to structure formal speech

### Verb forms

Simple past (narrative)  
Past continuous (narrative)  
Used to (narrative)  
Would expressing habit in the past  
Past perfect  
Past perfect continuous  
Future time (will & going to)  
Future continuous (Prediction)

Future perfect  
Future perfect continuous  
Present Perfect  
Present perfect continuous  
Mixed conditionals  
Wish  
Extended phrasal verbs  
All passive forms  
Reported speech (range of tenses)  
Relative clauses  
Modals of Deduction and Speculation  
Modals: can't have, needn't have  
Articles  
With abstract nouns  
Adjectives and adverbs  
Attitudinal adverbs  
Collocation of intensifiers

### **Lexis**

Contrasting opinions (on the one hand . . .)  
Summarising exponents (briefly, all in all . . .)  
Collocation  
Colloquial language

### **Topics**

Education  
Film  
Books and literature  
News, lifestyles and current affairs  
Media  
Arts

### **Learner Training**

- Alternative memory / associative techniques
- Word building
- Synonyms / antonyms
- Keeping a record of collocation
- Use of dictionary to distinguish separability of multi-word verbs

## Learner Outcomes: Examples

### Functions / notions

#### Describing experiences

I was walking the dog in the park when I heard a loud crash. I looked in the direction of the noise and saw that a huge tree had fallen down. There were some people screaming and calling for help and some children were trapped underneath one of the fallen branches.

#### Describing feelings and emotions

He was furious when he saw that his new bicycle had been damaged.

She screamed in anger at how stupid her brother had been.

Heather was delighted with her shot and her face glowed with pride.

Why should we suffer just because our neighbours like loud parties?

I don't think it's right for passengers to put their feet on the seats.

#### Describing hopes and plans

I am having a meeting with my boss on Friday.

How are you going to get to France?

How long are you going to Jamaica for?

I'd love to see the photos when you get back.

I'll call you soon.

I am going to go around the world when I've saved enough money.

I hope to get a job in Australia next year.

I've always wanted to visit the Taj Mahal.

#### Giving precise information

I'll meet you at 2pm in the children's section of Waterstones in Oxford Street.

In my job I mainly have to deal with clients, particularly arranging and following up on orders.

He was born in a little village in the North East of Estonia on the 22<sup>nd</sup> of October, 1928.

My degree was in economics, specialising in finance.

You need to place the pizza dough in a warm bowl, cover it with a cloth or place it somewhere warm, leave it to rise for 30 minutes or until it doubles in size.

#### Expressing abstract ideas

Corruption is widespread in that part of the world.

There is little respect for human rights during war time.

Education is the way out of poverty for many young people.

#### Expressing certainty, probability, doubt

I'm absolutely certain it's going to rain.

It's impossible to get him out of bed before 10 o'clock.

He's probably gone to the library.

We're definitely not going to Spain this year.

Are you sure we'll arrive in time?

### **Generalising and qualifying**

On the whole I think it is a good idea.

Generally speaking, the teachers are very helpful

More often than not he shops in the High Street.

Taking into consideration the cost of travel, you might not want to buy a flat so far away.

We'll stay for a week or two, depending on the cost.

Provided that there is no rain, the concert will go ahead as planned.

### **Synthesizing, evaluating, glossing information**

To sum up, the government will need to cut spending for the next five years.

All in all, it was a miserable performance.

To be fair, it was his own fault for parking where he shouldn't have.

In short, they were better than us at promoting their ideas.

### **Speculating**

I wonder if John will be going to the party.

If she got the nomination, she could probably win if she gathered enough support.

What do you think would happen if they did discover oil there?

What if Teresa hadn't turned up?

### **Expressing opinions**

If I were you, I'd just say no.

From her point of view, we have to do this as soon as possible

The way I see it is that you'll have to study very hard.

I feel we should do it.

I really don't think it's a good idea.

### **Expressing agreement/ disagreement**

That's just what I was thinking.

You know, that's exactly what I think.

I totally agree.

That's a good point.

No I'm afraid I can't agree with you there.

You can't be serious!

Don't be silly!

That's ridiculous.

### **Expressing reaction, e.g. indifference**

Why ask me?

Thank goodness

Fantastic idea!

Brilliant!

Great!

Whatever.

That's ridiculous!

How's that possible?

Really?

No way! I don't believe it.



### **Critiquing and reviewing**

I think that 'Treasure Island' is still popular with children even though the language is rather dated.

In spite of its popularity I feel that 'The Beach' is a very overrated book which appeals mainly to gap-year students.

The film was a bit disappointing, really.

The best part was when .....

It was really good when ....

### **Developing an argument**

To begin with it's a bigger problem than you think.

As far as I am concerned this has nothing to do with the issue.

The way I see it, the family is more important.

That's the reason I don't want to work there anymore.

### **In academic discourse style:**

One reason why...

Another argument for/against . . . is . . .

X maintains that . . .

Y states that . . .

It could be argued/asserted that . . .

In conclusion . . .

### **Discourse Functions**

#### **Checking understanding**

##### **From speaker's point of view**

Are you following me?

Let me know if you have any questions?

Does that make sense?

##### **From listener's point of view**

If I understood/understand you correctly, there are no planes at all on Saturday.

Do you mean I can't talk to the boss right now?

Are you trying to say you don't want to go out with me anymore?

Let me see whether I've understood you correctly.

So what you're really saying is . . .

Am I right in assuming . . .

#### **Managing interaction (interrupting, changing topic, resuming or continuing)**

##### **Interrupting**

Actually, . . .

I'm sorry but . . .

Just a minute!

Yes, I know, but . . . !

Hang on!

Hold on!

##### **Changing the topic**

Oh, by the way . . .

That reminds me . . .

This has nothing to do with what we are talking about but . . .

On another subject..

Talking about holidays, did you know that I'm off to Florida next week?  
Before I forget . . .

**Resuming**

Anyway, I was telling you about John's party . . .

To get back to what I was saying . . .

**Taking the initiative in interaction**

**Control and delegation at start**

Andre, would you like begin?

Pilar, would you like to kick off?

Shall we begin?

During the meeting Jenny, can you tell us how the Human Resources reorganisation is coming along?

How does that affect your department, Rosa?

Let's move on, shall we?

**Keeping interaction participants on topic**

We don't have time to go into that matter right now.

Let's get back to the issue under discussion, shall we?

That's another topic, really.

Can we keep to the point, please.

Let's not get distracted.

**Taking initiative in non-control situation**

I'd like to say a few words here.

Yes, I think I can contribute to this point.

My expertise in this area might help to clarify the situation.

Perhaps, I could say something here.

**Encouraging and inviting another speaker to continue, come in.**

Carry on.

Go on.

Really?

Mmm...mmm...

Don't stop.

Tell me more...

What makes you say that?

What makes you think that?

I'm listening.

**Invitation in one-to-one interaction**

Don't you agree?

Is that okay with you?

How about you?

What do you reckon/think?

**Invitation in group interaction**

What do you think, Mario?

Let's hear what Gabriella has to say.

James might have something to say on this.

Fiona knows a lot about this.

Hey, you did something like that, didn't you?

### **Interacting informally, reacting, expressing interest, sympathy, surprise**

Wow, that's fantastic.

Really? Tell me more.

Tell me all about it.

I don't believe it!

Oh wow!

Oh you poor thing.

That's awful. What a shame!

### **Discourse Markers**

#### **Linkers: sequential – past time**

Subsequently, he went on to be one of our best salesmen.

Following this he decided to leave the country.

#### **Connecting words expressing cause and effect, contrast etc.**

I know it would be good fun to watch the late-night film. Nevertheless, I think we should all get an early night before the big event tomorrow.

I would like to tell you more. However, that is as much as I am allowed to reveal at this time. Consequently, he moved to London to be closer to his family.

#### **Linkers: although, in spite of, despite**

In spite of her illness during the course, she managed to qualify successfully.

Despite the rain, we all had a great time.

Although I was very young at the time, I remember what happened quite clearly.

#### **Discourse markers to structure formal speech**

I would like to begin by introducing my colleagues.

Furthermore, I believe that the best way forward is to provide more training.

Moreover, the idea that depression can only be cured by medication is now being challenged.

Consequently, we have to be prepared for a fall in profits next year.

Regarding our position on nuclear power, that has not changed.

Additionally, we will also provide support throughout the process.

In conclusion, we have agreed to give £3000 to charity.

### **Verb forms**

#### **Simple past (narrative)**

To help pay for his keep and to help his family, Andrew, who was still only 15 years old, began working ten-hour days at a Kensington hotel washing dishes and cleaning the kitchen.

He earned just 6 pounds per week. The harsh working conditions and the cruelty of the kitchen staff had a strong influence on his later political outlook, and informed his work when he began his literary career, particularly the novel that made him famous, 'Working Boy'.

#### **Past continuous (narrative)**

Antonio was walking away from the crowd when the trouble started. He was trying to get home but the buses were not running. He was just crossing the bridge to safety when he heard the sound of breaking glass. He was telling himself not to get involved when a bottle smashed right beside him.

#### **Used to (narrative)**

We used to play at the park at the edge of the town.

### **Would expressing habit in the past**

Every autumn we would steal apples from their garden. We would eat the sour fruit and come home holding our stomachs.

### **Past perfect**

When I'd climbed to the top of the hill, I looked back down and saw something I hadn't seen before.

He had broken the vase when he had come in through the window.

He had had a terrible day up until that point.

### **Past perfect continuous**

I was tired. I'd been working for sixteen hours.

They had been driving so fast that the police had difficulty stopping them.

Had they been waiting long?

### **Future**

#### **Future time (will & going to)**

##### **(Prediction)**

You'll succeed where I've failed.

Here comes the bus now. We aren't going to be late after all.

Don't worry. He'll be here on time.

#### **Future continuous (Prediction)**

This time next year, I'll be working in Japan and earning good money.

I'll be visiting my mum on Thursday.

Will you be using the car tomorrow?

#### **Future perfect**

I'd better go and collect the girls.

They'll have finished school by now.

I'll call you at six. Will you have arrived by then? She won't have left by then.

#### **Future perfect continuous**

Julia will have been studying Economics for 5 years when she graduates next year.

You'll have been travelling for 4 days when you get to Bangkok. You'd better book a hotel and have a couple of days rest.

### **Present Perfect**

#### **Present perfect continuous**

You've been spending a lot of time on the Internet recently.

They've been working very hard to get building completed on time.

Honestly, we haven't been wasting our time.

Have you been seeing Julie behind my back?

### **Conditionals**

#### **Mixed conditionals**

If I had studied harder, I'd be at university now.

If I'd got that job I applied for I'd be working in Istanbul.

I would have driven you to the match if I didn't have so much work.

If I wasn't working in July, I would have suggested we go camping in France.

### **Wish**

I wish I was rich.

I wish today wasn't Monday.

I wish I wasn't going into hospital tomorrow.

She wished she hadn't hurt his feelings.

## **Phrasal Verbs**

### **Extended phrasal verb**

Let's splash out on a bottle of champagne.  
Watching that programme has put me off chicken.  
I'll take you up on that offer.

### **Passives**

#### **All passive forms**

I'm being eaten alive by these mosquitoes.  
I wasn't told about the new rules.  
I thought that I was being followed.  
Did you think that you were being criticised?  
The new treatment for malaria has been found to be very effective.

#### **Other verb forms**

##### **Reported speech (range of tenses)**

She said she'd been waiting for ages.  
I knew we'd be late.  
She thought she could do it all herself.  
They reported that the volcano might erupt at any time.  
They said it should be fun.  
I told her I had to go.

##### **Relative clauses**

I've lost the books that I borrowed from the library.  
Where is the man that sells second-hand records?  
The children he played with thought he was much younger.  
This is my cousin Maria, who teaches music.  
Shelly and Byron's poetry, which used to be compulsory, has now been dropped from the syllabus.  
She told us all about her new boyfriend, whom none of us knew anything about.  
They ran quickly through the streets, all of which were covered in a thick blanket of snow.

### **Modals**

#### **Modals of Deduction and Speculation**

You shouldn't have read her journal.  
It should be private.  
You should have asked her earlier.  
It's too late now.  
He shouldn't have any problem doing such a simple task. (Assumption)  
The plane should have arrived by now. (Assumption)  
I knew we might have to pay to get in.  
You shouldn't have shouted at him.  
He might have hit you.  
The weather could have been better but we still had a good time.  
You could have told me!

#### **Modals: can't have, needn't have**

It can't have been John you saw, because he was with me.  
What can he have done with the keys?  
He can't have lost them again.  
You needn't have bothered getting here on time. He's always late.

## **Articles**

### **With abstract nouns**

History tended to be uninteresting when I was at school.  
The early history of Scotland is full of betrayal.  
Happiness in marriage is something you have to work at.  
Education is not compulsory in many developing countries  
The education I received was first-rate.  
Charity begins at home.

### **Adverbs**

#### **Adjectives and adverbs**

He scored a direct hit.  
The train goes direct to London without even stopping at York.  
There's no such thing as a free lunch.  
Feel free to use it whenever you want.  
He went straight to work.  
Next draw a straight line across the top of the paper.

#### **Attitudinal adverbs**

Frankly, I couldn't care less.  
Clearly, he was in the wrong.  
Apparently, he was in line for promotion.  
Fortunately, he had a spare pair of shoes with him.

### **Intensifiers**

#### **Collocation of intensifiers**

After working all day and all night he was totally exhausted.  
He was absolutely horrified when he realised what he had done.  
She's completely hopeless when it comes to housework.  
I am entirely satisfied that he followed the correct procedure.

### **Lexis**

#### **Contrasting opinions (on the one hand . . .)**

The weather forecast is good.  
Nevertheless, you always need to be careful in the mountains.  
In spite of his age, he is still goes camping in the wild.  
The story has been told many times before. Nonetheless, it is still a warning to us all.  
Some students continue to live with their parents. However, I prefer to be independent.

#### **Summarising exponents (briefly, all in all . . .)**

In a word, it was a disaster.  
We felt that the idea was, in general, a good one; the more we spend on advertising the higher our sales will be.  
To sum up, if we can't make more money some people will have to lose their jobs.

### **Collocation**

I'd prefer a dry wine.  
The resort has a range of luxury accommodation to offer.  
He's a very heavy smoker.  
I'm retaking the exam next week.

### **Colloquial language**

She's just been dumped by her boyfriend.  
There's no hurry. Let's just chill out for an hour or two.

I can't be bothered with the hassle.  
She fell and landed on her bum.

**Topics**

Education

Film

Books and literature

News, lifestyles and current affairs

Media

Arts

**Learner Training**

- Alternative memory / associative techniques
- Word building
- Synonyms / antonyms
- Keeping a record of collocation
- Use of dictionary to distinguish separability of multi-word verbs