



The London School



**THE LONDON SCHOOL**  
**Level descriptors and learning outcomes**  
**expressed in**  
**language exponents**



At the London School we use the Common European Framework of Reference for Languages (CEFR) to determine your English level. There are six levels, ranging from A1 to C2. The number of learning hours varies from each individual. At the London School we estimate between 120 – 150 hours per level across 10 levels: A1, A2, A2+, B1, B1+, B2, B2+. C1, C1+, C2

Source: <https://www.equals.org/resources/the-core-inventory-for-general-english/>

## **CEFR level 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.

### **Global**

Students at this level can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. They can introduce themselves and others and can ask and answer questions about personal details such as where they live, people they know and things they have. They can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

### **Listening**

Students are able to understand simple, standard speech which is very slow and is carefully articulated and can recognise familiar words and very basic phrases concerning themselves, their family and immediate concrete surroundings when people speak slowly and clearly.

### **Reading**

Students can understand very short, simple texts, for example on notices and posters or in catalogues, picking up familiar names and basic phrases one at a time and rereading as required.

### **Spoken Interaction**

They can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help with formulation. They can ask and answer simple questions in areas of immediate need or on very familiar topics.

### **Spoken Production**

Students at this level can use simple phrases and sentences to describe what they do, where they live and people they know.

### **Writing**

At this level, students can write a short, simple message or postcard, for example sending holiday greetings. They can fill in forms with personal details, for example entering name, nationality and address on a hotel registration form.

## **Listening Proficiency Scales**

Students can understand everyday expressions dealing with simple and concrete everyday needs, in clear, slow and repeated speech. They can follow speech which is very slow and carefully articulated, with long pauses for them to get the meaning and can understand questions and instructions and follow short, simple directions. They can understand numbers, prices and times.

## **Reading Proficiency Scales**

At this level, students can understand the general idea of simple informational texts and short simple descriptions, especially if they contain pictures which help to explain the text. They can understand very short, simple texts, putting together familiar names, words and basic phrases, by, for example, rereading parts of the text. They can follow short, simple written instructions, especially if they contain pictures. They are able to recognise familiar names, words and very simple phrases on simple notices in the most common everyday situations. They can understand short, simple messages, e.g. on postcards.

## **Speaking Proficiency Scales**

Students at this level can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication. They have a very basic range of simple expressions about personal details and needs of a concrete type. They have a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations. They show only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire. Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of their language group. They can establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry, etc. They can link words or groups of words with very basic linear connectors like 'and' or 'then'.

## **Writing Proficiency Scales**

They can write simple notes to friends, can describe where they live and can fill in forms with personal details. They are able to write simple isolated phrases and sentences and can write a short simple postcard. They can write short letters and messages with the help of a dictionary.

## Exponents to Language Content

### Functions / notions

#### Understanding and using numbers

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

#### Understanding and using prices

- How much does the room cost?
- The train ticket to York is £7.
- I spend about \$50 a day.

#### Telling the time

- What's the time? A quarter to seven. Six, fifty.
- Do you have the time please?
- The train leaves at three o'clock.

#### 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.

#### Greetings

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

#### Giving personal information

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

#### Describing habit and routines.

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

## Discourse Markers

Connecting words (and, but, because)

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

## Verb forms

To be (including questions and negatives)

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

Have got (British)

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

Imperatives

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

Verb + ing like/hate/love

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

## Questions

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 do you arrive?

## **Present**

### Present simple

- She eats fruit everyday.
- We go the beach on Sundays.
- They live near Edinburgh.

### Present continuous

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

## **Past**

### Past simple

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

### Past simple (to be)

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

## **Future**

### 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?

### I'd like

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

## **Modals**

### Can/ can't (ability)

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

Can/could (functional)

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

## **Nouns**

Nouns

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

There is / there are

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

## **Pronouns**

Simple personal

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

## **Possesives**

Possessive adjectives

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

Possessive 's

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

Possessive pronouns

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

## **Prepositions and prepositional phrases 1**

### Prepositions, common

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

### Prepositional phrases (time and movement)

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

### Prepositions of place

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

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

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

## **Articles**

### 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.

## **Determiners**

### 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.

## **Adjectives**

### Common

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

## Demonstrative

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

## Comparative, superlative

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

## Adverbs

### Adverbs of frequency

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

## Intensifiers

### Very basic (very, really)

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

## Lexis

### Nationalities and countries

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

### 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.

### 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.

### Travel and services vocabulary

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

### Verbs, basic

- He is a student.
- They live in Brighton
- I work in a factory.
- They like shopping.

### 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 .

### Colours

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

### Dimensions

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

### Ways of travelling

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

### Topics 1

- Family life
- Hobbies and pastimes
- Holidays
- Work and jobs
- Shopping
- Leisure activities

## **CEFR level A2**

At the A2 level students are beginning to be able to function in social situations. They are able to 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 their free time; make and respond to invitations; discuss what to do, where to go and make arrangements to meet; make and accept offers. They can also function 'out and about'. They can make simple transactions in shops, post offices or banks; get simple information about travel; use public transport, ask for basic information, ask and give directions, and buy tickets.

### **Global**

Students at this level can understand sentences and frequently-used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). They can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. They can describe in simple terms aspects of their background, immediate environment and matters in areas of immediate need.

### **Listening**

They can understand clear, slow, standard speech related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local geography and employment) and can catch the main point in short, clear, simple messages and announcements.

### **Reading**

Students are able to understand short, simple texts containing high frequency vocabulary and shared international expressions. They can find specific, predictable information in simple everyday material such as advertisements, prospectuses and timetables.

### **Spoken Interaction**

At A2 level, students can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. They can handle very short social exchanges, even though they cannot usually keep the conversation going of their own accord.

### **Spoken Production**

Students are able to use a series of phrases and sentences to describe in simple terms family and other people, living conditions, educational background and present or most recent job.

### **Writing**

They can write short, simple notes and messages relating to matters in areas of immediate need, linking a series of simple phrases and sentences with simple connectors like 'and' , 'but' and 'because'. They can write a very simple personal letter, for example thanking someone for something.

## **Listening Proficiency Scales**

At the A2 level, students can identify the main point of TV news items reporting. They can understand enough to manage simple, routine exchanges without too much effort and can generally identify the topic of discussion around them which is conducted slowly and clearly. They can generally understand clear, standard speech on familiar matters, although in a real life situation they might have to ask for repetition or reformulation. They can understand enough to be able to meet concrete needs in everyday life, provided that speech is clear and slow, and can understand phrases and expressions related to immediate needs. Students can handle simple business in shops, post offices or banks and can understand simple directions relating to how to get from A to B, on foot or by public transport. They can understand the essential information from short recorded passages dealing with predictable everyday matters which are spoken slowly and clearly. They are able to identify the main point of TV news items reporting events, accidents, etc, where the visual material supports the commentary and can catch the main point in short, clear, simple messages and announcements.

## **Reading Proficiency Scales**

They can understand short, simple texts containing the most common words, including some shared international words, those written in common everyday language and those related to their job. They can find specific information in simple everyday material such as advertisements, brochures, menus and timetables. They can identify specific information in simple written material such as letters, brochures and short newspaper articles describing familiar topics and can understand simple instructions on equipment encountered in everyday life, such as a public telephone. They can understand everyday signs and notices in public places, such as streets, restaurants, railway stations and in workplaces.

## **Speaking Proficiency scales**

Students at the A2 level can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts. They can produce brief everyday expressions in order to satisfy simple needs of a concrete type: personal details, daily routines, wants and needs, requests for information. They are able to use basic sentence patterns and communicate with memorised phrases, groups of a few words and formulae about themselves and other people, what they do, places, possessions etc. They have a limited repertoire of short memorised phrases covering predictable survival situations; frequent breakdowns and misunderstandings occur in non-routine situations. They have sufficient vocabulary for the expression of basic communicative needs and for coping with simple survival needs. They can control a narrow repertoire dealing with concrete everyday need and use some simple structures correctly, but still systematically make basic mistakes such as tense confusion and forget to mark agreement. Nevertheless, it is usually clear what they are trying to say. Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. They can expand learned phrases through simple recombinations of their elements, can tell a story or describe something in a simple list of points and can link groups of words with simple connectors like 'and', 'but' and 'because'. Students at this level can handle very short social exchanges, using everyday polite forms of greeting and address. They can make and respond to invitations, suggestions and apologies, can ask for attention and can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.

## Writing Proficiency Scales

They can give short, basic descriptions of events and activities and can write very simple personal letters expressing thanks and apology. They are able to write short, simple notes and messages relating to matters of everyday life, can describe plans and arrangements and can explain what they like or dislike about something. They can describe their family, living conditions, schooling, present or most recent job and can describe past activities and personal experiences.

### Exponents to language

#### Functions / notions

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.

Describing people

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

Describing things

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

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?
- 

Suggestions

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

Advice

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

Invitations

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

## Offers

- Can I help you?
- Shall I carry your bag?
- Arrangements/-ing to meet people
- We are meeting John at 8 o'clock.
- They are seeing Helen later tonight.

## Obligations and necessity

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

## Describing places

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

## Describing past experiences and storytelling

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

## Discourse markers

### Linkers: sequential – past time

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

## Verb forms

### Imperatives (+/-)

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

## Questions

### Questions

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

### Wh-questions in the past

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

## Present

### Present simple

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

### Present continuous

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

## Past

### Past simple

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

### Past continuous

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

### Used to

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

## Future

Going to

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

Present continuous for the future (arrangements)

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

Future time (will & going to)

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

## Present Perfect

Present perfect

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

## Gerund and infinitive

Gerunds

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

Verb + -ing/infinitive (like / want - would like)

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

To + infinitive (express purpose)

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

Verb + to + infinitive

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

## Conditionals

Zero and first conditional

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

## Phrasal Verbs

Phrasal verbs, common

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

## Modals

Can/could

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

## Modals: Possibility

Might, May

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

Possibly, probably, perhaps

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

## **Modals: Obligation & Necessity**

### Must/mustn't

- You must get to work on time.
- I must go to bed. I'm really tired.
- You mustn't smoke here.
- I must phone her tonight. It's her birthday.

### 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.

### 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.

## **Nouns**

### Countable and uncountable, much and many

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

## **Possessives**

### Use of 's and s'

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

### Possessive pronouns

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

## **Prepositions and prepositional phrases**

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

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

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.

## Articles

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.

## Determiners

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?

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

## Adjectives

Demonstrative

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

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

Adjectives – comparative, – use of than

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

Adjectives – superlative, – use of definite article

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

## **Adverbs**

Adverbs of frequency

- He often visits his family.
- He usually stays here with us.
- He always carries a bag.
- She hardly ever leaves her room.

Simple adverbs of place, manner and time

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

Adverbial phrases of time, place and frequency including word order

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

## **Intensifiers**

Very basic (very, really)

- She was very unhappy.
- I am really sorry.

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 .

## Lexis

### Food and drink

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

### 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?

### 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.

### 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.

### 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.

## Topics

- Hobbies and pastimes
- Holidays
- Work and jobs
- Shopping
- Leisure activities
- Education

## **CEFR level B1**

At level B1 students are able to maintain interaction and get across what they want to express in a range of contexts and follow the main points of extended discussion around them, provided that speech is clearly articulated in standard dialect. They can express the main point they want to make comprehensibly and keep going comprehensibly, even though they may have to pause for grammatical and lexical planning and repair, especially in longer stretches of free production. The second feature is the ability to cope flexibly with problems in everyday life, for example coping with less routine situations on public transport; dealing with most situations likely to arise when making travel arrangements through an agent or when actually travelling; entering unprepared into conversations on familiar topics.

### **Global**

Students can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. They can deal with most situations likely to arise whilst travelling in an area where the language is spoken and can produce a simple connected text on topics which are familiar or of personal interest. They can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

### **Listening**

They are able to understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. They can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.

### **Reading**

Students are able to understand factual texts on subjects related to their interests that consist mainly of high frequency everyday or job-related language. They can recognise significant points in straightforward newspaper articles on familiar subjects and can understand the description of events feelings and wishes.

### **Spoken interaction**

Students at this level can exploit a wide range of simple language to deal with most situations likely to arise whilst travelling. They can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).

### **Spoken Production**

They can keep going comprehensibly in order to describe experiences and events, dreams, hopes and ambitions and can briefly give reasons and explanations for opinions and plans. They are able to narrate a story or relate the plot of a book or film and describe reactions.

## **Writing**

Students at this level can write simple texts on topics which are familiar or of personal interest by linking a series of shorter discrete elements into a linear sequence. They can write personal letters describing events, experiences and impressions.

## **Listening Proficiency Scales**

At B1 level students can guess the meaning of occasional unknown words from the context and understand sentence meaning if the topic discussed is familiar. They can generally follow the main points of extended discussion around them, provided speech is clear and in standard language. They can follow clear speech in everyday conversation, though in real life situations they will sometimes have to ask for repetition of particular words and phrases. They can understand straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details, provided that speech is clear and a familiar accent is used. They can understand the main points of clear standard speech on familiar matters which occur regularly and can follow a lecture or a talk within their own field, provided that the subject matter is familiar and the presentation straightforward and clearly organized. They can understand simple technical information, such as operation instructions for everyday equipment. They can understand the information content of the majority of recorded or broadcast audio material about familiar subjects spoken relatively slowly and clearly. They can follow many films in which visuals and action carry much of the storyline, and in which the story is straightforward and the language clear. They can catch the main points in broadcasts on familiar topics and topics of personal interest when the language is relatively slow and clear.

## **Reading Proficiency Scales**

Students at level B1 can understand straightforward texts on subjects related to their fields of interest. They can find and understand general information they need in everyday material, such as letters, brochures and short official documents. They can search one long or several short texts to locate specific information they need to help them complete a task. They can recognise significant points in straightforward newspaper articles on familiar subjects and can identify the main conclusions in clearly-written argumentative texts. They can recognise the general line of argument in a text but not necessarily in detail. They can understand the description of events, feelings and wishes in personal letters well enough to correspond with a friend or acquaintance. They can understand clearly-written straightforward instructions for a piece of equipment.

## **Speaking Proficiency Scales**

Students at this level are able to keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production. They can make themselves understood in short contributions, even though pauses, false starts and reformulation are very evident. They have enough language to get by, with sufficient vocabulary to express themselves with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times. They have a repertoire of basic language which enables them to deal with everyday situations with predictable content, though they will generally have to compromise the message and search for words. They have sufficient vocabulary to express themselves with some circumlocutions on most topics pertinent to their everyday life such as family, hobbies and interests, work, travel, and current events and to conduct routine, everyday transactions involving familiar situations and topics.

They show good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations and use reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations. Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur. They are aware of the salient politeness conventions and acts appropriately and are aware of, and look out for signs of, the most significant differences between the customs, usages, attitudes, values and beliefs prevalent in the community concerned and those of their own. They can perform and respond to basic language functions, such as information exchange and requests, and express opinions and attitudes in a simple way. They can socialise simply but effectively using the simplest common expressions and following basic routines and can exploit a wide range of simple language flexibly to express much of what they want. They can adapt well-rehearsed simple phrases to particular circumstances through limited lexical substitution. They can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. They can use simple techniques to start, maintain, or end a short conversation and can link a series of shorter, discrete simple elements into a connected, linear sequence of points. They can use the most frequently-occurring connectors to link simple sentences in order to tell a story or describe something as a simple list of points.

## **Writing Proficiency Scales**

At this level, students can write very brief reports, which pass on routine factual information and state reasons for actions. They can write personal letters describing experiences, feelings and events in detail. They can describe basic details of unpredictable occurrences, e.g., an accident. They can describe dreams, hopes and ambitions and can take messages describing enquiries, problems, etc. They can describe the plot of a book or film and describe their reactions to it.

## **Exponents to language**

### **Functions/ notions**

#### 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.

#### 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.

#### Describing feelings, emotions, attitudes

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

### 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.

### Expressing agreement/ disagreement

- I think so too.
- You're right.
- Exactly!
- Yes, I agree.
- I think you are absolutely right.
- So do/am I.
- Neither do I.
- Well, actually . . .
- Well not really.
- I'm sorry but I think you're wrong.
- I see what you mean but . . .

### 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 . . .

## Discourse Functions

### 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.

### 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 . . . ?

#### 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, .

##### Discourse Markers

- 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.

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.

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.

## Questions

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?

Complex question tags

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

## Verb forms

### Past

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.

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.

### 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.

### 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.

### 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.

## Future

### 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.

### Future continuous

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

## Present Perfect

### Present perfect simple

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

### 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.

## 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.

## Conditionals

### 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.

### 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.

## Phrasal Verbs

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

## Passives

### Simple passive

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

## Other verb forms 1

### 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.

## **Modals: Possibility**

Might, may, will, probably

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

Must/can't (deduction)

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

## **Modals: Obligation & Necessity**

Must/have to

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

Ought to

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

Need to

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

Modals: Past

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

## **Articles**

With countable and uncountable nouns

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

## Determiners

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

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

## Adjectives

Collocation of adjective

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

## Adverbs

Adverbial phrases of time, place and frequency including word order

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

(Adjectives and) adverbs

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

Adverbial phrases of degree/extent, probability

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

Comparative and superlative form of adverbs

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

## Intensifiers

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

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

Wide range (such as extremely, much too)

- We did quite well.
- I've got a terribly difficult decision to make.
- The maths test was unbelievably easy.
- That's much too difficult for a B1 test.

## Lexis

Things in the town, shops and shopping

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

Travel and services vocabulary

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

Contrasting opinions (on the one hand...)

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

Collocation

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

Colloquial language

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

## **CEFR level B2**

At the B2 level there is a focus on effective argument. Students are able to account for and sustain their opinions in discussion by providing relevant explanations, arguments and comments. They can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options and can develop an argument giving reasons in support of or against a particular point of view. They can take an active part in informal discussion in familiar contexts, commenting, putting their point of view clearly, evaluating alternative proposals and making and responding to hypotheses. They are able to hold their own effectively in social discourse and understand in detail what is said to them in the standard spoken language even in a noisy environment. They can initiate discourse, take their turn when appropriate and end a conversation when they need to, though they may not always do this elegantly. They can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party. There is a new degree of language awareness. They are able to correct mistakes if they have led to misunderstandings, can make a note of “favourite mistakes” and consciously monitor speech for it/them and generally they can correct slips and errors if they become conscious of them.

### **Global**

At the B2 level, students should be able to understand the main ideas of complex texts on both concrete and abstract topics, including technical discussions in their field of specialisation. They can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. They can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

### **Listening**

Students can understand standard speech spoken at a normal rate and follow even complex lines of argument provided the topic is reasonably familiar. They can understand the essentials of lectures and most TV news and current affairs programmes and can understand the majority of films in standard dialect. Reading At this level, students can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. They can understand contemporary literary prose and can adapt style and speed of reading to different texts and purposes, using appropriate reference-sources selectively.

### **Spoken interaction**

Students can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. They are able to take an active part in discussion in familiar contexts and can account for and sustain views clearly by providing relevant explanations and arguments.

### **Spoken production**

They can present clear, detailed descriptions on a wide range of subjects related to their field of interest, expanding and supporting ideas with subsidiary points and relevant examples. They can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

## **Writing**

Students are able to write clear, detailed text on a wide range of subjects related to their interests. They can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. They can write letters highlighting the personal significance of events and experiences.

## **Listening Proficiency scales**

Students at the B2 level of proficiency can understand in detail what is said to them in the standard spoken language and can do this even when there is some noise in the background. They can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, academic or vocational life. Only extreme background noise, unclear structure and/or idiomatic usage cause some problems. They can understand the main ideas of complex speech on both concrete and abstract topics delivered in a standard language including technical discussions in their field of specialisation. They can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is clearly stated by the speaker. They can follow the essentials of lectures, talks and reports and other forms of presentation which use complex ideas and language and can understand announcements and messages on concrete and abstract topics spoken in standard language at normal speed. They can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard language and can identify the speaker's mood, tone, etc. They can understand most TV news and current affairs programmes such as documentaries, live interviews, talk shows, plays and the majority of films in standard language. They can follow a lecture or talk within their own field, provided the presentation is clear.

## **Reading Proficiency scales**

Students at the B2 level of proficiency can read correspondence relating to their fields of interest and easily understand the essential meaning. They can understand specialised articles outside their field, provided that they can use a dictionary to confirm terminology. They can read many kinds of texts quite easily at different speeds and in different ways according to their purpose in reading and the type of text. They have a broad reading vocabulary, but sometimes experience difficulty with less common words and phrases. They can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile. They can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.

## **Exponents to language**

## **Speaking Proficiency scales**

Students at this level can produce stretches of language with a fairly even tempo; although they can be hesitant as they search for patterns and expressions, there are few noticeably long pauses. They can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party. They are able to express themselves with relative ease. Despite some problems with formulation resulting in pauses and 'cul-de-sacs', they are able to keep going effectively without help. Students at this level have 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. They have a sufficient range of language to describe unpredictable situations, explain the main points in

an idea or problem with reasonable precision and express thoughts on abstract or cultural topics such as music and films. They have a good range of vocabulary for matters connected to their field and most general topics and can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication. They show a relatively high degree of grammatical control and do not make mistakes which lead to misunderstanding. They communicate with reasonable accuracy in familiar contexts, generally with good control though with noticeable mother-tongue influence. Errors occur, but it is clear what they are trying to express. They have acquired a clear, natural, pronunciation and intonation and can with some effort keep up with and contribute to group discussions even when speech is fast and colloquial. They can sustain relationships with native speakers without unintentionally amusing or irritating them or requiring them to behave other than they would with a native speaker. They can express themselves appropriately in situations and avoid crass errors of formulation. They can perform and respond to a wide range of language functions, using their most common exponents in a neutral register. They are able to adjust to the changes of direction, style and emphasis normally found in conversation and can vary formulation of what they want to say. They can adapt their expressions to deal with less routine, even difficult, situations and can initiate discourse, take their turn when appropriate and end conversation when they need to, though they may not always do this elegantly. They can use stock phrases (e.g. 'That's a difficult question to answer') to gain time and keep the turn whilst formulating what to say. They are able to intervene in a discussion on a familiar topic, using a suitable phrase to get the floor. They can develop a clear description or narrative, expanding and supporting their main points with relevant supporting detail and examples and can use a limited number of cohesive devices to link their utterances into clear, coherent discourse, though there may be some 'jumpiness' in a long contribution.

### **Writing Proficiency scales**

Students at the B2 level of proficiency can synthesise information and arguments from a number of sources. They can construct a chain of reasoned argument and can speculate about causes, consequences and hypothetical situations.

### **Language Exponents**

Functions/ notions

Describing experiences

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

Describing feelings and emotions

- He was furious when he saw that his new bicycle had been damaged.
- She screamed in anger at how stupid her brother had been.
- Heather was delighted with her shot and her face glowed with pride.
- Why should we suffer just because our neighbours like loud parties?
- I don't think it's right for passengers to put their feet on the seats.

### Describing hopes and plans

- I am having a meeting with my boss on Friday.
- How are you going to get to France?
- How long are you going to Jamaica for? I'd love to see the photos when you get back.
- I'll call you soon.
- I am going to go around the world when I've saved enough money
- I hope to get a job in Australia next year.
- I've always wanted to visit the Taj Mahal.

### Giving precise information

- I'll meet you at 2pm in the children's section of Waterstones in Oxford Street.
- In my job I mainly have to deal with clients, particularly arranging and following up on orders.
- He was born in a little village in the North East of Estonia on the 22nd of October, 1928.
- My degree was in economics, specialising in finance.
- You need to place the pizza dough in a warm bowl, cover it with a cloth or place it somewhere warm, leave it to rise for 30 minutes or until it doubles in size.

### Expressing abstract ideas

- Corruption is widespread in that part of the world.
- There is little respect for human rights during war time.
- Education is the way out of poverty for many young people.

### Expressing certainty, probability, doubt

- I'm absolutely certain it's going to rain.
- It's impossible to get him out of bed before 10 o'clock.
- He's probably gone to the library.
- We're definitely not going to Spain this year.
- Are you sure we will arrive in time?

### Generalising and qualifying

- On the whole I think it is a good idea.
- Generally speaking, the teachers are very helpful.
- More often than not he shops in the High Street.
- Taking into consideration the cost of travel, you might not want to buy a flat so far away.
- We'll stay for a week or two, depending on the cost.
- Provided that there is no rain, the concert will go ahead as planned.

### Synthesizing, evaluating, glossing information

- To sum up, the government will need to cut spending for the next five years.
- All in all, it was a miserable performance.
- To be fair, it was his own fault for parking where he shouldn't have.
- In short, they were better than us at promoting their ideas

### Speculating

- I wonder if John will be going to the party.
- If she got the nomination, she could probably win if she gathered enough support from the community.
- What do you think would happen if they did discover oil there?
- What if Teresa hadn't turned up?

### Expressing opinions

- If I were you, I'd just say no.
- From her point of view, we have to do this as soon as possible.
- The way I see it is that you'll have to study very hard.
- I feel we should do it.
- I really don't think it's a good idea.

### Expressing agreement/ disagreement

- That's just what I was thinking.
- You know, that's exactly what I think.
- I totally agree.
- That's a good point.
- No I'm afraid I can't agree with you there.
- You can't be serious!
- Don't be silly!
- That's ridiculous.

### Expressing reaction, e.g. indifference

- Why ask me?
- Thank goodness
- Fantastic idea!
- Brilliant!
- Great!
- Whatever.
- That's ridiculous!
- How's that possible?
- Really?
- No way! I don't believe it.

### Critiquing and reviewing

- I think that 'Treasure Island' is still popular with children even though the language is rather dated.
- In spite of its popularity I feel that 'The Beach' is a very overrated book which appeals mainly to gap-year students.
- The film was a bit disappointing, really.
- The best part was when .....
- It was really good when ....

### Developing an argument

- To begin with it's a bigger problem than you think.
- As far as I am concerned this has nothing to do with the issue.
- The way I see it, the family is more important.
- That's the reason I don't want to work there anymore.

### In academic discourse style

- One reason why...
- Another argument for/against . . . is . . .
- X maintains that . . . n Y states that . . .
- It could be argued/asserted that . . .
- In conclusion . . .

## Discourse Functions

### Checking understanding

#### From speaker's point of view

- Are you following me?
- Let me know if you have any questions?
- Does that make sense?

#### From listener's point of view

- If I understood/understand you correctly, there are no planes at all on Saturday.
- Do you mean I can't talk to the boss right now?
- Are you trying to say you don't want to go out with me anymore?
- Let me see whether I've understood you correctly.
- So what you're really saying is . . .
- Am I right in assuming . . .

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

#### Interrupting

- Actually, . . .
- I'm sorry but . . .
- Just a minute!
- Yes, I know, but . . . !
- Hang on!
- Hold on!

#### Changing the topic

- Oh, by the way . . .
- That reminds me . . .
- This has nothing to do with what we are talking about but . . .
- On another subject..
- Talking about holidays, did you know that I'm off to Florida next week?
- Before I forget . . .

### Resuming

- Anyway, I was telling you about John's party . . .
- To get back to what I was saying . . .

### Taking the initiative in interaction

#### Control and delegation at start

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

#### During the meeting

- Jenny, can you tell us how the Human Resources reorganisation is coming along?
- How does that affect your department, Rosa?
- Let's move on, shall we?

#### Keeping interaction participants on topic

- We don't have time to go into that matter right now.
- Let's get back to the issue under discussion, shall we?
- That's another topic, really.
- Can we keep to the point, please.
- Let's not get distracted.

#### Taking initiative in non-control situation

- I'd like to say a few words here.
- Yes, I think I can contribute to this point.
- My expertise in this area might help to clarify the situation.
- Perhaps, I could say something here.

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

##### To continue

- Carry on.
- Go on.
- Really?
- Mmm...mmm....
- Don't stop.
- Tell me more...
- What makes you say that?
- What makes you think that?
- I'm all ears.
- I'm listening.

#### Invitation in one -to -one interaction

- Don't you agree?
- Is that okay with you?
- How about you?
- What do you reckon / think?
- 

#### Invitation in group interaction

- What do you think, Mario?
- Let's hear what Gabriella has to say.
- James might have something to say on this.
- Fiona knows a lot about this.
- Hey, you did something like that, didn't you?

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

- Wow, that's fantastic.
- Really? Tell me more.
- Tell me about it.
- I don't believe it!
- Oh wow!
- Oh you poor thing.
- That's awful. What a shame!

#### Discourse Markers

- Linkers: sequential – past time (subsequently)
- Subsequently, he went on to be one of our best salesmen.
- Following this he decided to leave the country.

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

- I know it would be good fun to watch the late-night film. Nevertheless, I think we should all get an early night before the big event tomorrow.
- I would like to tell you more. However, that is as much as I am allowed to reveal at this time. Consequently, he moved to London to be closer to his family.

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

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

## Discourse markers to structure formal speech

- 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.

## Verb forms

### Simple past (narrative)

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

### Past continuous (narrative)

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

### Used to (narrative)

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

### Would expressing habit in the past

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

### Past perfect

- When I'd climbed to the top of the hill, I looked back down and saw something I hadn't seen before.
- He had broken the vase when he had come in through the window.
- He had had a terrible day up until that point.

### Past perfect continuous

- I was tired. I'd been working for sixteen hours.
- They had been driving so fast that the police had difficulty stopping them.
- Had they been waiting long?

### Future

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

### Future continuous (Prediction)

- This time next year, I'll be working in Japan and earning good money.
- I'll be visiting my mum on Thursday. Can you come another time?
- Will you be using the car tomorrow?

### Future perfect

- I'd better go and collect the girls. They'll have finished school by now.
- I'll call you at six. Will you have arrived by then?
- She won't have left by then.

### Future perfect continuous

- Julia will have been studying Economics for 5 years when she graduates next year.
- You'll have been travelling for 4 days when you get to Bangkok. You'd better book a hotel and have a couple of days rest.

## **Present Perfect**

### Present perfect continuous

- You've been spending a lot of time on the Internet recently.
- They've been working very hard to get building completed on time.
- Honestly, we haven't been wasting our time.
- Have you been seeing Julie behind my back?

## **Conditionals**

### Mixed conditionals

- If I had studied harder, I'd be at university now.
- If I'd got that job I applied for I'd be working in Istanbul.
- I would have driven you to the match if I didn't have so much work.
- If I wasn't working in July, I would have suggested we go camping in France.

### Wish

- I wish I was rich.
- I wish today wasn't Monday.
- I wish I wasn't going into hospital tomorrow.
- She wished she hadn't hurt his feelings.

## **Phrasal Verbs**

### Extended phrasal verb

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

## Passives

All passive forms

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

## Other verb forms

### Reported speech (range of tenses)

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

### Relative clauses

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

## Modals

Modals of Deduction and Speculation

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

Modals: can't have, needn't have

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

## Articles

With abstract nouns

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

## Adverbs

Adjectives and adverbs

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

Attitudinal adverbs

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

## Intensifiers

Collocation of intensifiers

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

## Lexis

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

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

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

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

### Collocation

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

### Colloquial language

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

## Topics

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

## **CEFR level C1**

Students at the C1 level have good access to a broad range of language, which allows fluent, spontaneous and almost effortless communication. They have 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. They are able to select a suitable phrase from a fluent repertoire of discourse functions to preface remarks in order to get the floor, or to gain time and keep it whilst thinking. They can produce clear, smooth-flowing, wellstructured speech, showing controlled use of organisational patterns, connectors and cohesive devices.

### **Global**

At the C1 level of proficiency, students should be able to understand a wide range of demanding, longer texts, and recognise implicit meaning. They can express themselves fluently and spontaneously without much obvious searching for expressions. They can use language flexibly and effectively for social, academic and professional purposes. They can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.

### **Listening**

Students at this level can understand lectures and discussions on complex topics beyond their own field, though they may need to confirm occasional details, especially if the accent is unfamiliar. They can understand even when the talk is not clearly structured and when relationships are only implied and not signalled explicitly. Reading At the C1 level of proficiency, students are able to understand long and complex factual and literary texts, appreciating distinctions of style. They can understand specialised articles and longer technical instructions, even when they do not relate to their field.

### **Spoken Interaction**

Students can express themselves fluently and spontaneously. They can use language flexibly and effectively for social and professional purposes and can formulate ideas and opinions appropriately and relate contributions skilfully to those of other speakers.

### **Spoken Production**

At the C1 level, students can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.

### **Writing**

Students are able to write clear, well-structured text and express points of view at some length. They can write detailed expositions of complex subjects in a letter, an essay or a report, underlining the salient issues. They can write different kinds of texts in a style appropriate to the reader in mind.

## **Listening Proficiency scales**

Students can keep up with an animated conversation between native speakers and can understand enough to follow extended speech on abstract and complex topics beyond their own field, though they may need to confirm occasional details, especially if the accent is unfamiliar. They can recognise a wide range of idiomatic expressions and colloquialisms and recognise changes in style. They can follow extended speech even when it is not clearly structured and when relationships between ideas are only implied and not stated explicitly. They can follow most lectures, discussions and debates with relative ease and can extract specific information from poor quality public announcements. They can understand complex technical information, such as operating instructions, specifications for familiar products and services. They are able to understand a wide range of recorded audio material, including some nonstandard language, and identify finer points of detail, including implicit attitudes and relationships between speakers. They can follow films which contain a considerable degree of slang and idiomatic usage.

## **Reading Proficiency scales**

Students can understand any correspondence with an occasional use of the dictionary and can understand in detail long, complex instructions on a new machine or procedure even outside their own field of specialization if they can reread difficult sections.

## **Speaking Proficiency scales**

At level C1, students can express themselves fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language. They can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech and can select an appropriate formulation from a broad range of language to express themselves clearly, without having to restrict what they want to say. They can express themselves clearly and without much sign of having to restrict what they want to say. They have a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. They have a good command of idiomatic expressions and colloquialisms with occasional minor slips, but no significant vocabulary errors. They consistently maintain a high degree of grammatical accuracy; errors are rare and difficult to spot. They demonstrate good grammatical control; occasional 'slips' or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect. They can vary intonation and place sentence stress correctly in order to express finer shades of meaning. They can follow films employing a considerable degree of slang and idiomatic usage and can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage. They are able to express themselves confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned. They can adjust what they say and the means of expressing it to the situation and the recipient and adopt a level of formality appropriate to the circumstances. They can select a suitable phrase from a readily available range of discourse functions to preface their remarks appropriately in order to get the floor, or to gain time and keep the floor whilst thinking. They can intervene appropriately in discussion, exploiting appropriate language to do so and can initiate, maintain and end discourse appropriately with effective turntaking. They can give elaborate descriptions and narratives, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion. They can produce clear, smooth-flowing, well-structured speech, showing controlled use of organizational patterns, connectors and cohesive devices. They can use a variety of linking words efficiently to mark clearly the relationships between ideas.

## Writing Proficiency scales

Students at this level can expand and support points of view at some length with subsidiary points, reasons and relevant examples. They can develop an argument systematically, giving appropriate emphasis to significant points, and presenting relevant supporting detail. They can give clear detailed descriptions of complex subjects and can usually write without consulting a dictionary. They can write so well that their language needs to be checked only if the text is an important one.

### Exponents to language

#### Functions/ notions

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.

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?

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, . . .

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.

### 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.

### Expressing shades of opinion and certainty

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

### Expressing reaction, e.g. indifference

- To be honest, I simply don't care.
- Why bother?
- It's not such a big issue.
- I don't really mind/have an opinion, one way or the other.
- What are you trying to say?
- Absolutely!
- I don't believe it.
- That's amazing!
- Oh, you poor thing.
- You can say that again!

### 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.

### 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 . . .

### Conceding a point

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

### 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 n 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 upsidedown, the police found nothing. Absolutely nothing.
- He's not Roger Federer but he is a very good tennis player.

### Defending a point of view persuasively

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

### Responding to counterarguments

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

## Discourse Markers

### 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.

### 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

## Verb forms

### Narrative tenses for experiences, including passive

#### 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.

#### 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.

#### 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.

#### 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.

#### 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.

#### 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.

## 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!

## Conditionals

### 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.

### 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!

## Phrasal Verbs

### 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

## Passives

### 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.

### 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.

### Adverbs

#### Inversion (negative adverbials)

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

### Lexis

#### Collocations

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

#### Colloquial language

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

#### Approximating (vague language)

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

#### Differentiated use of vocabulary

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

### Eliminating false friends

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

### Formal and informal registers

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

### Idiomatic expressions

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

### Topics

- Books and literature
- News, lifestyles and current affairs
- Media
- Arts
- Scientific development
- Technical and legal language

## **CEFR level C2**

Students at Level C2 demonstrate a degree of precision, appropriateness and ease with the language which typifies the speech of those who have been highly successful learners. They are able to convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. They have a good command of idiomatic expressions and colloquialisms with awareness of connotative level of meaning and can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.

### **Global**

At the C2 level of proficiency, students can understand with ease virtually everything heard or read. They can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. They are able to express themselves spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.

### **Listening**

They can understand virtually any kind of spoken language, even when delivered at fast native speed and employing a high degree of colloquialism, regional usage or unfamiliar terminology.

### **Reading**

They can understand with ease virtually all forms of the written language, including abstract, complex texts such as specialised articles and literary works. They can appreciate subtle distinctions of style and implicit as well as explicit meaning.

### **Spoken Interaction**

Students at the C2 level can take part effortlessly in any discussion. They can express themselves fluently and convey finer shades of meaning precisely. They can backtrack and restructure around any difficulty of formulation so smoothly that other people are hardly aware of it.

### **Spoken Production**

At this stage students can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice significant points. Writing They can write clear, smooth-flowing, well-structured text in an appropriate style. They are able to write complex reports or articles which present a case with an effective logical structure which helps the recipient to notice significant points. They can write reviews of professional or literary works.

### **Listening Proficiency Scales**

Students at the C2 level of proficiency can follow specialised lectures and presentations which use a high degree of colloquialism, regional usage or unfamiliar terminology.

## **Reading Proficiency Scales**

They can understand and interpret practically all forms of written language including abstract, structurally complex, or highly colloquial literary and nonliterary writings.

## **Speaking Proficiency Scales**

Students can express themselves at length with a natural, effortless, unhesitating flow. They pause only to reflect on precisely the right words to express their thoughts or to find an appropriate example or explanation. They are able to exploit a comprehensive and reliable mastery of a very wide range of language to formulate thoughts precisely, give emphasis, differentiate and eliminate ambiguity. They give no sign of having to restrict what they want to say. They have a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms and show awareness of connotative levels of meaning. They consistently display correct and appropriate use of vocabulary and maintain consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions). They can vary their intonation and place sentence stress correctly in order to express finer shades of meaning. They have a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. They appreciate fully the sociolinguistic and sociocultural implications of language used by native speakers and can react accordingly. They can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts; they may, however, need to confirm occasional details, especially if the accent is unfamiliar. They show great flexibility reformulating ideas in differing linguistic forms to give emphasis, to differentiate according to the situation, interlocutor, etc. and to eliminate ambiguity. They can select a suitable phrase from a readily available range of discourse functions to preface their remarks appropriately in order to get the floor, or to gain time and keep the floor whilst thinking. They can intervene appropriately in discussion, exploiting appropriate language to do so and can initiate, maintain and end discourse appropriately with effective turn taking. They can give elaborate descriptions and narratives, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion. They are able to create coherent and cohesive text, making full and appropriate use of a variety of organizational patterns and a wide range of cohesive devices.

## **Writing Proficiency Scales**

Students at the C2 level of proficiency can provide an appropriate and effective logical structure, which helps the reader to find significant points. They can produce clear, smooth-flowing, complex reports, articles or essays that present a case, or give critical appreciation of proposals or literary works. They can write so well that native speakers need not check their texts and so that their texts cannot be improved significantly even by teachers of writing.

## **Exponents to language**

No differentiation is made between levels C1 and C2 in terms of grammar, functions / notions. It is assumed that a C2 student will have mastery of all of the points covered in the C1 document and will be able to use them effortlessly and to add subtleties to the language as suggested above.