LEVEL A1

COMMUNICATIVE OBJECTIVES
Here you will find a detailed list of what you will be able to do by the end of your A1 level course.

SPOKEN INTERACTION
- I can use basic greetings and leave-taking expressions.
- I can ask how people are.
- I can interact in a simple way, asking and answering basic questions, if I can repeat, repair and get help.
- I can ask and answer (simple personal) questions, like “What’s your name?”, “How old are you?” if the other person speaks slowly and is very helpful.

LISTENING
- I can understand simple words and phrases, like “excuse me”, “sorry”, “thank you”, etc.
- I can understand the days of the week and months of the year.
- I can understand times and dates.
- I can understand numbers and prices.

WRITING
- I can write simple sentences about myself, for example where I live and what I do.
- I can write about myself and where I live, using short, simple phrases.
- I can understand a hotel registration form well enough to give basic personal details (for example, name, address, date of birth).
- I can complete a questionnaire with my personal details.

SPoken production
- I can give personal information (address, telephone number, nationality, age, family and hobbies).
- I can very simply describe myself and my family.
- I can very simply describe where I live.
- I can understand a hotel registration form well enough to give basic personal details (for example, name, address, date of birth).

READING
- I can understand words and phrases on everyday signs (for example, “station”, “car park”, “no parking”, “no smoking”, “keep left”).
- I can understand simple forms well enough to give basic personal details (for example, name, address, date of birth).

STRATEGIES
- I can establish contact with people using simple words and phrases and gestures.
- I can say when I do not understand.
- I can very simply ask somebody to repeat what they said.

GRAMMAR AND VOCABULARY OBJECTIVES
To learn how to use English in these situations, you will need to know most of these language areas.

GRAMMAR
- Adjectives: common and demonstrative
- Adverbs of frequency
- Comparatives and superlatives
- Going to
- How much/how many and very common uncountable nouns
- I'd like
- Imperatives (+/-)
- Intensifiers - very basic
- Modals: can/can’t/have/couldn’t
- Past simple of “to be”
- Past Simple
- Possessive adjectives
- Possessive s
- Prepositions, common
- Prepositions of place
- Prepositions of time, including in/on/at
- Present continuous
- Present simple
- Pronouns: simple, personal
- Questions
- There is/are
- To be, including questions + negatives

VOCABULARY
- Food and drink
- Nationalities and countries
- Personal information
- Things in the town, shops and shopping
- Verbs - basic

LANGUAGE WORK
This is the type of language work you’ll be studying with your teacher. These phrases will be useful in the classroom and beyond.

- We have three cats and one dog.
- How much does the room cost?
- 45 Euros per night.
- What’s the time? A quarter to seven.
- Where is the supermarket? It’s straight ahead.
- This is Mary. Pleased to meet you.
- My name is Carlos.
- I am from the north of China.
- I get the bus to college every day.
- We are from South America.
- Are you French? No I’m not.
- Is she from Egypt?
- Do you like dancing?
- When did you arrive?
- She eats that every day.
- I lived in Paris for 6 months.
- I moved to Madrid when I was 15.
- Are you going to study this weekend?
- I’d like a cup of coffee.
- I like sitting in the sun and doing nothing.
- He can speak Spanish, French and Italian.
- Can/could I use your phone?
- There’s a bank near the station.
- This is my laptop.
- Our shop is on the High Street.
- My sister is coming on Tuesday.
- She is wearing a red skirt.
- This pizza is really good.
- She’s taller than Michelle.
- We always go shopping on Saturdays.
- Pedro is Spanish but he works in France.
- He’s an engineer.
- I like fresh fruit for breakfast.
- Vegetables are good for you.
- What kind of coffee do you want?
- I have a cup of tea every morning.
- I don’t like fish.
- Does this bus go to the town centre?
LEVEL A2

COMMUNICATIVE OBJECTIVES
Here you will find a detailed list of what you will be able to do by the end of your A2 level course.

SPOKEN INTERACTION
- I can ask people how they feel in different situations. For example: “Are you hungry?” or “Are you ok?” and say how I feel.
- I can ask and answer simple questions about home and country, work and free time, likes and dislikes.
- I can ask and answer simple questions about a past event. For example, the time and place of a party, who was at the party and what happened there.
- I can make and accept invitations, or refuse invitations politely.
- I can make and accept apologies.

LISTENING
- I can understand simple information and questions about family, people, homes, work and hobbies.
- I can understand what people say to me in simple, everyday conversation, if they speak clearly and slowly and give me help.
- I can understand short conversations about family, hobbies and daily life, provided that people speak slowly and clearly.
- I can understand short, clear and simple messages at the airport, railway station etc. For example: “The train to London leaves at 4:30.”
- I can understand the main information in announcements if people talk very clearly. For example: weather reports, etc.

WRITING
- I can write a simple message, for example to make or change an invitation or an appointment to meet.
- I can write a short message to friends to give them personal news or to ask them a question. For example, a text message or a postcard.
- I can complete a questionnaire with information about my educational background, my job, my interests and my skills.
- I can write about things and people I know well using simple language. For example: descriptions of friends, what happened during the day.

SPOKEN PRODUCTION
- I can describe myself, my family and other people.
- I can describe my education, my present or last job.
- I can describe my hobbies and interests.
- I can describe my home and where I live.
- I can describe what I did at the weekend or on my last holiday.
- I can talk about my plans for the weekend or my next holiday.

READING
- I can understand short, simple texts containing familiar vocabulary including international words.
- I can find the most important information in advertisements, information leaflets, webpages, catalogues, timetables etc.
- I can understand the main points in short, simple news items and descriptions if I already know something about the subject. For example: news about sport or famous people.
- I can understand short, simple messages from friends. For example: e-mails, web chats, postcards or short letters.
- I can understand the main information in announcements if people talk very clearly. For example: weather reports, etc.

STRATEGIES
- I can start a conversation.
- I can explain what I don’t understand and ask simply for clarification.
- I can start, maintain, or end a short conversation in a simple way.
- I can ask somebody to repeat what they said in a simpler way.

GRAMMAR
- Adjectives – comparative – use of than and definite article
- Adjectives – superlative – use of definite article
- Adverbial phrases of time, place and frequency – including word order
- Adverbs of frequency
- Articles – with countable and uncountable nouns
- Countable and Uncountable: much/many
- Future Time (will and going to)
- Gerunds
- Going to
- Imperatives
- Modals – can/could
- Modals – have to
- Modals – should
- Past continuous
- Past simple
- Phrasal verbs – common
- Possessives – use of ‘s, ‘s
- Prepositional phrases (place, time and movement)
- Prepositions of time: on/in/at
- Present continuous
- Present continuous for future
- Present perfect
- Questions
- Verb + ing/infinitive: like/want-would like
- Wh-questions in past
- Zero and 1st conditional

VOCABULARY
- Adjectives: personality, description.
- Feelings
- Food and drink
- Things in the town, shops and shopping
- Travel and services

LANGUAGE WORK
This is the type of language work you’ll be studying with your teacher. These phrases will be useful in the classroom and beyond.

On Sundays I visit my mother.
Ekaterina is tall and slim.
Mary has long blonde hair.
It’s green and it’s made of plastic.
Can you give me that book, please?
Can you open the window?
Why don’t we phone Jim?
We must hurry. We are late.
Edinburgh is the capital city of Scotland. It has lots of old buildings. It is famous for its castle and its architecture. Every year in summer it holds an international arts festival which brings performers and visitors from around the world.
First we went to Naples. We stayed there 5 days and visited Herculaneum and then Pompeii. After that we went to Procida, but I didn’t like it. Finally we stayed a week in Capri.
Somebody stop him!
He has lost his wallet.
Have you got your results yet?
Would you like a piece of cake / cup of tea?
Would you like to go to Greece?
Can you tell me the way to IKEA?
Break the glass in an emergency.
Where did she go to university?
How did they travel?
Do you like British food?
The plane lands at six.
I was living in Spain when I met her.
It was raining, so we decided to get a taxi.
She’s going to have an operation in October.
Nanene’s playing basketball tonight.
Nate has lost his wallet.
Have you got your results yet?
They arrived at the station in the middle of the night.
Those children over there are very noisy.
These shoes are killing me.
The fastest mammal in the world is the cheetah.
Maths is the most difficult subject for me.
A return ticket to Brighton, please.

To learn how to use English in these situations, you will need to know most of these language areas.
LEVEL B1

COMMUNICATIVE OBJECTIVES
Here you will find a detailed list of what you will be able to do by the end of your B1 level course.

SPOKEN INTERACTION
- I can start, maintain and close simple face-to-face conversations on topics that are familiar or of personal interest.
- I can give or seek personal opinions in an informal discussion with friends, agreeing and disagreeing politely.
- I can have simple telephone conversations with people I know.
- I can ask for and follow detailed directions.

LISTENING
- I can understand the main points of clear standard speech on familiar, everyday subjects; provided there is an opportunity to get repetition or clarification sometimes.
- I can understand the main points of discussion on familiar topics in everyday situations when people speak clearly, but I sometimes need help in understanding details.
- I can follow clearly spoken, straightforward short talks on familiar topics.
- I can understand simple technical information, such as operating instructions for familiar types of equipment.

WRITING
- I can write short, comprehensible connected texts on familiar subjects.
- I can write simple texts about experiences or events, for example about a trip, describing my feelings and reactions.
- I can write emails, faxes or text messages to friends or colleagues, relating news and giving or asking for simple information.
- I can write a short formal letter asking for or giving simple information.

READING
- I can understand the main points in straightforward factual texts on subjects of personal or professional interest well enough to talk about them afterwards.
- I can find and understand the information I need in brochures, leaflets and other short texts relating to my interests.
- I can understand the main points in short newspaper and magazine articles about current and familiar topics.
- I can understand private letters about events, feelings and wishes well enough to write back.

STRATEGIES
- I can ask someone to clarify or elaborate what they have just said.
- I can repeat back part of what someone has said to confirm that we understand each other.
- When I can’t think of a word, I can use a word meaning something similar and invite “correction” from the person I am talking to.
- I can ask for confirmation that a form is correct and correct some basic mistakes if I have time to do so.

GRAMMAR AND VOCABULARY OBJECTIVES
To learn how to use English in these situations, you will need to know most of these language areas.

GRAMMAR
- Adverbs
- Broad range of intensifiers such as too, enough
- Comparatives and superlatives
- Complex question tags
- Conditionals, 2nd and 3rd
- Connecting words expressing cause and effect, contrast etc.
- Future continuous
- Modals – must/can’t deduction
- Modals – might, may, will, probably
- Modals – should/have/might have/etc.
- Modals – must/have to

VOCABULARY
- Collocation
- Colloquial language
- Things in the town, shops and services
- Travel and services

LANGUAGE WORK
This is the type of language work you’ll be studying with your teacher. These phrases will be useful in the classroom and beyond.

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.

He felt a little nervous about the exam. We also tried lots of different kinds of food. We had a great time.

I’ve started but I haven’t finished it yet.

Travel and services

He still hasn’t arrived.

Simple passive

He felt a little nervous about the exam.

I’ve started but I haven’t finished it yet.

Modals – should/have/might have/etc.

Collocation

Simple passive

PHRASAL VERBS

He felt a little nervous about the exam.

I’ve started but I haven’t finished it yet.

Travel and services

He still hasn’t arrived.

Simple passive

PHRASAL VERBS

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.

Collocation

Simple passive

Modals – should/have/might have/etc.

PHRASAL VERBS

He felt a little nervous about the exam.

I’ve started but I haven’t finished it yet.

Travel and services

He still hasn’t arrived.

Simple passive

PHRASAL VERBS

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.

Collocation

Simple passive

Modals – should/have/might have/etc.

PHRASAL VERBS

He felt a little nervous about the exam.

I’ve started but I haven’t finished it yet.

Travel and services

He still hasn’t arrived.

Simple passive

PHRASAL VERBS

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.

Collocation

Simple passive

Modals – should/have/might have/etc.
LEVEL B2

COMMUNICATIVE OBJECTIVES
Here you will find a detailed list of what you will be able to do by the end of your B2 level course.

SPOKEN INTERACTION
- I can take an active part in conversation, expressing clearly my points of view or feelings naturally with effective turn-taking.
- I can evaluate advantages & disadvantages and participate in reaching a decision in formal or informal discussion.
- I can sustain my opinions in discussion by providing relevant explanations, arguments and comments.
- I can use the telephone to find out detailed information, provided the other person speaks clearly and ask follow up questions to check that I have understood a point fully.

SPOKEN PRODUCTION
- I can give clear, detailed descriptions on a wide range of subjects related to my field of interest.
- I can develop and maintain a clear argument by linking my ideas logically and expanding and supporting my points with appropriate examples.
- I can present a topical issue in a critical manner and weigh up the advantages and disadvantages of various options.
- I can summarise information and arguments from a number of sources, such as articles or reports, discussions, interviews, presentations, etc.
- I can summarise orally the plot and sequence of events in a film or play.

LISTENING
- I can understand the main ideas of complex speech on concrete and abstract topics delivered in a standard dialect, including technical discussions in my field of specialisation.
- I can understand in detail what is said to me in standard spoken language.
- I can with some effort catch much of what is said around me, but may find it difficult to understand a discussion between several speakers who do not modify their language in any way.
- I can follow TV drama and the majority of films in standard dialect.
- I can understand TV news, current affairs, documentaries, interviews, talk shows, etc.

READING
- I can read with a large degree of independence, using dictionaries and other reference sources selectively when necessary.
- I can understand articles, reports and reviews in which the writers express specific points of view (e.g., political commentary, critiques of exhibitions, plays, films, etc.).
- I can rapidly grasp the content and the significance of news, articles and reports on topics connected with my interests or my job, and decide if a closer reading is worthwhile.
- I can understand the main points in formal and informal letters relating to my personal and professional interests, with occasional use of a dictionary.
- I can understand the main ideas of complex speech on concrete and abstract topics delivered in a standard dialect, including technical discussions in my field of specialisation.

WRITING
- I can write at length about topical issues, even though complex concepts may be oversimplified, and can correct many of my mistakes in the process.
- I can write clear, detailed descriptions on a variety of subjects related to my field of interest.
- I can express news, views and feelings in correspondence, and respond to those of the other person.
- I can write standard formal letters requesting or communicating relevant information, following a template.

STRATEGIES
- I can use standard phrases like “That’s a difficult question to answer” to gain time and keep the turn while formulating what to say.
- I can help a discussion along on familiar ground confirming comprehension, to gain time and keep the turn while formulating what to say.
- I can generally correct slips and errors if I become aware of them or if they have led to misunderstandings.
- I can make a note of “favourite mistakes” and consciously monitor speech for them.

GRAMMAR AND VOCABULARY OBJECTIVES
To learn how to use English in these situations, you will need to know most of these language areas.

GRAMMAR
- Adjectives and adverbs
- Future continuous
- Future perfect
- Future perfect continuous
- Mixed conditionals
- Modals – can’t have, needn’t have
- Modals of deduction and speculation
- Narrative tenses
- Passives

VOCABULARY
- Collocation
- Colloquial language

LANGUAGE WORK
This is the type of language work you’ll be studying with your teacher. These phrases will be useful in the classroom and beyond.

- She screamed in anger at how stupid her brother had been.
- I’m having a meeting with my boss on Friday.
- How long are you going to, Jamaica for?
- I’d love to see the photos when you get back.
- To sum up, the government will need to cut spending for the next five years.
- All in all, it was a memorable performance.
- I wonder if John will be going to the party.
- What if Teresa hadn’t turned up?
- Frustratingly, we had to cancel the event.
- From her point of view, we have to do this as soon as possible.
- That’s just what I was thinking.
- That’s a good point.
- It’s ridiculous.
- It’s very frustrating.
- What about?
- Is that possible?
- Really?
- No way! I don’t believe it.
- In spite of its popularity I feel that “The Beach” is a very overrated book which appeals mainly to pop-year students.
- It was really good when...
- As far as I am concerned this has nothing to do with the issue.
- One reason why...
- Another argument for/against is...
- It could be argued/asserted that...
- Plan, would you like to kick off?
- Shall we begin?
- We don’t have time to go into that matter right now.
- It could be argued that...
- Shall we?
- Shall we?
- Let’s get back to the issue under discussion, shall we?
- I’d like to say a few words here.
- Yes, I think I can contribute to this point.
- Carry on.
- Go on.
- What makes you say that?
- I’m all ears.
- What do you reckon/think?
- Let’s hear what Gabriella has to say.
- Wow, that’s fantastic.
- Really? Tell me more.
- Subsequently, he went on to be one of our best salesmen.
- 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.
- In spite of her illness during the course, she managed to qualify successfully.
- Despite the rain we had a great time.
- Although I was very young at the time, I remember what happened quite clearly.
- 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.
- He had had a terrible day up until that point.
- I was tired; I’d been working for sixteen hours.
- Had they been waiting long?
- You will succeed where I have failed.
- I wish today wasn’t Monday.
- Let’s splash out on a bottle of champagne.
- I’ll take you up on that offer.
- I’m being eaten alive by these mosquitoes.
- I thought that I was being followed.
- She thought she could do it all herself.
- They reported that the volcano might erupt at any time.
- I told her I’d had to go.
- I’ve lost the books that I borrowed from the library.
- Shelly and Illywon’s poetry which used to be compulsory, has now been dropped from the syllabus.
- You should have asked her earlier. It’s too late now.
- I know we might have to pay to get in.
- What can he have done with the keys? He can’t have lost them again.
- He went straight to work.
- Next draw a straight line across the top of the paper.
- The weather forecast is good. Nevertheless, you always need to be careful in the mountains.
- The resort has a range of luxury accommodation to offer.
- There’s no hurry. Let’s just chill out for an hour or two.
- This time next year, I’ll be working in Japan and earning good money.
- She won’t have left by then.
- If I studied harder, I’d be at university now.
- If I’d got that job I applied for I’d be working in London.
- I wish I was in London.
- It’s so beautiful.
- I’ll take you up on that offer.
- I’m being eaten alive by these mosquitoes.
- I thought that I was being followed.
- She thought she could do it all herself.
- They reported that the volcano might erupt at any time.
- I told her I’d had to go.
- I’ve lost the books that I borrowed from the library.
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- I know we might have to pay to get in.
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- He went straight to work.
- Next draw a straight line across the top of the paper.
- The weather forecast is good. Nevertheless, you always need to be careful in the mountains.
- The resort has a range of luxury accommodation to offer.
- There’s no hurry. Let’s just chill out for an hour or two.
**LEVEL C1**

**COMMUNICATIVE OBJECTIVES**
Here you will find a detailed list of what you will be able to do by the end of your C1 level course.

**SPOKEN INTERACTION**
- I can express myself fluently and appropriately, adopting a level of formality appropriate to the circumstances and my relationship to the person I am talking to.
- I can keep up with animated discussions on abstract and complex topics with a number of speakers and can participate effectively even when people start talking simultaneously.
- I can understand and exchange complex, detailed information on topics with which I am not personally familiar, pinpointing key areas where further explanation or clarification is needed.

**LISTENING**
- I can understand enough to follow extended speech on abstract and complex topics of academic or vocational relevance.
- I can follow extended discussion even when it is not clearly structured and when relationships are only implied and not signalled explicitly.
- I can follow most lectures, discussions and debates both within and outside my field.
- I can understand complex technical information, such as instructions for operating equipment and specifications for products and services I know about.

**WRITING**
- I can write clear, well-structured texts on complex topics in an appropriate style with good grammatical control.
- I can present points of view in a paper, developing an argument, highlighting the most important points, and supporting my reasoning with examples.
- I can express myself clearly and appropriately in personal correspondence, summarising orally long, demanding texts.

**READING**
- I can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, though I may want time to re-read them.
- I can understand complex texts where stated opinions and implied points of view are discussed.
- I can understand lengthy, complex manuals, instructions, regulations and contracts in my field.
- I can understand formal letters connected or unconnected to my field if I can occasionally check with a dictionary.

**STRATEGIES**
- I can select from a readily available range of expressions to preface my remarks appropriately and to follow up what other people say.
- I do not have to restrict what I want to say at all if I can’t find one expression I can substitute with another.
- I can monitor my speech and writing to repair slips and improve formulation.

**COMMUNICATION STRATEGIES**
- These phrases will be useful in the classroom and beyond.

**GRAMMAR**
- I don't really feel comfortable with...
- I couldn't care less whether... or not.
- If you'd arrived on time, we would probably...
- I suppose that could be an option.
- No matter how you look at it, he made a mistake.
- It could well be the best solution.
- I have a feeling there may be a problem here.
- All the same, she deserves another chance.
- No one would dispute that...
- It is frequently argued that ...
- I'm afraid this is something I feel quite strongly about.
- I don't really mind if you do that.
- It's there in black and white.
- It wasn't bad, just a bit disappointing.
- He might have been hurt.
- I felt embarrassed I didn't take a present.
- I wish I'd studied a bit harder.
- On the contrary...
- He'll be given a warning.
- I suppose that could be an option.
- I'm afraid this is something I feel quite strongly about.
- It was about time someone did something about it.
- I suppose that could be an option.
- It was about time someone did something about it.
- It's really good. It's concise, focused, readable.
- If you want a shoulder to cry on, I'll always be here.
- She knew that her mother had put John up to it.
- She knew that her mother had put John up to it.
- I see what you mean, but...
- I wish I'd studied a bit harder.
- It's there in black and white.
- It wasn't bad, just a bit disappointing.
- He might have been hurt.
- I felt embarrassed I didn't take a present.
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- On the contrary...
- He'll be given a warning.
- I'm afraid this is something I feel quite strongly about.
- It was about time someone did something about it.
- I see what you mean, but...
- I wish I'd studied a bit harder.
- It's there in black and white.
- It wasn't bad, just a bit disappointing.
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