A Core Inventory for General English
Brian North, Angeles Ortega and Susan Sheehan

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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
The British Council and EAQUALS would like to thank the following people who contributed to the workshops in this project:

Mila Angelova, Rachel Bowden, Peter Brown, Lucy Chambers, Alistair Fortune, Tim Goodier, Clare Grundy, Roxane Harrison, Andrew Hart, Neil Hatfield, Sam Hawes, Nicky Johnson, Nareene Kaloyan, Hanan Khalifa, Maja Kukoya, Martin Lowder, Brian North, Niamh O’Leary, Barry O’Sullivan, Angeles Ortega, Susan Sheehan, Jana Pirkova, Caroline Preston, Richard Simpson, Howard Smith, Liz Tuck, Marieta Tusheva.

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1 The CEFR

The CEFR was published in 2001 in English 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, except for intercultural competences and mediation. The most comprehensive set of CEFR-based descriptors is available at 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. The original CEFR descriptors are presented in “I can” form in the EAQUALS/ALTE electronic European Language Portfolio on 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:

<table>
<thead>
<tr>
<th>Beginners</th>
<th>A1</th>
<th>A2</th>
<th>B1</th>
<th>B2</th>
<th>C1</th>
<th>C2</th>
</tr>
</thead>
</table>

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.

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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 archetypal of the level concerned. The concept will be explained in Section 5.
<table>
<thead>
<tr>
<th>A1</th>
<th>A2</th>
<th>B1</th>
<th>B2</th>
<th>C1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Functions</td>
<td>Describing habits and routines</td>
<td>Checking understanding</td>
<td>Critiquing and reviewing</td>
<td>Conceding a point</td>
</tr>
<tr>
<td></td>
<td>Giving personal information</td>
<td>Describing experiences and events</td>
<td>Describing experiences</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Telling the time</td>
<td>Describing feelings and emotion</td>
<td>Describing hopes and plans</td>
<td>Defending a point of view</td>
</tr>
<tr>
<td></td>
<td>Understanding and using numbers</td>
<td>Describing places</td>
<td>Developing an argument</td>
<td>Persuasively</td>
</tr>
<tr>
<td></td>
<td>Understanding and using prices</td>
<td>Expressing opinions; language of agreeing and disagreeing</td>
<td>Encouraging and inviting another speaker to continue</td>
<td>Emphasizing a point, feeling, issue</td>
</tr>
<tr>
<td></td>
<td>Requests</td>
<td>Initiating and closing conversation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Suggestions</td>
<td>Managing interaction (interrupting, changing topic, resuming or continuing)</td>
<td>Expressing abstract ideas</td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td>Adjectives: common and demonstrative</td>
<td>Adjectives: comparative, - use of than and definite article</td>
<td>Adjectives and adverbs</td>
<td>Futures (revision)</td>
</tr>
<tr>
<td></td>
<td>Adverbs of frequency</td>
<td>Adjectives: superlative – use of definite article</td>
<td>Future continuous</td>
<td>Inversion with negative adversials</td>
</tr>
<tr>
<td></td>
<td>Comparatives and superlatives</td>
<td>Adverbial phrases of time, place and frequency – including word order</td>
<td>Future perfect</td>
<td>Mixed conditionals in past, present and future</td>
</tr>
<tr>
<td></td>
<td>Going to</td>
<td>Adverbs of frequency</td>
<td>Future perfect continuous</td>
<td>Modals in the past</td>
</tr>
<tr>
<td></td>
<td>How much/how many and very</td>
<td>Articles – with countable and uncountable nouns</td>
<td>Mixed conditionals</td>
<td>Narrative tenses for experience, incl. passive</td>
</tr>
<tr>
<td></td>
<td>common uncountable nouns</td>
<td>Countables and Uncountables: Past Simple of “to be”</td>
<td>Modals – can’t have, needn’t have</td>
<td>Passive forms, all</td>
</tr>
<tr>
<td></td>
<td>I’d like</td>
<td>Future Time (will and going to)</td>
<td>Modals of deduction and speculation</td>
<td>Phrasal verbs, especially splitting</td>
</tr>
<tr>
<td></td>
<td>Intensifiers (+/-)</td>
<td>Gerunds</td>
<td>Narrative tenses</td>
<td>Wish / if only regrets</td>
</tr>
<tr>
<td></td>
<td>Modals: can/can’t/could/couldn’t</td>
<td>Going to</td>
<td>Simple passive</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Past Simple</td>
<td>Imperatives</td>
<td>Present perfect</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Possessive adjectives</td>
<td>Modals: must/can’t deduction</td>
<td>Past perfect</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Possessive’s</td>
<td>Modals: might, may, will, probably</td>
<td>Past perfect continuous</td>
<td>Present perfect/past simple</td>
</tr>
<tr>
<td></td>
<td>Prepositions, common</td>
<td>Modals: should have/might have/etc</td>
<td>Past perfect</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Prepositions of place</td>
<td>Modals: must/have to</td>
<td>Present perfect/past simple</td>
<td>Reported speech (range of tenses)</td>
</tr>
<tr>
<td></td>
<td>Presentations of time, including in/on/at</td>
<td>Past continuous</td>
<td>Simple passive</td>
<td>Wh- questions in the past</td>
</tr>
<tr>
<td></td>
<td>Present continuous</td>
<td>Past perfect</td>
<td>Will and going to, for prediction</td>
<td>Will and going to, for prediction</td>
</tr>
<tr>
<td></td>
<td>Present simple</td>
<td>Past simple</td>
<td>Would expressing habits, in the past</td>
<td>Would expressing habits, in the past</td>
</tr>
<tr>
<td></td>
<td>Pronouns: simple, personal</td>
<td>Phrasal verbs – common</td>
<td>Present perfect</td>
<td></td>
</tr>
</tbody>
</table>
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.

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**
- Occupational: Organization, Multinational corporation
- Location: Office
- Persons: Colleagues

**CONTEXT**
- Attending meeting
- Contributing opinion on other proposal
- Making own proposal

**TASKS**
- Listening as member of live audience
- Spoken Production
- Spoken Interaction

**ACTIVITIES**
- Sustained monologue
- PowerPoint presentation
- Formal discussion

**LEVEL**
- B2

**COMPETENCES**

**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.

**PRAGMATIC**
- Functional

**LINGUISTIC**
- Grammatical
- Modals of deduction in the past
- All passive forms
- All conditionals
- Collocation of intensifiers
- Wide range of (complex) NPs

**COHERENCE**
- Can use a variety of linking words efficiently to mark clearly the relationships between ideas.
- Complex sentences
- Addition, sequence and contrast
- Summarising

**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.
- Discourse
- Formal Speech Markers
- Addition, sequence and contrast
- Although in spite of, despite, on the one hand...

**APPROPRIATENESS**
- Can express himself/herself appropriately in situations and avoid gross errors of formulation.

**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.

**CRITERIA**
- Can express himself/herself appropriately in situations and avoid gross errors of formulation.

**LEVEL B2 COMPETENCES**

**Example: SCENARIO IMPLEMENTATION**

<table>
<thead>
<tr>
<th>Competence</th>
<th>Learning context</th>
<th>Activity</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal speech markers</td>
<td>Classroom – whole class discussion</td>
<td>Intervene appropriately, using a variety of expressions to do so.</td>
<td>Recorded or online episode of a reality show.</td>
</tr>
<tr>
<td>Grammar: conditionals</td>
<td>Classroom – groups</td>
<td>Play online &quot;Tycoon&quot; style game collaboratively or in groups with individual PCs or projected onto board – discussing strategy &amp; making argument.</td>
<td>Online/downloaded &quot;Tycoon&quot; game.</td>
</tr>
<tr>
<td>Discourse markers</td>
<td>Home – self-study</td>
<td>Use a &quot;Minute&quot; style discussion/game – learners assigned discourse markers and try to include them unobtrusively into rapid discussion on a variety of topics.</td>
<td>Discourse markers on cards.</td>
</tr>
<tr>
<td>Grammar: conditionals</td>
<td>Classroom – pairs</td>
<td>Business news articles, rewritten with all passive forms made active – learners reconstruct original text.</td>
<td>Article (rewritten).</td>
</tr>
<tr>
<td>Language analysis: micro-discussions of possible consequences of various business decisions</td>
<td>Classroom</td>
<td>Situation-decision cards – invented or based on real business scenarios.</td>
<td>Situation-decision cards.</td>
</tr>
<tr>
<td>Giving opinion persuasively</td>
<td>Classroom</td>
<td>Dela's advocacy mini-presentations – learners write mini-presentation at computer and data-projector.</td>
<td>Laptop/computer and data-projector.</td>
</tr>
<tr>
<td>Giving praise information</td>
<td>Home – Classroom</td>
<td>Draft a mini-presentation – learners write mini-presentation at computer and data-projector.</td>
<td>Presentation software.</td>
</tr>
<tr>
<td>Being persuasive</td>
<td>Home – Classroom</td>
<td>Deliver mini-presentation using PowerPoint and answer questions.</td>
<td></td>
</tr>
<tr>
<td>Responding to contributions</td>
<td>Home – Classroom</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 faire, savoir savoir (pp. 11-13, 101-130) Though any model familiar to teachers could be used e.g. ARC (Scrivener Learning Teaching Macmillan 1994); PPP; Jane Wilks TBL framework (Wells: A Framework for Task Based Learning Longman 1996). Stages can then be fitted into normal lesson planning.
This is the rationale behind the layout. 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 format 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.

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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.

<table>
<thead>
<tr>
<th>Future</th>
<th>A1</th>
<th>A2</th>
<th>B1</th>
<th>B2</th>
<th>C1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Future Time (going to)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Future Time (present continuous)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Future Time (will &amp; going to)</td>
<td>Prediction</td>
<td>Prediction</td>
<td>Prediction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Future Continuous</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Future Perfect</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Future Perfect Continuous</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Modals: Can</th>
<th>A1</th>
<th>A2</th>
<th>B1</th>
<th>B2</th>
<th>C1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can/can’t</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can/could</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Modals: Possibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Might, may</td>
</tr>
<tr>
<td>Possibly, probably, perhaps</td>
</tr>
<tr>
<td>Might, may, will, probably</td>
</tr>
<tr>
<td>Must/can’t (deduction)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Modals: Obligation &amp; Necessity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Must/mustn’t</td>
</tr>
<tr>
<td>Have to</td>
</tr>
<tr>
<td>Must/have to</td>
</tr>
<tr>
<td>Should</td>
</tr>
<tr>
<td>Ought to</td>
</tr>
<tr>
<td>Need to/needn’t</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Modals: Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>Should have/might have/etc</td>
</tr>
<tr>
<td>Can’t have, needn’t have</td>
</tr>
</tbody>
</table>
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). 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:

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

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

A Salient Characteristics of CEFR levels – spoken language 23
B CEFR-based Scenarios 26
C Mapping Text Types 36
D Mapping Language Content 38
E Exponents for Language Content 43

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 to hypotheses.

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.

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 comprehensively; keep going comprehensively, 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 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.
**SCENARIO: ON HOLIDAY**

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

**LEVEL A1**

<table>
<thead>
<tr>
<th>CAN-DOs*</th>
<th>STRATEGIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can understand questions and instructions, addressed carefully and slowly to him/herself, and follow short, simple directions.</td>
<td>Establish contact with people using simple words, phrases and gestures.</td>
</tr>
<tr>
<td>Can understand numbers, prices and times.</td>
<td>Ask someone to repeat what they said more slowly.</td>
</tr>
<tr>
<td>Can ask for and give personal information: address, telephone number, nationality, age, family and hobbies.</td>
<td>Invite help with gesture when you don’t know the word.</td>
</tr>
<tr>
<td>Can handle numbers, quantities, cost and time.</td>
<td></td>
</tr>
<tr>
<td>Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.</td>
<td></td>
</tr>
</tbody>
</table>

**CRITERIA***

<table>
<thead>
<tr>
<th>Interaction</th>
<th>Can interact in a simple way but communication is totally dependent on repetition, rephrasing and repair.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coherence</td>
<td>Can link words or groups of words with very basic linear connectors like “and” or “then”.</td>
</tr>
<tr>
<td>Range</td>
<td>Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations.</td>
</tr>
</tbody>
</table>

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**

<table>
<thead>
<tr>
<th>EXPONENT</th>
<th>COMPETENCE</th>
<th>ACTIVITY</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hi John, how are you today?</td>
<td>Greetings, Giving personal information</td>
<td>Teacher presentation and controlled practice using appropriate course book or other available materials.</td>
<td>Sequence of short role plays</td>
</tr>
<tr>
<td>My name is Carlos</td>
<td>Understanding &amp; using numbers</td>
<td>Teacher presentation and controlled practice using appropriate course book or other available materials.</td>
<td></td>
</tr>
<tr>
<td>I am from the north of China</td>
<td>Understanding &amp; using prices</td>
<td>This can be developed into a mingle activity.</td>
<td></td>
</tr>
<tr>
<td>I live in Beirut</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The hotel is on the left</td>
<td>Understanding simple directions and instructions Prepositions and prepositional phrases</td>
<td>Teacher presentation using appropriate visual materials. Students complete an information gap activity or a real world mystery tour.</td>
<td></td>
</tr>
<tr>
<td>Go to the end of the street and turn right</td>
<td></td>
<td>Students complete a map activity in pairs.</td>
<td></td>
</tr>
<tr>
<td>Where is the supermarket? It's straight ahead</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>She lives in Switzerland and goes skiing a lot</td>
<td>Connecting words (and, but, because)</td>
<td>Using short texts teacher asks students to notice the connecting words and the role they play in the text.</td>
<td></td>
</tr>
<tr>
<td>I don’t like Indian food but I like Chinese</td>
<td></td>
<td>Students write a postcard.</td>
<td></td>
</tr>
<tr>
<td>Are you French? No I’m not Is she from Egypt? She is from Egypt!</td>
<td>Questions Nationalities and countries Personal information Simple verb forms Present simple</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>What is your name?</td>
<td></td>
<td>Completing an immigration form/handling, card hotel check-in form</td>
<td></td>
</tr>
<tr>
<td>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</td>
<td></td>
<td>Role play of the following situations picking a car up at the airport, checking in to a hotel, planning and booking a day trip</td>
<td></td>
</tr>
<tr>
<td>No I’m not tired She lives in Switzerland and goes skiing a lot France is a wonderful country I am a psychology student at the moment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Where is the supermarket?</td>
<td>Things in the town, shops and shopping Travel &amp; services vocabulary I’d like</td>
<td>Teacher presentation using appropriate visual aids and course book materials. Students perform controlled practice in pairs.</td>
<td></td>
</tr>
<tr>
<td>I want to buy a phone I’d like a cup of coffee I’d like to go home</td>
<td></td>
<td>Role play in a shop, obtaining travel services</td>
<td></td>
</tr>
<tr>
<td>Where is the supermarket?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I want to buy a phone</td>
<td>Establish contact with people using simple words, phrases and gestures</td>
<td>Teacher presentation and practice in small groups/pairs.</td>
<td></td>
</tr>
<tr>
<td>I’d like a cup of coffee I’d like to go home</td>
<td>Ask someone to repeat what they said more slowly Invite help with gesture when you don’t know the word</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This assessment can be integrated in the role plays outlined above.
### SCENARIO: OUT TOGETHER

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

### LEVEL A2

<table>
<thead>
<tr>
<th><strong>“CANDOS”</strong></th>
<th><strong>COMPETENCES</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DOMAIN</strong></td>
<td><strong>CONTEXT</strong></td>
</tr>
<tr>
<td><strong>FUNCTIONAL</strong></td>
<td><strong>Describing places</strong></td>
</tr>
<tr>
<td><strong>PRAGMATIC</strong></td>
<td><strong>Managing interaction</strong></td>
</tr>
<tr>
<td><strong>LINGUISTIC</strong></td>
<td><strong>Presenting the plan</strong></td>
</tr>
<tr>
<td><strong>COMMUNICATION</strong></td>
<td><strong>Reaching consensus on the final plan</strong></td>
</tr>
<tr>
<td><strong>COHERENCE</strong></td>
<td><strong>Can link groups of words with simple connectors like “and,” “but” and “because.”</strong></td>
</tr>
<tr>
<td><strong>ACCURACY</strong></td>
<td><strong>It is usually clear what he/she is trying to say.</strong></td>
</tr>
<tr>
<td><strong>RANGE</strong></td>
<td><strong>Can communicate what he/she wants to say in a simple and direct exchange of limited information on familiar and routine matters.</strong></td>
</tr>
<tr>
<td><strong>ACCURACY</strong></td>
<td><strong>It is usually clear what he/she is trying to say.</strong></td>
</tr>
<tr>
<td><strong>RANGE</strong></td>
<td><strong>Can use basic sentence patterns and communicate with memorised phrases, groups of a few words.</strong></td>
</tr>
<tr>
<td><strong>FLUENCY</strong></td>
<td><strong>Can make himself/herself understood in short contributions, even though pauses, false starts and reformulation are very evident.</strong></td>
</tr>
<tr>
<td><strong>RANGE</strong></td>
<td><strong>Can use simple techniques to start, maintain, or end a short turn in conversation.</strong></td>
</tr>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th><strong>SEQ</strong></th>
<th><strong>COMPETENCES</strong></th>
<th><strong>STUDY CONTEXT</strong></th>
<th><strong>ACTIVITIES</strong></th>
<th><strong>MATERIALS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Describing past experiences Past simple Things in the town vocabulary Travel and services vocabulary</td>
<td>Classroom– Teacher 1</td>
<td>Warm up – Teacher led Pair information gap Writing a short text describing experiences</td>
<td>Students' weekends: No specific material</td>
</tr>
<tr>
<td>2</td>
<td>Prepositional phrases (time, place and movement) Prepositions of time (at/on/in)</td>
<td>Computer room, paired learners Homework</td>
<td>Quizzes with remedial exercise practice Exercise Gap fill teacher-produced test</td>
<td>M/C computer quizzes easy / difficult</td>
</tr>
<tr>
<td>3</td>
<td>Scan for specific services information (e.g. times, prices) Things in the town vocabulary Travel and services vocabulary Describing places Describing activities Managing interaction</td>
<td>Classroom– Teacher 2</td>
<td>Search/reading activity Information-gap group work Authentic leaflets, brochures, adverts etc for tourist and cultural offers</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Suggestions Simple connectors “and,” “but” and “because.” Agreeing and disagreeing</td>
<td>Classroom– Teacher 1 Homework</td>
<td>Presentation + practice Completing dialogues</td>
<td>Coursebook</td>
</tr>
<tr>
<td>5</td>
<td>Skim to identify relevant texts, sections of texts Describing activities</td>
<td>Homework/ computer room alone Web search</td>
<td></td>
<td>List of suggested information sites Google and other search engines</td>
</tr>
<tr>
<td>6</td>
<td>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</td>
<td>Homework Classroom Out on the town</td>
<td>Preparing questions Sharing and correcting questions Role playing rehearsals Collecting information from information services and venues - Face to face - Telephone</td>
<td>Students think up the questions and write them down: No specific material</td>
</tr>
<tr>
<td>7</td>
<td>All</td>
<td>Classroom– Teacher 1</td>
<td>Search reading activity Relating offers found Small group discussion – consensus task</td>
<td>Websites and info identified and collected by students</td>
</tr>
</tbody>
</table>
SCENARIO: ONLINE FORUM

B1

<table>
<thead>
<tr>
<th>DOMAIN</th>
<th>CONTEXT</th>
<th>TASK</th>
<th>ACTIVITIES</th>
<th>TEXTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occupational/Personal</td>
<td>Setting: Work/domestic</td>
<td>Reading online comments/conversation</td>
<td>Participating in online discussion/debate</td>
<td>Messageboard/blog posts</td>
</tr>
<tr>
<td></td>
<td>Location: home/office</td>
<td>Contributing to online discussion</td>
<td>Giving/responding to feedback</td>
<td></td>
</tr>
<tr>
<td></td>
<td>People: online acquaintances</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>B1</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAN-DO*</td>
<td>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. Can understand what is being said, even if the language sometimes seems unfamiliar. Can reflect on the text and express opinions about it. Can write summaries of reports or articles.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CRITERIA*</th>
<th>Is aware of the salient politeness conventions and acts appropriately.</th>
</tr>
</thead>
<tbody>
<tr>
<td>COHERENCE</td>
<td>Can link a series of shorter, discrete elements into a connected, linear sequence of points.</td>
</tr>
<tr>
<td>RANGE</td>
<td>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.</td>
</tr>
<tr>
<td>COMPREHENSION</td>
<td>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.</td>
</tr>
<tr>
<td>ACCURACY</td>
<td>Can express the main point he/she wants to make comprehensibly with reasonable precision. Communicates with some control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COMPETENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRATEGIC</td>
</tr>
<tr>
<td>PRAGMATIC</td>
</tr>
<tr>
<td>LINGUISTIC</td>
</tr>
<tr>
<td>APPROPRIATE</td>
</tr>
<tr>
<td>RANGE</td>
</tr>
<tr>
<td>COMPREHENSION</td>
</tr>
<tr>
<td>ACCURACY</td>
</tr>
</tbody>
</table>

| From the CEFR. Portfolio or schools' 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.

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

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)
**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**

<table>
<thead>
<tr>
<th>Study context</th>
<th>Suggested activities</th>
<th>Materials</th>
<th>Link to criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic: structuring an argument, using stock phrases to gain time</td>
<td>Classroom: individual work</td>
<td>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 &amp; A where learners need to gain time to formulate their responses)</td>
<td>A recording of a television/radio programme (reality show, political, current affairs, etc.)</td>
</tr>
<tr>
<td>Linguistic: collocation of intensifiers</td>
<td>Classroom: individual work</td>
<td>Self-discovery activity, e.g. correcting incorrect collocations from a listening text, followed by written practice, e.g. enriching/expanding a text with intensifiers</td>
<td>TV programme/course book listening</td>
</tr>
<tr>
<td>Linguistic / phonological: giving emphasis, intonation patterns</td>
<td>Classroom: Whole class</td>
<td>Discovery of phonological features, drilling and pair work practice</td>
<td>Course book or pronunciation book</td>
</tr>
<tr>
<td>Pragmatic: summarising, synthesising, evaluating</td>
<td>Research at home</td>
<td>Learners find examples of patented inventions/products with pictures and descriptions. Summarise key positive features to one another in groups</td>
<td>Research on the internet, e.g. a US patents website</td>
</tr>
<tr>
<td>Linguistic: complex sentences, complex noun phrases</td>
<td>Classroom</td>
<td>Expanding simple sentences/deconstructing complex sentences. Raising awareness to the formation of complex noun phrases, verb phrases and sentence structure. Learners practising making complex sentences which may be logical in meaning whilst being grammatically correct and therefore coherent.</td>
<td>None</td>
</tr>
<tr>
<td>Linguistic: passives review, connecting words to express cause and effect, sequencing</td>
<td>Classroom</td>
<td>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.</td>
<td>News article (on business, finance, a particular product/innovation)</td>
</tr>
<tr>
<td>Pragmatic: persuading, giving precise information</td>
<td>Classroom</td>
<td>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.</td>
<td>Pictures of products</td>
</tr>
</tbody>
</table>

*Taken and adapted from the CEFR Overview & Implementation. Nareen Kalyyan*
## SCENARIO: RESEARCH

### LEVEL C1

- **CAN-DOS**
  - Can follow most lectures with relative ease, even when not clearly structured and when relationships are only implied and not signalled explicitly.
  - 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.
  - 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, providing they can re-read difficult sections.
  - 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.

- **STRATEGIC**
  - 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 they can re-read difficult sections.
  - 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.

- **PRAGMATIC**
  - Can produce clear, well-structured texts, showing controlled use of organisational patterns, connectors and cohesive devices. Layout, paragraphing and punctuation are consistent and helpful.
  - 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.

- **Linguistic**
  - 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.

- **Orthographic**
  - 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.

### COMPTENCES

<table>
<thead>
<tr>
<th>Domain</th>
<th>Context</th>
<th>Tasks</th>
<th>Activities</th>
<th>Texts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational</td>
<td>Location University / College Persons Tutors/ Lecturers / Researchers / Fellow students</td>
<td>Plan research</td>
<td>Listening as a member of a live audience (lectures) Tailing &amp; making notes</td>
<td>Sustained monologue (Lectures) Articles, reports &amp; other academic/scientific texts Notes, outline, essay</td>
</tr>
</tbody>
</table>

### REAL WORLD ACTIONS

<table>
<thead>
<tr>
<th>Plan research</th>
<th>Learn about Doing Research &amp; Academic Writing (DRAW) conventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organise process</td>
<td>Choose and focus topic</td>
</tr>
<tr>
<td>State thesis</td>
<td>Write outline</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Collect data</th>
<th>Find sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read about topic</td>
<td>Listen to lectures on topic</td>
</tr>
<tr>
<td>Take notes</td>
<td>Make notes</td>
</tr>
<tr>
<td>Copy quotes</td>
<td>Take references</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Produce paper</th>
<th>Write draft</th>
</tr>
</thead>
<tbody>
<tr>
<td>First editing</td>
<td>Redraft</td>
</tr>
<tr>
<td>Second editing</td>
<td>Final version</td>
</tr>
</tbody>
</table>

### LEARNING ACTIONS

- Awareness-raising activity: Brainstorm DRAW steps and features
- Listen to (10-15') lecture by teacher on DRAW and take notes
- Compare notes and draw conclusions (pairs - groups - white class)
- Brainstorm ideas for improving oral reception and note-taking
- Listening cues (nonverbal, prosodic, discourse markers, syntax, and prosody)
- Note-taking cues (Linear: layout, headings, numbering, indentation, abbreviation, symbols: Branching/Mind maps, and prosody. Peer assess notes
- Discuss possible shared topic(s) and different points of view
- Choose common topic and individual viewpoint
- Plan order (sequence: comparison; contrast)
- Write topic/thesis sentence
- Study samples of general and other types of outline
- Write outline
- Review plagiarism and how to avoid it (paraphrasing, summarising, quoting, referencing)
- Listen to (11-15') lecture by teacher on evaluating sources and content, and take notes
- Read comprehension and efficiency cues
- Practice to improve reading efficiency (anticipation, reading speed, timed reading)
- Practice to improve reading comprehension (markers; increase vocabulary range)
- Read about topic (5 sources from books, journals, dissertations, other) and make notes, copy quotes, take references following formats. Practice quoting and referencing
- Listen to (45-60') lecture on topic by guest lecturer / online and take notes
- In pairs compare and improve notes
- Rewrite outline on feedback from sources, peers and teacher

### LEARNING SPACE

- Classroom
- Pairs
- Groups
- Whole class

### RESOURCES

- Manualis
- Reference books
- Listening exercises
- Note-taking exercises
- Sample outlines
- Data projector

- Browsers
- General & subject encyclopedias
- Academic publications
- Online/live lectures
- Reading exercises
- Reference skills exercises
- Data projector

### CRITERIA

- **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 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.

- **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.

* From the CEFR Overview & Implementation: Angeles Ortega
## Appendix C Mapping Text Types

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

### Written Sources

<table>
<thead>
<tr>
<th>A1</th>
<th>A2</th>
<th>B1</th>
<th>B2</th>
<th>C1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

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

### Spoken Sources

<table>
<thead>
<tr>
<th>A1</th>
<th>A2</th>
<th>B1</th>
<th>B2</th>
<th>C1</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

- **interlocuter**: topic, main points, modified, complex
- **3rd party interaction**: topic, main points, modified, complex
- **discussions and debates**: everyday, modified, complex
- **technical discussions**: everyday, modified, complex
- **instructions**: A to B, detailed
- **messages**: main point
- **announcements**: main point, distorted
- **lectures, talks, presentations**: outline, essentials, nonstandard
- **film**: visual/action, idiomatic
- **shows, drama**: visual/action, idiomatic
- **TV news reports**: events
- **TV interviews**: events
- **TV documentaries**: visual/action
- **TV current affairs**: visual/action
- **TV talk shows**: visual/action
- **radio news**: main points
- **radio documentaries**: main points
- **wide range of radio broadcasts**: main points
- **narratives**: short, slow
- **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)

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

## Discourse Functions

- 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

## Discourse Markers

- 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 informal and formal speech and writing

## Simple Verb Forms

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40
Wide range such as extremely, much too
Collocation of intensifiers
Lexis
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

Topics
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?
- 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 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.

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.

169 Food and drink
  - I like fresh fruit for breakfast.
  - Vegetables are good for you.

170 Things in the town, shops and shopping
  - Where is the supermarket?

171 Travel and services vocabulary
  - Does this bus go to the town centre?

172 Verbs, basic
  - He is a student.

173 Clothes
  - You can’t wear jeans at work.

174 Colours
  - My favourite colours are red and green.

175 Dimensions
  - My room is very small.

176 Ways of travelling
  - My friends get the bus to work but I take the train.

177 Describing things
  - It’s green and it’s made of plastic.

178 Requests
  - Can you give me that book, please?

179 Suggestions
  - Shall we go home now?

180 Advice
  - You should ask the teacher.

181 Invitations
  - Would you like to come to my party?

182 Offers
  - Can I help you?

183 Arrangements/ing to meet people
  - We are meeting John at 8 o’clock.

184 Discourse markers

185 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 Progida, but I didn’t like it. Finally we stayed a week in Capri.

186 Verb forms

187 Imperatives (+/-)
  - Somebody stop him!

188 Topics
189 Family life
190 Hobbies and pastimes
191 Holidays
192 Work and jobs
193 Shopping
194 Leisure activities

195 Verb forms
He’s going to buy a car next year.

She used to wear glasses but now

She used to be a ballet dancer

It was raining, so we decided to

I was living in Spain when I met her.

I began to play chess when I was 5.

She bought some flowers for her mother.

He gave me a nice present.

What is he wearing?

I am staying with Hilary at the moment.

I love this programme.

The plane lands at six.

Do you like British food?

When did it happen?

Where did she go to university?

Is Sasha arriving today?

Have you seen my new car?

Did you pass your driving test?

A: I am going to lose my match.

I’ll tell him about the party ( . . . already decided)

A. I am going to lose my match.

B. No you won’t. I’ll help you.

I’ve known him for 5 years/since 2005.

She hasn’t been to school this week.

I’ve known him for 5 years/since 2005.

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 form the

Have you ever been to school this week.

She hasn’t been to school this week.

I’ve known him for 5 years/since 2005.

Walking is the best exercise.

I’ve known him for 5 years/since 2005.

He got up at 6 o’clock.

I’ll stay in if it rains this afternoon.

If I fail my exams, my father will be angry.

If I eat eggs I feel sick.

If I stay in the sun I get a headache.

She might come. I don’t know.

Can I have some more spaghetti, please?

This could be England’s best chance.

Could I use your computer?

The plane takes off in few minutes.

Put your coat on, it’s raining.

He got up at 6 o’clock.

If I stay in the sun I get a headache.

She might come. I don’t know.

Can I have some more spaghetti, please?

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Can I have some more spaghetti, please?

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Could I use your computer?
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 19th 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.
■ In my opinion, it's too expensive.

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.

32 Functions/ notions
■ 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.

33 Talking about films and books
■ Meryl Streep was brilliant.
■ It is 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.
55 Verb forms
56 Past
57 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.
58 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.
59 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.
60 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.
61 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.
62 Future
63 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.
64 Future continuous
- I’ll be working late tomorrow.
- He’ll be arriving on the last train from Manchester.
65 Present Perfect
66 Present perfect
- She’s just gone to the shop.
- I’ve started but I haven’t finished it yet.
- He still hasn’t arrived.
67 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.
68 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.
69 Simple past
- Used to
- I used to 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.
60 Past perfect
- They had already paid by the time I asked for the bill.
- Ahmed had just arrived.
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- I have studied French since I was 14 years old.
76 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.
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.

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

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

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.

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.

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.

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.

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.

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.
Describing hopes and plans

- I've always wanted to visit the Taj Mahal.
- I hope to get a job in Australia next year.
- I'll call you soon.
- How long are you going to Jamaica for?
- How are you going to get to France?
- I am having a meeting with my boss.
- I don't think it's right for passengers to put their feet on the seats.
- 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.
- 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?
- 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.

Expressing abstract ideas

- 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.

Expressing certainty, probability, doubt

- 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.
- She screamed in anger at how stupid her brother had been.
- Why are you going to Jamaica for?
- How are you going to get to France?
- I am having a meeting with my boss.
- I don't think it's right for passengers to put their feet on the seats.
- 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?

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.

Expressing agreement/disagreement

- I totally agree.
- That's a good point.
- No I'm afraid I can't agree with you there.
- That's a good point.
- I totally agree.
- You know, that's exactly what I think.
- That's just what I was thinking.
- One reason why...
- Another argument for/against... is...
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, Ross?
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 Gabriela 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
(sequentially)
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.

72 Past perfect continuous
- I was tired. I'd been working for sixteen hours.

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

74 Future time (will & going to)
- He had had a terrible day up until that point.

75 Future perfect continuous
- You'll have been spending a lot of time on the Internet recently.

76 Future time (will & going to) (Prediction)
- You will succeed where I have failed.

77 Future continuous (Prediction)
- This time next year, I'll be working in Japan and earning good money.

78 Future perfect
- I'd better go and collect the girls.

79 Future perfect continuous
- Julia will have been studying Economics for 5 years when she graduates next year.

80 Present Perfect
- You've been spending a lot of time building completed on time.

81 Present Perfect continuous
- Honestly, we haven't been wasting our time.

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

83 Mixed conditionals
- If I'd got that job I applied for I'd be working in Istanbul.

84 Phrasal Verbs
- Let's splash out on a bottle of champagne.

85 Mixed conditionals
- Did you think that you were being followed.

86 Extended phrasal verb
- I wish I wasn't going into hospital tomorrow.

87 Mixed conditionals
- She wished she hadn't hurt his feelings.

88 Mixed conditionals
- I thought that I was being followed.

89 Conditionals
- I wish I was rich.

90 Conditionals
- I wish today wasn't Monday.

91 Conditionals
- I wish I wasn't going into hospital.

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94 Phrasal Verbs
- I wish I wasn't going into hospital tomorrow.

95 Mixed conditionals
- She wished she hadn't hurt his feelings.

96 Extended phrasal verb
- I'll take you up on that offer.

97 Mixed conditionals
- I wish I was rich.

98 Mixed conditionals
- If I hadn't seen before.

99 All passive forms
- I wish I wasn't going into hospital.

100 Other verb forms
- I wish I was rich.

101 Reported speech (range of tenses)
- They reported that the volcano might erupt at any time.

102 Relative clauses
- I'll take you up on that offer.

103 Relative clauses
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104 Other verb forms
- I wish I was rich.

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114 Mixed conditionals
- I wish I was rich.

115 Mixed conditionals
- I wish I was rich.

116 Mixed conditionals
- I wish I was rich.

117 Mixed conditionals
- I wish I was rich.

118 Modals
- You needn't have bothered getting here on time.

119 Modals of Deduction and Speculation
- They ran quickly through the streets, all of which were covered in a thick blanket of snow.

120 Modals: can't have, needn't have
- I wish I was rich.

121 Modals: can't have, needn't have
- I wish I was rich.

122 Modals: can't have, needn't have
- I wish I was rich.

123 Modals: can't have, needn't have
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132 Modals: can't have, needn't have
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133 Modals: can't have, needn't have
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134 Articles
- The early history of Scotland is full of betrayal.

135 With abstract nouns
- Happiness in marriage is something you have to work at.

136 With abstract nouns
- 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 andFeelings 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.

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 . . .
- 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 . . .
- That may be true, but . . .
- 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 . . .
- Even so, he still has a long way to go before he is suitable management material.
- I was making . . .
- I still think . . .
- No matter how you look at it, he made a mistake.
- 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 know this may not be a popular conclusion, but it seems to me we have to face (facts/ the fact that . . .)
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.

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.
- 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.

78 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 Narene 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.
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.
185 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