

# British Council – EAQUALS Core Inventory for General English

A+



# A Core Inventory for General English

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# Foreword

The embedding of the CEFR in English Language Teaching has been a long process but we have now reached a stage where the CEFR levels and the competences are a core component of teacher training and of daily teacher practice.

As a global organisation we at the British Council appreciate the significance of the CEFR. Our websites and teacher resources are global and need the structure and definition provided by the CEFR to make our work more coherent.

The British Council is committed to supporting teachers of English worldwide and providing them with training and resources.

Applying, and where needed adapting, the CEFR to their own teaching approach is an important competence for teachers, and for many teachers extra training, resources and support are needed to make this successful.

This project aims to be one of those resources – providing support to teachers in applying the CEFR to their daily work, by providing a practical inventory of language points that should be a part of a balanced course at each level of the CEFR.

Our goal is to provide direction for teachers in how to select inventory items and plan lessons that will help students gain the competences they need within CEFR.

This project started many years ago as a modest attempt to pull together a core list of discrete language points and key lexis for each level of the CEFR. I set it up as a database of language points and exponents somewhat loosely tied to CEFR levels, as a guide to coursebook contents and lesson planning. To help teachers focus on while planning lessons. It was only partly successful as it did not benefit from the academic rigour and research background which this kind of teaching resource needs.

We decided in 2009 to revive this project with the appropriate academic input and research, and approached Brian North and EAQUALS to work together as partners in providing this much-needed (and oft-requested) resource for teachers.

Brian North has led an international team of teachers and trainers, with Susan Sheehan coordinating the British Council's input, and the team has produced a fantastic resource that I believe will be greatly welcomed by ELT teachers everywhere.

The project resources will be made available in different formats – poster, booklet, website, ebook – so that we can reach as many teachers as possible.

We hope this is useful for your work, and would be delighted to receive feedback and suggestions for extending the project in new directions.

**Michael Carrier**

Head English Language Innovation  
British Council

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# 1 The CEFR

The CEFR was published in 2001 in English<sup>1</sup> and French after a period of development from 1992 to 1996 and piloting from 1997–2000, has been translated into 40 languages and is now accepted as *the* international standard for language teaching and learning. The CEFR has two main aims: to encourage reflection by users over the way their current practice meets the real world language needs of their learners and to provide a set of defined common reference levels (A1-C2) as points of reference to facilitate communication and comparisons. The CEFR differs from other, national, language frameworks in two ways:

- Firstly it highlights the *competences* a learner needs (pragmatic, linguistic, sociolinguistic, strategic, intercultural) as a language user and it develops the familiar but inadequate four skills into a richer description of activities the learner undertakes (spoken and written: reception, interaction, production and mediation).
- Secondly it provides validated, scientifically calibrated *descriptors* of these different aspects of its descriptive scheme<sup>2</sup>, except for intercultural competences and mediation. The most comprehensive set of CEFR-based descriptors is available at [www.coe.int/portfolio](http://www.coe.int/portfolio). Consistent coverage for all levels in simplified “I can” form is provided by the recent EAQUALS revision, also available on [www.eaquals.org](http://www.eaquals.org). The original CEFR descriptors are presented in “I can” form in the EAQUALS/ALTE electronic European Language Portfolio on [www.eELP.org](http://www.eELP.org).

The relevance of the CEFR to language education is firstly that the descriptive scheme offers a starting point to review curriculum content and secondly that the common reference levels provide a framework for putting curriculum objectives, entry testing, syllabus definition, materials organisation, progress testing and certification of proficiency into one coherent local system that is appropriate to the context, related to real world language ability and easily communicated, internally and externally.

The CEFR avoids using relative labels like “intermediate” because these mean very different things in different contexts; neither schools nor publishers use these terms consistently and they are also employed in different ways in different educational sectors and in relation to different languages.

The analysis in this project confirms that the relationship between the CEFR levels and the labels used by EFL publishers is approximately as follows:

					Proficiency
				Advanced	
			Upper Inter		
		Intermediate			
	Pre-inter				
	Elementary				
Beginners					
A1	A2	B1	B2	C1	C2

The relationship is clearest from B1 to C1. Beginners books are clearly A1. Books labelled “elementary” span the content for A1 and A2. The greatest confusion is with books labelled “pre-intermediate” since both schools and publishers use this expression in different ways. Essentially “pre-intermediate” appears to correspond most closely to the more demanding content of A2, sometimes called A2+. In the analysis in this project, beginners’ materials were analysed in relation to A1, pre-intermediate materials in relation to A2, and elementary materials in relation to both A1 and A2.

<sup>1</sup> Council of Europe (2001): *Common European Framework of Reference for Languages: learning, teaching, assessment*. Cambridge, Cambridge University Press.

<sup>2</sup> North, B. (2000): *The Development of a common framework scale of language proficiency*. New York, Peter Lang.

North, B. and Schneider, G. (1998): Scaling descriptors for language proficiency scales. In: *Language Testing* 15/2: 217–262.

## 2 Aims of the Project

The intention of this project is to make the CEFR accessible to teachers and adult learners of General English. It is an attempt to answer the question put by many teachers over the years of what to teach at each CEFR level. It maps the communality of interpretation of the CEFR for English in terms of curriculum content for 16+. As will be explained in Section 7 the aim is not to tell teachers what to teach or to prescribe a particular teaching methodology. The main project aims are outlined below.

### **To make the CEFR tangible and provide support and guidance for teachers and syllabus designers**

The question has often been raised as what the CEFR levels mean in terms of classroom aims. The Inventory represents the core of English language relevant at CEFR levels A1 to C1. It can thus facilitate defining objectives, writing syllabuses and planning courses.

### **To make the teaching/planning process more transparent**

Learners can sometimes find it hard to understand the aim of a particular activity, lesson or indeed course, and its connection to real world needs. The Inventory will assist learners in the process of realising their language learning ambitions by helping them to focus on the different aspects of the language which need to be mastered for progress to be made. It also offers a structure for negotiations between teachers and learners on course content.

### **To provide support for self-directed study**

The Inventory can be used as a guide to essential language for self-directed study.

The Core Inventory has been created with teachers and learners in mind. Each language point appears at the level(s) at which it is considered of most relevance to the learner in the classroom. What we teach, what learners can do with the language, and what we test in examinations are not always identical. The Core Inventory does not aim to provide detailed guidance for course book or examination developers, for who detailed specifications already exist in the series *Waystage*, *Threshold Level* and *Vantage Level*, gradually being updated by the *English Profile* project.

## 3 Project Procedure

The Core Inventory was developed through iterative and collaborative processes, exploiting expertise from within the two partner organisations, including examination boards that are Associate Members of EAQUALS. The project built on existing work and projects conducted by both partners and other experts.

The project had five main stages. A series of workshops were held, in the context of an EAQUALS 'Special Interest Project' (SIP). In the workshops practitioners commented on and sense-checked the work completed so far and suggested approaches for the successive stages.

### **Stage 1 Data collection and analysis**

A number of sources were drawn on including:

- an analysis of the language implied by CEFR descriptors;
- an analysis of content common to the syllabuses of EAQUALS members whose CEFR implementation was a point of excellence;
- an analysis of content of different series of popular course books;
- teacher surveys.

The data were analysed to find consensus: points which were common to a strong majority (80%) in each of the data sources. This defined the "core." Other points common to different sources that were considered significant were retained as "less core;" these points are shown in italics in the lists of exponents in Appendix E.

### **Stage 2 Creation of the Inventory**

Following the analysis of the data collected at Stage 1, examination boards (Cambridge ESOL, City & Guilds, Trinity) provided further input into which language points they considered to be most relevant. At this stage content for C1 was discussed in detail.

### **Stage 3 Writing the exponents**

Once the Inventory was finalised, teachers wrote a preliminary version of the exponents which were refined and revised by project team members at an iterative series of workshops.

### **Stage 4 Identifying text types**

One project member analysed the CEFR descriptors to identify source texts for different CEFR levels. The results of this analysis can be found in Appendix C.

### **Stage 5 Writing CEFR-based scenarios**

The project team wanted to make explicit the links between real world needs, curriculum aims and the classroom. The final stage of the project was therefore to brainstorm illustrative scenarios that are archetypical of the level concerned. The concept will be explained in Section 5.

	A1	A2	B1	B2	C1
<b>Functions</b>	Directions Describing habits and routines Giving personal information Greetings Telling the time Understanding and using numbers Understanding and using prices	Describing habits and routines Describing past experiences Describing people Describing places Describing things Obligation and necessity Requests Suggestions	Checking understanding Describing experiences and events Describing feelings and emotion Describing places Expressing opinions; language of agreeing and disagreeing Initiating and closing conversation Managing interaction (interrupting, changing topic, resuming or continuing)	Critiquing and reviewing Describing experiences Describing feelings and emotions Describing hopes and plans Developing an argument Encouraging and inviting another speaker to continue, come in Expressing abstract ideas Expressing agreement and disagreement Expressing opinions Expressing reaction, e.g. indifference Interacting informally, reacting, expressing interest, sympathy, surprise etc. Opinion, justification Speculating Taking the initiative in interaction Synthesizing, evaluating, glossing info	Conceding a point Critiquing and reviewing constructively Defending a point of view persuasively Developing an argument systematically Emphasizing a point, feeling, issue Expressing attitudes and feelings precisely Expressing certainty, probability, doubt Expressing opinions tentatively, hedging Expressing reaction, e.g. indifference Expressing shades of opinion and certainty Responding to counterarguments Speculating and hypothesising about causes, consequences etc. Synthesising, evaluating and glossing information
<b>Grammar</b>	Adjectives: common and demonstrative Adverbs of frequency Comparatives and superlatives Going to How much/how many and very common uncountable nouns I'd like Imperatives (+/-) Intensifiers - very basic Modals: can/can't/could/couldn't Past simple of "to be" Past Simple Possessive adjectives Possessive s Prepositions, common Prepositions of place Prepositions of time, including in/on/at Present continuous Present simple Pronouns: simple, personal Questions There is/are To be, including question+negatives Verb + ing: like/hate/love	Adjectives – comparative, – use of than and definite article Adjectives – superlative – use of definite article Adverbial phrases of time, place and frequency – including word order Adverbs of frequency Articles – with countable and uncountable nouns Countables and Uncountables: much/many Future Time (will and going to) Gerunds Going to Imperatives Modals – can/could Modals – have to Modals – should Past continuous Past simple Phrasal verbs – common Possessives – use of 's, s' Prepositional phrases (place, time and movement) Prepositions of time: on/in/at Present continuous Present continuous for future Present perfect Questions Verb + ing/infinitive: like/want-would like Wh-questions in past Zero and 1st conditional	Adverbs Broader range of intensifiers such as too, enough Comparatives and superlatives Complex question tags Conditionals, 2nd and 3rd Connecting words expressing cause and effect, contrast etc. Future continuous Modals - must/can't deduction Modals – might, may, will, probably Modals – should have/might have/etc Modals: must/have to Past continuous Past perfect Past simple Past tense responses Phrasal verbs, extended Present perfect continuous Present perfect/past simple Reported speech (range of tenses) Simple passive Wh- questions in the past Will and going to, for prediction	Adjectives and adverbs Future continuous Future perfect Future perfect continuous Mixed conditionals Modals – can't have, needn't have Modals of deduction and speculation Narrative tenses Passives Past perfect Past perfect continuous Phrasal verbs, extended Relative clauses Reported speech Will and going to, for prediction Wish Would expressing habits, in the past	Futures (revision) Inversion with negative adverbials Mixed conditionals in past, present and future Modals in the past Narrative tenses for experience, incl. passive Passive forms, all Phrasal verbs, especially splitting Wish/if only regrets
<b>Discourse Markers</b>	Connecting words, and, but, because	Linkers: sequential – past time	Connecting words expressing cause and effect, contrast etc Linkers: sequential past time	Connecting words expressing cause and effect, contrast etc. Discourse markers to structure formal speech Linkers: although, in spite of, despite Linkers: sequential – past time – subsequently	Linking devices, logical markers Markers to structure and signpost formal and informal speech and writing
<b>Vocabulary</b>	Food and drink Nationalities and countries Personal information Things in the town, shops and shopping Verbs – basic	Adjectives: personality, description, feelings Food and drink Things in the town, shops and shopping Travel and services	Collocation Colloquial language Things in the town, shops and shopping Travel and services	Collocation Colloquial language	Approximating (vague language) Collocation Colloquial language Differentiated use of vocabulary Eliminating false friends Formal and informal registers Idiomatic expressions
<b>Topics</b>	Family life Hobbies and pastimes Holidays Leisure activities Shopping Work and jobs	Education Hobbies and pastimes Holidays Leisure activities Shopping Work and jobs	Books and literature Education Film Leisure activities Media News, lifestyles and current affairs	Arts Books and literature Education Film Media News, lifestyles and current affairs	Arts Books and literature Film Media News, lifestyles and current affairs Scientific developments Technical and legal language

### Core Inventory

The Inventory represents the core of English language taught at Common European Framework of Reference (CEFR) levels A1 to C1 in English. Only the features most commonly included at each level have been listed. In any particular context, teachers and syllabus writers would add other language points to this minimal core, based upon an analysis of the needs and interests of the learners concerned. Decisions on recycling of language have also been left to teachers and syllabus writers. The inventory can also be used by learners as a guide to essential language for self-directed study.

### Teaching not testing

The core inventory has been created with teachers and learners in mind. Each language point appears at the level(s) at which it is considered of most relevance to the learner in the classroom. Language testers should note that learners are not expected to have mastery of the language points at that stage. What we teach, what learners can do with the language, and what we test in examinations are not always identical.

### Development methodology

A number of sources were drawn on, including:

- an analysis of the language implied by CEFR descriptors
- an analysis of content common to various CEFR-based language school syllabuses and popular coursebooks for English, and
- a teacher survey.

### Status

The Inventory documents current best practice, and can be used in conjunction with databases of learner language like the forthcoming *English Profile*.

## 4 Project Products

The Core Inventory Project has 3 products: this book, an essential guide and a set of classroom posters.

### Book

This provides the most comprehensive version of the Core Inventory and includes core and less core language points plus a mapping of text types across levels. This gives users of the Inventory the widest possible choice when designing a syllabus or course. As mentioned above illustrative scenarios are also provided for each level and an extensive set of language exponents exemplify the language points.

### Essential guide

This contains a short listing of “core” functions, grammar, lexis, discourse markers, topic areas and text types for levels A1 to C1, accompanied by a brief summary of the project aims and guidance. It fits onto one A3 sheet and can be used by learners as a guide to essential language for self-directed study. It is produced on the previous pages and can be downloaded separately from <http://www.teachingenglish.org.uk/> and [www.eaquals.org](http://www.eaquals.org).

### Classroom posters

Posters have been designed for each of the 5 CEFR levels from A1 to C1. Each poster includes “Can do” descriptors for activities and strategies, core language points with exponents, and qualitative criteria. The posters make the content of the Inventory easily accessible to teachers and learners and provide a focus point for classroom discussions on course content and planning. They can be ordered from <http://www.teachingenglish.org.uk/> from January 2011.

## 5 CEFR-based Scenarios

Scenarios are not a new concept in theoretical and applied linguistics, or language teaching/learning, but the word is used in many different senses. There are several points that most uses of the term in our context have in common. Firstly a scenario suggests a mental framework, a concept for how the thing in question is “done” in the relevant target language. Language users and language learners have scripts and schemata for scenarios they are familiar with. Secondly, there is a strong association with real world language use rather than exercises or pedagogic tasks, a sense that a scenario provides a meaningful context for simulated yet realistic language use by the learner. In a real-world derived scenario, simulations replace mere role-plays as we move from fictional personalities in artificial situations to real people acting as themselves in real contexts. Finally and fundamentally a scenario suggests a holistic setting that encourages the integration of different aspects of competence in real (istic) language use. Properly conceived scenarios automatically create an appropriate background to support learning and teaching where the main consideration is that of authenticity of situations, tasks, activities, texts and language data. CEFR-based scenarios are frames that in the context of a set of defined real world variables (domain, context, tasks, types of language activity and texts involved) integrate holistically:

- “Can-Do” descriptors (as objectives);
- quality criteria (for evaluation);
- aspects of competence, from strategic, through pragmatic to linguistic (as enabling objectives).

The CEFR-based scenario concept is relevant to both teaching/learning and to assessment. The scenario template has two pages with a fixed format for page one (overview) and a variable one for page two (implementation). This is because the latter will vary substantially depending on the educational context and on whether the scenario informs a series of teaching and learning activities, perhaps concluding with an assessment, or just an assessment.

The significant point about CEFR-based scenarios is that they offer teachers and learners a way of keeping in mind both the *macro* vision of successful real communication and the *micro* focus on specific practice points. Scenarios are a tool for defining, teaching and/or assessing the **competences** needed to perform real world tasks. They are not necessarily an extended communicative activity in the classroom, which one works towards or back from as for example in the many variations of a task-based approach. The tasks listed at the top (after domain and context) are real life tasks, not pedagogic tasks and so they may not take place in the classroom at all. It is desirable, however, that for the sake of more effective learning real life tasks and pedagogic tasks be as closely related as possible.

An example scenario is given below; other illustrative scenarios for levels A1 to C1 are included in Appendix B.

# SCENARIO: BUSINESS MEETING

DOMAIN	CONTEXT	TASKS	ACTIVITIES	TEXTS
Occupational	Organisation: Multinational corporation Location: Office Persons: Colleagues	Attending meeting Contributing opinion on other proposal Making own proposal	Listening as member of live audience Spoken Production Spoken Interaction	Sustained monologue PowerPoint presentation Formal discussion

LEVEL	B2	COMPETENCES		
CAN-DOS*	Follow the discussion on matters related to his/her field, and understand in detail the points given prominence by the speaker. Contribute, account for and sustain his/her opinion, evaluate alternative proposals, and make and respond to hypotheses. Give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest. Develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples.	STRATEGIC	Intervene appropriately, using a variety of expressions to do so. Follow up what people say, relating contribution to those of others. Overcome gaps in vocabulary with paraphrases and alternative expressions. Monitor speech to correct slips and mistakes.	
CRITERIA*		PRAGMATIC	Functional	Expressing abstract ideas Giving precise information Speculating Developing an argument Justification
APPROPRIATENESS	Can express himself / herself appropriately in situations and avoid crass errors of formulation.		Discourse	Formal Speech Markers Complex sentences Addition, sequence and contrast (although; in spite of; despite; on the one hand...) Summarising
COHERENCE	Can use a variety of linking words efficiently to mark clearly the relationships between ideas.	LINGUISTIC	Grammatical	Modals of deduction in the past All passive forms All conditionals Collocation of intensifiers Wide range of (complex) NPs
FLUENCY	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions, there are few noticeably long pauses.		Lexical	Work-related collocations Extended phrasal verbs
RANGE	Has a sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words, using some complex sentence forms to do so.		Phonological	Intonation patterns

\* Taken verbatim from the CEFR. Portfolio or school's adapted descriptors might be used.

Overview: Angeles Ortega. Implementation: Howard Smith

## SCENARIO IMPLEMENTATION

	Competence(s)	Learning context	Activity	Materials
Engage	Formal speech markers. Intervene appropriately, using a variety of expressions to do so. Follow up what people say, relating contribution to those of others.	Classroom – whole class /group discussion	Watch TV business reality show discussion – discuss which contestant they find more persuasive – analyse language to identify features marking formal discussion, relating contribution and persuasion.	Recorded/online episode of reality show.
	Grammar: conditionals Speculating Developing an argument Justifying	Classroom – group/whole class	Play online 'Tycoon'-style game collaboratively either groups with individual PCs or projected onto board – discussing strategy between 'turns'.	Online/downloaded 'Tycoon' game. (Data-projector/IWB)
	Lexis: work/business related collocations Phonology: Intonation Discourse: Intervention/reaction language	Home/self-study	Web-quest – Note lexis and collocation; listen to business news/transcribe and learn a short stretch of speech	Webquest directing learners to sites including business training sites and business news radio.
	Discourse markers	Classroom - groups	'Just a minute' style discussion/game – learners assigned discourse markers and try to include them unobtrusively into rapid discussion on a variety of topics.	Discourse markers on cards.
Study	Passive forms	Home	Grammar activity – practise form and function of passive	Grammar activity
	Passive forms Business/work related lexis	Classroom - pairs	Business news article, rewritten with all passives made active – learners reconstruct original text. Discuss reasons for opting for passive over active form.	Article (rewritten)
	If clauses/conditionals Speculating Justifying	Classroom	Language analysis followed by micro-discussions of possible consequences of various business decisions	Situation>decision cards – invented or based on real business scenarios.
	Extended phrasal verbs	Home/Self study	Exercise introducing and practising phrasal verbs in a business context	Exercise/dictionary
	Discourse markers Formal speech markers	Home → Classroom	Listen to business news and note language features in context – peer teach	Radio/internet connection
	Intonation Giving opinion persuasively	Classroom	Text from business press – mark ideas for opinion and fact. Guided discovery – tonality/tonicity Mark up text with tone units/tonic stresses and practise reading aloud.	Text (opinion piece) from business press.
Activate	Intonation Giving precise information Being persuasive Developing an argument Responding to contributions	Home → Classroom	Devil's advocacy: Mini-presentations – learners write mini-presentation at home advocating an point of view – Deliver presentation using PowerPoint and answer questions.	Laptop/desktop computer and data-projector Presentation software
	All	Groups (classroom)	Meeting simulation, either completely imaginary or 'pseudo-real' (e.g. meeting to make suggestions re: college's social programme or canteen)	Role cards (if appropriate) Agenda Computer/projector
	All	Real world	Participate in a real meeting (either in learners' own working environment or e.g. a 'college council') and report back. Report could take the form of a further presentation or a formal written report.	(report could take the form of a further presentation or a formal written report)

Possible activities brainstormed into a familiar lesson-planning model – in this case Jeremy Harmer's Engage – Study- Activate (See Harmer How to Teach English Longman 1998). This model chosen in part due to its resemblance to the CEFR general competences: *savoir être, savoir, savoir faire* (pp. 11-12, 101-130) Though any model familiar to teachers could be used, e.g. ARC (Scrivener Learning Teaching Macmillan 1994); PPP; Jane Willis' TBL framework (Willis A Framework for Task Based Learning Longman 1996) Stages can then be fitted into normal lesson planning.



This is the rationale behind the layout.<sup>3</sup> To emphasise the importance of real world orientation of the CEFR's action-oriented approach, the top row of the scenario first page shows the real world variables: domain, context, tasks, activities and texts. The *domains* are those listed in the CEFR and illustrated in detail in CEFR Table 5: personal, public, occupational, educational. The *contexts* (CEFR 4.1.2-5) are defined in terms of the persons and places involved, thus comprising relevant features of the specific physical environment and the language users' mental contexts and interrelationships, both of which will have an effect on the characteristics of the texts to be understood, (co-)produced and processed. The *tasks* are selected from the vast array of those the language user will have to tackle "in order to deal with the exigencies of the situations which arise in the various domains" (CEFR 4.3). *Activities* and *texts* are those included and described in detail in CEFR Chapter 4. Working from real world use helps to identify the relevance of all these variables to the learners in question. If there is a problem identifying a context, for example, this is an indication that the subject of the scenario may not be a real world scenario at all, but a pedagogic task or game that would not occur in reality.

The left hand column of page one of the scenarios then lists CEFR-based descriptors relevant to them: first "Can-Do" descriptors for communicative language activities (derived from CEFR Chapter 4) and then descriptors for aspects of quality (derived from CEFR Chapter 5), the latter being combined into a convenient number of criteria. The examples all show published CEFR descriptors, but these might very well be the adapted, simplified versions found in the checklists for the EAQUALS/ALTE European Language Portfolio (ELP) and in school curricula elaborated from CEFR/ELP descriptors.

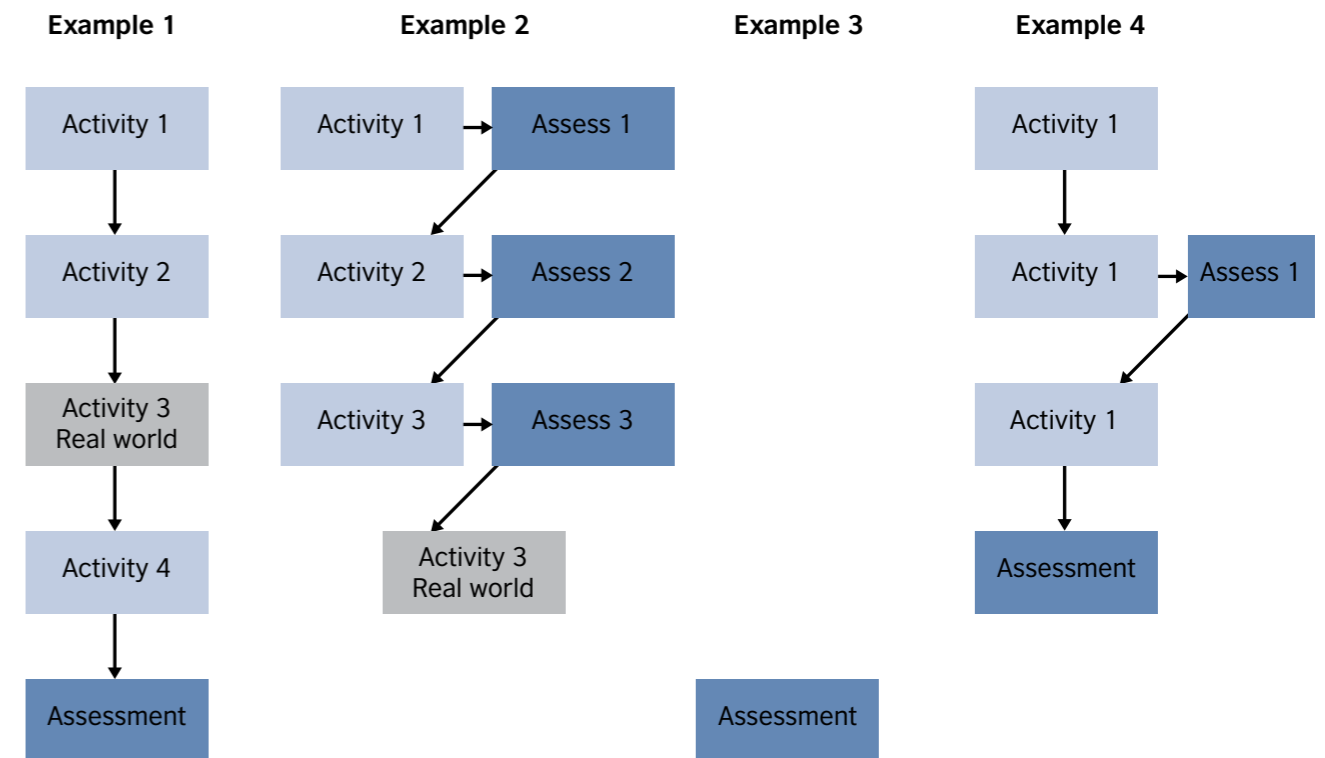
The right hand side of page one lists aspects of competences. CEFR-based descriptors for strategies provided in the EAQUALS descriptor bank and reproduced in the appendices may be useful as a starting point, but there may well be other strategies relevant to the scenario in question. Underneath strategic competences come pragmatic (functional and discourse) and linguistic (grammatical, lexical and phonological/orthographic). Again a CEFR-based scenario developer may find the Core Inventory useful as a starting point in identifying appropriate entries here.

The CEFR-based scenarios provided in Appendix B are given purely for the purpose of illustration. An attempt has been made to provide scenarios that are felt to be in some way archetypical for the different levels in that they involve salient features of the level concerned (cf CEFR Section 3.6), that are of different types and so can provide illustrations of variations for the second page (*Implementation*). Some of these implementations are in order of pedagogic sequence, others ordered by content, others following a real-world action sequence, still others are in the order in which they were brain-stormed. The intention is to demonstrate that whilst there is a logic to standardising the form of the first page (*Objectives overview*) used in an educational institution, flexibility with different formats for the scenario implementation will encourage experimentation and perhaps a link to pedagogic structures that may be familiar to learners from their specific pedagogic culture or training.

The illustrative scenarios provided in Appendix B show only a few of the many variations possible. In most cases, more and/or more detailed processes, tasks and activities can be derived from those presented.

<sup>3</sup> Ortega Calvo, Ángeles (2010), "¿Qué son en realidad los niveles C? Desarrollo de sus descriptores en el MCER y el PEL", en Ortega Calvo (ed.) *Niveles C: Currículos, programación, enseñanza y certificación*, Madrid: IFIIE - Ministerio de Educación, pp. 21-85

The diagram below illustrates some ways in which activities might be sequenced. The variants illustrated in the diagram do not correspond to the particular illustrative scenarios provided in Appendix B.



The number of activities in different scenarios will vary considerably depending on the orientation of the scenario and the type of tasks it implies. The diagram illustrates some possible variants, very many others are possible. Assessment might be conducted in a single task at the end of the module, or in mini-tasks during the module. Peer and self-assessment might be employed as well as teacher assessment. There might in fact be no teaching module; the scenario may be used only as the starting point to design an assessment task.

The CEFR-based scenario concept offers a means to:

- Work top down from real world contexts to identify the competences needed to be successful in them, plus criteria to judge that success. Both the communicative language activities listed and the aspects of competence needed to be successful in them suggest classroom activities. These in turn suggest specific lessons or lesson sequences (=modules), with self-study and project tasks.
- Review existing classroom activities and resources in the light of the needs of real world activities, in a bottom-up process.
- Integrate practice activities and assessment tasks into a coherent module.
- Develop a tasks specification for a test, with the assessment procedure, assessment conditions, marking and grading procedures etc. specified on the second page.

It is a very flexible yet unifying concept that facilitates top-down planning of objectives and bottom-up linking of enabling competences to real world needs.

## 6 A Core Inventory: Documentation of Good Practice

The project team aimed to hold a mirror to the profession and look at how the CEFR is being integrated into classroom practice. The aim was not to tell teachers what to teach. Rather, it is to show how the CEFR can be implemented in classrooms around the world. The project draws on a collective pool of experience with the CEFR. We hope users of the Inventory will find it beneficial to reflect on their experience and their current practice.

The Core Inventory is a documentation of good practice. In the future it will be interesting to compare the Inventory with data-based research conducted with learners (e.g. in the *English Profile* project) and note points of similarity and contrast. Fruitful avenues of research could be opened up to investigate possible explanations or reasons for the differences. Where more contrasts may be expected between an intuition-based and data-based approach is with exponents. The exponents produced in this project are intended to be illustrative rather than exhaustive. They serve as examples to learners and teachers in the same way as course book examples do.

The methodology adopted by the project team could be considered by other institutions. This could provide interesting points of comparison with the results presented in this book. Members of the profession can assess the relevance to their own contexts.

One of the most fascinating aspects of the project was to track points of commonality across the profession. As can be seen in the tables below the relevance of a language point to different CEFR levels can be mapped. The pattern below reflects the analysis of all the data sources drawn on. Team members were genuinely surprised at the extent of agreement between the different types of sources: course books, teachers, examination boards, syllabus writers. This would seem to suggest that across the profession there is broad agreement on, for example, when different aspects of the future should be introduced into the classroom. The lighter shading represents a lower, but still very significant, level of consensus. In Appendix E, less core points are given in italics.

	A1	A2	B1	B2	C1
<b>Future</b>					
Future Time (going to)					
Future Time (present continuous)					
Future Time (will & going to)			Prediction	Prediction	Prediction
Future Continuous				Prediction	Prediction
Future Perfect					Prediction
Future Perfect Continuous					Prediction

A similar consensus can be seen in the table below which shows the order in which modal verbs become relevant to the classroom.

	A1	A2	B1	B2	C1
<b>Modals: Can</b>					
Can/can't					
Can/could					
<b>Modals: Possibility</b>					
Might, may					
Possibly, probably, perhaps					
Might, may, will, probably					
Must/can't (deduction)					
<b>Modals: Obligation &amp; Necessity</b>					
Must/mustn't					
Have to					
Must/have to					
Should					
Ought to					
Need to/needn't					
<b>Modals: Past</b>					
Should have/might have/etc					
Can't have, needn't have					

## 7 Guidelines for Users

The Core Inventory is intended as a reference work not as a practical tool. The aim was to provide a simple overview of the apparent consensus on what constitutes the most important content for teaching and learning at each level. More detailed, comprehensive specifications are already available for levels A2 (*Waystage*) B1 (*Threshold Level*) and B2 (*Vantage Level*).<sup>4</sup> In a few years the *English Profile* project will also provide a detailed analysis of learner language at the different CEFR levels, which may then stimulate a new round of reflection.

The Inventory of an overlapping consensus is, by definition, not complete. The degree of consensus is also noticeably greater at levels A1 to B2 than at C1. Indeed detailed analysis of both syllabus and course book content at C1 revealed that content was dictated to a far greater extent by context, learning purpose and the preferences of the author than was the case at lower levels. Syllabuses for C2 showed even less consensus, except as regards preparation for the CPE examination. The C levels are generally accepted to be the levels most in need of more detailed definition, and it is here that the *English Profile* project is focusing its efforts. The level of consensus was greatest at B1 reflecting the influence of *Threshold Level*, which was originally published in 1976.

A consensus core is also, by definition, inadequate to meet the needs of any particular group of learners. It may give a point of reference, but an analysis of the needs of the learners in question should give the basis for actual teaching. This needs analysis operates at two levels: at a more macro level in the definition of curriculum objectives and at a micro level in relation to needs of a particular class, both in terms of what language learners need for what *they* want to do, and what language they need to address significant gaps in their developing repertoires.

The message therefore is: this inventory may be a convenient tool, but it is to be used with care. Some points of good practice and tempting pitfalls to avoid are listed below:

Do	Don't
Consciously identify real world learners' needs and derive teaching content from genuine real world contexts	Teach obscure corners of the language just "because they are there"
Brainstorm your own CEFR-based scenarios with colleagues and students	Dress up pedagogic activities as real world scenarios
Supplement the points in the Inventory with things you know the learners in your context need	Think you only have to teach what is in the Inventory or that you must teach everything that is in the Inventory
Adapt the exponents to your own context by changing names, place names, activities etc.	Cut and paste lists and exponents uncritically into your syllabus
Give learners language exponents in a context whenever possible	Make learners learn lists of exponents

<sup>4</sup> van Ek, J.A; Trim, J.L.M. (2001): *Waystage*, Cambridge, Cambridge University Press  
 van Ek, J.A; Trim, J.L.M. (2001): *Threshold* 1990, Cambridge, Cambridge University Press  
 van Ek, J.A; Trim, J.L.M. (2001): *Vantage*, Cambridge, Cambridge University Press

## 8 Conclusion

The Core Inventory is not seen as the definitive analysis of the needs of learners of English. It is selective, not comprehensive; it is based on experience and consensus, not data-based analysis of the language that learners actually use. Nevertheless, the British Council and EAQUALS hope that it will be of assistance in helping ELT practitioners engage with the CEFR and to adopt its "action-oriented approach" of working from an analysis of learners' real world needs to learning-focused classroom practice.

CEFR descriptors can be used for **signposting** in curriculum aims, syllabuses, cross-referenced resources lists, weekly/monthly plans, classroom displays, lesson aims, evaluation checklists, report cards, personal profiles, certificates etc. Within a class, such signposting can help to set priorities, explain syllabus choice and lesson relevance, select appropriate communicative tasks and assess progress. Various forms of such signposting are common in EAQUALS member institutions and British Council teaching centres. Sometimes there is an aims box on the whiteboard for each lesson. Sometimes there are displays of the main aims of the level – as in the poster produced in this project. Sometimes there are checklists for teachers to use for planning and for continuous assessment. Sometimes there are report cards, profiles or certificates given to learners. What all approaches have in common is that the signposting provided by the descriptors allows learners to be treated as **partners in the learning process**. As well as defining real world outcomes, the approach can be used to give context, to show *why* one is learning particular language or focusing on particular aspects of language use. In this way it can help to provide a genuinely communicative, competence-focused teaching approach: an "action-oriented approach."

# Appendices

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## Appendix A: Salient Characteristics (CEFR Section 3.6, simplified)

It cannot be overemphasized that Level C2 is **not** intended to imply native-speaker competence or even near native-speaker competence. Both the original research and a project using CEF descriptors to rate mother-tongue as well as foreign language competence (North 2002: CEF Case Studies volume) showed the existence of ambilingual speakers well above the highest defined level (C2). Wilkins had identified a seventh level of “Ambilingual Proficiency” in his 1978 proposal for a European scale for unit-credit schemes. Italics in the text below represents direct citation of CEFR descriptors.

### C2

**Level C2**, labelled, ‘**Mastery**’ is intended to characterise the degree of precision, appropriateness and ease with the language which typifies the speech of those who have been highly successful learners. Descriptors calibrated here include: *convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices; has a good command of idiomatic expressions and colloquialisms with awareness of connotative level of meaning; backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.*

### C1

**Level C1** was labelled **Effective Operational Proficiency**. What seems to characterise this level is good access to a broad range of language, which allows fluent, spontaneous communication, as illustrated by the following examples: *Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.*

The discourse skills characterising the previous band continue to be evident at Level C1, with an emphasis on more fluency, for example: *select a suitable phrase from a fluent repertoire of discourse functions to preface his remarks in order to get the floor, or to gain time and keep it whilst thinking; produce clear, smoothly-flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices*

### B2+

This band represents a **strong Vantage** performance. The focus on argument, effective social discourse and on language awareness which appears at B2 continues. However, the focus on argument and social discourse can also be interpreted as a new focus on discourse skills. This new degree of discourse competence shows itself in conversational management (co-operating strategies): *give feedback on and follow up statements and inferences by other speakers and so help the development of the discussion; relate own contribution skilfully to those of other speakers.* It is also apparent in relation to coherence/cohesion: *use a variety of linking words efficiently to mark clearly the relationships between ideas; develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail.* Finally, it is at this band that there is a concentration of items on negotiating.

## B2

Descriptors calibrated at **Level B2** represent quite a break with the content so far.

For example at the lower end of the band there is a focus on effective argument: *account for and sustain his opinions in discussion by providing relevant explanations, arguments and comments; explain a viewpoint on a topical issue giving the advantages and disadvantages of various options; develop an argument giving reasons in support of or against a particular point of view; take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.*

Secondly, running right through the level there are two new focuses. The first is being able to more than hold your own in social discourse: e.g. *understand in detail what is said to him/her in the standard spoken language even in a noisy environment; initiate discourse, take his turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly; interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party.*

The second new focus is a new degree of language awareness: *correct mistakes if they have led to misunderstandings; make a note of "favourite mistakes" and consciously monitor speech for it/them; generally correct slips and errors if he/she becomes conscious of them.*

## B1+

This band seems to be a **strong Threshold** performance. The same two main features at B1 continue to be present, with the addition of a number of descriptors which focus on the exchange of quantities of information, for example: *provide concrete information required in an interview/consultation (e.g. describe symptoms to a doctor) but does so with limited precision; explain why something is a problem; summarise and give his or her opinion about a short story, article, talk, discussion interview, or documentary and answer further questions of detail; carry out a prepared interview, checking and confirming information, though he/she may occasionally has to ask for repetition if the other person's response is rapid or extended; describe how to do something, giving detailed instructions; exchange accumulated factual information on familiar routine and non-routine matters within his field with some confidence.*

## B1

**Level B1** reflects the **Threshold Level** specification and is perhaps most categorised by two features. The first feature is the ability to maintain interaction and get across what you want to, in a range of contexts, for example: *generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect; express the main point he/she wants to make comprehensibly; keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.* The second feature is the ability to cope flexibly with problems in everyday life, for example *cope with less routine situations on public transport; deal with most situations likely to arise when making travel arrangements through an agent or when actually travelling; enter unprepared into conversations on familiar topics.*

## A2+

This band represents a **strong Waystage** (A2+) performance. What is noticeable here is more active participation in conversation given some assistance and certain limitations, for example: *understand enough to manage simple, routine exchanges without undue effort; make him/herself understood and exchange ideas and information on familiar topics in*

*predictable everyday situations, provided the other person helps if necessary; deal with everyday situations with predictable content, though he/she will generally have to compromise the message and search for words; plus significantly more ability to sustain monologues, for example: express how he/she feels in simple terms; give an extended description of everyday aspects of his environment e.g. people, places, a job or study experience; describe past activities and personal experiences; describe habits and routines; describe plans and arrangements; explain what he/she likes or dislikes about something.*

## A2

**Level A2** appears to reflect the level referred to by the **Waystage** specification. It is at this level that the majority of descriptors stating social functions are to be found, like *use simple everyday polite forms of greeting and address; greet people, ask how they are and react to news; handle very short social exchanges; ask and answer questions about what they do at work and in free time; make and respond to invitations; discuss what to do, where to go and make arrangements to meet; make and accept offers.* Here too are to be found descriptors on getting out and about: the simplified cut-down version of the full set of transactional specifications in "The Threshold Level" for adults living abroad, like: *make simple transactions in shops, post offices or banks; get simple information about travel; use public transport: buses, trains, and taxis, ask for basic information, ask and give directions, and buy tickets; ask for and provide everyday goods and services.*

## A1

**Level A1** is the lowest level of generative language use - the point at which the learner can *interact in a simple way, ask and answer simple questions about themselves, where they live, people they know, and things they have, initiate and respond to simple statements in areas of immediate need or on very familiar topics,* rather than relying purely on a very finite rehearsed, lexically organised repertoire of situation-specific phrases.

DOMAIN	CONTEXT	TASKS	ACTIVITIES	TEXTS
Personal Public	Places: airports, hotels, shops, restaurants, public transport, entertainment People: officials, hotel/shop & other personnel, other travellers/holidaymakers	Getting information to book a trip Travelling Contracting and using services (e.g. hire & pick up car; check in at hotel) Finding your way Socializing	Listening to announcements & instructions Reading instructions/for information & orientation Spoken Production Spoken Interaction Written Production	Sustained monologue: description Transactions, conversations Forms, postcards Notices, instructions, brochures

LEVEL	A1
CAN-DO*	Can understand questions and instructions addressed carefully and slowly to him/her, and follow short, simple directions. Can understand numbers, prices and times. Can ask for and give personal information (address, telephone number, nationality, age, family, and hobbies). Can handle numbers, quantities, cost and time. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.
<b>CRITERIA*</b>	
Interaction	Can interact in a simple way but communication is totally dependent on repetition, rephrasing and repair.
Coherence	Can link words or groups of words with very basic linear connectors like "and" or "then".
Range	Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations.

COMPETENCES		
STRATEGIC	Establish contact with people using simple words, phrases and gestures Ask someone to repeat what they said more slowly Invite help with gesture when you don't know the word	
PRAGMATIC	Functional	Understanding and using numbers Understanding and using prices Greetings Giving personal information Understanding simple directions and instructions
	Discourse	Connecting words (and, but, because)
LINGUISTIC	Grammatical	Simple verb forms Questions Present simple I'd like Prepositions and prepositional phrases
	Lexical	Nationalities and countries Personal information Things in the town, shops and shopping

This is a sequence of assessed tasks related to a sequence of tasks associated with being on holiday. The precise order of activities is left to the teacher or learner.

Susan Sheehan

EXPONENT	COMPETENCE	ACTIVITY	ASSESSMENT
There are 500 people in our village How much does the room cost? 45 Euros per night	Understanding & using numbers Understanding & using prices	Teacher presentation and controlled practice using appropriate course book or other available materials	Sequence of short role plays
Hi John, how are you today? My name is Carlos I am from the north of China I live in Beirut	Greetings Giving personal information	Teacher presentation and controlled practice using appropriate course book or other available materials. This can be developed into a mingle activity.	Group mingle can be an assessed activity
The hotel is on the left Go to the end of the street and turn right Where is the supermarket? It's straight ahead	Understanding simple directions and instructions Prepositions and prepositional phrases	Teacher presentation using appropriate visual materials. Students complete an information gap activity or a real world mystery tour.	Students complete a map activity in pairs
She lives in Switzerland and goes skiing a lot I don't like Indian food but I like Chinese	Connecting words (and, but, because)	Using short texts teacher asks students to notice the connecting words and the role they play in the text. For homework students complete a text with the necessary connecting words.	Students write a postcard and teacher assesses how the connecting words are used
Are you French? No I'm not Is she from Egypt? What is your name? How much does it cost? Pedro is Spanish but he works in France She's married and has three children I am 26 years old, single and I work in a bank No I'm not tired France is a wonderful country I am a psychology student at the moment	Questions Nationalities and countries Personal information Simple verb forms Present simple	After appropriate presentation by teacher students engage in a mingling activity asking and answering personal questions and questions about nationalities and countries if it is a multi-national task or role play an international gathering.	Completing an immigration form/landing card/hotel check-in form Role plays of the following situations: picking a car up at the airport, checking in to a hotel, planning and booking a day trip
Where is the supermarket/train station? How much does this cost? Does this bus go to the town centre? I want to buy a phone I'd like a cup of coffee/I'd like to go home	Things in the town, shops and shopping Travel & services vocabulary I'd like	Teacher presentation using appropriate visual aids and course book materials. Students perform controlled practice in pairs.	Role play in a shop, obtaining travel services
	Establish contact with people using simple words, phrases and gestures Ask someone to repeat what they said more slowly Invite help with gesture when you don't know the word	Teacher presentation and practice in small groups/pairs.	This assessment can be integrated in the role plays outlined above

DOMAIN	CONTEXT	TASKS	ACTIVITIES	TEXTS
Personal	Place: workplace, school People: friends or colleagues	Planning an outing in a small group Finding information on where to go/what's on Presenting the plan Reaching consensus on the final plan	Reading for orientation Spoken interaction: informal discussion with friends Spoken production: sustained monologue	Informational printed material (brochures, leaflets etc) Calendars, programmes and descriptions (on websites) Informal discussion

LEVEL	A2
CAN-DOS*	Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time. Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events /advertisements, prospectuses, menus, reference lists and timetables. Can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations. Can discuss everyday practical issues in a simple way: what to do, where to go and make arrangements to meet. Can make and respond to suggestions. Can agree and disagree with others.
CRITERIA*	
FLUENCY	Can make him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident.
RANGE:	Can communicate what he/she wants to say in a simple and direct exchange of limited information on familiar and routine matters. Can use basic sentence patterns and communicate with memorised phrases, groups of a few words. Has sufficient vocabulary to conduct everyday discussion involving familiar situations and topics.
ACCURACY	It is usually clear what he/she is trying to say.
COHERENCE	Can link groups of words with simple connectors like "and, "but" and "because".
INTERACTION	Can use simple techniques to start, maintain, or end a short turn in conversation.

\*From the CEFR.  
Overview and implementation: Brian North

**SCENARIO IMPLEMENTATION**

The educational context is an intensive course in a region where the language is spoken. Activities are presented in a possible order; however, other sequencing is clearly possible.

SEQ	COMPETENCES	STUDY CONTEXT	ACTIVITIES	MATERIALS
1	Describing past experiences Past simple Things in the town Travel and services vocabulary	Classroom– Teacher 1	Warm-up - Teacher-led Pair information gap Writing a short text describing experiences	Students' weekends. No specific material
2	Prepositional phrases (time, place and movement) Prepositions of time (at/on/in)	Computer room, paired learners Homework	Quizzes with remedial exercise practice Exercise	M/C computer quizzes, easy / difficult Gap fill teacher-produced test
3	Scan for specific services /information (e.g. times, prices) Things in the town vocabulary Travel and services vocabulary Describing places Describing activities Managing interaction	Classroom– Teacher 2	Search reading activity Information-gap group work	Authentic leaflets, brochures, adverts etc for tourist and cultural offers
4	Suggestions Simple connectors "and" "but" and "because" Agreeing and disagreeing	Classroom– Teacher 1 Homework	Presentation + practice Completing dialogues	Coursebook
5	Skim to identify relevant texts, sections of texts Describing activities	Homework/ computer room alone	Web search	List of suggested information sites Google and other search engines
6	Questions Things in the town vocabulary Travel and services vocabulary Ask for clarification about key words or phrases not understood using stock phrases. Use an inadequate word from repertoire and use gesture to clarify.	Homework Classroom Out on the town	Preparing questions Sharing and correcting questions Role-playing rehearsals Collecting information from information services and venues - Face to face - Telephone	Students think up the questions and write them down. No specific material
7	All	Classroom– Teacher 1	Search reading activity Relating offers found Small group discussion – consensus task	Websites and infos identified and collected by students

COMPETENCES	
STRATEGIC	Skim to identify relevant texts, sections of texts. Scan for specific services/information (e.g. times, prices). Ask for clarification about key words or phrases not understood using stock phrases. Use an inadequate word from repertoire and use gesture to clarify.
PRAGMATIC	Functional Describing places Describing activities Describing past experiences Suggestions Agreeing and disagreeing Managing interaction Simple connectors "and" "but" and "because"
LINGUISTIC	Discourse Grammatical Present simple Prepositional phrases (time, place and movement) Prepositions of time (at/on/in) Questions Zero and 1st conditionals Could (possibility) Modals: should Past simple Lexical Things in the town Travel and services vocabulary

## SCENARIO: ONLINE FORUM

B1

DOMAIN	CONTEXT	TASK	ACTIVITIES	TEXTS				
Occupational/ Personal	Setting: Work/domestic Location: home/office People: online acquaintances	Reading online comments/conversation Contributing to online discussion Giving/responding to feedback	Participating in online discussion/debate Written production	Messageboard/blog posts				
LEVEL	B1							
CAN-DOS*	<p>Can read columns/blogs and other entries in which someone takes a stand on a current topic or event and understand the overall meaning of the text.</p> <p>Can guess the meaning of single unknown words from the context thus deducing the meaning of expressions if the topic is familiar.</p> <p>Can understand, in private letters, those parts dealing with events, feelings and wishes well enough to correspond regularly with a pen friend..</p> <p>Can write simple connected texts on a range of topics within his/her field of interest and can express personal views and opinions.</p> <p>Can write personal messages to friends or acquaintances asking for or giving them news and narrating events.</p>							
CRITERIA*	COMPETENCES							
APPROPRIATENESS	Is aware of the salient politeness conventions and acts appropriately.	<p>STRATEGIC</p> <p>identify unfamiliar words from the context on topics related to his/her field and interests.</p> <p>Identify key points and ideas in a text on a familiar topic and avoid being distracted by subsidiary points.</p> <p>Intervene in a (written) discussion on a familiar topic.</p> <p>Ask someone to clarify or elaborate what he or she has just said.</p> <p>Correct slips and errors if he/she becomes conscious of them or if they have led to misunderstandings</p>						
COHERENCE	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.	<p>PRAGMATIC</p> <table border="1"> <tr> <td>Functional</td> <td>describing experiences and events Expressing opinions: language of agreeing and disagreeing Managing interaction</td> </tr> <tr> <td>Discourse</td> <td>Connecting words expressing cause and effect, contrast etc</td> </tr> </table>			Functional	describing experiences and events Expressing opinions: language of agreeing and disagreeing Managing interaction	Discourse	Connecting words expressing cause and effect, contrast etc
Functional	describing experiences and events Expressing opinions: language of agreeing and disagreeing Managing interaction							
Discourse	Connecting words expressing cause and effect, contrast etc							
RANGE	Has enough language to get by, with sufficient vocabulary to express him/herself on topics such as hobbies and interests, work, travel, and current events.	<p>LINGUISTIC</p> <table border="1"> <tr> <td>Grammatical</td> <td>Comparatives and superlatives Conditionals, 1st and 2nd Modals – might, may, will, Modals – should have, might have etc Range of verb forms (past, present and future) Reported speech</td> </tr> <tr> <td>Lexical</td> <td>Collocation and lexis related to familiar topics and interests</td> </tr> </table>			Grammatical	Comparatives and superlatives Conditionals, 1st and 2nd Modals – might, may, will, Modals – should have, might have etc Range of verb forms (past, present and future) Reported speech	Lexical	Collocation and lexis related to familiar topics and interests
Grammatical	Comparatives and superlatives Conditionals, 1st and 2nd Modals – might, may, will, Modals – should have, might have etc Range of verb forms (past, present and future) Reported speech							
Lexical	Collocation and lexis related to familiar topics and interests							
COMPREHENSION	Can identify the main conclusions in clearly signalled argumentative texts. Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.							
ACCURACY	Can express the main point he/she wants to make comprehensibly with reasonable precision. Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express.							

\* From the CEFR. Portfolio or school's adapted descriptors might be used. Overview & Implementation: Howard Smith

## SCENARIO IMPLEMENTATION

Activities were brainstormed in the order shown and assigned to a stage of the process. See below for suggestions on sequencing.

STAGE	COMPETENCES	STUDY CONTEXT	ACTIVITIES	MATERIALS/SOURCES
1	Lexis/grammar Strategy - Identify key points and ideas in a text on a familiar topic and avoid being distracted by subsidiary points	Classroom – pairs/individuals	Discourse analysis – Identify core topic vocabulary and frequent grammar/structure. Examine text structure.	Pages from online messageboard/blog on subject of learner interest.
2	Grammar	Self-study	Practice exercises on key grammatical structures	Grammar practice material
4	Describing experiences/events Grammar – range of verb forms, mixing verb forms	Classroom self-study	Grammar practice activities Process writing – short descriptive text	
4	Expressing opinion/agreeing disagreeing	Classroom - groups	Intensive discussion activity – short opinion followed by reaction	Realia (e.g. film/books/music etc)
4	Written interaction – managing interaction – ask for clarification – correct slips/errors	Classroom – whole class	Fast writing/note passing	
3	Identify unknown language from context – Identify key points and ideas in a text on a familiar topic and avoid being distracted by subsidiary points	Classroom	Reading comprehension – work on identifying main points, recognising opinion.	Texts from special interest magazines/websites Word-clouds
1	Lexis	Self-study	Mind-mapping topic lexis and collocations	
2	Discourse – connecting expressions	Classroom – pairs/individuals	Review/practise basic discourse markers	Course book
3	Pragmatic – agreeing disagreeing/politeness conventions Reading – understanding main ideas	Classroom	Analysis/discussion of conventions in online vs other discourse models	Article – “Netiquette”
5	All	Home/Self-study	Participate in online discussion	
1	Lexis	Classroom	Use search engine to find appropriate/message board	Computer search engine
5	All	Self-study with teacher support	Prepare and deliver report/presentation on experiences with online discussion	
1	Lexis Strategy - Identify key points and ideas in a text on a familiar topic and avoid being distracted by subsidiary points	Classroom – whole class	Identify topic and key content from extracted lexis	Online texts Wordle word clouds
5	All	Classroom	Simulation of online discussion – either on networked computers or pen-paper	Networked or stand-alone computer – institutional website/VLE

Possible teaching sequence, envisaged as extending over a number of lessons though could be compressed / reduced.

- 1 Introduction of topic – introducing message board/blog posting – identifying key lexis – finding appropriate site – analysing discourse features – analysing language features
- 2 Lexis and grammar – working on lexis and structure
- 3 Reading skills – text comprehension work
- 4 Writing skills – writing accurately and fluently – managing interaction
- 5 Extension and report – extending language work into the real world and reporting back (note: activities labelled 5 above could be alternatives for an extension activity or could complement each other, perhaps being used at different stages of the teaching sequence)



DOMAIN	CONTEXT	TASKS	ACTIVITIES	TEXTS
Occupational	Organisation: corporation, bank, sponsorship donors Location: office Persons: management committee / potential donors / bank manager	Making a proposal Responding to objections / follow up questions Summarise your case	Spoken Production Spoken Interaction	Sustained monologue Q and A

LEVEL	B2	COMPETENCES	
CAN-DOS*	Can give a clear, prepared presentation, giving reasons in support of a product and giving the advantages and disadvantages of various options. Can take a series of follow up questions with a degree of fluency and spontaneity which pose no strain for either him/herself or the audience. Can account for and sustain own opinions by providing relevant explanations, arguments and comments.	STRATEGIC	Plan what is to be said and the means to say it, considering the effect on the recipient/s. Use circumlocution and paraphrase to cover gaps in vocabulary and structure. Use stock phrases (e.g. "That's a difficult question to answer") to gain time whilst formulating what to say. Follow up what people say, relating contribution to those of others.
CRITERIA*		PRAGMATIC	
FLUENCY	Can communicate spontaneously, often showing remarkable fluency, ease of expression and fairly even tempo in longer, complex stretches of speech. He/she can be hesitant as he/she searches for patterns and expressions but there are few noticeably long pauses.	Functional	Discourse Explaining a rationale Developing an argument Giving precise information Responding to counterarguments Synthesizing, evaluating information Persuading
COHERENCE	Can use a limited number of linking expressions to mark clearly the relationships between ideas. Can respond appropriately to questions.	Discourse	Complex sentences Summarising your case Connecting words expressing cause and effect, contrast, etc.
RANGE	Has a sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words, using some complex sentence forms to do so.	LINGUISTIC	Grammatical Phonological Passive forms Conditional forms Complex noun phrases Collocation of intensifiers
ACCURACY	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. Has a clear, natural, pronunciation and intonation.	Lexical	Various collocations Giving emphasis Intonation patterns

\* Taken and adapted from the CEFR. Overview & Implementation: Nareene Kaloyan

## SCENARIO IMPLEMENTATION

This scenario can be implemented in at least 3 ways leading up to one of the following:

- 1 Classroom activity. Simulating the popular TV programme Dragon's Den. Each person/team presents their idea to the rest of the class who take the role of the panel of experts/investors.
- 2 Assessment task. A dossier and/or presentation to a panel of examiners e.g. the school's centre manager, academic manager and a teacher.
- 3 Real task. Entering a competition to win some real money to realise the project. This is often done in sixth form or business colleges.

The enabling activities below are presented in the order in which they were brainstormed. The teaching sequence will depend on the context. For the competition/ assessment task there may be no teaching involved. The students might receive some limited support or advice in a tutorial or two with their teacher.

COMPETENCES	STUDY CONTEXT	SUGGESTED ACTIVITIES	MATERIALS	LINK TO CRITERIA
Strategic: structuring an argument, using stock phrases to gain time	Classroom Individual work Pairs / groups	Authentic listening to an extract from a persuasive argument. Two or three recognition activities, e.g. ticking off stock phrases used, analysis of argument structure/ development, etc. Follow up with practice (e.g. Q & A- where learners need to gain time to formulate their responses)	A recording of a television/ radio programme (reality show, political, current affairs, etc.)	Can respond appropriately to questions.
Linguistic: collocation of intensifiers	Classroom Individual work	Self-discovery activity, e.g. correcting incorrect collocations from a listening text, followed by written practice, e.g. enriching/expanding a text with intensifiers	TV programme / course book listening / live listening to teacher	Has a sufficient range of language to be able to give clear descriptions.
Linguistic / phonological: giving emphasis, intonation patterns	Classroom Whole class Pairs	Discovery of phonological features, drilling and pair work practice	Course book or pronunciation book	Has a clear, natural, pronunciation and intonation.
Pragmatic: summarising, synthesising, evaluating	Research at home Groups / pairs	Learners find examples of patented inventions/products with pictures and descriptions. Summarise key positive features to one another in groups	Research on internet, e.g. a US patents website	
Linguistic: complex sentences, complex noun phrases	Classroom	Expanding simple sentences / deconstructing complex sentences. Raising awareness to formation of complex noun phrases, verb phrases and sentence structure. Learners practice making complex sentences which may be illogical in meaning whilst being grammatically correct and therefore coherent.	None	Shows a relatively high degree of grammatical control.
Linguistic: passives review, connecting words to express cause and effect / sequencing	Classroom Home	Recognition. Mining a newspaper text for passive forms, connecting words. Controlled practice. At home, learners write a description of a process in which an everyday household product was made, developed etc.	News article (on business, finance, a particular product/ innovation)	Can use a limited number of linking expressions to mark clearly the relationships between ideas.
Pragmatic: persuading, giving precise information  Linguistic: conditionals review, collocation of intensifiers	Classroom	Watching infomercials and drawing attention to language and techniques of persuasion. Learners role-play selling each other various products or they simulate a radio advertisement. Can vote for the product they were most persuaded to buy, analyse each other's performance, give feedback.	Pictures of products Recordings of television infomercials	Has a sufficient range of language to be able to give clear descriptions.

DOMAIN	CONTEXT	TASKS	ACTIVITIES	TEXTS
Educational	Location: University / College Persons: Tutors/ Lecturers/ Researchers / Fellow students	Plan research Collect data Produce academic paper	Listening as a member of a live audience (lectures) Taking & making notes Reading for information and argument Writing an essay	Sustained monologue (Lectures) Articles, reports & other academic/ scientific texts Notes, outline, essay

LEVEL	C1
CAN-DOS	<p>Can follow most lectures with relative ease, even when not clearly structured and when relationships are only implied and not signalled explicitly.</p> <p>Can take detailed notes during a lecture on topics in his/her field of interest, recording the information so accurately and so close to the original that the notes could also be useful to other people.</p> <p>Can understand in detail lengthy, complex texts likely to be encountered in academic life, identifying finer points of detail including attitudes and implied as well as stated opinion, provided he/she can reread difficult sections.</p> <p>Can summarise long, demanding texts. Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, integrating sub-themes, developing particular points expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion.</p>
<b>CRITERIA</b>	
ACCURACY	Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot. Spelling is accurate, apart from occasional slips of the pen.
COHESION	Can produce clear, well-structured texts, showing controlled use of organisational patterns, connectors and cohesive devices. Layout, paragraphing and punctuation are consistent and helpful.
RANGE	Can select an appropriate formulation from a broad range of language to express herself / himself clearly, without having to restrict what she/he wants to say.
PRECISION	Can pass on detailed information reliably. Can qualify opinions and statements precisely.

COMPETENCES		
SOCIO-CULTURAL	Knowledge of scientific contents	
SOCIOLINGUISTIC	Conventions of format & style of academic genres Register	
STRATEGIC	Inferencing: Use contextual, grammatical and lexical cues to infer attitude and intentions in other authors. Planning: Prepare an outline, integrating points from different sources. Relate own contribution skilfully to those of other authors. Editing: Drafting and redrafting	
PRAGMATIC	Functional	Defining & describing in detail Synthesizing, evaluating, glossing info Developing an argument systematically Exemplifying Speculating and hypothesising about causes, consequences, etc
	Discourse	Paraphrasing & summarising Formal logical markers Complex sentences Addition, sequence & contrast (moreover, consequently . . . )
LINGUISTIC	Grammatical	Mixed conditionals All passives Modals in the past
	Lexical	Topic-related collocations Greek/Latin derived technical words
	Orthograph	Greek/Latin derived technical words Abbreviations, acronyms & symbols

\* From the CEFR  
Overview & Implementation: Angeles Ortega

	REAL WORLD ACTIONS	LEARNING ACTIONS	LEARNING SPACE	RESOURCES
Plan research	Learn about Doing Research & Academic Writing (DRAW) conventions	<ul style="list-style-type: none"> <li>Awareness-raising activity: Brainstorm DRAW steps and features</li> <li>Listen to (10'-15') lecture by teacher on DRAW and take notes</li> <li>Compare notes and draw conclusions (pairs → groups → whole class)</li> <li>Brainstorm ideas for improving oral reception and note-taking</li> <li>Listening cues (nonverbal, prosodic, discourse markers, syntax), and practise</li> <li>Note-taking cues (Linear: layout, headings, numbering, indentation, underlining, abbreviation, symbols; Branching/Mind maps), and practise. Peer assess notes</li> </ul>	Classroom Pairs Groups Whole class	Manuals Reference books Listening exercises Note-taking exercises Notes templates Sample outlines Data projector
	Organise process Choose and focus topic State thesis Write outline	<ul style="list-style-type: none"> <li>Discuss possible shared topic(s) and different points of view</li> <li>Choose common topic and individual viewpoint</li> <li>Plan order (sequence, comparison, contrast)</li> <li>Write topic/thesis sentence</li> <li>Study samples of general and other types of outline → Write outline</li> <li>Review plagiarism and how to avoid it (paraphrasing, summarising, quoting, referencing)</li> </ul>		
Collect data	Find sources	<ul style="list-style-type: none"> <li>Listen to (15'-20') lecture by teacher on evaluating sources and content, and take notes</li> <li>Web-quest for more info on sources and referencing formats (BSI, APA, MLA)</li> </ul>	Classroom Pairs Groups Whole class Self-access centre Library Home	Browsers General & subject encyclopaedias Academic publications Online/live lectures Reading exercises Reference skills exercises Data projector
	Read about topic Listen to lectures on topic Take notes Make notes Copy quotes Take references	<ul style="list-style-type: none"> <li>Reading comprehension and efficiency cues</li> <li>Practise to improve reading efficiency (anticipation, reading speed, timed reading)</li> <li>Practise to improve reading comprehension (markers, increase vocabulary range)</li> <li>Read about topic (5 sources from books, journals, dissertations, other) and make notes, copy quotes, take references following formats. Practise quoting and referencing</li> <li>Listen to (45'-60') lecture on topic by guest lecturer / online and take notes</li> <li>In pairs compare and improve notes</li> <li>Rewrite outline on feedback from sources, peers and teacher</li> </ul>		
Produce paper	Write draft First editing Redraft Second editing Final version	<ul style="list-style-type: none"> <li>Analyse essays/papers for type text related format/discourse/syntax/lexis patterns</li> <li>Practise sentence-clause structure &amp; paragraphing (divide into paragraphs; expand paragraphs from topic sentences), paraphrasing, summarising (samples and exercises)</li> <li>Write rough draft following outline (synthesize, cite and personal thesis). Topic sentences + supporting points for Intro-Body-Conclusion. Peer check for logical gaps and general errors. Improve organization, sentence-clause structure, sub-themes, examples</li> <li>Write second draft on peer feedback. Enrich description (modifiers, specific lexis); Provide transition (addition, sequence &amp; contrast markers; formal logical markers); Adapt register (passives, modals, conditionals); Extend support (quotes, footnotes, endnotes, bibliographies) → Self assess with revising checklist</li> <li>Type final version. Focus on accuracy (correction codes). Check with dictionaries and advanced grammars → Teacher one-to-one feedback</li> <li>Brainstorm general and specific aspects to improve along the DRAW process</li> </ul>	Classroom Pairs Groups Whole class Self-access centre Library Home E-mail communication	Sample essays Revising checklists Correction codes Advanced grammars Dictionaries Subject dictionaries Style Manuals Word processor E-mail

# Appendix C Mapping Text Types

Produced by Brian North from analysis of CEFR descriptors: copyright withheld for a forthcoming publication.

	A1	A2	B1	B2	C1
<b>Written Sources</b>					
signs and notices	simple	everyday			
directions	A to B		detailed		
technical instructions		telephone		complex	outside area
warnings on hazards				detailed	
regulations		safety		detailed	complex
conditions				details	
menus	simple				
maps, tourist leaflets & posters*					
advertisements	simple				
timetables	simple				
reference lists (Yellow pages etc)					
webpages, catalogues					
brochures and leaflets					
guides			short		
forms, invoices					
correspondence: formal letters		basic			
official documents			short		
technical texts (e.g. contracts)					
factual descriptions	visual too		events		
newspaper & magazine articles		events	main point		
factual texts, articles and reports					
lengthy complex texts, reports etc.					
highly specialised sources					
argumentative texts			conclusion		
reviews, editorials, commentaries					
narratives					
anecdotes, jokes			simpler		
fiction			simplified		
literature				standard	
messages on postcards					
short text message/Twitter					
correspondence: informal letters		short, simple			
personal descriptions			feel, wish	feel, wish	literary

	A1	A2	B1	B2	C1
<b>Spoken Sources</b>					
interlocutor					
3rd party interaction		topic	main points	modified	complex
discussions and debates			everyday	modified	complex
technical discussions					complex
directions		A to B	detailed		
messages		main point			
announcements		main point			distorted
instructions				everyday	complex
conditions, warnings					
lectures, talks, presentations		outline	essentials		nonstandard
film			visual/action		idiomatic
shows, drama					idiomatic
TV news reports		events			
TV interviews					
TV documentaries			visual/action		
TV current affairs					
TV talk shows					
radio news			main points		
radio documentaries					
wide range of radio broadcasts					
narratives					
recorded passages		short, slow			
recorded audio materials			simpler	standard	
* CEFR= simple informational material					

# Appendix D Mapping Language Content

Produced from main project sources (descriptor analysis, analysis of CEFR-based syllabi, course books, examination content)

	A1	A2	B1	B2	C1
<b>Functions / Notions</b>					
Numbers					
Prices					
Telling the time					
Directions					
Greetings					
Giving personal information					
Describing habits and routines					
Describing people					
Describing things					
Requests					
Suggestions					
Advice					
Invitations					
Offers					
Arrangements/ -ing to meet people					
Obligation and necessity					
Describing places					
Describing past experiences & storytelling					
Describing feelings, emotion, attitudes					precisely
Describing hopes and plans					
Giving precise information					
Expressing abstract ideas					
Expressing certainty, probability, doubt					
Generalising and qualifying					
Synthesizing, evaluating, glossing info					
Speculating, and hypothesing					hypothesising
Expressing opinions					tentatively
Expressing shades of opinion					
Expressing Agreement / disagreement					
Expressing reaction, e.g. indifference					
Critiquing and reviewing					
Developing an argument					systematically
Conceding a point					
Emphasizing a point, feeling, issue					
Defending a point of view					persuasively
Responding to counterarguments					

<b>Discourse Functions</b>					
Initiating and closing conversation					
Checking understanding					
Managing interaction (interrupting, changing topic, resuming or continuing)					
Taking the initiative in interaction					
Encouraging and inviting another speaker to continue, come in					
Interacting informally, reacting, expressing interest, sympathy, surprise					
<b>Discourse Markers</b>					
Connecting words, and, but, because					
Linkers: sequential - past time		first, finally		subsequently	
Connecting words expressing cause and effect, contrast etc					
Linkers: although, in spite of, despite					
Linking devices: logical markers					
Markers to structure informal spoken discourse					
Discourse markers to structure formal speech					
Markers to structure and signpost formal and informal speech and writing					
<b>Simple Verb Forms</b>					
To be					
Have got (British)					
Imperatives (+/- )					
<b>Questions</b>					
Questions forms					
Wh-questions in the past					
Complex question tags					
<b>Present</b>					
Simple Present					
Present Continuous					
<b>Past</b>					
Simple Past				Narrative	Narrative
Past Continuous				Narrative	Narrative
Used to				Narrative	Narrative
Would expressing habit in the past					Narrative
Past Perfect				Narrative	Narrative
Past Perfect Continuous					Narrative
<b>Future</b>					
Future Time (going to)					
Future Time (present continuous)					
Future Time (will & going to)			Prediction	Prediction	Prediction
Future Continuous				Prediction	Prediction
Future Perfect					Prediction
Future Perfect Continuous					Prediction

Present Perfect					
Present Perfect					
Present Perfect / Past Simple					
Present Perfect Continuous					
Gerund & Infinitive					
I'd like					
Gerunds					
to + infinitive (express purpose)					
Verb + to + infinitive					
Conditionals					
Zero and 1st conditional					
2nd and 3rd conditional					
Mixed conditionals					
Wish/if only & regrets					
Phrasal Verbs					
Common phrasal verbs					
Extended phrasal verbs					splitting
Passives					
Simple passive					
All passive forms					
Other Verb Forms					
Reported speech (range of tenses)					
Relative clauses					
Modals: Can					
Can/can't					
Can/could					
Modals: Possibility					
Might, may					
Possibly, probably, perhaps					
Might, may, will, probably					
Must/can't (deduction)					
Modals: Obligation & Necessity					
Must/mustn't					
Have to					
Must/have to					
Should					
Ought to					
Need to/needn't					
Modals: Past					
Should have/might have/etc					
Can't have, needn't have					
Nouns					
Countable and uncountable	v. Common				
There is/there are					

Pronouns					
Personal - subject					
Possessives					
Possessive adjectives					
Use of 's, s'					
Possessive pronouns					
Prepositions and prepositional phrases					
Common prepositions					
Prepositional phrases (time & movement)					
Prepositional phrases (place & time)					
Articles					
Definite, indefinite					
Zero article with uncountable nouns					
Definite article with superlatives					
With countable and uncountable nouns					
With abstract nouns					
Determiners					
Basic (e.g. any, some, a lot of)					
Wider range (e.g. all, none, not (any), enough, (a) few)					
Broad range (e.g. all the, most, both)					
Adjectives					
Common					
Demonstrative					
Ending -ed + -ing					
Collocation of adjective					
Comparative, superlative					
Comparisons with fewer and less					
Adverbs					
Adverbs of frequency					
Simple adverbs of place, manner and time					
Adverbial phrases of time, place & frequency, incl word order					
(Adjectives and ) adverbs					
Adverbial phrases of degree, extent, probability					
Comparative and superlative of adverbs					
Attitudinal adverbs					
Inversion (negative adverbials) Hardly..?					
Intensifiers					
Very basic (very, really)					
Basic (quite so, a bit)					
Broader range of intensifiers such as too, enough					

Wide range such as extremely, much too					
Collocation of intensifiers					
<b>Lexis</b>					
Nationalities and countries					
Personal information					
Food and drink					
Things in the town, shops and shopping					
Travel and services vocab					
Verbs, basic					
Clothes					
Colours					
Dimensions					
Ways of travelling					
Objects and rooms					
Adjectives: personality, description, feelings					
Contrasting opinions - on the one hand ...					
Summarising exponents; briefly, all in all,					
Collocation					
Colloquial language					
Approximating (vague language)					
Differentiating to choose the best in context					
Approximating (vague language)					
Eliminating false friends					
Formal and informal registers					
Idiomatic expressions					
<b>Topics</b>					
Family life					
Hobbies and pastimes					
Holidays					
Work and Jobs					
Shopping					
Leisure activities					
Education					
Film					
Books and literature					
News, lifestyles and current affairs					
Media					
Arts					
Scientific development					
Technical and legal language					

# Appendix E Exponents for Language Content

Content given in italics was considered less “core” in the analysis

## A1

### 2 Functions/notions

#### 3 Understanding and Using Numbers

- We have three cats and one dog.
- My father is 45 years old.
- There are 500 people in our village.

#### 4 Understanding and Using Prices

- How much does the room cost? 45 Euros per night.
- The train ticket to York is 7 pounds 50 (pence).
- I spend about 50 dollars a day.

#### 5 Telling the time

- What’s the time? A quarter to seven.
- Do you have the time please?
- Can you tell me the time, please? It’s 9.45. (nine forty-five)
- The train leaves at three o’clock.

#### 6 Directions

- The hotel is on the left.
- Go to the end of the street and turn right.
- Where is the supermarket? It’s straight ahead.

#### 7 Greetings

- Hi John, how are you today?
- Good evening, Mr Jones.
- This is Mary. Pleased to meet you.

### 8 Giving personal information

- My name is Carlos.
- I am from the north of China.
- I live in Beirut.
- I have two sisters and one brother.

### 9 Describing habit and routines

- My brother goes to work at 8 o’clock.
- I get the bus to college every day.
- I always go swimming on Tuesdays.

### 46 Discourse markers

#### 47 Connecting words (and, but, because)

- She lives in Switzerland and she goes skiing a lot.
- I don’t like Indian food but I like Chinese.
- I go to bed early because my job starts at 7.00.

### 55 Verb forms

#### 56 To be (including questions and negatives)

- We are from South America.
- No I’m not tired.
- France is a wonderful country.
- I am a psychology student.
- Are you French? No I’m not.

#### 57 Have got (British)

- *Have you got any money?*
- *I’ve got all of his CDs*
- *We’ve got lots of time.*

### 58 Imperatives (+/-)

- Sit down, please.
- Go away!
- Don't talk to the driver.
- Don't spend too much money.

### 59 Questions

#### 60 Questions

- Is she from Egypt?
- Do you like dancing?
- What is your name?
- Why are we waiting?
- What time is it?
- How much does it cost?
- When did you arrive?

#### 63 Present

#### 64 Present simple

- She eats fruit every day.
- We go to the beach on Sundays.
- They live near Edinburgh.

#### 65 Present continuous

- Ibrahim is studying medicine at Bristol University.
- John's working in France now.
- It's raining again.

#### 66 Past

#### 67 Past simple

- After the meal we went to a club.
- She fell and broke her leg.
- I lived in Paris for 6 months.

#### 68 Past simple (to be)

- It was very good.
- I moved to Madrid when I was 15.
- We were happy there.

### 73 Future

#### 74 Going to

- We are going to make a pizza this evening.
- They're going to visit London tomorrow.
- Are you going to study this weekend?

#### 85 I'd like

- I'd like a cup of coffee.
- I'd like to go home.

#### 86 Verb + -ing like/hate/love

- I love swimming.
- I don't like waiting for buses.
- I hate being late.
- I like sitting in the sun and doing nothing.

### 103 Modals

#### 104 Can/can't (ability)

- I can't swim.
- He can speak Spanish, French and Italian.
- She can play chess.

#### 105 Can/could (functional)

- Can/could I use your phone?
- Can/could I have a return?
- Can I help?

### 121 Nouns

- How much/many and very common countable and uncountable
- How much money do you have?
- How many sisters do you have?
- Do you like cheese?
- I bought an apple and some bread.
- Mira has very short hair.

### 123 There is/there are

- There's a bank near the station.
- There are a lot of seats at the front.
- Is there a supermarket near here?

### 124 Pronouns

#### 125 Simple personal

- I bought a dictionary.
- They live in Newcastle.
- Sorry, I dropped it.

#### 126 Possessives

#### 127 Possessive adjectives

- This is my seat.
- Is this your pen?
- That's our house.

#### 128 Possessive 's

- It's Mary's turn to buy coffee.
- The girl's hair was bright red.
- This is the students' room.

#### 129 Possessive pronouns

- This is my laptop.
- That is her coat.
- No. It's mine.
- Is that their car?

### 130 Prepositions and prepositional phrases

#### 131 Prepositions, common

- He is sitting at the table.
- We went to Sardinia last year.
- He comes from Scotland

#### 132 Prepositional phrases (time and movement)

- *The holidays begin in July.*
- *They like to play football in the evening.*
- *On Tuesdays she goes to college.*

#### 133a Prepositions of place

- Our shop is on the High Street.
- They live in Reading.

#### 133a Prepositions of time, including in/on/at

- I'll see you in December.

- It starts at 6 o'clock.
- They lived there for ten years.
- My sister is coming on Tuesday.

### 134 Articles

#### 135 Definite, indefinite

- *She has a dog, but I don't have a pet.*
- *I'd like an apple juice, please.*
- *Your jacket is on the chair.*
- *I live by the sea.*

### 140 Determiners

#### 141 Basic (e.g. any, some, a lot of)

- *I need a lot of sleep.*
- *Do you have any cheese?*
- *I'd like some vegetables, please.*

### 144 Adjectives

#### 145 Common

- She is wearing a red skirt.
- That's a beautiful phone.

#### 146 Demonstrative

- This pizza is really good.
- What did that man say?
- Those oranges look very nice.
- These people want to talk to us.

#### 149 Comparative, superlative

- She's taller than Michelle.
- I am better at writing.
- Tom is the oldest in the class.

### 151 Adverbs

#### 152 Adverbs of frequency

- We always go shopping on Saturdays.
- We sometimes meet Susan here.
- I never go to the gym after work.

## 160 Intensifiers

### 161 Very basic (very, really)

- She's a very tall girl.
- John is a really good friend.

## 166 Lexis

### 167 Nationalities and countries

- Pedro is Spanish but he works in France.
- She comes from China but her husband is English.

### 168 Personal information

- She's married and has three children.
- I am 26 years old, single and I work in a bank.
- He's an engineer.

### 169 Food and drink

- I like fresh fruit for breakfast.
- Vegetables are good for you.
- What kind of coffee do you want?
- I have a cup of tea every morning.
- I don't like fish.

### 170 Things in the town, shops and shopping

- Where is the supermarket?
- How much does this cost?
- Where is the nearest internet café?
- Where can I buy a . . . ?
- I'm looking for a bank/chemist.

### 171 Travel and services vocabulary

- Does this bus go to the town centre?
- I want to buy a phone.
- Where is the train station?

### 172 Verbs, basic

- He is a student.
- They live in Brighton.

- I work in a factory.
- They like shopping.

### 173 Clothes

- *You can't wear jeans at work.*
- *I bought a new T-shirt.*
- *I don't like wearing skirts or dresses. I prefer jeans.*
- *My father wears a suit and tie to work.*
- *Is it cotton?*
- *I lost my new leather jacket.*

### 174 Colours

- *My favourite colours are red and green.*
- *He always wears black.*
- *The houses near the sea are all blue or pink.*

### 175 Dimensions

- *My room is very small.*
- *It's a long street.*
- *Scottish mountains are not very high.*

### 176 Ways of travelling

- *My friends get the bus to work but I take the train.*
- *I usually fly to France, but sometimes I drive.*

## 189 Topics

### 190 Family life

### 191 Hobbies and pastimes

### 192 Holidays

### 193 Work and jobs

### 194 Shopping

### 195 Leisure activities

# A2

## 2 Functions/notions

### 9 Describing habits and routines

- On Sundays I visit my mother.
- I phone my family at the weekend.
- The director comes to our office every Tuesday.

### 10 Describing people

- Marco has blue eyes.
- Ekaterina is tall and slim.
- Mary has long blonde hair.

### 11 Describing things

- It's green and it's made of plastic.
- It's small, round and made of rubber.

### 12 Requests

- Can you give me that book, please?
- Can you open the window?
- Could I have a glass of milk, please?
- Could you pass the sugar, please?

### 13 Suggestions

- Shall we go home now?
- Let's go to the cinema?
- Why don't we phone Jim?

### 14 Advice

- *You should ask the teacher.*
- *You could try the Internet*

### 15 Invitations

- *Would you like to come to my party?*
- *Do you fancy going to the club tonight?*

### 16 Offers

- *Can I help you?*
- *Shall I carry your bag?*

### 17 Arrangements/-ing to meet people

- *We are meeting John at 8 o'clock.*

- *They are seeing Helen later tonight.*

### 18 Obligations and necessity

- We have to get home. Grandad is waiting for us.
- We must hurry. We are late.

### 19 Describing places

- Edinburgh is the capital city of Scotland. It has lots of old buildings. It is famous for its castle and its architecture. Every year in summer it holds an international arts festival which brings performers and visitors from around the world.

### 20 Describing past experiences and storytelling

- Last year I went to Spain for a walking holiday. Sometimes I stayed in local mountain hostels and sometimes I slept in my tent. One evening I was far from any village, so I camped at the edge of a forest beside a small river. I ate some food and watched the sun go down. I heard a small noise at the edge of the forest. I turned and saw two pairs of eyes. Wolves!

## 46 Discourse markers

### 48 Linkers: sequential – past time

- First we went to Naples. We stayed there 5 days and visited Heracleum and then Pompeii. After that we went to Progidia, but I didn't like it. Finally we stayed a week in Capri.

## 55 Verb forms

### 58 Imperatives (+/-)

- Somebody stop him!
- Push the bar.
- Please don't smoke in here.
- Break the glass in an emergency.



### 59 Questions

### 60 Questions

- Did you pass your driving test?
- Have you seen my new car?
- Is Sasha arriving today?

### 61 Wh-questions in the past

- Where did she go to university?
- How did they travel?
- When did it happen?

### 63 Present

### 64 Present simple

- Do you like British food?
- The plane lands at six.
- I love this programme.

### 65 Present continuous

- I am staying with Hilary at the moment.
- What is he wearing?

### 66 Past

### 67 Past simple

- He gave me a nice present.
- She bought some flowers for her mother.
- I began to play chess when I was 5.

### 68 Past continuous

- I was living in Spain when I met her.
- It was raining, so we decided to get a taxi.

### 69 Used to

- *She used to be a ballet dancer.*
- *He used to wear glasses but now he uses contacts.*

### 73 Future

### 74 Going to

- He's going to buy a car next year.
- She's going to have an operation in October.

### 75 Present continuous for the future (arrangements)

- Nareene's playing basketball tonight.
- I'm seeing him at 11.00 this morning.

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

- I'm going to see John on Saturday (... already decided)
- I'll tell him about the party (... you are deciding as you speak)
- A: I am going to lose my match.  
B: No you won't. I'll help you.

### 80 Present Perfect

### 81 Present perfect

- He has lost his wallet.
- Have you got your results yet?
- Have you ever been to Greece?
- They've gone to Italy on holiday.
- Have they come back from the supermarket?
- She hasn't been to school this week.
- I've known him for 5 years/since 2005.

### 84 Gerund and infinitive

### 86 Gerunds

- Walking is the best exercise.
- He goes jogging every morning.

### 86b Verb + -ing/infinitive (like / want - would like)

- I love playing tennis.
- I hate washing up.
- I enjoy dancing
- Would you like to go to the cinema?
- I want another drink.

### 87 To + infinitive (express purpose)

- *I go jogging to get fit.*
- *They are going to Scotland to see the Loch Ness monster.*
- I went to the post office to buy stamps.

### 88 Verb + to + infinitive

- *She wants to go home now.*
- *I forgot to lock the door.*
- *They hope to arrive at 9 o'clock.*

### 89 Conditionals

### 90 Zero and first conditional

- If I stay in the sun I get a headache.
- If I eat eggs I feel sick.
- If I fail my exams, my father will be angry.
- I'll stay in if it rains this afternoon.

### 94 Phrasal Verbs

### 95 Phrasal verbs, common

- He got up at 6 o'clock.
- Put your coat on, it's raining.
- The plane takes off in few minutes.

### 103 Modals

### 105 Can/could

- Could I use your computer?  
Yes. Of course you can.
- This could be England's best chance.
- Can I have some more spaghetti, please?

### 106 Modals: Possibility

### 107 Might, May

- *She might come. I don't know.*
- *John may know the answer to your question.*

### 108 Possibly, probably, perhaps

- *I'll probably see you later.*
- *Lionel Messi is probably Argentina's most famous footballer.*
- *Perhaps she's late.*

### 111 Modals: Obligation & Necessity

### 112 Must/mustn't

- *You must get to work on time.*
- *I must go to bed. I'm really tired.*
- *You mustn't smoke here.*

- *I must phone her tonight. It's her birthday.*

### 113 Have to

- Students have to fill in a form if they want to leave early.
- I have to go to Madrid tomorrow. I've got a job interview.

### 115 Should

- You should stay in and study tonight. You've got an exam on Friday.
- You shouldn't drink so much cola. It's bad for your teeth.

### 121 Nouns

### 122 Countable and uncountable, much and many

- She has eight chairs in her lounge.
- How much furniture does he have?
- I need some help/advice.
- Would you like a piece of cake/cup of tea?
- I need as much information as possible.

### 126 Possessives

### 128 Use of 's and s'

- I'll meet you outside Mary's house.
- That's John's car.
- The children's clothes are all dirty.

### 129 Possessive pronouns

- *That's not our ball, it's theirs.*
- *It always wags its tail when it's happy.*
- *Is Heather a friend of yours?*

### 130 Prepositions and prepositional phrases

### 132 Prepositions of time: on/at/in

- He was born on Christmas Day.
- I'll read the book during the holidays.
- The train arrives at 17.15.

### 133 Prepositional phrases (place, time and movement)

- He went inside the building.
- We walked along the beach.
- They arrived at the station in the middle of the night.

### 134 Articles

#### 138 With countable and uncountable nouns

- She has blonde hair.
- I love pizza, but the pizzas at Gino's are not very good.
- I've got bad news for you.
- Everybody wants coffee.

### 140 Determiners

#### 141 Basic (e.g. any, some, a lot of)

- *I don't have any money.*
- *He spends a lot of time in his garage.*
- *Can I have some water, please?*

#### 142 Wider range (e.g. all, none, not (any), enough, (a) few)

- *I am going to have a party for a few friends.*
- *We don't have enough eggs to make our cake.*
- *None of my friends are going to the club.*

### 144 Adjectives

#### 146 Demonstrative

- Those children over there are very noisy.
- These shoes are killing me.
- He left for the city on 19<sup>th</sup> February. That night the volcano erupted.

#### 147 Ending in '-ed' and '-ing'

- *The film was really boring.*
- *Her story was really amusing.*
- *The journey was really exciting.*
- *The crowd was already excited.*

### 149 Adjectives – comparative, – use of than

- This book is more interesting than these ones.
- My sister is much older than me

### 150 Adjectives – superlative, – use of definite article

- The fastest mammal in the world is the cheetah.
- Maths is the most difficult subject for me.

### 151 Adverbs

#### 152 Adverbs of frequency

- Have you ever been to the United States?
- He often visits his family.
- He usually stays here with us.
- He always carries a bag.
- She hardly ever leaves her room.

#### 153 Simple adverbs of place, manner and time

- *There's water everywhere.*
- *He quickly opened the door.*
- *I am going to London tomorrow.*

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

- He went home yesterday.
- They were here today.

### 160 Intensifiers

#### 161 Very basic (very, really)

- *She was left very unhappy.*
- *I am really sorry for losing your book.*

#### 162 Basic (quite, so, a bit)

- *The water is quite cold.*
- *I am so happy with my new flat.*
- *It is getting a bit cold now. I want to go home.*

### 166 Lexis

#### 169 Food and drink

- I love strawberries and cream.
- Let's get some fish and chips.

#### 170 Things in the town, shops and shopping

- Keep left.
- Insert exact money.
- Do you know where the post office is? I want to buy some stamps.
- Where can I buy some coffee beans?

#### 171 Travel and services vocabulary

- A return ticket to Brighton, please.
- Can you tell me the way to IKEA?
- What time do you close?
- I'm looking for the bus station.

#### 177 Objects and rooms

- *The fruit is in a bowl in the dining room.*
- *The kitchen is the warmest room in the house.*
- *The tools are in the garage.*

### 178 Adjectives: personality, description, feelings

- Pedro is a quiet and serious boy.
- She is tall, blonde and wears very smart clothes.
- I am very happy with my new job, but my boss is very strict.

### 189 Topics

#### 191 Hobbies and pastimes

#### 192 Holidays

#### 193 Work and jobs

#### 194 Shopping

#### 195 Leisure activities

#### 196 Education

# B1

## 2 Functions/ notions

### 19 Describing places

- Cairo is the capital city of Egypt. It is on the banks of the River Nile. It has a population of more than 10 million people. Cairo has a rich history. The famous pyramids and the sphinx are located just outside the city.

### 20 Describing past experiences and storytelling

- Last year we went to Thailand for our holidays. We visited many interesting places. I went scuba-diving while my boyfriend went on an elephant ride. We also tried lots of different kinds of food. We had a great time.

### 21 Describing feelings, emotions, attitudes

- He felt a little nervous about the exam.
- I'm fed up with this British food.
- We should all use public transport as much as possible.
- I'm sorry to hear that.

### 29 Expressing opinions

- I think England will win the World Cup
- I don't think he is old enough to get married.
- In my opinion, it's too expensive.

### 31 Expressing agreement/ disagreement

- I think so too.
- You're right
- Exactly!
- Yes, I agree.
- I think you are absolutely right.
- So do/am I.
- Neither do I.

- Well, actually . . .
- Well not really.
- I'm sorry but I think you're wrong.
- I see what you mean but . . .

### 33 Talking about films and books

- *Meryl Streep was brilliant.*
- *It was difficult to follow.*
- *It was set in Chicago.*
- *It was about a woman who went around the world.*
- *If you like action movies you will like this one*
- *It had a happy ending.*
- *I think you should read this book.*
- *I liked this book because . . .*

## 39 Discourse Functions

### 40 Initiating and closing conversation

#### Initiating:

- Hi! My name's Paula. What's your name?
- Excuse me- can I talk to you for a minute?
- Excuse me, please. Have you got a minute?
- Excuse me, please. I wonder if you could help me.
- Let me introduce myself.
- Guess what!
- You will never believe what I saw yesterday

#### Closing:

- It's been nice talking to you. Bye.
- I'm sorry. I've got to go now.
- Must go – see you later.
- See you later. Take care.

### 41 Checking understanding From speaker's point of view

- Is that clear?
- Do you follow me?
- Do you know what I mean?
- Do you understand?

#### From listeners point of view

- I'm sorry, did you say ". . ."?
- Is this what you are saying? . . .
- I'm not sure I understand. Are you saying that . . . ?
- Do you mean . . . ?

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

- Sorry, to interrupt you but . . .
- I have a question.
- Could I interrupt here?
- Do you mind if I say something?
- Could I just say something?
- Sorry, I just wanted to say . . .

#### Changing the topic

- Anyway, . . .
- By the way, there's something else I wanted to tell you.

#### Resuming a conversation

- Anyway, . . .
- Anyway, what was I saying?
- What were we talking about?
- To get back to what I was saying . . .

#### Continuing

- Anyway, . . .
- So, as I was saying . . .
- Okay, . . .

## 46 Discourse Markers

### 48 Linkers: sequential – past time (later)

- He finished the e-mail and then went out for a while.
- Later, he looked at it again, to see if he had missed anything important.
- After that, he changed the text a little.
- Finally he spellchecked it and sent it.

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

- On the other hand, we could stay at home and watch television.
- However, this depends on the number of people you've invited.
- Therefore, it is cheaper to take the bus.

### 52 Markers to structure informal spoken discourse

- *Right.*
- *Really?*
- *Well, anyway . . .*
- *Oh I know.*
- *Yes, I suppose so.*
- *I know how you feel*
- *You know, I don't like her either.*

## 59 Questions

### 61 Wh-questions in the past

- Who did you see at the party?
- How long have you been studying English?
- Why did you get the tattoo?
- What happened then?
- What have you been doing since you left school?

### 62 Complex question tags

- He hasn't come home yet, has he?
- He built the house himself, didn't he?

## 55 Verb forms

### 66 Past

#### 67 Simple past

- When he fell, he cut his leg
- I went to London on Sunday and someone stole my camera.
- They had so much fun that they forgot to check what the time was.

#### 68 Past continuous

- It happened while I was watching television yesterday.
- I was coming home from work when the car in front of me suddenly stopped.
- Car "A" was coming from a side street. The driver wanted to turn left. The other car was coming along the road. It was moving really fast. The driver of car "A" didn't see it. They hit each other.

#### 69 Used to

- *They used to live in Portugal.*
- *I used to have a really nice wallet, but I lost it.*
- *When I went to primary school I used to walk to school with a friend, but my mother used to collect me in the afternoons.*
- *I never used /didn't use to like olives, but now I love them.*

#### 70 Would expressing habit in the past

- *Every night I would tell my little brother a story and he would fall asleep in the middle.*
- *During the summer holiday we would get up early and go to the beach.*

#### 71 Past perfect

- The train had left when I got to the station.
- When I got home, Joan had already cooked supper.

- They had already paid by the time I asked for the bill.
- Ahmed had just arrived.

#### 73 Future

#### 76 Future time (will & going to) (Prediction)

- If they continue to play this badly, Liverpool are going to lose the cup.
- Spurs will probably win the league this season.
- Look at those clouds. It's going to rain.
- He will pass his driving test eventually.

#### 77 Future continuous

- I'll be working late tomorrow.
- He'll be arriving on the last train from Manchester.

#### 80 Present Perfect

#### 81 Present perfect

- She's just gone to the shop.
- I've started but I haven't finished it yet.
- He still hasn't arrived.

#### 82 Present perfect, past simple

- I've been to Thailand twice. I went there in 2003 and 2007. Have you been there?
- He's won every match so far.
- He won every tournament last year.
- I've had about 9 cars.
- We went out together for six months.
- When I was at school I studied French for about 5 years.
- I have studied French since I was 14 years old.

#### 83 Present perfect continuous

- How long have you been playing tennis?
- It's been raining non-stop for two days now.
- He's been working on the report all morning.

#### 89 Conditionals

#### 90 Zero and first conditional

- *If you heat water, it boils.*
- *If you press this button, it switches off.*
- *If we don't tell him, he'll be angry.*
- *What will he do if he doesn't find a job?*
- *We'll go swimming if the water is warm enough.*

#### 91 Second and third conditional

- If I won the lottery I'd buy a big house in the countryside.
- What would you do if they asked you to work in America?
- I would have told Jim, if I had seen him.
- If we hadn't gone out last night, we wouldn't have missed them.
- My girlfriend would have killed me if I'd forgotten her birthday.

#### 94 Phrasal Verbs

#### 96 Extended phrasal verbs

- He turned the jobs down.
- They made the story up.
- She switched the light on.

#### 97 Passives

#### 98 Simple passive

- The lock was broken.
- The trees were damaged by the storm.
- Rome wasn't built in a day.

#### 100 Other verb forms

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

- She said she liked brown bread.
- He asked if she wanted to go home.
- John told them the machine was working.
- She explained that she'd lost my telephone number.

#### 106 Modals: Possibility

#### 109 Might, may, will, probably

- I might be half an hour late.
- Petra will probably be late too. She's usually late.
- We may go to Egypt this year.
- Are you going to have a party in your new flat? I don't know. I may, I may not.

#### 110 Must/can't (deduction)

- Mohamed can't be at home yet, I saw him leave just a few minutes ago.
- I don't believe it. It can't be true.
- That must be Brigitte's father. She told me he was coming.
- You've just walked all the way from Oxford Street. You must be tired.

#### 111 Modals: Obligation & Necessity

#### 114 Must/have to

- I really must lose some weight before the holiday.
- Passengers must not put their feet on the seats.
- I can't come tonight because I have to meet my cousin.
- I have to make an appointment this week. It hurts!

#### 116 Ought to

- *I really ought to spend less money.*
- *You ought to inform the police.*
- *My parents will be worried. I ought to phone.*

#### 117 Need to

- *I need to get back to work.*
- *Do you really need to wear such old jeans?*
- *Do we need to buy tickets before we get on the train?*

### 118 Modals: Past

#### 119 Should have, might have/etc.

- We had a great time in Crete. You should have come with us.
- The letter should have come yesterday.
- They might have arrived already.
- She might have gone home.

### 134 Articles

#### 138 With countable and uncountable nouns

- Don't go in the water. It's freezing.
- I would like milk in my tea.
- He was wearing black jeans.

### 140 Determiners

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

- All the seats are taken.
- We haven't got enough paper for everyone.
- Several people are waiting.

### 144 Adjectives

#### 148 Collocation of adjective

- I didn't want to wake him from his deep sleep.
- The student produced some really high quality work.
- We couldn't get to work because of the heavy snow.
- There was a strong smell of coffee in the room.

### 151 Adverbs

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

- We usually go abroad in summer.
- I have never been abroad.
- He stayed behind yesterday.
- They often play upstairs.

### 155 (Adjectives and) adverbs

- She's a good singer. She sings really well.
- The instructions were not very clear.
- My mother has been working too hard recently.
- This cheese is a bit hard.

#### 156 Adverbial phrases of degree/extent, probability

- The water was extremely cold.
- He speaks very quickly.
- He speaks too quickly.
- There will probably be some speeches after the meal.
- He'll definitely win.

#### 157 Comparative and superlative form of adverbs

- Paula got ready more quickly than the others.
- Jenson Button was faster in practice.
- I'm afraid he's getting worse.
- The person who most frequently got ill was Angela.
- Stig worked the hardest.
- Marie did the worst in the exam.
- Paulo did the best at maths.

### 160 Intensifiers

#### 163 Broader range of intensifiers (such as too, so enough)

- He's a really good driver.
- Do we have enough cake to go round?
- He came back so suddenly.
- She's so intelligent it's scary.
- The ball was just too fast.
- He's quite good at science.

#### 164 Wide range (such as extremely, much too)

- We did quite well.
- I've got a terribly difficult decision to make.

- The maths test was unbelievably easy.
- That's much too difficult for a B1 test.

### 166 Lexis

#### 170 Things in the town, shops and shopping

- It fits really well but do you think it suits me?
- I need to get some toothpaste from the chemist's in the shopping mall.
- Can you hold on while I get a magazine from this newsagent?

#### 171 Travel and services vocabulary

- I'm sorry, we don't accept cheques. Do you have a debit or credit card?
- You need to check in at least two hours before departure.
- The gate number will be announced on the monitor in the departure lounge.

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

- On the one hand, he is good with people. On the other hand he does not think before he speaks.
- Even though he earns very little he is always very generous.
- Mind you, he is still very fit.

### 181 Collocation

- I'm going to take a quick shower.
- It's midnight but I still feel wide awake.
- There's a good chance he'll be late.

### 182 Colloquial language

- That's a really cool top you're wearing.
- My boss is nice but he talks really posh.
- The kids had a brilliant time at the zoo.

### 189 Topics

#### 195 Leisure activities

#### 196 Education

#### 197 Film

#### 198 Books and literature

#### 199 News, lifestyles and current affairs

#### 200 Media

# B2

## 2 Functions/ notions

### 20 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 under one of the fallen branches.

### 21 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.

### 22 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.

### 23 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 22nd 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.*

### 24 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.

### 25 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 will arrive in time?*

### 26 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.*

### 27 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

### 28 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 from the community.
- What do you think would happen if they did discover oil there?
- What if Teresa hadn't turned up?

### 29 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.

### 31 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.

### 32 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.

### 33 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 ....

### 34 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 ...

### 39 Discourse Functions

#### 41 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 . . .*

#### **42 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 . . .*

#### **43 Taking the initiative in interaction**

*Control and delegation at start*

- *Andre, would you like to begin?*

- *Pilar, would you like to kick off?*
- *Shall we begin?*

*During the meeting*

- *Jenny, can 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.*

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

*To continue*

- *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 all ears.*
- *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?*

#### **45 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!*

#### **46 Discourse Markers**

##### **48 Linkers: sequential – past time (subsequently)**

- *Subsequently, he went on to be one of our best salesmen.*
- *Following this he decided to leave the country.*

##### **49 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.*

##### **50 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.*

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

- *To begin, I would like to introduce 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 £3,000 to the charity.*

##### **55 Verb forms**

##### **67 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'.*

##### **68 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.

### 69 Used to (narrative)

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

### 70 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.

### 71 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.

### 72 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?

### 73 Future

#### 76 Future time (will & going to) (Prediction)

- You will succeed where I have failed.
- Here comes the bus now. We aren't going to be late after all.
- Don't worry. He'll be here on time.

#### 77 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. Can you come another time?

- Will you be using the car tomorrow?

### 78 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.

### 79 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.

### 80 Present Perfect

#### 83 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?

### 89 Conditionals

#### 92 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.

### 93 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.

### 94 Phrasal Verbs

#### 96 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.

### 97 Passives

#### 99 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.

### 100 Other verb forms

#### 101 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.

#### 102 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 Verena, 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.

### 118 Modals

#### 119 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!
- #### 120 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.

### 134 Articles

#### 139 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.*

## 151 Adverbs

### 155 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.

### 158 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.*

## 160 Intensifiers

### 165 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.*

## 166 Lexis

### 179 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.

### 180 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

## 181 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.

## 182 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.

## 189 Topics

### 196 Education

### 197 Film

### 198 Books and literature

### 199 News, lifestyles and current affairs

### 200 Media

### 201 Arts

# C1

## 2 Functions/ notions

### 21 Expressing attitudes and feelings precisely

- Well it would be all right if they came out and said it, but I have a bit of a problem with . . .
- I don't really feel comfortable with . . .
- I couldn't care less whether . . . or not.
- I'm afraid this is something I feel quite strongly about.
- Cristina became a vegetarian and her father had rather mixed feelings about this.
- Michael felt completely devastated. Somebody had deliberately sabotaged his research but he did not know who could do such a thing.
- When I reached the summit of the mountain I felt a great burden had been lifted from my shoulders. My childhood dream had finally come true. Looking down into the valleys far below I felt a sense of pride in my achievement. I wanted to shout out loud from the top of the world.

### 25 Expressing certainty, probability, doubt

- It is highly likely that the airport will be closed again tomorrow.
- No doubt he'll bring his dog as usual.
- There's bound to be trouble at the meeting.
- Is that settled, then? Yes. It's settled.
- It looks as if she's going to be late.
- Surely, you don't think it was my fault?

### 27 Synthesizing, evaluating, glossing information

- In a nutshell, it was the headmaster who had to take responsibility.
- To cut a long story short, he ended up sleeping on my floor.
- All things considered, I think we've made the best decision.
- Another way of putting this would be to say . . .
- To recap on what has been said so far, . . .

### 28 Speculating and hypothesising about causes, consequences etc.

- Supposing he had missed his train?
- If the pound did drop to parity with the euro, Britain might be better off in the long run.
- Well if we don't do something about the oil spill, there could be a lot more fallout than just dead fish. I mean, the water could be polluted for decades.
- If you'd arrived on time, we would probably have missed the traffic.
- If she didn't get so excited, she might get more work done.

### 29 Expressing opinions tentatively, hedging

- I assume you'll be going home for Christmas.
- Am I right to think you're responsible?
- It's supposed to be good.
- I'm just not so sure, it could be okay.
- Maybe she is the best person for the job.
- I should think he'll be delighted with the surprise.
- It could well be the best solution.

### 30 Expressing shades of opinion and certainty

- There's no doubt about the fact that there is going to be inflation.
- No, I'm absolutely sure. I mean look at the figure for X.
- I may be wrong, but I think higher inflation is almost certain.
- I have a feeling there may be a problem here.
- I suppose that could be an option.
- I rather doubt that he'll come.
- It's not something I feel strongly about
- Well one option/possibility might be to go earlier.
- I really think that the people who produce our food should not be exploited. But the problem is that sometimes fair trade goods are more than double the price. When this is the case I tend to buy the cheaper product. I am not proud of this, but I am sure there are many other people exactly like me.
- I thought the meeting was a missed opportunity to actually do something good for a change. But I know that when it comes to environmental issues, governments tend to talk a lot and make grand promises, and then go back and carry on just the same as before. If they really wanted to make a difference they wouldn't just set so-called 'green objectives' but would pass laws which would have an immediate impact on the environment..

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

- To be honest, I simply don't care.
- Why bother?
- It's not such a big issue.
- I don't really mind/have an opinion, one way or the other.

- What are you trying to say?

- Absolutely!
- I don't believe it.
- That's amazing!
- Oh, you poor thing.
- You can say that again!

### 33 Critiquing and reviewing

- The (report) highlights some important issues but it does not, to my mind, get to the bottom of the problem.
- It's an excellent summary, but I think it would be improved by a deeper consideration of X.
- The (report) sets out to do X, and it does parts of this well, but it seems to me to lack . . .
- The good/best thing about (the report) is that it is so concise. It really hits the nail on the head.
- Well, it starts well, but then after x pages/ in the section on X, I had the impression that it . . .
- The plot involves the disappearance of a sacred sword and introduces us to various levels of castle intrigue. Stephenson weaves his usual magic by giving us snippets of information here and there, now from the royal chambers, now from the castle kitchens. The master of gothic science fiction has provided us with a real page-turner. The only criticism that might be levelled here is that the author assumes that the reader is already familiar with characters and the world they inhabit. To get the most out of this book one needs to have read the previous books in the series.

### 34 Developing an argument systematically

- It is frequently argued that . . . , however
- X is clearly a topic of concern to many people nowadays

- There are several reasons for this: one . . . , two . . . , and finally . . .
- The main reason for this . . . is/may be . . .
- Some people might argue that . . . However . . .
- Opponents of this idea try to suggest that . . . However . . .
- It's clear that . . .
- No one would dispute that . . .
- It is generally accepted that . . .
- All the evidence/data indicates/suggests that . . .
- Thus to conclude, the central issues are . . . /the key point is . . .
- In conclusion, before we . . . we need to . . .

### 35 Conceding a point

- I see what you mean, but . . .
- I take your point. I agree we need . . . / It's certainly true that . . .
- I have to admit that . . .
- It is true that . . .
- Though I hate to say it, I think you are right that . . .
- That may be true, but . . .

### 36 Emphasizing a point, feeling, issue

- The main point I'd like to emphasize here is the fact that parents have an important role to play in a child's education
- 75% of those interviewed said that public transport was not as safe. Yes, 75% think public transport is now more dangerous.
- After turning the whole house upside-down, the police found nothing. Absolutely nothing.

- He's not Roger Federer but he is a very good tennis player.

### 37 Defending a point of view persuasively

- I know this may not be a popular conclusion, but it seems to me we have to face (facts/ the fact that . . .)
- I do appreciate that what I proposed may be expensive/painful/a surprise to some people, but I really am convinced the evidence shows we need to . . .
- I recognise that this may . . . , but . . .
- But one should not lose sight of the fact that . . .
- But surely one still needs to take X into account

### 38 Responding to counterarguments

- What you say may be true in some contexts, however in this case...
- You may be right, but I still think that . . .
- Whilst it may indeed be true that . . . , I still think . . .
- There is no evidence to show that ....
- On the contrary, . . .
- I think you have misunderstood the point I was making . . .
- I can see where you are coming from but there are problems with your analysis of the situation.
- In some circumstances, I would agree with you entirely, but in this case . . .
- Even so, he still has a long way to go before he is suitable management material.
- No matter how you look at it, he made a mistake.
- All the same, she deserves another chance.

## 46 Discourse Markers

### 54a Markers to structure and signpost informal speech and writing

- We've a bit more money coming in than we had last year. Mind you, we'll still need to be careful with the heating bills.
- He'd spent all his money without realising. So, he couldn't afford a taxi and had to walk home.
- Then guess what happened?
- On top of that his girlfriend was really angry with him.

### 54b Markers to structure and signpost formal speech and writing – especially logical markers

- The pound is not as strong as it was two years ago. Moreover, the cost of flights has gone up . . .
- Profits are likely to fall this year. Consequently, we need to prepare our shareholders for some bad news.
- He was warned many times about the dangers of mountain climbing in winter. Nevertheless, he continued to tackle some of the toughest peaks.
- Despite the clear danger that was pointed out to him, he insisted on continuing so he is at least partly responsible for what happened.
- The cost of fuel has gone up. Therefore it is hardly surprising that there has been an increase in the use of public transport.
- Whereas that is the case in Brazil, in Columbia it is more a question of . . .
- Certainly the car is here to stay, but the question is to what extent it will be the same concept of car.
- The policy was correct is so far as it was applied; the problem is that it wasn't applied systematically.

## 55 Verb forms

### 66 Narrative tenses for experiences, including passive

#### 67 Simple past (narrative)

- I went home that evening in a very sombre mood. I tried to relax. I made myself a cup of coffee and turned on the television. But I just could not get the incident out of my mind. The more I thought about things, the more certain I was that something just didn't make sense. I decided to go back over everything the next day.

#### 68 Past continuous (narrative)

- They were late as usual, hoping the guests would be a little late. Miriam was still in the kitchen preparing enormous bowls of salad. Her father was tidying away all his papers which were usually scattered over every available space in the dining room. John was keeping a lookout at the front gate, kicking pebbles along the path.

#### 69 Used to (narrative)

- That bit of the coastline used to be much less busy than it is these days. Lisa and her brothers loved exploring the coves and beaches for miles in both directions. They used to get up really early, run down the rocky path that led to Shell Bay and go for a swim before breakfast. Yes, those days were fun.
- I had a proper tricycle when I was a small child. It had a boot and I used to keep all sorts of toys in it. We used to go all over the place, using the trike as a mobile base.
- 70 Would expressing habit in the past (narrative)
- My grandmother used to live by the seaside and we would go there every Easter. My Dad would drive, my mother would navigate and we would sit in the back fighting.

- In the summer we went to Devon for years. My Dad would ask us to navigate. It was a way of keeping us quiet. We would watch out for named pubs and read the road signs. Usually we counted cars too. I would count VWs; my more sophisticated brother counted Jags. I would usually win.

#### 71 Past perfect (narrative)

- When he returned to the UK things were very different. Maria had given up her job in the library and gone back to university. Reza had finally left home and had moved in with a rather odd group of postgrads who had very strict house rules about everything from the storage of food to when guests were allowed to visit. Brigitte seemed to have completely disappeared. Just six months before they had been inseparable. Although he had known that it couldn't last, it surprised him just how quickly things had changed.

#### 72 Past perfect continuous (narrative)

- Whoever it had been must have had a key. So if his parents had been visiting their friends in Lyon, and his sister had been out celebrating the end of term with her boyfriend, then there was only one person who would have been able to get into the house that night.

#### 76 Futures (revision)

- My brother and his girlfriend are getting married in August. They're not going to go on honeymoon. They're going to do up the flat they bought with the money they'll save. They'll probably have some kind of reception or party for the wedding but I don't think it will be a very grand affair.
- Oh no. Another goal for United! Barça is going to lose.
- I just got a phone call from Raoul. He's in a taxi. He's going to get here in about five minutes.

- This time next year I'll be sun bathing on my yacht in Antibes. I'll be mixing with celebrities from all over the world. I'll be driving a look-at-me car and going to fancy restaurants.
- At the speed things are moving, the case will have expired before it is brought to court.
- At the end of next year, I'll have been working here for 5 years!

## 89 Conditionals

### 92 Mixed conditionals in the past, present and future

- If she had taken her studies more seriously last year, she'd have more job opportunities now.
- If Lola had given me the information earlier, she'd be coming with us on holiday.
- If I were rich, I would have bought that painting we saw yesterday.
- If Nareene didn't come with us to Glastonbury, everyone would be disappointed.

### 93 Wish/if only & regrets

- I wish I'd studied a bit harder.
- You wish you'd kept your mouth shut, don't you?
- If only he'd take more care of his health.
- If only I had behaved a bit better, she might have given me a chance.
- If only the sun would come out!

## 94 Phrasal Verbs

### 96 Extended phrasal verbs (splitting)

- The policeman broke the fight up very quickly.
- She talked me into going to her parents' place for the weekend.
- I can't make anything out; it's really dark.
- She knew that her mother had put John up to it.

## 97 Passives

### 99 Passive forms, all

- He'll be given a warning.
- You'll be being transferred to your new job tomorrow.
- The seats will all have been taken by the time we get there!
- He's going to be given an award.
- He ought to be sacked for behaviour like that.
- Having been beaten so many times, he decided to fight back.
- He might have been hurt.

### 118 Modals in the past

- You shouldn't have told her. She'll be very upset.
- I should have warned him about the traffic, but I forgot.
- You might have told me it was her birthday. I felt embarrassed I didn't take a present.
- He can't have got my message. He would never be this late.
- You needn't have bought any potatoes. We had some.
- I don't think anyone could have done anything. He had decided.
- Things might have turned out differently, if she had asked first.

## 151 Adverbs

### 159 Inversion (negative adverbials)

- *Little did I know that he had already left the company.*

## 166 Lexis

### 181 Collocations, e.g.

- It's there in black and white.
- He was in excruciating pain.
- The suspense is palpable.
- I did physics at university.
- The situation is untenable.
- It's a no go area.

### 182 Colloquial language, e.g.

- I am absolutely knackered.
- She was gobsmacked when he turned up at the party.
- The whole thing was a cock-up from beginning to end.
- He tried to flog me an old banger.

### 183 Approximating (vague language), e.g.

- There will be about 30 odd people – well 30 to 40.
- I think he an accountant or something like that.
- The book is sort of similar to his first one.
- Can you pass me the thingummyjig for taking nails out?
- All the painting stuff is in the garage.

### 184 Differentiated use of vocabulary, e.g.

- She was really upset when she failed her exams. I think she is still in shock.
- It's not that I don't like her; I detest her.
- It's really good. It's concise, focused, readable.
- I wouldn't say she's antisocial, just a bit shy.
- It wasn't bad, just a bit disappointing.

## 186 Eliminating false friends, e.g.

- In the chemistry class they performed an interesting experiment (as opposed to experience which is French for experiment)
- Different languages = different false friends

## 187 Formal and informal registers, e.g.

- Mr. John Wilson passed away peacefully at his home in Nottingham last week.
- John Wilson died in his sleep last week
- John kicked the bucket a few days back.

## 188 Idiomatic expressions, e.g.

- I wish I could remember her name. It's on the tip of my tongue.
- Everybody wants work with Marion. She really is the flavour of the month.
- If you want a shoulder to cry on, I'll always be here for you.

## 189 Topics

### 198 Books and literature

### 199 News, lifestyles and current affairs

### 200 Media

### 201 Arts

### 202 Scientific development

### 203 Technical and legal language

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