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
Acknowledgements

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1 The CEFR

The CEFR was published in 2001 in English\(^1\) 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\(^2\), 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 archetypical of the level concerned. The concept will be explained in Section 5.
### Functions
- **A1**: Describing habits and routines  
- **A2**: Giving personal information  
- **B1**: Checking understanding  
- **B2**: Critiquing and reviewing  
- **C1**: Conceding a point

### Markers
- **A1**: Present simple  
- **A2**: Past simple  
- **B1**: Present perfect  
- **B2**: Future perfect continuous  
- **C1**: Will

### Prepositions
- **A1**: To  
- **A2**: For  
- **B1**: On  
- **B2**: Under  
- **C1**: In

### Grammar
- **A1**: Adjectives: common and demonstrative  
- **A2**: Adjectives: comparative, - use of than and definite article  
- **B1**: Adverbs: broader range of intensifiers such as too, enough  
- **B2**: Adverbs: Future continuous  
- **C1**: Futures (revision)  

### Discourse Markers
- **A1**: Linkers: sequential – past time  
- **A2**: Linkers: sequential past time  
- **B1**: Linkers: sequential past time  
- **B2**: Linkers: sequential past time  
- **C1**: Linking devices, logical markers

### Vocabulary
- **A1**: Adjectives: personality, description, feelings  
- **A2**: Collocation  
- **B1**: Colloquial language  
- **B2**: Colloquial language  
- **C1**: Approximating (vague language)  

### Topics
- **A1**: Education  
- **A2**: Books and literature  
- **B1**: Arts  
- **B2**: Books and literature  
- **C1**: Books and literature
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.

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.
## SCENARIO: BUSINESS MEETING

### DOMAIN
- Occupational: Organisation Multinational corporation
- Location: Office
- Persons: Colleagues

### CONTEXT
- Task: Attending meeting
- Contributing opinion on other proposal
- Making own proposal
- Listening as member of live audience
- Spoken Production
- Spoken Interaction
- Sustained monologue

### ACTIVITIES
- PowerPoint presentation
- Formal discussion

### LEVEL
- B2

### CANDOS*
- Follow the discussion on matters related to his/her field and understand in detail the points given prominence by the speaker.
- Contribute, account for and sustain his/her opinion, evaluate alternative proposals, and make and respond to hypotheses.
- Give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest.
- Develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples.

### CRITERIA**
- APPROPRIATENESS
  - Can express himself/herself appropriately in situations and avoid oras errors of formulation.
- COHERENCE
  - Can use a variety of linking words efficiently to mark clearly the relationships between ideas.
- 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.
- 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.

### 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
  - Expressing abstract ideas
  - Giving precise information
  - Speculating
  - Developing an argument
  - Justification

- LINGUISTIC
  - Grammatical
    - Module of deduction in the past
    - All passive forms
    - All conditionals
    - Collocation of intensifiers
    - Wide range of (complex) NPs
  - Lexical
    - Work-related collocations
  - Phonological
    - Intonation patterns

### SCENARIO IMPLEMENTATION

<table>
<thead>
<tr>
<th>Competence(s)</th>
<th>Learning context</th>
<th>Activity</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formal speech markers</td>
<td>Engage – whole class discussion</td>
<td>Watch TV business reality show discussion – discuss which contestant they find more persuasive – analysis language to identify features marking formal discussion, relating contribution and persuasion.</td>
<td>Recorded/online episode of reality show.</td>
</tr>
<tr>
<td>Discourse markers</td>
<td>Engage – whole class discussion</td>
<td>Webquest – note key collocation; listen to business news and transcribe a short stretch of speech.</td>
<td>Webquest directing learners to sites including business training sites and business news radio.</td>
</tr>
<tr>
<td>Study</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Passive forms</td>
<td>Engage – whole class discussion</td>
<td>Business news articles, rewritten with all passives made active – learners reconstruct original text.</td>
<td>Article (rewritten).</td>
</tr>
<tr>
<td>Discourse markers</td>
<td>Engage – whole class discussion</td>
<td>Language analysis followed by micro-discussions of possible consequences of various business decisions.</td>
<td>Situation-decision cards – invented or based on real business scenarios.</td>
</tr>
<tr>
<td>Discourse markers</td>
<td>Engage – groups</td>
<td>Just a minute’-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>Discussion</td>
<td>Engage – whole class discussion</td>
<td>Delve into a real business presentation – learners write mini-presentations at home advocating an opinion of view.</td>
<td>Laptop/desktop computer and data projector.</td>
</tr>
<tr>
<td>Writing</td>
<td>Engage – whole class discussion</td>
<td>Develop arguments, responding to contributions.</td>
<td>Writing software.</td>
</tr>
</tbody>
</table>

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

Overview: Angeles Ortega. Implementation: Howard Smith
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 form of the first page (Objectives overview) used in an educational institution, flexibility with different formats for the scenario implementation will encourage experimentation and perhaps a link to pedagogic structures that may be familiar to learners from their specific pedagogic culture or training.

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

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

Example 1
- Activity 1
- Activity 2
- Activity 3
- Activity 4
- Assessment

Example 2
- Activity 1
- Assess 1
- Activity 2
- Assess 2
- Activity 3
- Assess 3
- Activity 3
- Real world

Example 3
- Activity 1
- Assess 1
- Activity 4
- Assessment

Example 4
- Activity 1
- Assessment

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

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

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

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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/mustn’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.”

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

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

**C2**

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

**C1**

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

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

**B2+**

This band represents a strong Vantage performance. The focus on argument, effective social discourse and on language awareness which appears at B2 continues. However, the focus on argument and social discourse can also be interpreted as a new focus on discourse skills. This new degree of discourse competence shows itself in conversational management (co-operating strategies): give feedback on and follow up statements and inferences by other speakers and so help the development of the discussion; relate own contribution skilfully to those of other speakers. It is also apparent in relation to coherence/cohesion: use a variety of linking words efficiently to mark clearly the relationships between ideas; develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail. Finally, it is at this band that there is a concentration of items on negotiating.
B2
Descriptors calibrated at Level B2 represent quite a break with the content so far. For example at the lower end of the band there is a focus on effective argument; account for and sustain his opinions in discussion by providing relevant explanations, arguments and comments; explain a viewpoint on a topical issue giving the advantages and disadvantages of various options; develop an argument giving reasons in support of or against a particular point of view; take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.

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

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

B1+
This band seems to be a strong Threshold performance. The same two main features at B1 continue to be present, with the addition of a number of descriptors which focus on the exchange of quantities of information, for example: provide concrete information required in an interview/consultation (e.g. describe symptoms to a doctor) but does so with limited precision; explain why something is a problem; summarise and give his or her opinion about a short story, article, talk, discussion interview, or documentary and answer further questions of detail; carry out a prepared interview, checking and confirming information, though he/she may occasionally have 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 basic information, ask and give directions, and buy tickets; ask for and provide everyday goods and services.

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

| Personal Public | Places airports, shops, restaurants, public transport, entertainment | Getting information to book a trip | Travelling | Sustained monologue: description
|                | People: officials, hotel/shop & other personnel, other travellers/holidaysmakers | | Contracting and using services (e.g. hire & pick up car; check in at hotel) | Forms, postcards
|                | | Finding your way | Finding your way | Notices, instructions, brochures
|                | | Socializing | Socializing | Written Production
|                | | | | Spoken Production
|                | | | | Spoken Interaction

### Level A1

**Can Do's**
- Can understand questions and instructions addressed carefully and slowly to him/her, and follow short, simple directions.
- Can understand numbers, prices and times.
- Can ask for and give personal information (address, telephone number, nationality, age, family, and hobbies).
- Can handle numbers, quantities, cost, and time.
- Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.

**Strategic**
- Establish contact with people using simple words, phrases and gestures.
- Ask someone to repeat what they said more slowly.
- Invite help with gestures when you don’t know the word.

**Pragmatic**
- Functional
- Understanding and using numbers.
- Understanding and using prices.
- Giving personal information.
- Understanding simple directions and instructions.

**Discourse**
- Connecting words (and, but, because).

**Linguistic**
- Grammatical
- Simple verb forms.
- Questions.
- Present simple.
- I'd like.
- Prepositions and prepositional phrases.

**Criteria**
- Interaction: Can interact in a simple way but communication is totally dependent on repetition, rephrasing and repair.
- Coherence: Can link words or groups of words with very basic linear connectors like “and” or “then”.
- Range: Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations.

### 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? My name is Carlos I am from the north of China I live in Beirut</td>
<td>Understanding &amp; using numbers</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>What is your name?</td>
<td>Understanding &amp; using personal information</td>
<td>Teacher presentation and controlled practice using appropriate course book or other available materials</td>
<td>Group mingle can be an assessed activity</td>
</tr>
<tr>
<td>The hotel is on the left Go to the end of the street and turn right Where is the supermarket? It's straight ahead</td>
<td>Understanding simple directions and instructions</td>
<td>Teacher presentation using appropriate visual materials</td>
<td>Students complete a map activity in pairs</td>
</tr>
<tr>
<td>She lives in Switzerland and goes skiing a lot I don't like Indian food but I like Chinese</td>
<td>Using short texts teacher asks students to notice the connecting words and the role they play in the text</td>
<td>For homework students complete a text with the necessary connecting words.</td>
<td>Students write a postcard and teacher assesses how the connecting words are used</td>
</tr>
<tr>
<td>Are you French? No I'm not Is she from Egypt? What is your name? How much does it cost? Pedro is Spanish but he works in France She's married and has three children I am 26 years old, single and I work in a bank No I'm not tired France is a wonderful country I am a psychology student at the moment</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>Completing an immigration form/landing card/hotel check-in form</td>
</tr>
<tr>
<td>Where is the supermarket/African station? How much does this cost? Does this bus go to the town centre? I want to buy a phone I'd like a cup of coffee I'd like to go home</td>
<td>Things in the town, shops and shopping Travel &amp; services vocabulary</td>
<td>Teacher presentation using appropriate visual aids and course book materials Students perform controlled practice in pairs</td>
<td>Role play in a shop, obtaining travel services</td>
</tr>
<tr>
<td>My name is Carlos I am from the north of China I live in Beirut Are you French? No I'm not Is she from Egypt? What is your name? How much does it cost? Pedro is Spanish but he works in France She's married and has three children I am 26 years old, single and I work in a bank No I'm not tired France is a wonderful country I am a psychology student at the moment</td>
<td>Establish contact with people using simple words, phrases and gestures</td>
<td>Teacher presentation and practice in small groups/pairs.</td>
<td>This assessment can be integrated in the role plays outlined above</td>
</tr>
</tbody>
</table>
SCENARIO: OUT TOGETHER

<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>Workplace, school</td>
<td>Planning an outing in a small group</td>
<td>Reading for orientation</td>
<td>Informational printed material, brochures, leaflets etc.</td>
</tr>
<tr>
<td>People</td>
<td>Friends or colleagues</td>
<td>Finding information on where to go</td>
<td>Spoken interaction informal discussion with friends</td>
<td>Calendars, programmes and descriptions (on websites)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Preparing the plan</td>
<td>Spoken production sustained monologue</td>
<td>Informal discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reaching consensus on the final plan</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### LEVEL A2

**"CANDOS*"**

Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time.

Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events, advertisements, prospectuses, menus, reference lists and timetables.

Can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.

Can discuss everyday practical issues in a simple way: what to do, where to go and make arrangements to meet.

Can make and respond to suggestions.

Can agree and disagree with others.

**CRITERIA**

**FLUENCY**

Can make him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident.

**RANGE**

Can communicate what he/she wants to say in a simple and direct exchange of limited information on familiar and routine matters. Can use basic sentence patterns and communicate with memorised phrases, groups of a few words, like sufficient vocabulary to conduct everyday discussion involving familiar situations and topics.

**ACURACY**

It is usually clear what he/she is trying to say.

**COHERENCE**

Can link groups of words with simple connectors like "and," "but" and "because."

**INTERACTION**

Can use simple techniques to start, maintain, or end a short turn in conversation.

---

**SEQUENTIAL ACTIVITIES**

**SEQ** | **COMPETENCES** | **STUDY CONTEXT** | **ACTIVITIES** | **MATERIALS** |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1. Describing past experiences</td>
<td>Classroom– Teacher 1</td>
<td>Warm-up - Teacher led</td>
<td>Students' weekends. No specific material</td>
</tr>
<tr>
<td></td>
<td>2. Prepositional phrases (time, place and movement)</td>
<td>Computer room, paired learners</td>
<td>Quizzes with remedial exercise practice</td>
<td>M/C computer quizzes, easy/difficult Gap fill teacher-produced test</td>
</tr>
<tr>
<td>2</td>
<td>3. Scan for specific services/ information (eg, times, prices)</td>
<td>Classroom– Teacher 2</td>
<td>Search reading activity</td>
<td>Authentic leaflets, brochures, adverts etc for tourist and cultural offers</td>
</tr>
<tr>
<td></td>
<td>5. Skim to identify relevant texts, sections of texts</td>
<td>Homework/computer room alone</td>
<td>Web search</td>
<td>List of suggested information sites Google and other search engines</td>
</tr>
<tr>
<td>3</td>
<td>6. Questions</td>
<td>Homework</td>
<td>Preparing questions</td>
<td>Students think up the questions and write them down. No specific material</td>
</tr>
<tr>
<td></td>
<td>Simple connectors &quot;and&quot;, &quot;but&quot;, and &quot;because&quot;</td>
<td></td>
<td>Sharing and correcting questions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Agreeing and disagreeing</td>
<td></td>
<td>Role playing rehearsals</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td>Collecting information from information services and venues</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td>- Face to face</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td>- Telephone</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td>Search reading activity</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td>Relating offers found</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td><em>Small group discussion - consensus task</em>*</td>
<td></td>
</tr>
</tbody>
</table>

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*From the CEFR. Overview and implementation: Brian North

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**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.
SCENARIO: ONLINE FORUM

**LEVEL B1**

**STRATEGIC**
- Identify unfamiliar words from the context on topics related to his/her field of interests.
- Identify key points and ideas in a text on a familiar topic and avoid being distracted by subsidiary points.
- Intervene in a written discussion on a familiar topic.
- Ask someone to clarify or elaborate what he or she has just said.
- Correct slips and errors if he/she becomes conscious of them or if they have led to misunderstandings.

**FUNCTIONAL**
- Discourse
  - Connecting words expressing cause and effect, contrast etc.

**APPROPRIATENESS**
- Is aware of the salient politeness conventions and acts appropriately.

**COHERENCE**
- Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.

**RANGE**
- Has enough language to get by with sufficient vocabulary to express him/herself on topics such as hobbies and interests, work, travel, and current events.

**COMPREHENSION**
- Can identify the main conclusions in clearly signalled argumentative texts.
- Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.

**ACCURACY**
- Can express the main point he/she wants to make comprehensibly with reasonable precision.
- Communicates with some control though with noticeable mother tongue influence.
- Errors occur, but it is clear what he/she is trying to express.

**CRITERIA**
- Discourse Connecting words expressing cause and effect, contrast etc
- Functional
discourse language of agreeing and disagreeing
- Discourse
  - Connecting words expressing cause and effect, contrast etc

**LEXICAL**
- Grammatical
  - Comparatives and superlatives
  - Conditional: 1st and 2nd
  - Modal – might, may, will
  - Modal – should have, might have etc
  - Range of verb forms (past, present and future)
  - Reported speech
- Lexical
  - Collocation and links related to familiar topics and interests

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

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**SCENARIO IMPLEMENTATION**

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

**STAGE**

<table>
<thead>
<tr>
<th>STAGE</th>
<th>COMPETENCES</th>
<th>STUDY CONTEXT</th>
<th>ACTIVITIES</th>
<th>MATERIALS/SOURCES</th>
</tr>
</thead>
</table>
| 1     | Lexis/grammar
  - Strategy: Identify key points and ideas in a text on a familiar topic and avoid being distracted by subsidiary points |
  - Dialogue analysis – Identify core topic vocabulary and frequent grammar/structure. Examine text structure. |
  - Pages from online messageboard/blog on subject of learner interest |
| 2     | Grammar |
  - Practice exercises on key grammatical structures |
  - Grammar practice material |
| 3     | Describing experiences/events |
  - Grammar – range of verb forms, mixing verb forms |
  - Process writing – short descriptive text |
  - Realia (e.g. film/books/music etc) |
| 4     | Expressing opinion/agreeing disagreeing |
  - Classroom – groups |
  - Intensive discussion activity – short opinion followed by reaction |
  - Course book |
| 5     | Written interaction – managing interaction – ask for clarification – correct slips/errors |
  - Classroom – whole class |
  - Poem writing/note passing |
| 6     | Identify unknown language from context – Identify key points and ideas in a text on a familiar topic and avoid being distracted by subsidiary points |
  - Classroom |
  - Reading comprehension – work on identifying main points, recognising opinion. |
  - Tests from special interest magazines/websites |
| 7     | Lexis |
  - Mind-mapping topic lexis and collocations |
  - Course book |
| 8     | Discourse – connecting expressions |
  - Classroom – pairs/individuals |
  - Review/practise basic discourse markers |
| 9     | Pragmatic – agreeing disagreeing/politeness conventions |
  - Classroom |
  - Analysis/discussion of conventions in online vs other discourse models |
  - Article – “Test yourself” |
| 10    | AI |
  - Home/Self-study |
  - Participate in online discussion |
| 11    | Lexis |
  - Classroom |
  - Use search engine to find appropriate/message board |
  - Computer search engine |
| 12    | AI |
  - Self-study with teacher support |
  - Prepare and deliver report/presentation on experiences with online discussion |
  - Online texts |
| 13    | Lexis |
  - Strategy: Identify key points and ideas in a text on a familiar topic and avoid being distracted by subsidiary points |
  - Classroom – whole class |
  - Identify topic and key content from extracted text |
  - Online texts wordle word clouds |
| 14    | AI |
  - Classroom |
  - Simulation of online discussion – either on networked computers or pen/paper |
  - Networked or stand-alone computer – institutional website/ VLE |

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

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

<table>
<thead>
<tr>
<th>DOMAIN</th>
<th>CONTEXT</th>
<th>TASKS</th>
<th>ACTIVITIES</th>
<th>TEXTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occupational</td>
<td>Organisation, corporation, bank, sponsoring donors</td>
<td>Making a proposal</td>
<td>Spoken Production</td>
<td>Sustained monologue Q and A</td>
</tr>
<tr>
<td></td>
<td>Location office</td>
<td>Responding to objections / follow up questions</td>
<td>Spoken Interaction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Persons, management committee / potential donors / bank manager</td>
<td>Summarise your case</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### LEVEL B2

**COMPETENCES**

| STRATEGIC | Plan what is to be said and the means to say it, considering the effect on the recipient/s. |
| PRAGMATIC | Discourse: Explaining a rationale; Developing an argument; Giving precise information; Responding to counterarguments; Synthesising, evaluating information; Persuading |
| LINGUISTIC | Grammatical: Passive forms; Conditional forms; Complex noun phrases; Collocation of intensifiers |
| | Functional: Discourse |

### CRITERIA*

- **FLUENCY**: Can communicate spontaneously, often showing remarkable fluency, ease of expression and fairly even tempo in longer, complex stretches of speech. He/she can be hesitant as he/she searches for patterns and expressions but there are few noticeably long pauses.
- **COHERENCE**: Can use a limited number of linking expressions to mark clearly the relationships between ideas. Can respond appropriately to questions.
- **RANGE**: Has a sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments without much conscious searching for words, using some complex sentence forms to do so.
- **ACCURACY**: Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.
- **FLUENCY and CONTACT**: Can account for and sustain own opinions by providing relevant explanations, arguments and comments.
- **RANGE**: Has a sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments without much conscious searching for words, using some complex sentence forms to do so.
- **ACCURACY**: Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.
- **FLUENCY**: Can communicate spontaneously, often showing remarkable fluency, ease of expression and fairly even tempo in longer, complex stretches of speech. He/she can be hesitant as he/she searches for patterns and expressions but there are few noticeably long pauses.
- **COHERENCE**: Can use a limited number of linking expressions to mark clearly the relationships between ideas. Can respond appropriately to questions.
- **RANGE**: Has a sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments without much conscious searching for words, using some complex sentence forms to do so.
- **ACCURACY**: Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.
- **FLUENCY and CONTACT**: Can account for and sustain own opinions by providing relevant explanations, arguments and comments.
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- **FLUENCY and CONTACT**: Can account for and sustain own opinions by providing relevant explanations, arguments and comments.

### 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>COMPETENCES</th>
<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</td>
<td>Authentic listening to an extract from a persuasive argument</td>
<td>TV programme / course book / live listening to teacher</td>
<td>Has a sufficient range of language to be able to give clear descriptions.</td>
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<td></td>
<td>Individual work</td>
<td>Two or three recognition activities, e.g. ticking off stock phrases used, analysis of argument structure / development, etc.</td>
<td>TV programme / course book / live listening to teacher</td>
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<td></td>
<td>Pairs / groups</td>
<td>Follow up with practice (e.g. Q &amp; A - where learners need to gain time to formulate their responses)</td>
<td>TV programme / course book / live listening to teacher</td>
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</tr>
<tr>
<td>Linguistic: collocation of intensifiers</td>
<td>Classroom</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>Course book or pronunciation book</td>
<td>Has a clear, natural, pronunciation and intonation.</td>
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<td>Individual work</td>
<td>Discovery of phonological features, drilling and pair work practice</td>
<td>Course book or pronunciation book</td>
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<tr>
<td>Linguistic / phonological: giving emphasis, intonation patterns</td>
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<tr>
<td>Pragmatic: summarising, synthesising, evaluating</td>
<td>Research at home</td>
<td>Learners find examples of patented inventions/products with pictures and descriptions</td>
<td>Research on internet, e.g. a US patents website</td>
<td>Shows a relatively high degree of grammatical control.</td>
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<td>Groups / pairs</td>
<td>Summarise key positive features to one another in groups</td>
<td>Research on internet, e.g. a US patents website</td>
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<tr>
<td>Linguistic: complex sentences, complex noun phrases</td>
<td>Classroom</td>
<td>Expanding simple sentences / deconstructing complex sentences, raising awareness to formation of complex noun phrases, verb phrases and sentence structure.</td>
<td>None</td>
<td>Shows a relatively high degree of grammatical control.</td>
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<td>Learners practicemaking complex sentences which may be illogical in meaning whilst being grammatically correct and therefore coherent.</td>
<td>News article (on business, finance, a particular product/innovation)</td>
<td>Can use a limited number of linking expressions to mark clearly the relationships between ideas.</td>
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<td>Linguistic: passes review, connecting words to express cause and effect / sequencing</td>
<td>Classroom</td>
<td>Recognition. Mining a newspaper text for passive forms, connecting words and 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>
<td>Can use a limited number of linking expressions to mark clearly the relationships between ideas.</td>
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<td>Pragmatic: persuading, giving precise information</td>
<td>Classroom</td>
<td>Recognition. Mining a newspaper text for passive forms, connecting words and controlled practice. At home, learners write a description of a process in which an everyday household product was made, developed etc.</td>
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<th><strong>Texts</strong></th>
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<td>Educational</td>
<td>University / College</td>
<td>Persons / Tutors / Lecturers / Researchers / Fellow students</td>
<td>Plan research</td>
<td>Listening as a member of a live audience (lectures)</td>
<td>Sustained monologue (Lectures)</td>
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<td>CAN-DOs</td>
<td>Can follow most lectures with relative ease, even when not clearly structured and when relationships are only implied and not signalled explicitly.</td>
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<td>Can take detailed notes during a lecture on topics of interest, recording the information so accurately and so closely to the original that the notes could also be useful to other people.</td>
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<td>Can understand in detail lengthy, complex texts by being encountered in academic life, identifying finer points of detail including attitudes and implied as well as stated opinions, provided these can be tackled difficult sections.</td>
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<td>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.</td>
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<td>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.</td>
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<td>Can produce clear, well-structured texts, showing controlled use of organisational patterns, connectors and cohesive devices. Layout, paragraphing and punctuation are consistent and helpful.</td>
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<td>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.</td>
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<td>Can pass on detailed information reliably. Can qualify opinions and statements precisely.</td>
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* From the CEFR

Overview & Implementation: Angeles Ortega |

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### Appendix C Mapping Text Types

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

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* 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)

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<td>Expressing certainty, probability, doubt</td>
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<td>Generalizing and qualifying</td>
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<td>Synthesizing, evaluating, glossing info</td>
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<td>Speculating, and hypothesizing</td>
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<td>Expressing opinions</td>
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<td>Expressing Agreement / disagreement</td>
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<td>Expressing reaction, e.g. indifference</td>
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<td>Critiquing and reviewing</td>
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<td>Emphasizing a point, feeling, issue</td>
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<td>Defending a point of view</td>
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<td>Responding to counterarguments</td>
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</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 formal and informal speech and writing

### Simple Verb Forms

- To be
- Have got (British)
- Imperatives (+/- )
- Questions
- Questions forms
- Wh-questions in the past
- Complex question tags
- Present
- Simple Present
- Present Continuous
- Past
- Simple Past
- Past Continuous
- Used to
- Would expressing habit in the past
- Past Perfect
- Past Perfect Continuous
- Future
- Future Time (going to)
- Future Time (present continuous)
- Future Time (will & going to)
- Future Continuous
- Future Perfect
- Future Perfect Continuous
- Prediction

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<td>Should have/might have/etc</td>
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<td>Can't have, needn't have</td>
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<td>Determiners</td>
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<td>Simple adverbs of place, manner and time</td>
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<td>Inversion (negative adverbials) Hardly, ?</td>
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<td>Basic (quite so, a bit)</td>
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<td>Broader range of intensifiers such as</td>
<td>Broader range of intensifiers such as</td>
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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)
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 live in Beirut.
   ■ I have two sisters and one brother.
9 Describing habit and routines
   ■ My brother goes to work at 8 o’clock.
   ■ I get the bus to college every day.
   ■ I always go swimming on Tuesdays.
46 Discourse markers
47 Connecting words (and, but, because)
   ■ She lives in Switzerland and she goes skiing a lot.
   ■ I don’t like Indian food but I like Chinese.
   ■ I go to bed early because my job starts at 7.00.
55 Verb forms
56 To be (including questions and negatives)
   ■ We are from South America.
   ■ No I’m not tired.
   ■ France is a wonderful country.
   ■ I am a psychology student.
   ■ Are you French? No I’m not.
57 Have got (British)
   ■ Have you got any money?
   ■ I’ve got all of his CDs.
   ■ We’ve got lots of time.
58 Imperatives (+/-)
- Sit down, please.
- Go away!
- Don’t talk to the driver.
- Don’t spend too much money.

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

63 Present
64 Present simple
- She eats fruit every day.
- We go to the beach on Sundays.
- They live near Edinburgh.
65 Present continuous
- Ibrahim is studying medicine at Bristol University.
- John’s working in France now.
- It’s raining again.

66 Past
67 Past simple
- After the meal we went to a club.
- She fell and broke her leg.
- I lived in Paris for 6 months.
68 Past simple (to be)
- It was very good.
- I moved to Madrid when I was 15.
- We were happy there.

73 Future
74 Going to
- We are going to make a pizza this evening.
- They’re going to visit London tomorrow.
- Are you going to study this weekend?

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

86 Verb + -ing like/hate/love
- I love swimming.
- I don’t like waiting for buses.
- I hate being late.
- I like sitting in the sun and doing nothing.

103 Modals
104 Can/can’t (ability)
- I can’t swim.
- He can speak Spanish, French and Italian.
- She can play chess.
105 Can/could (functional)
- Can/could I use your phone?
- Can/could I have a return?
- Can I help?

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

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

124 Pronouns
125 Simple personal
- I bought a dictionary.
- They live in Newcastle.
- Sorry, I dropped it.

126 Possessives
127 Possessive adjectives
- This is my seat.
- Is this your pen?
- That’s our house.
128 Possessive ‘s
- It’s Mary’s turn to buy coffee.
- The girl’s hair was bright red.
- This is the students’ room.

129 Possessive pronouns
- This is my laptop.
- That is her coat.
- No, it’s mine.
- Is that their car?

130 Prepositions and prepositional phrases
131 Prepositions, common
- He is sitting at the table.
- We went to Sardinia last year.
- He comes from Scotland

132 Prepositional phrases (time and movement)
- The holidays begin in July.
- They like to play football in the evening.
- On Tuesdays she goes to college.

133a Prepositions of place
- Our shop is on the High Street.
- They live in Reading.

133a Prepositions of time, including in/on/at
- I’ll see you in December.

134 Articles
135 Definite, indefinite
- She has a dog, but I don’t have a pet.
- I’d like an apple juice, please.
- Your jacket is on the chair.
- I live by the sea.

140 Determiners
141 Basic (e.g. any, some, a lot of)
- I need a lot of sleep.
- Do you have any cheese?
- I’d like some vegetables, please.

144 Adjectives
145 Common
- She is wearing a red skirt.
- That’s a beautiful phone.

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

149 Comparative, superlative
- She’s taller than Michelle.
- I am better at writing.
- Tom is the oldest in the class.

151 Adverbs
152 Adverbs of frequency
- We always go shopping on Saturdays.
- We sometimes meet Susan here.
- I never go to the gym after work.
160 Intensifiers
161 Very basic (very, really)
- She’s a very tall girl.
- John is a really good friend.

166 Lexis
167 Nationalities and countries
- Pedro is Spanish but he works in France.
- She comes from China but her husband is English.

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

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

170 Things in the town, shops and shopping
- Where is the supermarket?
- How much does this cost?
- Where is the nearest internet café?
- Where can I buy a . . . ?
- I’m looking for a bank/chemist.

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

172 Verbs, basic
- He is a student.
- They live in Brighton.
- I work in a factory.
- They like shopping.

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

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

175 Dimensions
- My room is very small.
- It’s a long street.
- Scottish mountains are not very high.

176 Ways of travelling
- My friends get the bus to work but I take the train.
- I usually fly to France, but sometimes I drive.

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

2 Functions/notions
9 Describing habits and routines
- On Sundays I visit my mother.
- I phone my family at the weekend.
- The director comes to our office every Tuesday.

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

11 Describing things
- It’s green and it’s made of plastic.
- It’s small, round and made of rubber.

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

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

14 Advice
- You should ask the teacher.
- You could try the Internet

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

16 Offers
- Can I help you?
- Shall I carry your bag?

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

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

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

A2

2 Functions/notions
9 Describing habits and routines
- On Sundays I visit my mother.
- I phone my family at the weekend.
- The director comes to our office every Tuesday.

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

11 Describing things
- It’s green and it’s made of plastic.
- It’s small, round and made of rubber.

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

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

14 Advice
- You should ask the teacher.
- You could try the Internet

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

16 Offers
- Can I help you?
- Shall I carry your bag?

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

She used to be a ballet dancer.

He used to wear glasses but now he uses contacts.

60 Questions

Did you pass your driving test?

Have you seen my new car?

Is Sasha arriving today?

61 Wh-questions in the past

Where did she go to university?

How did they travel?

When did it happen?

62 Present

I am going to lose my match.

I have lost my wallet.

I hate washing up.

I love playing tennis.

Walking is the best exercise.

She wants to go home now.

I must phone her tonight. It’s her birthday.

63 Past continuous

He used to wear glasses but now he uses contacts.

She used to be a ballet dancer.

It was raining, so we decided to get a taxi.

64 Present simple

The plane lands at six.

He gave me a nice present.

I love this programme.

I hate washing up.

I love playing tennis.

The plane lands at six.

Do you like British food?

Future

She’s going to have an operation.

He’s going to buy a car next year.

107 Might, May

John may know the answer.

She might come. I don’t know.

It always wags its tail when it’s happy.

That’s John’s car.

The children’s clothes are all dirty.

108 Possibly, probably, perhaps

I’ll probably see you later.

Lionel Messi is probably Argentina’s most famous footballer.

Perhaps she’s late.

109 Modals: Possibility

Could I use your computer?

Can I have some more spaghetti, please?

This could be England’s best chance.

Can I have some more spaghetti, please?

110 Can/could

He got up at 6 o’clock.

Put your coat on, it’s raining.

The plane takes off in few minutes.

I'll stay in if it rains this afternoon.

111 Modals: Obligation & Necessity

You mustn’t smoke here.

You mustn’t drink so much cola. It’s bad for your teeth.

112 Have to

Students have to fill in a form if they want to leave early.

I have to go to Madrid tomorrow.

I’ve got a job interview.

113 Should

You should stay in and study tonight.

You’ve got an exam on Friday.

You shouldn’t drink so much cola. It’s bad for your teeth.
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 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
  ■ He visited 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
- You’re right.
- Exacty!
- Yes, I agree.
- I think you are absolutely right.
- So do/am I.
- Neither do I.

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

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

39 Discourse Functions

40 Initiating and closing conversation

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

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

41 Checking understanding

From speaker’s point of view
- Is that clear?
- Do you follow me?
- Do you know what I mean?
- Do you understand?

From listeners point of view
- I’m sorry, did you say “” . . .”?
- Is this what you are saying? . . .?
- I’m not sure I understand. Are you saying that . . .?
- Do you mean . . . ?

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

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

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

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

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

46 Discourse Markers

48 Linkers: sequential – past time (later)
- He finished the e-mail and then went out for a while.
- Later, he looked at it again, to see if he had missed anything important.
- After that, he changed the text a little.
- Finally he spellchecked it and sent it.

49 Connecting words expressing cause and effect, contrast etc.
- On the other hand, we could stay at home and watch television.
- However, this depends on the number of people you’ve invited.
- Therefore, it is cheaper to take the bus.

52 Markers to structure informal spoken discourse
- Right.
- Really?
- Well, anyway . . .
- Oh, I know.
- Yes, I suppose so.
- I know how you feel
- You know, I don’t like her either.

59 Questions

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

62 Complex question tags
- He hasn’t come home yet, has he?
- He built the house himself, didn’t he?
55 Verb forms
66 Past
67 Simple past
■ When he fell, he cut his leg.
■ I went to London on Sunday and someone stole my camera.
■ They had so much fun that they forgot to check what the time was.
68 Past continuous
■ It happened while I was watching television yesterday.
■ I was coming home from work when the car in front of me suddenly stopped.
■ Car “A” was coming from a side street. The driver wanted to turn left. The other car was coming along the road. It was moving really fast. The driver of car “A” didn’t see it. They hit each other.
69 Used to
■ They used to live in Portugal.
■ I used to have a really nice wallet, but I lost it.
■ When I went to primary school I used to walk to school with a friend, but my mother used to collect me in the afternoons.
■ I never used/didn’t use to like olives, but now I love them.
70 Would expressing habit in the past
■ Every night I would tell my little brother a story and he would fall asleep in the middle.
■ During the summer holiday we would get up early and go to the beach.
71 Past perfect
■ The train had left when I got to the station.
■ When I got home, Joan had already cooked supper.
■ They had already paid by the time I asked for the bill.
■ Ahmed had just arrived.
73 Future
76 Future time (will & going to)
(Prediction)
■ If they continue to play this badly, Liverpool are going to lose the cup.
■ Spurs will probably win the league this season.
■ Look at those clouds. It’s going to rain.
■ He will pass his driving test eventually.
77 Future continuous
■ I’ll be working late tomorrow.
■ He’ll be arriving on the last train from Manchester.
80 Present Perfect
81 Present perfect
■ She’s just gone to the shop.
■ I’ve started but I haven’t finished it yet.
■ He still hasn’t arrived.
82 Present perfect, past simple
■ I’ve been to Thailand twice. I went there in 2003 and 2007. Have you been there?
■ He’s won every match so far.
■ He won every tournament last year.
■ I’ve had about 9 cars.
■ We went out together for six months.
■ When I was at school I studied French for about 5 years.
■ I have studied French since I was 14 years old.
83 Present perfect continuous
■ How long have you been playing tennis?
■ It’s been raining non-stop for two days now.
■ He’s been working on the report all morning.
89 Conditionals
90 Zero and first conditional
■ If you heat water, it boils.
■ If you press this button, it switches off.
■ If we don’t tell him, he’ll be angry.
■ What will he do if he doesn’t find a job?
■ We’ll go swimming if the water is warm enough.
91 Second and third conditional
■ If I won the lottery I’d buy a big house in the countryside.
■ What would you do if they asked you to work in America?
■ I would have told Jim, if I had seen him.
■ If we hadn’t gone out last night, we wouldn’t have missed them.
■ My girlfriend would have killed me if I’d forgotten her birthday.
94 Phrasal Verbs
96 Extended phrasal verbs
■ He turned the jobs down.
■ They made the story up.
■ She switched the light on.
97 Passives
98 Simple passive
■ The lock was broken.
■ The trees were damaged by the storm.
■ Rome wasn’t built in a day.
100 Other verb forms
101 Reported speech (range of tenses)
■ She said she liked brown bread.
■ He asked if she wanted to go home.
■ John told them the machine was working.
■ She explained that she’d lost my telephone number.
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.

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

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

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

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.

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

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.
I've always wanted to visit the Taj Mahal. I hope to get a job in Australia next year. I am going to go around the world. 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. Why should we suffer just because. Heather was delighted with her shot. She screamed in anger at how stupid. He was furious when he saw that his new bicycle had been damaged. I heard a loud crash. I looked in the direction of the noise and saw that a huge tree had fallen down. There were some people screaming and calling for help and some children were trapped under one of the fallen branches. 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 am having a meeting with my boss on Friday. How are you going to get to France? How are you going to get to Jamaica for? I'd love to see the photos when you get back. I'll call you soon. I am going to go around the world when I've saved enough money. I hope to get a job in Australia next year. I've always wanted to visit the Taj Mahal. I'll meet you at 2pm in the children’s section of Waterstones in Oxford Street. In my job I mainly have to deal with clients, particularly arranging and following up on orders. He was born in a little village in the North East of Estonia on the 22nd of October, 1928. My degree was in economics, specialising in finance. You need to place the pizza dough in a warm bowl, cover it with a cloth or place it somewhere warm, leave it to rise for 30 minutes or until it doubles in size. He was furious when he saw that his new bicycle had been damaged. She screamed in anger at how stupid. He was furious when he saw that his new bicycle had been damaged. I heard a loud crash. I looked in the direction of the noise and saw that a huge tree had fallen down. There were some people screaming and calling for help and some children were trapped under one of the fallen branches. 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 am having a meeting with my boss on Friday. How are you going to get to France? How are you going to get to Jamaica for? I'd love to see the photos when you get back. I'll call you soon. I am going to go around the world when I've saved enough money. I hope to get a job in Australia next year. I've always wanted to visit the Taj Mahal. I'll meet you at 2pm in the children’s section of Waterstones in Oxford Street. In my job I mainly have to deal with clients, particularly arranging and following up on orders.
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 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 (subsequently)
Subsequently, he went on to be one of our best salesmen.
Following this he decided to leave the country.

49 Connecting words expressing cause and effect, contrast etc.
I know it would be good fun to watch the late-night film. Nevertheless, I think we should all get an early night before the big event tomorrow.
I would like to tell you more. However, that is as much as I am allowed to reveal at this time.

Consequently, he moved to London to be closer to his family.

50 Linkers: although, in spite of, despite
In spite of her illness during the course, she managed to qualify successfully.
Despite the rain we all had a great time.
Although I was very young at the time, I remember what happened quite clearly.

53 Discourse markers to structure formal speech
To begin, I would like to introduce my colleagues.
Furthermore, I believe that the best way forward is to provide more training.
Moreover, the idea that depression can only be cured by medication is now being challenged.
Consequently, we have to be prepared for a fall in profits next year.
Regarding our position on nuclear power, that has not changed.
Additionally, we will also provide support throughout the process.
In conclusion, we have agreed to give £3,000 to the charity.

55 Verb forms
67 Simple past (narrative)
To help pay for his keep and to help his family, Andrew, who was still only 15 years old, began working ten-hour days at a Kensington hotel washing dishes and cleaning the kitchen. He earned just 6 pounds per week. The harsh working conditions and the cruelty of the kitchen staff had a strong influence on his later political outlook, and informed his work when he began his literary career, particularly the novel that made him famous, ‘Working Boy’.

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

69 Used to (narrative)
- We used to play at the park at the edge of the town.

70 Would expressing habit in the past
- Every autumn we would steal apples from their garden. We would eat the sour fruit and come home holding our stomachs.

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

72 Past perfect continuous
- He had broken the vase when he had come in through the window.

73 Future
- He had had a terrible day up until that point.

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

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

76 Had they been waiting long?

77 Future time (will & going to)
- This time next year, I’ll be working.

78 Future perfect
- I’ll be visiting my mum on Thursday.

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

80 Future perfect continuous
- You’ll have been travelling for 4 days when you get to Bangkok. You’d better book a hotel and have a couple of days rest.

81 Will you be using the car tomorrow?

82 Present Perfect
- I’d better go and collect the girls. They’ll have finished school by now.

83 Present perfect continuous
- I haven’t been wasting our time.

84 Have you been seeing Julie behind my back?

85 Mixed conditionals
- If I had studied harder, I’d be at university now.

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

87 I would have driven you to the match if I hadn’t have so much work.

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

89 Conditional
- I wish I had to go.

90 They reported that the volcano might erupt at any time.

91 She thought she could do it all herself.

92 If I knew we might have to pay to get in.

93 I knew we might have to pay to get in.

94 I’m being eaten alive by these mosquitoes.

95 I wasn’t told about the new rules.

96 If I didn’t have so much work.

97 I wish I was rich.

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

99 Passives
- She was told she’d been waiting for ages.

100 The weather could have been better but we still had a good time.

101 Reported speech (range of tenses)
- She said she had to go.

102 Relative clauses
- You should have asked her earlier.

103 I wish today wasn’t Monday.

104 I wish hadn’t hurt his feelings.

105 They should have asked us.

106 It can’t have been John you saw.

107 I think that I was being followed.

108 What did the children play with thought he was much younger.

109 She wished she had visited the library.

110 I wish I was rich.

111 The children he played with thought he was much younger.

112 He shouldn’t have shouted at him.

113 They run quickly through the streets, all of which were covered in a thick blanket of snow.

114 I wish I wasn’t going into hospital.

115 Ed She said she had been waiting for ages.

116 They should have asked her earlier.

117 I wish I had been waiting for ages.

118 It can’t have been John you saw.

119 If I don’t have a good time.

120 Can’t have hit you.

121 It’s too late now.

122 I wish I wasn’t going into hospital.

123 I wish you had come in through the window.

124 It’s too late now.

125 He should have any problem doing such a task. (Assumption)

126 The plane should have arrived by now. (Assumption)

127 I wish I had been waiting for ages.

128 You should have asked her earlier.

129 I wish I was rich.

130 He should have any problem doing such a task. (Assumption)

131 They should have asked us.

132 I wish I had been waiting for ages.

133 They should have asked us.

134 Articles
- History tended to be uninteresting when I was at school.

135 The early history of Scotland is full of betrayal.

136 Happiness in marriage is something you have to work at.

137 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.
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’d 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 retaining the exam next week.

182 Colloquial language
She’s just been dumped by her boyfriend.
There’s no hurry. Let’s just chill out for an hour or two.
I can’t be bothered with the hassle.
She fell and landed on her bum.

189 Topics
196 Education
197 Film
198 Books and literature
199 News, lifestyles and current affairs
200 Media
201 Arts

C1

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

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

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

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

29 Expressing opinions tentatively, hedging
I assume you’ll be going home for Christmas.
Am I right to think you’re responsible?
It’s supposed to be good.
I’m just not so sure, it could be okay.
Maybe she is the best person for the job.
I should think he’ll be delighted with the surprise.
It could well be the best solution.
30 Expressing shades of opinion and certainty
- There’s no doubt about the fact that there is going to be inflation.
- No, I’m absolutely sure. I mean look at the figure for X.
- I may be wrong, but I think higher inflation is almost certain.
- I have a feeling there may be a problem here.
- I suppose that could be an option.
- I rather doubt that he’ll come.
- It’s not something I feel strongly about.
- I have a feeling there may be a problem here.
- I thought the meeting was a missed opportunity.
- 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 the 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.

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

34 Developing an argument systematically
- It is frequently argued that . . . , however X is clearly a topic of concern to many people nowadays.
- There are several reasons for this: one . . . two . . . , and finally . . .
- The main reason for this . . . is/may be . . .
- Some people might argue that . . . However . . .
- Opponents of this idea try to suggest that . . . However . . .
- It’s clear that . . .
- No one would dispute that . . .
- It is generally accepted that . . .
- All the evidence/data indicates/suggests that . . .
- Thus to conclude, the central issues are . . . /the key point is . . .
- In conclusion, before we . . . we need to . . .

35 Conceding a point
- I see what you mean, but . . .
- I take your point. I agree we need . . .
- It’s certainly true that . . .
- I have to admit that . . .
- I see what you mean, but . . .
- I have to admit that . . .

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.
- Opponents of this idea try to suggest that . . . However . . .
- It’s clear that . . .
- No one would dispute that . . .
- It is generally accepted that . . .
- All the evidence/data indicates/suggests that . . .
- Thus to conclude, the central issues are . . . /the key point is . . .
- In conclusion, before we . . . we need to . . .
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

56 Narrative tenses for experiences, including passive

67 Simple past (narrative)

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

68 Past continuous (narrative)

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

69 Used to (narrative)

- That bit of the coastline used to be much less busy than it is these days. Lisa and her brothers loved exploring the coves and beaches for miles in both directions. They used to get up really early, run down the rocky path that led to Shell Bay and go for a swim before breakfast. Yes, those days were fun.
- I had a proper tricycle when I was a small child. It had a boot and I used to keep all sorts of toys in it. We used to go all over the place, using the trike as a mobile base.

70 Would expressing habit in the past (narrative)

- My grandmother used to live by the seaside and we would go there every Easter. My Dad would drive, my mother would navigate and we would sit in the back fighting.
- In the summer we went to Devon for years. My Dad would ask us to navigate. It was a way of keeping us quiet. We would watch out for named pubs and read the road signs. Usually we counted cars too. I would count VWs; my more sophisticated brother counted Jags. I would usually win.

71 Past perfect (narrative)

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

72 Past perfect continuous (narrative)

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

76 Futures (revision)

- My brother and his girlfriend are getting married in August. They’re not going to go on honeymoon. They’re going to do up the flat they bought with the money they’ll save. They’ll probably have some kind of reception or party for the wedding but I don’t think it will be a very grand affair.
- Oh no. Another goal for United! Barça is going to lose.
- I just got a phone call from Raoul. He’s in a taxi. He’s going to get here in about five minutes.
- This time next year I’ll be sun bathing on my yacht in Antibes. I’ll be mixing with celebrities from all over the world. I’ll be driving a look-at-me car and going to fancy restaurants.
- At the speed things are moving, the case will have expired before it is brought to court.
- At the end of next year, I’ll have been working here for 5 years!

89 Conditionals

92 Mixed conditionals in the past, present and future

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

93 Wish/if only & regrets

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

94 Phrasal Verbs

96 Extended phrasal verbs (splitting)

- The policeman broke the fight up very quickly.
- She talked me into going to her parents’ place for the weekend.
- I can’t make anything out; it’s really dark.
- She knew that her mother had put John up to it.
97 Passives
99 Passive forms, all
- He'll be given a warning.
- You'll be being transferred to your new job tomorrow.
- The seats will all have been taken by the time we get there!
- He's going to be given an award.
- He ought to be sacked for behaviour like that.
- Having been beaten so many times, he decided to fight back.
- He might have been hurt.

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

151 Adverbs
159 Inversion (negative adverbials)
- Little did I know that he had already left the company.