

Three Ways to Use The PALSO Guide

LEVEL

Double-spread. Useful for reading across four CEFR levels, e.g. in the Functional-Structural Syllabus.

PRINT

Single page, for detailed reading ease and 2-sided printing. Test print a few pages to be sure the correct pages face each other (odd left, even right)!

CONVERT

Download and convert to WORD doc, or use the Adobe Online conversion facility. In Doc format, use the Find facility to quickly locate word clusters in the Vocabulary Specifications section or to check the level of a word in the Lexical Items Alphabetical Index.

This is the PRINT view

THE PALSO GUIDE

*A Description of the Syllabus
and Content of the
LAAS English Language Examinations*

2nd Edition



ΠΑΝΕΛΛΗΝΙΑ ΟΜΟΣΠΟΝΔΙΑ ΙΔΙΟΚΤΗΤΩΝ ΚΕΝΤΡΩΝ ΞΕΝΩΝ ΓΛΩΣΣΩΝ
PANHELLENIC FEDERATION OF FOREIGN LANGUAGE CENTRE OWNERS

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Foreword, 2011 by Nicolaos Maras, Chairperson of PALSO Testing Committee

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Lexicals updated for 2000 version by Evi Kostopoulou and Diana Shotton

Lexicals expanded for 2011 by Karen Lee and Malcolm Mann

Reference works used in the preparation of this document include:

General Lexis

The Oxford Advanced Learner's Dictionary of Current English, A.S.Hornby, Oxford University Press, 1980

Cambridge English Lexicon, Roland Hindmarsh, Cambridge University Press, 1980

Dictionary of Contemporary English, Longman, 2006

Longman Language Activator – The World's First Production Dictionary, Longman, 1994

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Use the Right Word - A Modern Guide to Synonyms, Reader's Digest, 1969

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Function and Structure

A Practical English Grammar, 4th Edition, Thomson & Martinet, Oxford University Press, 1987

Practical English Usage, 2nd Edition, Michael Swan, Oxford University Press, 1995

A University Grammar of English, Quirk & Greenbaum, Longman, 1996

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Waystage 1990, Council of Europe, 1990

The Common European Framework of Reference (CEFR), Council of Europe, 2001

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Phrasal Verbs and Related Structures

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Prepositions and Adverbial Particles, J.B.Heaton, Longman, 1965

Understanding Phrasal Verbs, M.J.Murphy, Hulton

Phrasal Verbs - A Reference Book for FCE, Kay Gregory, Burlington Press

Phrasal Verbs in Conversation, Colin Mortimer, Longman, 1972

Longman Grammar of Spoken and Written English, Biber et al, Pearson Education, 1999

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1.0 INTRODUCTION to Second Edition, 2011

1.1 Overview

The PALSO Guide is a practical book, meant to be used. However, it is not a coursebook, but rather a reference work. It is part of an ongoing effort to suggest what language students need to express their own experience and to relate to speakers from other cultures. It recognises that these needs may vary somewhat from country to country, while fitting into a broader international standard. It also recognises that language is a fluid, ever-changing medium and that, as a reference on that medium, *The PALSO Guide* should also be subject to continuous updating.

In addition to broad descriptions of language aims, skills and assessments, the *Guide* contains detailed tables of functions, grammatical structures and lexical items. The functional syllabus is based on the *Waystage* and *Threshold* documents and includes all elements of the previous *PALSO Syllabus* of structures. The lexical lists started off from the *Cambridge Lexicon*, but have since been adjusted according to the judgement of experienced teachers and examiners.

Above all, the *Guide* reflects the PALSO organisation's ideal of transparency. We think language teaching and testing goals should be clear to everyone involved. So, the *Guide* encompasses the minimum that, in our collective experience, we think needs to be taught and, consequently, what we will be testing.

Although this is a comprehensive compilation, it is also an ongoing process and some additional items may need to be considered for future inclusion. For this reason a feedback questionnaire has been incorporated in *The PALSO Guide* by means of which users will be able to contribute positively to subsequent revision and updating of the *Guide*.

1.2 Background

The PALSO examinations have been conducted in Greece since 1980. Over the intervening three decades, the content of the examinations has been under continuous review, with the aim of making them as suitable as possible for the needs and interests of learners in Greece and other countries. Advances in language teaching – in particular the emphasis on practical communicative skills – have been introduced to encourage learners to communicate with others clearly and accurately, in speech and in writing.

Responding to the needs of its member schools, the PALSO Federation English Committee brought out its first *Syllabus* (1990). The *Syllabus* indexed language structures across the four test levels. Of particular note was the developmental work of Brendan J. Carroll, who with Richard West had produced the English Speaking Union's Nine-Level Scale the year before. Mr. Carroll was asked to re-design the PALSO exams, incorporating the communicative language approach and tuning the tests to the appropriate levels of the Scale.

The first major revision of test design along these lines began in 1990. However, it was apparent that a comprehensive approach, reflective of increasing emphasis on language function, was needed, and the work on *The PALSO Guide* began. It was published in 1994 and served as the basis for the PALSO Examinations In English for the next 15 years, with ongoing development in its application. Mr Carroll remained involved with Greek academics – particularly, Dr. Stathis Eftstathiadis, Dept of Applied Linguistics, Aristotelian University of Macedonia, Thessaloniki, and Dr. Sophia Lytra, Dept. of Applied Linguistics of the University of Athens – and members of the PALSO Board, advancing the development until his retirement.

The work of the Modern Language Project of the Council of Europe has had great influence on PALSO test development. The *Guide* therefore uses some of the ideas of the Council of Europe's *Threshold* and *Waystage* publications, adapted to suit teachers and students. Refinements in content and design were approved by the Board and explained in *The PALSO Handbook* (1996) and *The PALSO Revised Format* (1997). Two supplementary publications, *The PALSO Interview* (1999) and *Testing Writing Skills* (2000), were then produced.

In May 2002, the Beginners examination was introduced at the aegis of testing chairperson, Fani Lianeri. A compact, computer-scored test of reading comprehension, basic grammar and vocabulary acquisition, elementary functional use of English and rudimentary interpretation, Beginners is set below the A1 level of the CEFR and was renamed Pre-A1 in December 2005. It assesses student progress while giving younger learners examination-taking experience.

In 2002, the upper two PALSO levels were withdrawn from active administration under agreement with London Tests of English (now, Pearson Tests of English). The name of the three in active use was changed to the Language Attainment Assessment System (LAAS) Pre-A1, A1 and A2 in December, 2005. In 2006, all five exam levels were submitted to the ICC International Language Network and received The Certificate of Quality and Best Practice for English Examinations corresponding to levels pre-A1, A1, A2, B1 and B2 of the CEFR.

This edition of the *Guide* has been updated to incorporate the changes since its first publication. It comprises all the elements of the 1994 edition as well as subsequent handbooks. These elements have been made easier to use and, we hope, will become an essential part of every school's EFL reference library.

1.3 Aims of the *Guide*

The *PALSO Guide* was written to help all those involved in the PALSO Examinations in English to have a clear idea of the language items needed for the examinations at each level. It also describes the various parts of the examination and the ways they measure how well students perform.

The first part of the *Guide* contains information useful in the teaching of the language. The teaching syllabus and lists in Sections 6 and 7 are laid out so that users can scan down through all elements of any level or read across to see the increasing requirements of a particular element as the levels rise.

The second part of the *Guide* deals with the LAAS exams, their theory and assessment. Sample tasks with comments illustrate the points. This description, apart from serving as a basis for the compilation and marking of the exams, is useful for candidates, for the teachers preparing them for the examinations and for users of the examination results who wish to know what the examination performance means in practice. Beyond its application to the LAAS exams, the *Guide* represents an ongoing effort to clarify EFL learner needs, based on the aggregate experience and judgement of teachers across Greece. Thus it is a useful tool for teachers in general and represents one of the most thorough and organised syllabi available to the general public.

This edition of the *Guide* has been updated to incorporate the changes since its first publication. It comprises all the elements of the 1994 edition as well as subsequent handbooks. These elements have been made easier to use and, we hope, will become an essential part of every school's EFL reference library.

2.0 AIMS OF PALSO MEMBER SCHOOLS AND EXAMINATIONS

2.1 General Aims and Activities

Broadly, PALSO's recommended learning strategies and its examinations aim to: help students and teachers to improve their practical language skills to be able to communicate in a variety of cultural contexts.

- provide students with the general skills to communicate with other speakers of the target language on a day-to-day basis and to lay the foundation for language mastery for study and job-related purposes.
- measure the language standards of students as economically and accurately as possible.
- provide strong, interactive links between teaching, examinations and practical uses of the language.

In following these aims, the PALSO Federation:

- describes attainment at five levels: A1, A2, B1 and B2 of the CEFR and Pre-A1.
- produces and administers examinations at the Pre-A1, A1, and A2 levels.
- administers the Pearson Test of English - General, under contract in Greece, and provides and trains examiners for the oral paper.
- maintains its certification of the LAAS Examinations with the ICC.

2.2 Features of the Teaching Programmes

The teaching and learning programmes selected by member schools assume that:

- language is a tool for communication and personal interaction.
- the materials and situations used are as realistic and authentic as possible rather than theoretical and artificial.
- the teaching programme uses the best, up-to-date strategies and evolves in line with new and useful ideas.
- the learning activities and topics are suitable to the age and experience of the learner in the local context, then in a European context and then in a worldwide context.
- the activities of the programmes are designed to appeal to the interests of the different learner age and culture groups.
- responsibility for learning is given to the students both as individuals and in groups, especially as is evidenced in their selecting topics and activities for assigned projects and personal enrichment.
- as ordinary communication will always have some elements of the unexpected, the teaching programmes should help the learners to cope with words, phrases and language patterns which they have not seen before.

2.3 Features of the Examinations

The examinations, as far as possible, reflect the activities of the teaching programme and the demands of real life. We realise that it is not easy to use authentic activities in a formal, large-scale examination, but this is done wherever possible.

- The exams are designed to be both valid and reliable as measuring instruments.
- The examination system is transparent, and has well-described specifications in the *Guide*. These specifications give detailed criteria for the expected performances and clear guidelines for interpreting the results of the examination.
- The examination tasks are varied to some extent from occasion to occasion as a result of analyses of test data and feedback from users. The examination papers, therefore, are not set in a rigid, mechanical, unchanging format but are drawn from a variety of specified item and exercise types. Due notice is, of course, given of any significant changes.

2.4 Elements of the Syllabus

The various parts of the syllabus are arranged under the following headings:

Section 3. Performance Levels contains a broad description of expected performance.

Section 4. Topics, Themes and Contexts sets out the main themes used for teaching and examining, eg Travel, Sports, etc.

Section 5. Communication Skills describes both the four major skills of listening, reading, writing and speaking, and the various sub-skills needed for using the language, eg scanning for particular information, summarising a passage, etc.

Section 6. Functions and Structures describes what students can do with the language, eg describing, requesting, complaining, etc. Functions at each level are set opposite grammatical patterns needed to carry out these functions, eg using tenses, interrogative and negative forms, articles, etc.

Section 7. Vocabulary Items lists the vocabulary needed to use the Themes, Topics, Skills, Functions and Grammatical Patterns just described. Sub-sections include tables of phrasal verbs, collocations, articles, prepositions, etc.

The lexical items and grammatical structures are **indexed** in **Sections 7.11 and 7.12** respectively.

Sections 8, 9 and 10 describe various aspects of the **Examination Content and Assessment Criteria**. Samples and comments are included.

3.0 PERFORMANCE LEVELS

The traditional skills of listening, speaking, reading and writing are important classes for describing language. However, we cannot always divide all language situations in this simple fourfold way. For example, in an interview, a candidate may read some information about a topic. Then, he or she will have to talk about the topic and listen to other people speaking about it. In this way listening, speaking and reading are all taking place in the same situation and the communication depends fairly equally on mastering all these three language skills. Later, perhaps, it may be necessary to write something to report what has happened. So, when we use the four-skill classification, we must remember that it is not always possible in practice to separate one skill from another. In a communicative setup, many examination tasks are integrated; that is, they test several skills at the same time.

3.1 B2 Level Performance

The B2 Level LAAS Certificate certifies the level of skill described at Level B2 of the CEFR:

“Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and Independent disadvantages of various options.”

3.2 B1 Level Performance

The B1 Level LAAS Certificate certifies the level of skill described at Level B1 of the CEFR:

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

3.3 A2 Level Performance

The A2 Level LAAS Certificate certifies the level of skill described at Level A2 of the CEFR:

“Can understand sentences and frequently used expressions related to areas of most immediate relevance (eg very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.”

3.4 A1 Level Performance

The A1 Level LAAS Certificate certifies the level of skill described at Level A1 of the CEFR:

“Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.”

3.5 Pre-A1 Level Performance

The Pre-A1 Level LAAS Certificate certifies the level of skill required by students approximately one year before they have attained the skills described at Level A1 of the CEFR. As there are no descriptors in the CEFR at this level, the selection of lexis, structures and functions tested is in tune with coursebooks currently in use at this level.

For full descriptions of the performance levels see Section 9.

4.0 THEMES AND TOPICS

The subject matter, for both teaching programmes and examinations, is divided into a number of major themes and topics of value and interest to Greek school children.

The topics intermingle in any given conversation or text. A young person might describe the physical appearance of a favourite aunt, her pleasant disposition and generosity during a shopping trip, as well as where they went shopping and the items they bought together. Alternatively, a student might want to talk about the natural world, the animals they've seen in their own area or in the media and the way pollution is affecting both the natural world and their own lifestyle. The learner, attempting to convey these ideas, might draw from several thematic areas, mixing and matching the vocabulary and structures needed to get the idea across.

One way the themes might be arranged is this, used in the first edition of the *Guide*:

Daily Life	Places	Society	Natural World	Technology
Home	Buildings	Entertainment	Animals	Mass media
Household	Towns	Sports	Weather	Health
Family	Travel	Fashion	Geography	Medicine
Relations	Greece	Ceremonies	Topography	Transport
Shopping	Europe	Celebrations	Disasters	Communication
Food/Drink	World	Religion	Environment	IT & Computing
School	Universe	Government		Space
Hobbies		National Issues		
Holidays		Global Issues		
		Employment		
		Accidents		
		Safety		
		Crime		
		Conflict		

Another way of grouping them might flow from personal descriptors to education, employment, technology and media, social activity and travel, and then deal with buildings, geography, the natural world and its function. Also needed are words commonly used in a variety of topical fields.

The current lexical listing recognizes this flow, and the topics are so ordered in section 7.

5.0 COMMUNICATION SKILLS

Students are expected to learn a number of skills for understanding and expressing information of all kinds related to the main themes. In the following descriptions, the word 'text' refers to both written and spoken pieces of information.

THE SKILLS OF HANDLING WRITTEN AND SPOKEN TEXTS

5.1 Handling specific pieces of information

- Understanding the facts accurately. This is a basic skill of the greatest importance at all levels.
- Understanding accurately the facts being spoken or written about in the listening and reading tasks.
- Understanding the names of the people, the events being described and all the significant facts in a story or description.

5.2 Getting an overall impression of the text

- Looking for key words, headings, pictures and so on, to form an idea of what the text is about. For reading, this is the skill of skimming. Parts of the text will be bypassed for the time being.

5.3 Searching for particular pieces of information

- Looking for particular words or names. For example, students would look at the results sheet of an examination in the first case to find their own name and to see if they had passed or not, other names being irrelevant for the time being. For reading, this is the skill of scanning.

5.4 Getting the main message of a text

- Finding out the most important idea, message or conclusion in the text.

5.5 Understanding the supporting details

- Seeing the difference between the main point and the points which contribute to the main message.
- Separating out the differing importance of parts of the text when reading.
- Organizing useful paragraphs when constructing a text.

5.6 Distinguishing between true and false statements

- Using the text to find out whether a statement is supported or not by the information given.
- Deciding, at a higher level, whether a statement is questionable or that there is not enough evidence to decide whether it is true or not.

5.7 Distinguishing between fact and opinion

- Deciding from the text whether a statement is meant to be accepted as a fact or whether it is just put forward as an opinion.

5.8 Understanding the attitudes being expressed

- Comprehending the state of mind or feelings behind the words, sometimes 'reading between the lines' to get the true attitude of the speaker.

5.9 Appreciating an argument

- Getting both sides of an argument or thesis.
- Understanding the relative value of the sides.
- Deciding which side is the more acceptable or logical.

5.10 Using the information in the text effectively

- Applying the lessons contained in the text to other fields.
- Understanding a text by going outside it, using general experience, checking commonly held notions.

5.11 Understanding text cohesion

- Appreciating cohesive terms such as *In the first place*, *Consequently*, *However* and other signalling or linking devices.

5.12 Filling in gaps in understanding

- Getting the meaning of unknown words or grammatical structures by using meaningful clues given in the surrounding text and by using common sense and general knowledge of the world.

5.13 Making use of sources of help

- Carrying out tasks by getting help from others to fill in gaps in language skills or factual information.
- Using basic reference skills and both print and electronic reference sources to accomplish tasks.

5.14 Transcoding between language and graphics

- Getting and giving information by interpreting diagrams, graphs, tables and pictures which support the language texts.

THE WRITING SKILLS

The skills in writing are closely related to the oral/aural text-handling and interaction skills, numbered 5.1 to 5.14 above. The emphasis in written presentation is on the means of expressing ideas or transmitting a message. Writing tasks may range from making short responses to simple, everyday questions to drafting written presentations of a more complex kind. These might include replying to letters; composing stories; giving instructions, descriptions and advice; making up dialogues and conversations; completing unfinished texts; making a case and presenting both sides of an issue.

Important aspects of the writing skills are:

5.15 Overall Message

- Writing the required message with necessary detail and clarity.
- Adapting the style of writing to the expectations of the reader.
- Presenting the information with a variety of sentence structures and vocabulary so as to make it interesting to the reader.

5.16 Structure of Presentation

- Organising the presentation in a logical way.
- Developing the ideas as paragraphs with topic sentence and supportive sentences.
- Using suitable cohesion and linking devices.
- Using a register and style suitable for the task required.

5.17 Sentence Level

- Showing a command of vocabulary for the topic being presented.
- Using correct grammatical forms and sentence patterns appropriate to the functions being expressed.
- Using correct punctuation and spelling.
- Writing legibly.

THE SPEAKING AND INTERACTIVE SKILLS

In teaching and assessing the oral skills, special attention should be given to the many aspects of intelligibility and fluency of speech. These skills will be used in the context of effective presentational and inter-personal skills in the target language. (These skills are also needed in mother-tongue communication.)

5.18 Communication strategies

- Starting a discussion in various circumstances and a variety of topics.
- Presenting information in pictures, tables and graphs and explaining them as requested.
- Helping others by filling in gaps in the information, making things clearer and repeating earlier information as needed.
- Getting help from others to fill in one's own gaps in information or knowledge of the language.
- Developing a topic or discussion taking into account the reactions of other speakers and listeners.
- Keeping the flow of discussion going even when information is not readily at hand, expressing lack of knowledge, explaining why, asking for clarification, raising alternative topics.
- Adjusting one's approach by adapting to others who have a different point of view.
- Using the language required for major functions, eg persuading, informing, confirming, denying.
- Presenting solutions, justifying strategies.
- Closing a discussion in an acceptable way, summarising where essential.

5.19 Aspects of speech intelligibility

- Using clear pronunciation (even if there is mother-tongue influence).
- Using intonation patterns to give indications of the attitude being conveyed, such as doubt, humour, friendliness, certainty.
- Stressing the words or phrases of special importance to the discussion or presentation.
- Speaking with appropriate fluency: on the one hand avoiding undue hesitations or pauses, on the other hand avoiding excessive speed which reduces intelligibility.
- Using appropriate stress for the syllables and words to be emphasised.
- Using linking words and other signals to emphasise the main points or changes in topic, such as *I agree, but, Let me explain* and *But don't you think that*.

6.0 FUNCTIONS & STRUCTURES

This section is designed to place emphasis on the communicative functions of the language and to support them with the necessary grammatical structures.

How to use the A1-B2 functional-structural syllabus:

The major functions are identified in the title band that runs across both facing pages. Below the title are four double-columns, colour coded to the PALSO LAAS exams.

Pre-A1 (green)	2 years of regular study.
A1 (pink)	3 years of regular study.
A2 (blue)	4 years of regular study.
B1 (yellow)	5 years of regular study.
B2 (grey)	6 years of regular study.

Each coloured column consists of two sub-columns, the left for the function example, the right for the related structures. The functions and structures for each level are placed in parallel position.

The functions and structures of increasing difficulty track across the four coloured columns, so that by reading across the user can readily see how each function grows in complexity.

Reading down one coloured column reveals the entire expectation for any given level.

How to use the Pre-A1 functional-structural syllabus:

Pre-A1 precedes the specifications of the CEFR and is offered here in a separate syllabus listing just after the A1-B2 syllabus. Pre-A1 recognizes skills acquired in the first two years of regular study, ie A and B Senior in Greek practice, as well as communicative strategies employed to engage students in the A and B Junior courses taught even earlier. The numbered functional categories of the Pre-A1 syllabus (background coloured green) correspond to those functions in the main A1-B2 syllabus. The unused functional categories have been omitted. Grammatical items in the Pre-A1 syllabus are included in the Structural Index, Section 7.12.

Please note:

The syllabus is intended to provide the basis for the exams but not to limit the teaching.

Teachers may find they are working ahead of the syllabus in some areas. The syllabus, however, to be tested across a wide geographical area and range of teaching approaches, conforms to the precepts of the CEFR.

In the exams themselves, grammatical and lexical items from a higher level might be included in a given exercise. This might occur for one of three reasons:

- The objective of an exercise might be to handle unknown material, in which case the grammatical or lexical item would be supported by other material expected to be known at the tested level.
- A small number of higher-level items are included in each exam in order to identify and differentiate 'distinction' candidates.
- It should be understood that more difficult items might be included, especially in authentic texts, if their inclusion is not tested and does not significantly affect comprehension of tested material.

1 GREETING PEOPLE INFORMALLY AND FORMALLY, AND RESPONSES			
a. Hi/Hello! How are you? b. Fine, thanks. And you? c. Hello/Good morning/ /afternoon/evening. d. Hello! This is Bob. Is Tom there, please? Just a minute, please. Is this 23-456? Sorry, wrong number. e. Bye/Goodbye.	a. Simple greetings Questions with <i>how</i> b. Responses Short questions c. Formal greetings d. Placing and answering simple telephone calls e. Closings	a. Goodbye/Goodnight. b. May I speak to Tom, please? One moment, please.	a. <i>Good evening</i> as greeting vs <i>good night</i> as farewell b. Formal telephone responses
2 INTRODUCING ONESELF AND OTHERS			
a. I'm Mary Smith. ~Pleased to meet you. b. This is Andrew Jones. He's a doctor. c. Mary, meet Andrew.	a. Present tense of to be b. Demonstratives: This, that, these, those Subject pronouns: I, you, etc Object pronouns: me, you, etc c. Simple imperative	a. Who is that? ~It's Mary Wilson. b. May I introduce myself? I'm Jake Edwards. c. How do you do?	a. it or they used in answers to questions with demonstrative b. Reflexive Pronouns: myself, yourself, etc c. Usage: How vs What + do you do?
3 ASKING AND ANSWERING PERSONAL QUESTIONS AND DESCRIBING A FEELING			
a. What's your name? ~My name's Bob Smith. b. What do you do? ~I'm a student. c. Where do you live? ~I live in Maple St. d. How old are you? ~I'm ... years old. e. You've got a new car, haven't you? f. Are you sad? ~No, I'm just tired.	a. Question words as subject and object: <i>who/which/what</i> (not to be tested in contrast) b. Present simple of <i>to be/to do</i> c. <i>when/where/why</i> with answer <i>because</i> and <i>whose/how</i> d. <i>how old/many/much/far</i> e. Question tags with identical auxiliary verb f. List 1 – Topical: People	a. What's your name? ~My name's Bob Smith. What do you do? ~I'm a student. b. Why did you buy that book? ~To read it. How do you write? ~With a pen. c. This is yours, isn't it? d. Here's your gift. ~Oh, how nice! e. Have you got any brothers? f. Do you go to school every day? g. Have you ever been to New York?	a. Question words as subject and object: <i>who/which/what</i> (in contrast) b. Infinitive phrase meaning because or prepositional phrase showing means c. Demonstrative statement with <i>it/they</i> in tag d. Exclamations List 1 – Topical: People. e. <i>some/any/no</i> combinations f. List 8 – Prepositions: Movement g. <i>been to/gone to</i> (not tested in contrast)

1 GREETING PEOPLE INFORMALLY AND FORMALLY, AND RESPONSES			
a. Hello! This is Margaret Fetters. Is that John? b. Is Mr. Reynolds there? c. May I take a message? Hold/Hang on, please. d. Could you have him call me on 51-233?	a. Demonstrative to identify oneself, inquire b. Polite requests c. <i>May I take</i> vs <i>Would you like to leave</i> ... d. Polite requests: <i>call/ring/phone sb on</i> + telephone number	a. How do you do? It's a pleasure to meet you. vs Pleased/Nice to meet you.	a. Formal vs informal register
2 INTRODUCING ONESELF AND OTHERS			
a. Hello! My name is Stelios Raftis. Miss Waters, may I introduce my sister, Debbie? Debbie, this is my teacher, Miss Waters. (<i>formal</i>) Hi! I'm Stelios. What's your name? This is my friend, Tom. Tom, this is my sister, Debbie. (<i>informal</i>)	a. Full awareness of register difference in formal and informal introductions.	a. Ladies and gentlemen, may I present our speaker, Professor Dye? b. Thank you, it's my pleasure to be here tonight. c. Ladies and gentlemen ... Good morning, everyone. My name is ...	a. Introducing a speaker Register related to age/social position of audience/speaker b. Introductory and closing speeches c. Formal vs informal register in speeches
3 ASKING AND ANSWERING PERSONAL QUESTIONS AND DESCRIBING A FEELING			
a. I feel quite depressed! It was a depressing experience. b. I think you can overdo studying. c. Shall we invite George? ~Well, I'd rather not! d. How have you been? ~Oh, just fine! ~Great/Brilliant! That's wonderful! e. I was so bored (that) I fell asleep. It was such a boring play (that) I fell asleep.	a. List 1 – Topical: People b. Verbs of perception, feeling, etc c. Verbs in all tenses <i>would rather</i> d. Exclamations e. <i>Be + so + adjective + (that) clause</i> <i>Be + such (a) + adjective + noun + (that) clause</i>	a. I'm very dedicated to my work.	a. List 6 – Phrasal Verbs List 7 – Idiomatic

4 EXPRESSING POSSESSION			
<p>a. Whose is that book? ~ It's Mary's. ~ They're our books.</p> <p>b. I'm going to the butcher's.</p> <p>c. This is Mary and Helen's new video game.</p> <p>d. Alice's video. NOT: The video of Alice. The sights of Sparta. NOT: Sparta's sights.</p> <p>e. The coat is mine.</p> <p>f. It's my coat.</p> <p>g. I've got two books.</p>	<p>a. Singular and plural possessives/genitives</p> <p>b. Shops: <i>butcher's</i>, <i>baker's</i> etc</p> <p>c. Possessive case of compounds for joint possession</p> <p>d. Use of noun's for people and animals Use of <i>of</i> + noun genitive for objects and places</p> <p>e. Possessive pronouns: <i>mine</i>, <i>yours</i>, etc</p> <p>f. Possessive adjectives: <i>my</i>, <i>your</i>, etc</p> <p>g. <i>Have got</i> for present possession</p>	<p>a. Laurel and Hardy's films are still popular.</p> <p>b. This is James's/James' book.</p>	<p>a. Possessive form of people normally thought of as a pair</p> <p>b. Possessive form of names ending in <i>s</i>, with different pronunciation</p>
5 ASKING ABOUT / DESCRIBING PHYSICAL APPEARANCE, CHARACTER AND PERSONALITY			
<p>a. He is a tall man.</p> <p>b. What colour are his eyes? They're blue.</p> <p>c. He is tall and fat.</p> <p>d. What is Helen wearing? She's wearing a blue skirt and black shoes.</p>	<p>a. Position of adjective before a noun/after verb <i>to be</i></p> <p>b. Common colours: <i>red</i>, <i>yellow</i>, <i>blue</i>, <i>green</i>, <i>black</i>, <i>white</i>, <i>brown</i>, <i>pink</i>, <i>orange</i></p> <p>c. Physical condition: <i>tall</i>, <i>short</i>, <i>fat</i>, <i>thin</i></p> <p>d. Question words List 1 – Topical: People, Fashion</p>	<p>a. I met a tall man with black hair and blue eyes.</p> <p>b. He was a well-built man.</p> <p>c. He seemed friendly, but he wasn't very honest.</p> <p>d. The man who has grey hair is my teacher.</p>	<p>a. <i>with</i> + details of appearance</p> <p>b. Physical condition: <i>well-built</i>, etc</p> <p>c. List 1 – Topical: People, Fashion</p> <p>d. Relative clauses - non-defining and defining. (recognition only)</p>
6 COMPARING PEOPLE OR THINGS			
<p>a. Mary is taller than Sue. Steffy is the tallest girl in her class. Cars are more expensive than bicycles. That car is the most expensive of all.</p> <p>b. Yes, it was good, but it wasn't the best.</p> <p>c. William can run faster than George.</p>	<p>a. Simple comparatives and superlatives No stressed forms eg <i>much fatter/far greater</i> No 2-syllable adjectives: eg <i>clever</i>, <i>happy</i></p> <p>b. Irregular comparatives and superlatives: <i>good</i>, <i>bad</i>, <i>much</i>, <i>many</i></p> <p>c. Adverbs</p>	<p>a. Pears are as expensive as oranges (are).-</p> <p>b. John is less happy than Peter.</p>	<p>a. Comparative structures: <i>as...as</i> No stressed forms eg <i>much fatter/far greater</i> No combination with negative, eg <i>no less boring than his first film</i></p> <p>b. All irregular comparatives and superlatives, including: <i>little/less/least</i>, <i>well/better/best</i>, <i>badly/worse/worst</i></p>

4 EXPRESSING POSSESSION			
a. We're going on a week's holiday. b. The family enjoys my sister-in-law's cooking. c. Did they steal anyone else's bag? d. A friend of mine came to visit.	a. Possessives used in time expressions b. Possessive of hyphenated compounds c. Possessive of <i>some/any/no</i> compounds + <i>else</i> d. <i>a friend of mine</i> = <i>one of my friends</i>	a. Euripides' plays are always well attended.	a. Possessives of classical names ending in <i>-s</i> .
5 ASKING ABOUT / DESCRIBING PHYSICAL APPEARANCE, CHARACTER AND PERSONALITY			
a. He was three years old/a three-year-old child. b. He was a man of 80, casually dressed in khaki trousers. c. She seemed to be a woman of many talents. d. The man who has grey hair is my teacher.	a. Hyphenated adjectives b. List 8 – Prepositions c. <i>seem/appear</i> + infinitive + adjective d. Relative clauses: non-defining and defining List 1 – Topical: People, Fashion	a. The warm glow in her brown eyes was a sign of her friendliness. His muscular build was the result of years of hard work.	a. Combined descriptions
6 COMPARING PEOPLE OR THINGS			
a. I don't feel as well as I did yesterday. b. He ran far more quickly than I did. She's much prettier than her sister. c. That's the earliest he's ever arrived.	a. Comparative sentence structures b. Stressed comparatives intensified by <i>far</i> and <i>much</i> c. Adverbs taking <i>-er</i> and <i>-est</i> : <i>early, fast, hard, long, soon, straight</i> , etc	a. The older you get, the better you look. The sooner, the better. It got hotter and hotter. The smaller of the two children was the elder. b. I'd rather stay in than go out. I prefer staying in to going out.	a. Special comparative forms b. <i>would rather</i> + bare infinitive vs <i>prefer</i> + gerund

7 IDENTIFYING / GIVING ADDITIONAL INFORMATION ABOUT PEOPLE AND THINGS			
<p>a. You can have an orange and a banana.</p> <p>b. Where's Athens? It's in Greece.</p> <p>c. The Atlantic Ocean is west of Europe.</p> <p>d. Which balloons do you want? The red ones or the blue ones?</p> <p>e. Whose is the red coat?</p> <p>f. It's Mary's/hers.</p> <p>g. What's your dad like? ~ He's nice.</p>	<p>a. Indefinite Articles: <i>a/an</i> List 2 – Articles</p> <p>b. Omission of definite article: <i>the</i></p> <p>c. Use of definite article: <i>the</i></p> <p>d. <i>one/ones</i></p> <p>e. Question words</p> <p>f. Genitives. List 4 – Pronouns</p> <p>g. <i>be like</i></p>	<p>a. This isn't an S. It's a C. We saw a UFO last night!</p> <p>b. There's a hotel in Megistis Street.</p> <p>c. We go there about twice a year.</p> <p>d. He was taken to hospital with a broken leg. The painters are working in the hospital this week.</p> <p>e. That's the man who stole your car!</p> <p>f. Gene's house, which we thought was ugly, was finally sold.</p> <p>g. There's a good tavern near here. It's quite old.</p> <p>h. The air feels cold.</p>	<p>a. List 2 – Articles</p> <p>b. List 2 – Articles</p> <p>c. Expressions showing measurement</p> <p>d. Use or specific omission of definite article: <i>the</i></p> <p>e. Defining relative pronouns/clauses. (recognition only) List 4 – Pronouns</p> <p>f. Non-defining relative clauses. (recognition only)</p> <p>g. <i>there is/are</i> vs <i>it is/they are</i></p> <p>h. Adjectives used after verbs of perception</p>
8 ASKING ABOUT AND GIVING FAMILY DETAILS			
<p>a. Who are the people in your family?</p> <p>b. What is your mother's first name? What does your uncle do? ~ He is a doctor. How old is your grandfather? ~ He's 80 years old.</p>	<p>a. Question words</p> <p>b. List 1 – Topicals: People, Jobs</p>	<p>a. I live with my mother, father and sister. My brother is staying with our aunt in London.</p> <p>b. My great-grandfather was a Member of Parliament.</p>	<p>a. Simple present for ongoing arrangements vs present continuous for temporary ones</p> <p>b. List 1 – Topical: People</p>
9 ASKING / ANSWERING ABOUT LIFESTYLES: HOME, COMMUNITY, THE WORLD AROUND US			
<p>a. How big is Veria? ~ It's not very big. Is your school far from your house? ~ No, not very far. Do you live in a busy street? ~ Yes, I live in Pine St.</p>	<p>a. All grammatical structures listed for this level List 1 – Topicals</p>	<p>a. I live in a large flat with four bedrooms. Do you enjoy studying history? ~ Well, I prefer science. What do you do in your spare time? ~ I collect stamps. They're building a new football stadium here. Have you seen any good films this year?</p>	<p>a. All grammatical structures listed for this level List 1 – Topicals</p>

7 IDENTIFYING / GIVING ADDITIONAL INFORMATION ABOUT PEOPLE AND THINGS			
<p>a. The Netherlands and Greece are both in the EU.</p> <p>b. The cats in the garden are hungry. (The specific cats).</p> <p>c. The man who's standing over there is my uncle.</p> <p>d. The man standing over there is my uncle.</p> <p>e. We tried the restaurant you recommended.</p> <p>f. The owner, who was from Crete, took the order himself.</p> <p>g. That's the man whose wife is from Crete.</p> <p>h. The book is boring; I'm bored.</p>	<p>a. Use and omission of definite article: <i>the</i> List 2 – Articles</p> <p>b. Use of <i>the</i> when referring to sth specific</p> <p>c. Relative Pronouns (clauses) defining List 4 – Pronouns</p> <p>d. Participles (instead of relative clauses)</p> <p>e. Omission of object relative pronouns in defining clauses</p> <p>f. Non-defining relative clauses</p> <p>g. Possessive relative clauses</p> <p>h. Participles ending in <i>-ing</i> or <i>-ed</i> (in contrast)</p>	<p>a. We tried the restaurant you recommended, which was one of the best ideas you've ever given me.</p> <p>b. That's the address I sent the letter to. That's the address to which I sent the letter.</p> <p>c. That's the address where I sent the letter.</p>	<p>a. Relative clauses referencing a general concept</p> <p>b. Informal/verbal vs formal/written structure</p> <p>c. Preposition + object relative pronoun vs relative adverb</p>
8 ASKING ABOUT AND GIVING FAMILY DETAILS			
<p>a. Now what relationship is Marina to you? ~ Well, let's see. Marina's mother is my granny's sister, which makes her my mother's aunt and my great aunt. So Marina and my mother are cousins.</p>	<p>a. Describing extended family relationships List 1 – Topical: People</p>		
9 ASKING / ANSWERING ABOUT LIFESTYLES: HOME, COMMUNITY, THE WORLD AROUND US			
<p>a. My sister has been helping at an animal shelter. Our city staged a big parade for Carnival. If people drove more carefully, there would be fewer accidents. I'd like to be a TV star when I grow up. Fast foods don't have many vitamins.</p>	<p>a. All grammatical structures listed for this level List 1 – Topicals</p>	<p>a. I think efficient public transportation is one clear solution to the air pollution problem. No matter how modern we become, Greeks still seem to value a close family relationship. We've been in enough wars to appreciate just how important our national security is.</p>	<p>a. All grammatical structures listed for this level List 1 – Topicals</p>

10 TALKING ABOUT THE WEATHER AND NATURAL DISASTERS, AND THEIR EFFECTS

<p>a. What's the weather like? It's very cold today.</p> <p>b. It's snowing. It rained yesterday.</p> <p>c. It's hot!</p>	<p>a. Impersonal <i>it</i> for day/weather</p> <p>b. Verbs in all tenses at this level</p> <p>c. Simple exclamations List 1 – Topical: Weather</p>	<p>a. The weather tomorrow will be hot but windy. It's very cloudy; is it going to rain?</p>	<p>a. Simple predictions with <i>will/going to</i> (not to be tested in contrast) List 1 – Topical: Weather</p>
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11 DESCRIBING THE MANNER OF AN ACTIVITY OR DEGREE OF INTENSITY

a. He runs quickly.	a. Making adverbs of manner from adjectives Only common adverbs ending in <i>-ly</i> No exceptions eg: <i>hard</i> , <i>fast</i>	a. The car was going very fast.	a. Adverbs of manner without <i>-ly</i> : <i>fast</i> , <i>hard</i> , <i>late</i> (Not to be tested in contrast, eg <i>hard/hardly</i>) List 10 – Adverbials
b. She learns languages very easily.	b. Adverbs intensified by <i>very</i> Position of adverbs of manner after the verb and object List 10 – Adverbials		

12 ASKING FOR / GIVING DIRECTIONS / INFORMATION ABOUT POSITION AND MOVEMENT

<p>a. Is there a hotel nearby? ~ There's one in Pine St.</p> <p>b. My brother is at the zoo. I'm going to the zoo, too.</p> <p>c. Where is my bag? ~ Here it is.</p> <p>d. Where is the park? ~ Go along this street and turn right at the traffic lights.</p>	<p>a. <i>there is/there are</i> (past, present and future only)</p> <p>b. Prepositions of place vs movement in contrast List 8 – Prepositions</p> <p>c. Adverbs: <i>here/there</i></p> <p>d. Imperative mood List 8 – Prepositions</p>	<p>a. Howard's gone to Rome. He'll be back next week. I've never been to Rome.</p> <p>b. We got to Paris in two days. We arrived in Paris at 7:30 and arrived at the hotel by 8:30.</p> <p>c. Where's my pencil? It's among the things on your desk, between the book and the ruler.</p>	<p>a. <i>been to/gone to</i> (in contrast)</p> <p>b. <i>arrive in/at a place</i></p> <p>c. <i>among vs between</i></p>
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10 TALKING ABOUT THE WEATHER AND NATURAL DISASTERS, AND THEIR EFFECTS			
a. The hurricane brought heavy rain and floods. b. Many buildings were damaged by the earthquake.	a. Concepts of cause/effect b. Passive voice List 1 – Topical: Weather List 6 – Phrasal Verbs	a. Do you think it will rain today? ~ Look at those clouds! Of course, it's going to rain! b. Northern England is in for some bad weather.	a. Simple future vs <i>going to</i> in predictions. b. List 1 – Topical: Weather List 6 – Phrasal Verbs
11 DESCRIBING THE MANNER OF AN ACTIVITY OR DEGREE OF INTENSITY			
a. I can hardly believe that he's working so hard. b. He'll finish fairly early. c. Then his bill will be much less expensive than we thought. d. Well, I hope the job will be well done. e. I live quite near. f. Let's see if we can get there quickly. Let's quickly see if we can get there. g. (Yesterday) Mary played the piano beautifully at school (yesterday). h. We do not have much in common.	a. Adverbs which do not normally take <i>-ly</i> (tested in contrast) b. Adverbs of degree which modify adjectives and adverbs. (not to be tested in contrast) c. Adverbs which modify adverbs d. Adverbs which modify a past participle e. Irregular adverbs and adverbs without <i>-ly</i> f. Adverbs of place and alternative positions with manner, possible change in meaning g. Order of adverbials: (time) - subject - verb - object - manner - place - (time) h. List 7 – Idiomatic Expressions List 10 – Adverbials	a. He was thoroughly annoyed at the delay.	a. Adverbs of degree List 10 – Adverbials
12 ASKING FOR / GIVING DIRECTIONS / INFORMATION ABOUT POSITION AND MOVEMENT			
a. We climbed up the peak to a point above the tree line but just below the clouds. b. You can stay here if you like. I'm going home.	a. <i>below, over/above</i> b. Verbs of movement + home = no preposition	a. We set out for Patras, but had to turn back because of the traffic.	a. List 6 – Phrasal Verbs

13 ASKING AND ANSWERING ABOUT DATES AND TIMES

<p>a. What time is it? ~ It's 4 o'clock. What's the time? ~ It's 4:35.</p> <p>b. When were you born? ~ On 3 April, 1999.</p> <p>c. When do you go to school? ~ At 8 in the morning.</p> <p>d. He left about 4 days ago.</p>	<p>a. Time divisible by five Twelve hour clock only. 6:15 = both <i>six fifteen</i> and <i>a quarter past six</i></p> <p>b. Dates 1. Days 2. Months 3. Years, dates</p> <p>c. List 8 – Prepositions</p> <p>d. List 9 – Adverbials</p>	<p>a. Modern Greece became independent in the 19th century.</p> <p>b. The train didn't arrive on time, so I was late for my appointment with the doctor. Luckily, I got there in time to see him before he left.</p> <p>c. I couldn't decide which shoes to buy, so in the end I didn't buy any. The play was very boring. The only good scene was at the end.</p> <p>d. They left the country when the war started.</p> <p>e. The shops are open from 9 a.m. to 5 p.m.</p> <p>h. Have you finished reading the paper yet?</p>	<p>a. List 8 – Prepositions</p> <p>b. <i>on time</i> vs <i>in time</i> (recognition only)</p> <p>c. <i>in the end</i> vs <i>at the end</i> (recognition only)</p> <p>d. Time clauses with <i>when, before, after</i></p> <p>e. <i>from X to Y, between X and Y</i></p> <p>h. List 9 – Adverbials</p>
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14 PUTTING ACTIONS / IDEAS IN A LOGICAL ORDER

<p>a. (Yesterday) Peter gave John a book (yesterday).</p> <p>b. Bob gave Paul a book. Bob gave a book to Paul.</p> <p>c. I went to the party, but I didn't have a good time.</p> <p>d. There will be a film after dinner.</p>	<p>a. Simple sentences (time) + subject + verb + object + (time)</p> <p>b. Simple structures with double object verbs 1. subject + verb + personal object + object 2. subject + verb + object + <i>to/for</i> + personal object.</p> <p>c. Compounds with <i>and/but/or</i></p> <p>d. List 8 – Prepositions</p>	<p>a. Steven arrived at the station before we did. While the police were asking questions, the thief ran away. I can't answer you until I read the instructions. Mary always cleans up the bathroom after she has a bath. Jim will call when he gets back in town.</p>	<p>a. Time clauses List 10 – Conjunctions</p>
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15 ASKING AND ANSWERING ABOUT HABITUAL ACTIONS AND GENERAL TRUTHS

<p>a. Do you watch TV? Yes, I usually watch TV every day.</p> <p>b. When do you go to the cinema? I often go on Saturday.</p> <p>c. Do you brush your teeth? Yes, I do it twice a day.</p>	<p>a. Frequency adverbs for everyday actions (recognition only) List 9 – Adverbials</p> <p>b. Prepositions</p> <p>c. Present Simple for everyday actions</p>	<p>a. Water normally boils at 100 degrees Celsius.</p>	<p>a. Frequency adverbs for everyday actions and general truths List 9 – Adverbials</p>
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13 ASKING AND ANSWERING ABOUT DATES AND TIMES

<p>a. The train is delayed and won't arrive until 22:10.</p> <p>b. She left at 6:47 a.m.</p> <p>c. It took two hours to drive to Aegion.</p> <p>d. We (meet daily to) talk over our lesson plans (at the daily meeting).</p> <p>e. It's 31 Jan. and I'm still doing last year's work.</p> <p>f. It was a two-hour trip.</p> <p>g. I arrived just in time to catch the bus. It left on time.</p> <p>h. In the end, I didn't buy any of the hats I'd tried. The best scene is at the end of the play.</p>	<p>a. Twenty-four hour clock</p> <p>b. Expressed in minutes</p> <p>c. <i>It takes</i> + time period + infinitive</p> <p>d. Words of time which are both adjectives and adverbs</p> <p>e. Possessives in time expressions</p> <p>f. Hyphenated adjectives.</p> <p>g. <i>on time</i> vs <i>in time</i></p> <p>h. <i>in the end</i> vs <i>at the end</i></p>	<p>a. It's 23:50. I mean, it's ten minutes to midnight.</p>	<p>a. Twenty-four hour clock vs twelve-hour clock</p>
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14 PUTTING ACTIONS / IDEAS IN A LOGICAL ORDER

<p>a. Whenever I have time, I read English teen magazines.</p> <p>b. I'll meet you at 6 o'clock on Sunday, 12 May.</p> <p>c. After the film we went out for an ice-cream. We saw the film, and afterwards we went out for an ice cream.</p> <p>d. Once I clean up my desk, I'm going to start my homework.</p>	<p>a. Time clauses with: <i>whenever, as long as, the moment, the next time</i></p> <p>b. Order of time adverbials from specific to general</p> <p>c. Similar adverbials: <i>apart from / except for ago / before after / afterwards at least / at last / lastly at first / firstly</i> (in contrast)</p> <p>d. <i>once, now that</i> (recognition only)</p>	<p>a. Now that I've cleaned my desk, I going to start my homework.</p>	<p>a. <i>once, now that</i></p>
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15 ASKING AND ANSWERING ABOUT HABITUAL ACTIONS AND GENERAL TRUTHS

<p>a. Rea lives in an old house which costs her dearly.</p> <p>b. My mother doesn't cook fish very often.</p> <p>c. If you heat water to 100° C, it boils.</p>	<p>a. Increased complexity of concepts</p> <p>b. Adverbials of intermittance</p> <p>c. Type 0 Conditionals</p>	<p>a. "Every now and then I get a little bit lonely." (song lyric)</p>	<p>a. List 9 – Adverbials</p>
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16 DESCRIBING ACTIONS IN PROGRESS AT A POINT IN TIME OR OF A TEMPORARY NATURE			
a. He is helping his mother now. b. Look! The teacher is coming. Listen! The children are shouting.	a. Present Continuous for actions happening at the time we are speaking b. Used with: <i>now, Look! Listen!</i>	a. At present, I'm studying both English and French. What are you doing? At the moment, I'm trying to sleep.	a. List 9 – Adverbials
17 DESCRIBING AN ACTION WHICH HAS JUST FINISHED OR IS STILL CONTINUING			
a. She has lived in Veria since 2003. b. How long has she been learning English? For 6 years. c. Where's John? He's gone to London. Oh, has he? I've already been there twice.	a. Present Perfect Simple used with expressions of duration List 8 – Prepositions List 9 – Adverbials b. Present Perfect Continuous, used with expressions of duration (recognition only) c. <i>gone</i> (in 3rd person) vs <i>been</i> (not in contrast) List 5 – Irregular Verbs	a. We've just finished our work. b. How long have you been learning English? c. Have you ever been to London? Yes, so far I've been there three times.	a. Time/frequency/duration expressions List 9 – Adverbials b. Present Perfect Continuous c. <i>gone/been</i> (in contrast) List 5 – Irregular Verbs
18 EXPRESSING PRESENT ABILITY			
a. Peter can swim. Paul can't (cannot) swim. b. I can hear you. I can't see anything.	a. <i>can</i> to show ability or lack of ability b. <i>can</i> with verbs of perception instead of present continuous tense	a. He hasn't been able to drive since his accident.	a. <i>be able to</i> to replace <i>can</i> in all other tenses
19 MAKING HYPOTHESES AND DEDUCTIONS ABOUT PRESENT EVENTS			
a. Who's at the door? I think it's George. b. Are you sure? Of course I'm sure!	a. Simple questions and statements b. Adjectives: <i>sure, certain</i>	a. Who's at the door? It may/might be George- but I'm not sure.	a. Modal verbs of probability: <i>may/might</i> (not in contrast)
20 REPORTING / CONFIRMING / CLARIFYING SOMETHING SAID BY ANOTHER, AT THE TIME			
		a. She says she wants tea. Mum wants to know where we're going. Do you mean you still haven't finished?!	a. Noun clauses in the present tenses, ie reported speech with present tense introductory verb

16 DESCRIBING ACTIONS IN PROGRESS AT A POINT IN TIME OR OF A TEMPORARY NATURE			
a. Rea is living in an old house for the time being. (until a new one is built)	a. Temporary or usual actions vs permanent (in present simple) List 9 – Adverbials		
b. Yum! I hope my mother is cooking fish tonight!	b. Distinguish verbs not normally used in continuous forms		
17 DESCRIBING AN ACTION WHICH HAS JUST FINISHED OR IS STILL CONTINUING			
a. Up to now, I've only got one failing test mark.	a. Time/frequency/duration expressions List 9 – Adverbials.	a. Why are you so dirty? I've been digging the garden.	a. Present perfect continuous as reason for present effect
b. It's the first time she's had dinner with us.	b. <i>It's the (first) time</i> + present perfect Present Perfect of <i>have</i> in idiomatic expressions.	b. Who's been playing with my computer?! Sorry, Mum, it was me.	b. Present perfect continuous to show irritation
18 EXPRESSING PRESENT ABILITY			
a. George is simply not capable of lying to his mother.	a. Modal Verb substitute: <i>be capable of</i> + gerund.		
19 MAKING HYPOTHESES AND DEDUCTIONS ABOUT PRESENT EVENTS			
a. Who's at the door. It may be George. Mm, it might be George, but I doubt it.	a. Contrast <i>may</i> and <i>might</i> (recognition only; not to be tested in contrast)	a. Who's at the door. It may be George. Mm, it might be George, but I doubt it.	a. Contrast <i>may</i> and <i>might</i>
b. It could be his brother.	b. <i>may/might/could</i> + (bare) infinitive	b. That last candidate was clearly the best-qualified for the job.	b. List 9 – Adverbials.
c. There's the phone. That must be the call I've been waiting for.	c. <i>must/can't</i> + (bare) infinitive for present		
20 REPORTING / CONFIRMING / CLARIFYING SOMETHING SAID BY ANOTHER , AT THE TIME			

21 NARRATING AN EVENT THAT HAPPENED IN THE PAST

<p>a. He finished the book.</p> <p>b. She bought a new sweater last week.</p> <p>c. I was reading a book when my friend called.</p> <p>d. While I was reading a book, my friend called.</p>	<p>a. Past Simple for actions finished in the past</p> <p>b. Used with: <i>ago</i>, <i>yesterday</i>, <i>last ...</i></p> <p>c. Past Continuous in contrast to Past Simple</p> <p>d. Conjunctions: <i>when</i>, <i>while</i> (recognition only)</p>	<p>a. I saw him the other day. They went to a party the day before yesterday.</p> <p>b. "As I was walking to St. Ives, I met a man with seven wives." (riddle)</p> <p>c. We had heard a lot about the tour, so we took it.</p> <p>d. Gerald was taken to the hospital.</p>	<p>a. Time expressions List 9 – Adverbials</p> <p>b. Conjunction: <i>as</i> (introducing the progressive clause)</p> <p>c. Past Perfect (simple only)</p> <p>d. Passive Voice (no questions, no impersonals)</p>
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22 REPORTING STATEMENTS, COMMANDS AND REQUESTS MADE IN THE PAST

		<p>a. Alice told us/said her father had already left.</p> <p>b. The teacher asked if we had put our books away.</p> <p>c. The teacher told us to put our books away.</p> <p>d. The teacher asked us to put our books away.</p> <p>e. "You may leave". He told us we could leave.</p> <p>f. "Meet here again tomorrow". He told us to meet there again the next day.</p>	<p>a. Reported statements introduced by <i>told</i> or <i>said</i></p> <p>b. Reported questions with <i>asked</i></p> <p>c. Reported commands with <i>told</i> + object + infinitive</p> <p>d. Reported requests with <i>asked</i> + object + infinitive</p> <p>e. Change of tenses Sequence of tenses</p> <p>f. Change of time/place expressions</p>
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21 NARRATING AN EVENT THAT HAPPENED IN THE PAST

a. While we were waiting for George at the hotel, he was waiting for us outside the restaurant.	a. Past Continuous for: Two actions which were happening at the same time	a. He was always asking silly questions.	a. Past Continuous for: Habitual actions in the past which annoyed us.
b. At midnight on New Year's Eve, I was still driving to the party.	b. Past Continuous for: An action in progress at a specific moment in the past	b. I was living in London at the time.	b. Past Continuous for: A temporary action in the past. List 9 – Adverbials.
c. He was always asking silly questions.	c. Past continuous for: Habitual actions in the past which annoyed us (recognition only)	c. I was travelling from nine in the morning till ten at night.	c. Past Continuous for an action happening between two points in times in the past
d. I was living in London at the time.	d. Past continuous for: A temporary action in the past. (recognition only) List 9 – Adverbials	d. Mary had already been attending her ballet lessons for a month when the English school changed her programme.	d. Contrast Past Perfect and Past Simple
e. I was travelling from nine in the morning till ten at night.	e. Past continuous for: An action happening between two times in the past. (recognition only)	e. He said he had been driving home when the car broke down.	e. All uses of Past Perfect Continuous.
f. Mary had already been attending her ballet lessons for a month when the English school changed her programme.	f. Past Perfect (simple or continuous) and Past Simple (recognition only)	f. I had my purse stolen on the Underground.	f. False causative <i>have</i> for actions not arranged.
g. Poe wrote many poems before his early death. My uncle has written two poems so far and is working on another.	g. Contrast Past simple and Present Perfect	g. He started a fight in the pub and got his nose broken.	g. False causative <i>get</i> implying provocation.
		h. Fasoulas charges down the court and slams the ball in for 2 points!	h. Sports commentaries (announced just after the action has occurred)
		i. Hamlet steps back in awe as the ghost enters.	i. Stage directions in theatrical plays
		j. The book takes us from Sari's early struggles to her first gallery show.	j. Reviews of books, films and other works of art

22 REPORTING STATEMENTS, COMMANDS AND REQUESTS MADE IN THE PAST

a. The headmaster remarked that he had had a lot of complaints about class schedules.	a. Reported statements with <i>remarked</i>		
b. He wondered what we had come for.	b. Reported questions with <i>wondered, wanted to know, inquired</i>		
c. Then he advised us we would have to wait.	c. Reported commands with <i>ordered, advised, commanded, suggested</i> (not with a gerund)		
d. So he begged us to have a seat and be patient.	d. Reported Requests with <i>requested, begged</i>		
e. When did he say he expected to have time for you?	e. Questions words with reported statements		
f. He said he had been driving home when the car broke down.	f. Past Perfect Continuous (only tested in reported speech)		

23 EXPRESSING ABILITY IN THE PAST

a. Mozart could play the piano at the age of four.	a. could as the past tense of <i>can</i> (recognition only)	a. Esther could swim at age three, but she wasn't able to swim across the pool. b. He hasn't been able to drive since his accident.	a. <i>could</i> as the past tense of <i>can</i> for general ability <i>be able to</i> for specific ability in present and past (recognition only) b. <i>be able to</i> to replace <i>can</i> in all other tenses
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24 MAKING HYPOTHESES AND DEDUCTIONS ABOUT PAST EVENTS

a. Was Stan angry? ~ Oh, I'm sure he was! ~ I don't know. I don't think so.	a. Adjectives: <i>sure, certain</i>	a. Stan lost his frogs. He was probably angry. ~ I bet he was!	a. List 9 – Adverbials
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25 EXPRESSING FUTURE PLANS, INTENTIONS OR EVENTS THAT DEPEND ON A CONDITION

a. Will you come to my party? b. He is going to take an exam tomorrow. c. We shall have a lot of work. d. I'll give you a ring when he arrives. e. I'll see you tomorrow! f. If you pass the exam, I'll buy you a bicycle.	a. Future Simple with <i>will</i> b. Future with <i>going to</i> for plans and intentions (not to be tested in contrast with future simple) c. Future Simple with <i>shall</i> in first person (recognition only; it is unusual now) d. Time clauses with future reference, beginning with <i>when</i> (recognition only) e. Adverbials: <i>tomorrow, next ...</i> f. Conditional sentences type 1 with <i>if</i>	a. When he arrives, I'll give you a ring. b. If I studied more, I'd get better marks. d. We might win some money in the lottery.	a. Time clauses with <i>when</i> b. Conditionals type 2 with <i>if</i> d. Modal verbs of speculation: <i>may, might, could</i>
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23 EXPRESSING ABILITY IN THE PAST			
a. George was simply not capable of lying to his mother.	a. Modal verb substitute: <i>be capable of</i> + gerund	a. Midge could have let us know she wasn't going. We wouldn't have waited for her.	a. <i>could</i> + (bare) perfect infinitive to express annoyance at possible but non-performed activities
24 MAKING HYPOTHESES AND DEDUCTIONS ABOUT PAST EVENTS			
a. What happened to Stan's frog collection? (Speculation) Well, his mother may have moved it. Or, she might have thrown it out. b. Oh, she couldn't have just thrown it out. She must have moved it. c. Well, if she'd asked me, I would have helped her. Oh, I wouldn't have got rid of it unless Stan had said it was OK!	a. Modal verbs of speculation/negative speculation: <i>may/might/could/would</i> + (bare) perfect infinitive b. <i>can't/couldn't/must</i> + perfect infinitive for past deduction c. Type 3 conditionals with <i>if/unless</i>	a. Had I known you were coming, I'd have baked a cake. b. The last candidate was clearly the best-qualified for the job.	a. Inverted structures in conditionals b. List 10 – Adverbials
25 EXPRESSING FUTURE PLANS, INTENTIONS OR EVENTS THAT DEPEND ON A CONDITION			
a. OK, then, we'll see you the day after tomorrow. b. I'll give you a ring the moment he arrives. c. No, don't call at nine o'clock; I'll be working then. d. My train leaves at 10:15 in the morning. e. We're having a party on Saturday. f. I'll have finished by the time he arrives. g. Unless you're too busy, I'll expect your help. If you're not too busy, I'll expect your help. h. If you don't know what to do, ask the teacher. i. I don't know what she'll want to do tonight.	a. Future Simple, for sudden decisions, no pre-planning b. Time clauses with a future reference List 10 – Conjunctions c. Future Continuous (recognition only) d. Simple Present for future events in a timetable (recognition only) e. Present Continuous for future intention (recognition only) f. Future Perfect Simple (recognition only) g. Conditionals Types 0, 1, 2, 3, with <i>if/unless</i> in contrast h. Imperative conditionals. List 10 – Adverbials. i. Noun clauses with <i>what, that, if</i>	a. No, don't call at nine o'clock; I'll be working then. b. My train leaves at 10:15 in the morning. c. We're having a party on Saturday. d. I'll have finished by the time he arrives. e. Monday: I'm having a party Saturday. Will you come? Friday: Are you going to come to my party tomorrow? f. Were I in your position, I'd take the job. Should you hear from him, let me know.	a. Future Continuous b. Simple Present for future events in a timetable c. Present Continuous for future intention d. Future Perfect Simple e. Contrast Future Simple with <i>going to</i> f. Inverted structures in conditionals

26 EXPRESSING DEGREES OF ABILITY / POSSIBILITY / PROBABILITY OF FUTURE EVENTS			
a. Can you come to my party next week? ~ Maybe/Perhaps. I'll ask my mother.	a. <i>can</i> to express future ability.	a. Will he be able to walk again? (a broken leg) Of course, he'll be able to ... I hope. b. George may spend his holidays in Greece. c. George might spend his holidays there, but I'm not sure.	a. <i>be able to</i> to replace <i>can</i> in future tenses b. Modal verbs of probability: <i>may/might</i> c. <i>may</i> as more certain than <i>might</i> (not tested in contrast)
27 ASKING FOR AND EXPRESSING PERMISSION / PROHIBITION			
a. Can/May I go to Maria's house? ~ Of course, you can! b. May I sit here, please? ~ No, I'm sorry you may not.	a. Modals of Permission: <i>can/may</i> + (bare) infinitive b. <i>not</i> for withholding permission.	a. Are we allowed to leave now? / Is it all right if we leave now? ~ No, you mustn't.	a. Passive Voice, no agent
28 ASKING SOMEONE / OFFERING / REFUSING TO DO SOMETHING			
a. Can you help me with my homework? Can I help you? b. ~ Of course! ~ Not now. ~ Yes, I can. ~ Sorry, I can't.	a. <i>can</i> in question form b. Short responses	a. Could you (possibly) help me? ~ Yes, of course!/No, I'm afraid I can't. b. Can I carry that for you? ~ Oh, thanks! ~ No, thanks. Shall I open a window? ~ Could you? ~ No, I'm ok. Would you like a lift? ~ Yes, I would! I'll paint the wall if you like. ~ No, thanks.	a. Modal verbs with (bare) infinitive: <i>could</i> b. Modal verbs: <i>can, shall, would, will</i> for offers Responses
29 EXPRESSING OBLIGATION AND PROHIBITION			
a. You must tidy your desk. b. You mustn't write on the walls.	a. Modals of Obligation: <i>must/mustn't</i> for obligation. b. <i>must/mustn't</i> for legal / external obligation	a. John, you must clean your room now! I must wash my hair. It's dirty and I hate it dirty. b. In France you have to drive on the right; you mustn't drive on the left. c. You should visit your grandmother more often.	a. <i>must/mustn't</i> for speaker's opinion b. <i>have to/mustn't</i> for legal/external obligation (not in contrast with a. above) c. <i>should/ought to</i> for gentler expression of obligation or duty

26 EXPRESSING DEGREES OF ABILITY / POSSIBILITY / PROBABILITY OF FUTURE EVENTS			
<p>a. George will never be capable of lying.</p> <p>b. I think George may pass his test. Well, he might pass it, but it's unlikely.</p> <p>c. He could try a bit harder.</p> <p>d. You might as well give him a ring and ask him. You won't lose anything by trying.</p>	<p>a. Modal substitute: <i>be capable of</i> + gerund</p> <p>b. Contrast <i>may</i> and <i>might</i> (recognition only)</p> <p>c. <i>May/might/could</i> + infinitive.</p> <p>d. <i>May/might as well</i> + infinitive to express <i>no better option</i></p>	<p>a. I think George may pass his test. ~Well, he might pass it, but it's unlikely.</p>	<p>a. Contrast <i>may</i> and <i>might</i> List 10 – Adverbials List 1 – Topicals</p>
27 ASKING FOR AND EXPRESSING PERMISSION / PROHIBITION			
<p>a. I'm afraid you're not allowed to smoke here. It's against the rules.</p> <p>b. In fact, they don't allow smoking in any public places.</p>	<p>a. <i>Allow someone to do</i> vs <i>Let someone do something</i></p> <p>b. <i>Allow/Permit</i> + gerund</p>	<p>a. Would you mind/Would it be alright if I smoked? Do you mind if I smoke?</p> <p>b. Would you mind not smoking?</p> <p>c. I'd rather you didn't smoke.</p>	<p>a. Unreal past after <i>would</i> (2nd conditional form) Unreal present after present tense main clause (1st conditional, polite form)</p> <p>b. Polite request to express prohibition</p> <p>c. Preference form to express prohibition</p>
28 ASKING SOMEONE / OFFERING / REFUSING TO DO SOMETHING			
<p>a. Will you turn on the television? ~ Sure! Would you open the door, please? ~ No, my hands are full. Could you pass the salt? ~ Here you are.</p> <p>b. I was wondering if you could help me. ~ By all means!/Well... ~ No, I'm afraid I can't.</p> <p>c. Would it be possible for you to help me? ~ Of course, I'd love to! ~ Oh, dear/I'm sorry; I'm tied up just now.</p>	<p>a. Modal verbs: <i>will, would, could</i> for requests from less to more polite Responses</p> <p>b. Indirect speech in polite requests</p> <p>c. Combined structures Responses</p>		
29 EXPRESSING OBLIGATION AND PROHIBITION			
<p>a. You'll have to get a visa if you go to visit China.</p> <p>b. They made him hand over the money. He was made to hand it over.</p> <p>c. She forced him to do it.</p> <p>d. You really should have seen a doctor before your cough got so bad.</p>	<p>a. <i>(not) have to</i> for past and future tenses</p> <p>b. <i>make</i> + object + bare infinitive in active vs <i>be made</i> + full infinitive in passive</p> <p>c. <i>force sb to do sth</i></p> <p>d. <i>should /ought to</i> + perfect infinitive for obligations not acted on</p>	<p>a. I have to go now; I have an appointment. I must go now; I don't want to be late.</p>	<p>a. <i>have to/must</i> (in contrast)</p>

30 EXPRESSING LACK OF OBLIGATION			
		a. You needn't apologise for being late; I just got here. We don't have to pay for tickets; Dad's buying them. b. It's not necessary to apologise.	a. <i>needn't/don't have to</i> for absence of obligation b. <i>It's not necessary + (for sb) + (full) infinitive</i>
31 EXPRESSING CRITICISM			
a. You're wrong. That's not very nice!	a. Simple statements List 1 – Topicals	a. You look terrible in that dress. ~ That's not a very nice thing to say! You're being stubborn.	a. All tenses List 1 – Topicals
32 MAKING SUGGESTIONS AND GIVING ADVICE			
a. I want to buy some apples. Is this a good idea? ~ No/Yes, (don't) buy any apples.	a. Simple statements, questions, imperatives	a. Let's buy some apples. b. Shall we go to a concert tomorrow?	a. <i>Let's + (bare) infinitive</i> b. <i>Shall we + (bare) infinitive</i>
33 MAKING COMMANDS, GIVING INSTRUCTIONS AND WARNINGS			
a. Answer the phone, please. b. Please don't smoke in here. c. Be careful! You'll fall!	a. Simple imperatives b. Negative imperatives c. Simple future	a. Don't make so much noise! b. Watch out! That car almost hit you! c. Unless you study more/ If you don't study more, you'll fail the test.	a. Distinguish polite from command forms and intonation b. <i>Watch out/Look out</i> as emphasis. c. 1st conditional
34 EXPRESSING AND ACCEPTING APOLOGY			
a. (I'm) Sorry I'm late. Excuse me. That's alright.	a. Apologies: simple forms only (No gerund and no use of <i>apologise</i>) Simple responses	a. I apologise for being late/for my lateness.	a. <i>apologise for + gerund or noun</i>

30 EXPRESSING LACK OF OBLIGATION			
a. You needn't pay fees now, but you'll have to before classes begin. b. We needn't have worried about Hal; he made the trip with no problems.	a. <i>don't have to/don't need to</i> as substitute for <i>needn't</i> in past/ future. b. <i>needn't have</i> + past participle (<i>needn't</i> + perfect infinitive) for an act that <u>was</u> performed despite absence of obligation		
31 EXPRESSING CRITICISM			
a. You're always leaving your room in a mess! b. He ought to be nicer to his mother. You shouldn't have said that.	a. Present Continuous with <i>always</i> to express criticism b. <i>should/ought to</i>	a. He's always borrowing money from his friends. b. What on <u>earth</u> are you wearing? <u>You</u> 've been staying out a lot lately.	a. Present Continuous with <i>always</i> in 3rd person b. Intonation and tone of voice to convey criticism (spoken)
32 MAKING SUGGESTIONS AND GIVING ADVICE			
a. I advise you not to try the chicken. b. If I were you, I'd have the lamb. c. You can't go wrong. d. You should try it. e. Oh, you <i>must</i> order the lobster! It's delicious! f. Well, you needn't worry so much. g. It's time (for me) to go. h. I suggest buying the cheaper one.	a. <i>I advise you (not) to</i> + infinitive b. <i>If I were you, I would</i> + infinitive c. <i>can't go wrong/lose</i> d. <i>should/ought to</i> + infin. e. <i>must</i> for emphatic advice f. needn't/don't need to/don't have to + infin. g. <i>It's time</i> + (for sb) + (full) infinitive h. <i>suggest</i> + gerund	a. How/What about seeing a film? b. Why don't we see a film? c. Why not see a film? d. It's (high) time we left. e. You'd better decide. f. I suggest (that) you buy the cheaper one.	a. <i>How/What about</i> + gerund b. <i>Why don't</i> + subject + present c. <i>Why not</i> + (bare) infinitive d. <i>It's (high) time</i> + subject + past tense e. <i>had better</i> + (bare) infinitive f. <i>suggest (that)</i> + subject (<i>should</i>) + (bare) infinitive
33 MAKING COMMANDS, GIVING INSTRUCTIONS AND WARNINGS			
a. I order you to sit down!	a. <i>tell/teach/order/warn sb to do sth</i>	a. You <u>will</u> do as I say! b. I'm warning you to sit down or (else) I'll call the headmaster!	a. Emphatic imperative. b. <i>or (else)</i> + clause.
34 EXPRESSING AND ACCEPTING APOLOGY			
a. I regret to inform you / I'm sorry to tell you ...	a. <i>regret/be sorry</i> + infinitive	a. Apology accepted! No problem!	b. Idiomatic expressions

35 SEEKING CONFIRMATION

a. You're going to the party, aren't you? They've got a new car, haven't they? This is his coat, isn't it?	a. Question tags with identical auxiliary verb	a. There isn't any problem, is there? b. I'm fat, aren't I? c. He has a dog, doesn't he?/hasn't he? // He's got a dog, hasn't he?	a. Question tags with <i>there is/are</i> b. 1st person statement with 2nd person tag c. <i>has</i> statement with <i>does have/has</i> tag as alternative to <i>has got</i>
b. He likes Sue, doesn't he? They locked the door, didn't they?	b. Question tags with <i>do/does/did</i> (simple present and past)		

36 EXPRESSING LIKES AND DISLIKES, INDISCRIMINATE CHOICE OR OFFER

a. What do you like (doing)? I (don't) like shopping/homework.	a. <i>(not) like</i> + noun or pronoun object Common gerunds used as nouns	a. I love/enjoy walking in the rain! b. I really dislike/don't like being late.	a. <i>like/love/enjoy</i> + gerund b. <i>not like/dislike/hate</i> + gerund for dislikes

37 EXPRESSING PREFERENCE

a. Do you want banana juice or orange juice? ~Well, I like banana juice more.	a. <i>like</i> + object + <i>more/better/less</i>	a. I like banana juice better than orange juice. I don't enjoy tennis as much as swimming.	a. <i>(not) like</i> + comparative structures

38 MAKING WISHES ABOUT PRESENT, PAST AND FUTURE

a. Can't you come? Oh, no! It won't be much fun now!	a. Simple statements indicating a wish for the opposite	a. What a pity (that) you can't come!	a. Noun clause statements indicating a wish for the opposite

35 SEEKING CONFIRMATION

a. Let's go, shall we?	a. <i>let's</i> statements with <i>shall we</i> tags	a. Stand up, will/won't you? b. She'd rather not go, would she? You'd better ask her, hadn't you?	a. <i>will/won't</i> tag for imperatives b. Distinguish correct auxiliaries for tags
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36 EXPRESSING LIKES AND DISLIKES, INDISCRIMINATE CHOICE OR OFFER

a. Harry is fond of teasing Helen. But, Helen is not really keen on being teased. b. Joan fancies going to loud parties, but Tom usually prefers a quiet evening at home. c. Personally, I hate being bored. d. So, I don't mind a good party.	a. <i>fond of / keen on / interested in</i> + gerund, noun or pronoun. b. positive verbs: <i>prefer, adore, fancy</i> + gerund / noun c. negative verb: <i>hate/mind /dislike</i> + gerund/noun d. <i>don't mind</i> + gerund / noun for lack of objection	a. You can choose any of the first 10 tapes for five euros each! b. You mean, I can pick whichever one I want? c. You mean, I can pick any one I want?	a. order of cardinal / ordinal combinations. b. <i>ever</i> combinations: <i>whoever</i> , etc meaning <i>it doesn't matter who, when, where, how</i> , etc (not to be tested in contrast with emphatic use of <i>ever</i>) c. <i>any</i> combinations meaning <i>whoever</i> , etc
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37 EXPRESSING PREFERENCE

a. I'd rather you called a repairman for the washing machine. b. Thanks, I'd rather do it myself. c. I'd prefer to do my own repairs. d. I'd rather stay home than go out. I prefer staying home to going out.	a. Subj.1 + <i>would rather</i> + subj. 2 + past tense b. Subj.1 + <i>would rather</i> + (bare) infinitive. c. Subj.1 + <i>would prefer</i> + (full) infinitive for specific preference d. <i>rather do A than do B</i> vs <i>prefer doing A to doing B</i>	a. I'd rather not have gone, but Jack insisted. b. I'd rather we hadn't gone, but Jack insisted. c. I would have preferred not to go, but Jack insisted. d. Well, perhaps it's time you got some help.	a. Subj. 1 + <i>would rather</i> + (bare) perf. infinitive b. Subj. 1 + <i>would rather</i> + subj. 2 (1+2) + past perfect c. Subject 1 + <i>would</i> + (bare) perfect infinitive + (full) infinitive d. <i>It's (high) time</i> + subject + (unreal) past tense
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38 MAKING WISHES ABOUT PRESENT, PAST AND FUTURE

a. I wish I had a winning lottery ticket! b. I wish I had bought that stereo last month. I wish I hadn't been so rude to Uncle Basil. c. I wish you would stop making wishes! d. I wish I could, too!	a. Present meaning: <i>wish</i> + past tense b. Past: meaning: <i>wish</i> + past perfect c. Future meaning: <i>wish</i> + (other) <i>would</i> + bare infinitive for complaint d. Future meaning: <i>wish</i> + (self) <i>could</i> + bare infinitive.	a. If only I had a winning lottery ticket! b. If only I had done my homework earlier! c. If only you would stop making that noise! d. If only I could!	a. Present meaning: <i>If only</i> + past tense b. Past meaning: <i>If only</i> + past perfect c. Future meaning: <i>If only</i> + (other) <i>would</i> + bare infinitive d. Future meaning: <i>If only</i> + (self) <i>could</i> + bare infinitive
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39 EXPRESSING SURPRISE, ALARM, JOY			
a. Oh! Good! Oh, dear!	a. Simple exclamations, punctuated	a. How exciting! How ugly! b. What a beautiful day!	a. <i>How</i> + adjective / participle b. <i>What</i> + (a/an) noun
40 EXPRESSING AGREEMENT AND DISAGREEMENT			
a. I like cats. I like cats, too. Do you? Yes, I like them.	a. <i>too</i>	a. They like thrillers. I do, too / So do I. b. He doesn't like football. Neither does his sister. c. Is he a millionaire? I think so/not. d. I like cats and so does my brother.	a. Subject-verb inversion: <i>So do I / I do, too</i> b. Subject-verb inversion: <i>Neither/nor do I / I don't either</i> c. Predicative <i>so/not</i> with: <i>think, hope, suppose, be afraid, believe, expect</i> d. Joining sentences with <i>and</i>
41 DESCRIBING HABITS AND HOW THEY ARE FORMED			
a. He always takes/took cream in his tea.	a. Present/Past Simple with <i>always</i>	a. My family used to go to Crete every summer.	a. <i>Used to</i> + infinitive (<i>Did...use</i> in Past Simple)
42 EXPRESSING REASON			
a. I can't see you, because I'm ill.	a. Reason clauses with <i>because/so</i>	a. I can't see you tomorrow, as I have a test.	a. Reason clauses with <i>as</i>
43 EXPRESSING PURPOSE AND RESULT			
a. Be careful. Don't make a mistake. b. I'm going to Paris for a holiday.	a. Simple sentences b. Preposition <i>for</i>	a. Be careful, so you don't make a mistake.	a. Conjunction <i>so</i>

39 EXPRESSING SURPRISE, ALARM, JOY			
40 EXPRESSING AGREEMENT AND DISAGREEMENT			
a. I like cats, and my sister does also/as well.	a. <i>Also/as well</i>		
41 DESCRIBING HABITS AND HOW THEY ARE FORMED			
a. I'm used to people staring at my fuzzy hair but I didn't use to like it. I felt embarrassed. b. I'll never get used to them touching it.	a. <i>Be used + (prep.) to + gerund/noun/pronoun (in contrast with used to + infinitive)</i> b. <i>Be/get/become accustomed/used to + noun form</i>	a. George makes a habit of putting his money in the bank.	a. <i>Make a habit/practice of + gerund/noun</i>
42 EXPRESSING REASON			
a. Since I'm having a test, I can't go out tonight. b. Because of the test, I can't see you tomorrow. c. The reason I'm late is that the bus was late.	a. Alternative arrangement main and reason clauses b. List 8 – Prepositions c. <i>The reason is that + noun clause</i>	a. I can't go out tonight for I'm having a test. b. The fair was cancelled due to rain. c. The reason for which we selected you is your impressive experience.	a. Reason clauses with <i>for</i> (rare) b. List 8 – Prepositions c. <i>Reason for which</i> (formal)
43 EXPRESSING PURPOSE AND RESULT			
a. Be careful so that you don't make a mistake. b. Put a little sugar in your coffee to take away the bitter taste. Hang a picture over that hole so as to hide it. c. The picture looked so good that no one knew it was covering a hole.	a. Clauses of purpose and negative purpose: <i>so that/in case/in order that</i> (recognition only) b. Infinitive phrases: <i>to/in order to so as to/so as not to</i> (recognition only) c. Clauses of result. <i>So + adjective/adverb + that + clause. Such + (a/an) noun + that + clause.</i>	a. Be careful so as not to make a mistake. b. The head of the plant stepped down in order that younger employees might gain experience. c. Put a bit of sugar in your coffee to take away the bitter taste.	a. Infinitive phrases: <i>so as to/so as not to</i> b. Clauses of purpose: <i>in order that</i> c. Infinitive phrases: <i>to/in order to so as to/so as not to</i>

44 EXPLAINING HOW THINGS WORK

a. Turn the tap and water comes out.	b. Simple statements	a. The blue wire takes the electricity to the motor. b. The coffee is put into the pot with sugar and water. c. Then it is boiled.	a. Present simple (active) b. Passive voice, no agent, only in: Pres S/C, Past S/C, Fut S, PresPerf S, No questions's No impersonal c. Linking words: <i>first, then, later, after</i>
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45 ASKING AND ANSWERING ABOUT PRICES AND QUANTITY

a. How much sugar? Two cubes, please. His birthday is 9 April (the ninth of April).	a. Numbers 1 - 1000 Cardinal (1, 2, 3) Ordinal (1st - 31st) as used in dates	a. How many people live in Athens? More than 4,000,000.	a. Numbers 1 - 1,000,000 Cardinal and Ordinal
b. I bought 1/2 kilo of apples for €1.50.	b. Fractions 1/2, 1/4, 3/4, 1/3, 2/3, as written by hand and by computer	b. I'd like 5/9 kilo of feta cheese. Why?!	b. All fractions, including 5/8, 4/9, etc
c. Jerry's phone number is 71-57-005.	c. Telephone numbers	c. Order now for 35% off.	c. Decimals and percents for recognition only
d. He sang the song twice.	d. <i>Once, twice, three times</i>	d. The score was Rangers 6 - Bears nil.	d. <i>None, nothing, nought, zero, nil</i> (team games), <i>love</i> (tennis), <i>oh</i> (phone)
e. He sang two songs.	e. Plurals with <i>s</i>	e. You can get double winnings in Super Lotto!	e. <i>Single, double, treble, a couple, a pair</i>
f. We keep our photos in boxes.	f. Plurals with <i>-es</i> after <i>-s, -sch, -ch, -x, -o</i> Only these irregular <i>o</i> endings: <i>pianos, photos, kilos, radios</i>	f. Would you like something to drink?	f. <i>some/any/no</i> combos
g. Please buy two loaves of bread.	g. Nouns ending in <i>f</i> or <i>fe</i> taking <i>ves</i> in the plural. Only: <i>knife, life, wife, shelf, self, loaf</i>	g. How many knives are in the set?	g. Nouns ending in <i>f</i> or <i>fe</i> taking <i>ves</i> in the plural. Only these as exceptions: <i>cliff, roof, chief, handkerchief, safe, reef, gulf</i>
h. We visited 4 countries in 3 days.	h. Nouns ending in <i>y</i> taking <i>ies</i> . Only: <i>baby, country, lady, family, factory, party</i> . But: <i>toys, holidays, keys</i>	h. The ladies spent their holidays in Thailand.	h. Nouns ending in <i>y</i> taking <i>ies</i> in the plural
i. Do fish have teeth?	i. List 3 – Irregular Nouns	i. A lot of people are afraid of geese.	i. List 3 – Irregular Nouns
j. How much money do you have?	j. Common uncountables	j. Your advice was very helpful.	j. Nouns having no plural, taking a singular verb. List 3 – Irregular Nouns
k. How many euros are in my purse?	k. <i>How much/How many</i>	k. My best jeans are getting too small.	k. Nouns found only in the plural with a plural verb. List 3 – Irregular Nouns
l. May I have two bottles of water, please?	l. <i>A piece of/a bottle of/a kilo of</i> , etc		
m. We want some cold water and something to eat.	m. <i>Some/any/no + one, thing</i> , etc. No questions with <i>some</i>		

46 ASKING ABOUT AND BUYING PRODUCTS AND SERVICES

a. How much does it cost? How many pieces can I get for €3?	a. <i>How much/many?</i>	a. How much do the red ones cost? b. The red shoes are too tight, but the black ones aren't tight enough. c. They're made of leather.	a. <i>One(s)</i> used after an adjective b. <i>Too/enough</i> c. <i>Made of + material</i>
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44 EXPLAINING HOW THINGS WORK			
a. The wires were attached by a master electrician. b. It is known that acid rain destroys marble. c. Was the decision voted on by the whole class?	a. Passive voice with agent where context requires b. Impersonal passive: cognitive verb + noun clause c. Questions	a. Lightning is believed to start many forest fires. b. Lightning is believed to have started the fire.	a. Cognitive verbs followed (usually) by passive infinitive b. Perfect infinitive for previous action
45 ASKING AND ANSWERING ABOUT PRICES AND QUANTITY			
a. The first three listeners who call in will win a cassette. b. Three military aircraft flew over the town. c. Measles is a contagious disease. d. After you comb your hair, you must brush the hairs off your jumper.	a. Order of cardinal/ordinal combinations b. Irregular plurals List 3 – Irregular Nouns c. Nouns always used with a singular verb. List 3 – Irregular Nouns d. Nouns which can be either countable or uncountable List 3 – Irregular Nouns	a. The company had a two-billion-euro loss. b. Thousands of people attended the funeral. c. The Dynamic Duo played a piano duet. d. Two plus two minus one, times three, divided by two, equals four point five. $(2 + 2 - 1) \times 3 / 2 = 4.5$ e. Henry VIII was the father of Elizabeth I. f. I bought five acres of land. g. A number of countries face economic crises. h. Billiards are popular among teenage boys. i. Tim doesn't get on with his brothers-in-law.	a. <i>Billion, trillion</i> b. <i>A dozen, dozens, tens, scores, hundreds, thousands</i> c. <i>Solo, duo, duet, twins</i> d. Arithmetic expressions: <i>plus, minus, divided by, multiplied by/times, equals/is</i> e. Roman numerals I - X. (recognition only, for monarchs) f. List 1 – Topical: Measurement g. Irregular Plurals List 3 – Irregular Nouns h. Nouns which always take a plural verb. List 3 – Irregular Nouns i. Plurals of compounds
46 ASKING ABOUT AND BUYING PRODUCTS AND SERVICES			
a. May I help you? ~ I'd like a kilo of feta cheese, please. I'm afraid we're out. ~ OK, I'll take ricotta, then.	a. Polite exchanges List 1 – Topical: Shopping		

47 HAVING THINGS DONE			
		a. I'm having my hair cut tomorrow. b. Did Ted have his car repaired?	a. Causative <i>have</i> without agent – in all tenses at this level b. Interrogative
48 EXPRESSING CONCESSION			
a. It was cold, but they went for a walk.	a. Conjunction: <i>but</i>	a. Although it was raining, they went for a walk.	a. Clauses of concession with <i>although</i>
49 EMPHASISING FACTS			
a. You can't go if you don't have a bicycle. ~ But, I <u>have</u> a bike!	a. Intonation for emphasis	a. Both Laurel and Hardy were great comedians. Neither George nor his father had a good sense of humour. b. It was Peter who gave me the bike.	a. Correlatives with: <i>both....and, neither...nor either...or</i> b. Impersonal relative clauses
50 EXPRESSING CHALLENGE			
a. I don't agree!	a. Simple statements that indicate challenge.	a. I'm sorry. I think you may be wrong.	a. Polite forms to challenge opinions or information
51 MAKING PROMISES			
a. I'll do it tomorrow. I'll buy it for you.	a. Simple statements that indicate promise.	a. I'm going to do it tomorrow. Really!	a. Promise embodied in <i>going to</i> + bare infinitive

47 HAVING THINGS DONE			
a. We had the mechanic service the car. b. We finally got the car serviced. c. We got the mechanic to service the car. d. The car was serviced by the mechanic.	a. Causative <i>have/get</i> + agent + (bare) infinitive b. Causative <i>get</i> implying effort by the subject c. <i>Get</i> + object + full infinitive + object d. Passive voice		
48 EXPRESSING CONCESSION			
a. Even though he was injured, he managed to save others. b. Despite his injury, he managed to save others.	a. Concession clauses with <i>even though, though</i> (not at end of sentence) b. <i>Despite/In spite of</i> + noun/pronoun/gerund object	a. He was badly injured. Nonetheless, he was able to save others.	a. List 10 – Adverbials
49 EMPHASISING FACTS			
a. This is the letter I was looking for. b. You'd have found it sooner if you'd started earlier. c. I do hope he's satisfied!	a. Demonstrative pronouns and adjectives b. Conditionals c. Emphatic use of <i>do</i>	a. Not only did you pass the test, but you also did it with an A! b. Was it this that you were looking for? c. Never have I felt so relieved! d. Why ever did you expect to find it so quickly? e. Whatever you do, don't lose it again! f. Bob <u>would</u> have failed the year, but he studied and took the test again.	a. Correlatives: <i>not only... but also, not only...but... as well</i> b. Emphatic demonstrative (recognition only) c. Inversion: all types after initial <i>so, such, rarely, never, seldom</i> d. Emphasis of question words with <i>ever</i> (not in contrast with <i>whenever/wherever</i> , etc) e. <i>Ever</i> combinations: <i>whoever, whatever</i> , etc. f. Emphatic <i>will/would</i> (recognition only)
50 EXPRESSING CHALLENGE			
		a. I don't believe you dared to say that to your mum! b. Don't you dare say one more word!	a. <i>Dare</i> = to have courage b. <i>Dare</i> = to challenge
51 MAKING PROMISES			
a. I'll take you to the zoo next Sunday. I promise!	a. Promise in simple form	a. I promise I'll take you to the zoo on Sunday. And I promise to buy you a stuffed animal toy. b. I'll buy whatever you want; just stop begging!	a. <i>Promise</i> + (<i>that</i>) clause / infinitive b. <i>Will</i> + (bare) infinitive

6a PRE-A1 FUNCTIONS & STRUCTURES

1 GREETING PEOPLE INFORMALLY AND FORMALLY, AND RESPONSES

a. Hello! / Hi!	Basic greetings, including the difference between <i>hello</i> and <i>goodbye</i>
b. Goodbye! / Bye!	

2 INTRODUCING ONESELF AND OTHERS

a. I'm John.	a. Personal pronouns + present simple
b. My name's Alex.	b. Possessive adjectives

3 ASKING AND ANSWERING PERSONAL QUESTIONS AND DESCRIBING A FEELING

a. Are you happy/sad?	Present simple Question words (<i>who, what, where, why, when, which, how much, how many</i>)
b. Yes, I am. / No, I'm not.	
c. I'm happy/sad.	
d. It's great/fun!	
e. Who is tired?	

4 EXPRESSING POSSESSION

a. I've got a brother.	a. <i>have got</i> ...
b. That's my pen.	b. Possessive adjectives
c. It's Sally's book.	c. Possessive nouns
d. I've got some money.	d. <i>some</i>
e. I haven't got any money.	e. <i>any</i>

5 ASKING ABOUT/DESCRIBING PHYSICAL APPEARANCE, CHARACTER, PERSONALITY

a. She's tall.	a. Present simple
b. She isn't tall.	b. Present simple (negative)
c. Is she tall?	c. Present simple (question)

6 COMPARING PEOPLE OR THINGS

a. My cat is bigger than your cat.	a. Comparative adjectives + <i>than</i>
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7 IDENTIFYING / GIVING ADDITIONAL INFORMATION ABOUT PEOPLE & THINGS

a. She's tall and clever.	a. <i>and</i>
b. It's a nice photo.	b. Present simple (affirmative and negative)
c. There's an apple on the table.	c. <i>There is/are/isn't/aren't</i>
d. There aren't any apples on the table.	d. Prepositions of place
e. These books are great.	e. <i>This/that/these/those</i>
f. This is an apple and that's a banana.	f. Articles

8 ASKING ABOUT AND GIVING FAMILY DETAILS

a. What's your brother called?	a. Question words (<i>who, what, where, why, when, which, how much, how many</i>)
b. He's called Mike.	b. <i>to be called</i> ...
c. His name is Mike.	c. <i>have got</i> (question) + <i>any</i>
d. Have you got any sisters?	d. <i>have got</i>

9 ASKING/ANSWERING ABOUT HOME, COMMUNITY, THE WORLD AROUND US

a. Do you live in Greece?	Present simple
b. Yes, I do.	

10 TALKING ABOUT THE WEATHER AND NATURAL DISASTERS, AND THEIR EFFECTS

a. It's cold.	a. Present simple
b. It isn't cold.	b. Present simple (negative)
c. Is it cold?	c. Present simple (question)
d. It's raining.	d. Present continuous
e. Is it raining? ~It isn't raining.	e. Present continuous (question, negative)
f. It was cold.	f. Past simple
g. Was it cold? ~It wasn't cold.	g. Past simple (question, negative)

12 ASKING FOR/GIVING DIRECTIONS/ INFORMATION ABOUT POSITION AND MOVEMENT

a. Is it on the table?	a. Present simple + prepositions of place
b. Yes, it is. / No, it isn't.	b. Short answers

13 ASKING & ANSWERING ABOUT DATES & TIMES	
a. What time is it? b. It's 3 o'clock. c. What time do you get up? d. I get up at 7 o'clock.	d. Prepositions of time
15 ASKING AND ANSWERING ABOUT HABITUAL ACTIONS AND GENERAL TRUTHS	
a. Do you have breakfast at eight o'clock? b. Yes, I do.	Present simple
16 DESCRIBING ACTIONS IN PROGRESS AT A POINT IN TIME OR OF A TEMPORARY NATURE	
a. In the photo, I'm sitting on a chair.	Present continuous
18 EXPRESSING PRESENT ABILITY	
a. I can swim.	<i>can</i> + bare infinitive
21 NARRATING AN EVENT THAT HAPPENED IN THE PAST	
a. Last summer, we went to Crete.	a. Past simple (regular and irregular) (affirmative and negative)
25 EXPRESSING FUTURE PLANS, INTENTIONS OR EVENTS THAT DEPEND ON A CONDITION	
a. I will go to school tomorrow morning. b. We're going to go to the cinema tonight. c. I'm not going to have a party on Saturday.	a. <i>will</i> + bare infinitive b. <i>be going to</i> c. <i>be going to</i> (negative)
27 ASKING FOR AND EXPRESSING PERMISSION / PROHIBITION	
a. Can I open the window? b. Yes, you can. c. No, you can't.	a. <i>can</i> + bare infinitive (question)
28 ASKING SOMEONE / OFFERING / REFUSING TO DO SOMETHING	
a. Can you open the window?	a. <i>can</i> + bare infinitive (question)
30 MAKING COMMANDS, GIVING INSTRUCTIONS AND WARNINGS	
a. Sit down!	a. imperative
31 EXPRESSING OBLIGATION AND PROHIBITION	
a. You must clean your room. b. You mustn't do that.	a. <i>must</i> + bare infinitive b. <i>mustn't</i> + bare infinitive
34 EXPRESSING & ACCEPTING APOLOGY	
a. I'm sorry.	a. Basic apology
36 EXPRESSING LIKES AND DISLIKES, INDISCRIMINATE CHOICE OR OFFER	
a. I like English. b. I love chocolate. c. I hate football. d. I like/love/hate playing football.	a. nouns, singular and plural b. nouns, irregular c. <i>love, hate, like doing sth</i> d. (not in contrast with <i>love to do</i> etc)
38 MAKING WISHES ABOUT PRESENT, PAST AND FUTURE	
a. I want to have a party.	a. <i>want</i> + full infinitive
40 EXPRESSING AGREEMENT AND DISAGREEMENT	
a. Yes, it is. b. No, it isn't.	
42 EXPRESSING REASON	
a. I like Tommy because he's funny.	a. <i>because</i>
45 ASKING AND ANSWERING ABOUT PRICES AND QUANTITY	
a. How much is the shirt? b. How many books have you got?	a. <i>How much</i> b. <i>How many</i>
46 ASKING ABOUT AND BUYING PRODUCTS AND SERVICES	
a. Where are the postcards? b. Do you have any hats? Do you sell bananas?	a. <i>Where</i> b. Present simple (question)

7.1 LEXICAL ITEMS BY TOPIC AND LEVEL

1. This lexical list is arranged by topic, identified by capital headings in bars: **ANIMALS**
2. Within the topics there may be further subtopics, with headings in lower case: Pets
3. Listings of specific items are arranged in related groups where practical.
4. As in the Functional syllabus, the vocabulary extends across the four levels, A1 to B2.
5. Pre-A1 exams make use of any vocabulary in the A1 list when appropriate.
6. See: Summary of topics/subtopics and page locations on the next page.
7. The last categories, Common Use, Exclamations, and Letter Elements have been added for this edition. They include words which may be used in talking about a variety of subject areas, rounding out those in the Topics.
8. These lexical items are included in the alphabetical index, section 7.11. Also included in the index, now, are the items from other section 7.0 lists, eg Irregular Nouns, which were not indexed in the first edition.
9. The Topics give a holistic view of a vocabulary cluster, in print or digital versions. This is useful for preparing an exercise about a particular subject.
10. The Index provides a handy search facility to check the level of specific words to be used in a text or exercise and is particularly easy to use in a digital search.

The listings follow this example:

ANIMALS			
A1	A2	B1	B2
Pets dog cat bird parrot fish mouse favourite pet to feed to look after	puppy kitten pigeon canary	budgie to fetch	 faithful

TOPICS AND SUBTOPICS

PEOPLE 7.1.1

Gender and Age
Marital Status and ID
Family
Personal
Attributes
Character
Disposition/Personality
Intelligence
Emotion
Behaviour
Gestures/Sounds

FASHION 7.1.2

General
Appearance
Hairstyles
Grooming/Make-up
Parts of Clothing
Formal Clothes
Casual Clothes
Nightwear
Swimwear
Footwear
Accessories/Headwear
Jewellery
Materials

WEIGHTS / MEASUREMENT 7.1.3

Measurement
Taxes

SHOPPING 7.1.4

FOOD / DRINK 7.1.5

Fruit
Vegetables
Meat
Seafood
Dairy and Staples
Beverages
Desserts/Sweets/Jam
Meals
Seasoning/Condiments
Taste/Condition
Cooking
Eating Out/Drinking
People Associated with Food

HEALTH / HYGIENE 7.1.6

Parts of the Body
Hygiene
Symptoms/Condition
Diseases/Injuries
Healthcare

EDUCATION 7.1.7

Schools and Classes
Staff and Students
Activities
Subjects
Subject Vocabulary
Qualifications/Degrees

EMPLOYMENT 7.1.8

General Terms
Working Conditions
Occupations (Generic)
Occupations (Specific)

TECHNOLOGY 7.1.9

Industry
Space/Robotics
IT/Computer/Internet
Telecommunications
Radio/TV Technology

MASS MEDIA 7.1.10

Broadcast Media
Print Media

ENTERTAINMENT / HOBBIES / FREE TIME 7.1.11

Cinema
Drama
Stage
Reviews/Critiques
Orchestra/Opera
Dance
Music Types
Instruments/Activities
Hobbies/Interests
Museum and Gallery
Circus
Sightseeing/Going out

SPORTS / GAMES 7.1.12

General
Ball Games
Contact Sports
Keep Fit/Gymnastics
Track and Field Events
Riding and Racing
Water Sports
Winter Sports
Dangerous Sports
Field and Stream
Indoor and Board Games

TRANSPORT 7.1.13

General
Pedestrian
Motor
Bus/Coach/Train
Air
Water
Cycle

ACCIDENTS / SAFETY 7.1.14

General
Road Accidents
Plane Accidents
Fire
Accidents at Home
Accidents at Work
Accidents in Water

HOLIDAYS / TRAVEL 7.1.15

Summer Holiday
Camping/Hiking
Holiday Abroad

RELIGION 7.1.16

CEREMONIES/CELEBRATIONS

7.1.17

FESTIVALS / PUBLIC HOLIDAYS

7.1.18

COUNTRIES / NATIONALITIES

7.1.19

GOVERNMENT /

SOCIO-POLITICAL VIEWS 7.1.20

CRIME / VIOLENCE 7.1.21

Crimes/Criminals
Weapons
Justice/Punishment
War

TIME/TEMPORAL 7.1.22

Temporal
Time

PLACES / BUILDINGS 7.1.23

Locations/Structures
Shops and Workplaces
Bank
Post Office
Public
Garage

HOME / HOUSEHOLD 7.1.24

Accommodation
Parts of Living Areas
Furniture/Fixtures
Cleaning Utensils
Cooking Equipment
Amenities/Appliances
Tools/Repairs

NATURAL WORLD 7.1.25

Location/Direction
Region/Landforms
Agriculture
Fauna/Flora

ANIMALS 7.1.26

Pets
Farm Animals
Wild Animals
Marine Animals
Insects,etc
Parts of (Animal) Body
Habitat
Groups
Food
Sounds
Viability

WEATHER / ENVIRONMENT / NATURAL DISASTERS 7.1.27

Ecology
Temperature
Weather Conditions
Natural Disasters

COMMON USE 7.1.28

EXCLAMATIONS 7.1.29

LETTER ELEMENTS 7.1.30

PEOPLE 7.1.1

A1	A2	B1	B2
<u>Gender and Age</u> boy girl man woman lady age old young baby child(ren) kid teenager adult person people	human sex guy childhood youth to grow up	male female aged middle-aged elderly pensioner infant to crawl lad adolescent generation individual	mortal mortality gender old age infancy toddler generation gap
<u>Marital Status and ID</u> name surname Miss Ms Mrs Mr husband wife	nickname relative relations single couple boyfriend girlfriend	relationship engaged married divorced partner to date (AmE) to go out with sb (BrE) father-in-law mother-in-law son-in-law daughter-in-law brother-in-law sister-in-law	bachelor fiance/fiancee pregnant separated widow widower in-laws
<u>Family</u> family parent father/dad/daddy mother/mum/mummy son daughter brother sister uncle aunt cousin grandparent grandfather/grandpa grandad grandmother/grandma granny grandchild grandson granddaughter	twin nephew niece great uncle great aunt great grandparent great grandfather great grandmother great grandchild great grandson great granddaughter	godchild godfather godmother godson goddaughter to adopt adopted adoption inherit	next of kin stepchild stepfather stepmother stepson stepdaughter foster parent foster child/son/daughter foster home inheritance heir heritage

PEOPLE 7.1.1 cont'd			
A1	A2	B1	B2
<u>Personal</u> friend stranger poor rich Lady Sir	friendship close habit neighbour to introduce gentleman human	gossip to gossip neighbourhood poverty wealth wealthy	acquaintance
<u>Attributes</u> love hate	 imagination to imagine shame hope to hope pleasure shock panic fuss	personality attitude behaviour emotion expression background reputation pride disappointment respect to respect taste beauty affection sensitivity passion temper anger rage hatred jealousy envy revenge	character mind maturity self-confidence assurance conscience ambition embarrassment regret to regret elegance charm tenderness astonishment depression pessimism anxiety tension stubbornness
<u>Character</u> to dream honest important lazy brave afraid	to behave fair independent	nightmare reliable constant hard-working bold active lively ambitious courage coward(ly) exhausted selfish	decent open-minded reputable honourable faithful loyal infamous disciplined punctual frank heroic strong-willed determined greedy courageous vulgar humble weak-willed self-centred

PEOPLE 7.1.1 cont'd			
A1	A2	B1	B2
		heartless cruel	vain snobbish cynical vindictive vengeful
<u>Disposition/Personality</u> good nice friendly kind boring funny silly bad	normal pleasant helpful calm gentle pleased serious healthy shy crazy unpleasant nasty bad-tempered terrible jealous strange	caring affectionate romantic willing confident realistic sensible patient expressive sensitive cheerful humorous hilarious gay childish helpless pathetic emotional proud bossy argumentative horrible fierce nervous impatient restless odd weird	tender sentimental desirable optimistic self-confident rational reasonable sober content easy-going open extrovert outgoing sociable merry vulnerable introvert cautious pessimistic single-minded strict demanding stubborn irritable envious eccentric
<u>Intelligence</u> clever stupid	intelligent	bright brilliant imaginative slow idiot	wise creative thick (BrE) dull (AmE) idiotic
<u>Emotion</u> happy unhappy sad angry to like to love to hate to worry	glad surprised excited so-so bored lonely miserable furious jealous	to adore delighted grateful anxious embarrassed ashamed (of) depressed disappointed dissatisfied	astonished

PEOPLE 7.1.1 cont'd

A1	A2	B1	B2
<u>Behaviour</u> busy quiet wild fool	polite warmly careless foolish ridiculous dangerous nasty naughty loud noisy disgusting truth to tell the truth lie to lie to tell a lie	appropriate considerate mature effective impolite inconsiderate mean cold immature clumsy clumsiness disgusting generous tactful tasteful rude violent (good/bad) manners to trust liar	charming modest graceful sophisticated hyperactive hostile arrogant boastful dominant harsh aggressive threatening to appreciate to humiliate
<u>Gestures/Sounds</u> to laugh to smile to cry to shout to kiss	laughter tear(s) to whisper	laugh to giggle to weep to frown to growl to yell	to wink to grimace to groan to yawn

FASHION 7.1.2

A1	A2	B1	B2
<u>General</u> to dress to get dressed	fashion style smart casual dry-cleaning to dry-clean	to undress to be naked appearance fashionable stylish gorgeous image design to design	impression elegant garment
<u>Appearance</u> beautiful pretty ugly light dark fat thin tall short strong	lovely cute fair handsome good-looking (un)attractive freckle slim skinny height weak to look like	left-handed right-handed hairy complexion pale chubby well-built giant tight loose	physical(ly) hideous wrinkle plump muscular dwarf midget
<u>Hairstyles</u> hair long short curly straight fair dark brown/black/red blond(e) grey/white ponytail to brush to grow to cut	bald wig wavy (to have a) haircut to have one's hair cut hairdresser hairbrush hairdryer comb to comb	 (to get a) haircut to get one's hair cut barber	hair-do perm (BrE) permanent (AmE) to style to blow dry pigtail
<u>Grooming/Make-Up</u> beard shampoo tissue	mustache (AmE) moustache (BrE) razor to shave make-up to put on make-up	perfume aroma cosmetics lipstick	 powder
<u>Parts of Clothing</u> pocket sleeve	button to button	collar cuff	lapel buttonhole to do up (one's buttons) patch

FASHION 7.1.2 cont'd			
A1	A2	B1	B2
<u>Formal Clothes</u> clothes suit coat trousers skirt dress	 model to model	outfit overcoat fur coat tights (BrE) hose (AmE) evening clothes formal clothes fashionable clothes out of/in fashion	unisex tuxedo lining traditional costume kilt evening gown designer (adj) fashion house fashion show mannequin cat walk
<u>Casual Clothes</u> shorts jeans shirt T-shirt jacket coat sweater socks	tracksuit uniform blouse anorak pullover jumper (BrE) sweatshirt	pants slacks (AmE) tights (outer wear) raincoat vest underwear bra underpants (AmE) casual clothes sportswear	kit overalls waistcoat cardigan robe stockings trunks knickers boxer shorts
<u>Nightwear</u> pyjamas (BrE)	pajamas (AmE)	nightdress nightgown dressing gown (BrE)	bathrobe robe (AmE)
<u>Swimwear</u> bikini swimming costume (BrE)	swimsuit swimming trunks bathing suit (AmE)		
<u>Footwear</u> shoe trainers boot pair to wear to put on to take off	 football boot to tie	gym shoe sneaker (AmE) canvas shoes sole high/low heels	sandal flip-flop clog wellies (BrE) lace

FASHION 7.1.2 cont'd			
A1	A2	B1	B2
<u>Accessories/Headwear</u>			
hat	cap	hanger helmet	accessories beret hood turban ribbon bandana veil shawl bow tie
glove scarf	handkerchief		
tie			
bag	purse (wallet) wallet handbag	purse (AmE = handbag)	
belt			suspenders (AmE) braces (BrE) walking stick zip (BrE) zipper (AmE)
umbrella	(sun)glasses	tattoo	
<u>Jewellery</u>			
ring	diamond	necklace chain	
earring watch gold	pin bracelet jewel jewellery	silver	brooch
<u>Materials</u>			
	material	cloth	fabric
cotton wool denim	woollen	satin silk artificial imitation synthetic	corduroy velvet
plastic	nylon		
leather	spot spotted stripe striped dye to dye	genuine checked	
			to fade

WEIGHTS / MEASUREMENT 7.1.3

A1	A2	B1	B2
<u>Measurement</u> kilogram(me)/kilo = kg litre cup teaspoon metre = m kilometre = km mile size half quarter	percentage per cent = % per tablespoon centimetre = cm millimetre = mm once a day twice a week three times a ...	gram kph mph	pound ounce ton tonne (BrE) inch foot yard acre hectare
<u>Taxes</u>		tax to tax to pay taxes tax office tax collector	income tax VAT

SHOPPING 7.1.4

A1	A2	B1	B2
shopping shop to shop store changing room size small medium large big to open to close expensive cheap It costs ... to buy to sell to order to pay for crowd shop assistant packet box bag	shopping centre street market open-air bin to try on to fit brand new price value variety closed for sale advertisement advert ad offer checkout cost charge to charge delivery bill to change customer staff salesman/woman manager to wrap contents parcel	department store stand counter case shop window shop floor product available dear bargain expense to afford sales brand budget profit voucher receipt to market to deliver payment by cheque refund consumer consumption cashier self-service wrapper sack carton (to) export (to) import	mall stall flea market stationery window shopping window dressing stock in stock out of stock on order pocket money at a profit/loss on sale discount on approval to purchase on credit instalment down payment invoice to refund store detective dealer

FOOD / DRINK 7.1.5			
A1	A2	B1	B2
<u>Fruit</u> fruit apple banana strawberry orange lemon	grape apricot cherryf melon watermelon pear peach peel	grapefruit kiwi fruit mandarin fig plum raisin ripe to pick to peel	raspberry pineapple mango pomegranate date coconut sultana
<u>Vegetables</u> vegetable potato carrot tomato cucumber onion salad fresh	spinach bean cabbage celery corn pea cauliflower olive	vegetarian garlic lettuce mushroom aubergine (BrE) courgette (BrE) broccoli okra pepper	artichoke leek eggplant (AmE) zucchini (AmE) marrow (BrE) squash (AmE) pumpkin (AmE)
<u>Meat</u> meat chicken ham beef burger bacon	sausage veal beefburger steak pork lamb goat bone red vs white meat	poultry turkey mince rib chop raw rare medium well done	game ground meatball liver mutton
<u>Seafood</u> fish	octopus	seafood sardine salmon squid prawn lobster mussel	cod sole trout cuttlefish shrimp crab oyster
<u>Dairy and Staples</u> bread loaf slice spaghetti rice sugar cheese feta butter egg milk cream	roll cereal nut(s) peanut omelette yoghurt	pancake flour pasta macaroni wheat sauce margarine oil	 lentil gravy

FOOD / DRINK 7.1.5 cont'd

A1	A2	B1	B2
<u>Beverages</u> tea coffee milk milkshake soft drink Coke lemonade beer wine juice orange juice drink to drink bottle of glass of cup of	hot chocolate fizzy drink cola alcohol ouzo liquid solid	soda (AmE) spirits whisky brandy ice cube barrel of	cocoa squash soda water (BrE) mineral water refreshments
<u>Desserts/Sweets/Jam</u> biscuit (BrE) cake pie doughnut honey marmalade chocolate sweets (BrE) ice-cream	cookie (AmE) dessert (AmE) pudding (BrE) jelly jam vanilla candy (AmE) lollipop gum	toffee fruit salad	tart trifle pastry
<u>Meals</u> food meal breakfast lunch tea dinner picnic soup sandwich toast hamburger cheeseburger chips (BrE) French fries (AmE) pizza fast food health food favourite to feed to eat to bite to be hungry to be thirsty taste to taste	lunchtime snack hot dog chips (Br/AmE) crisps appetite hunger diet to serve to chew	a Greek dish starter portion supper barbecue toasted sandwich kebab moussaka mashed potatoes junk food thirst digestion fattening to munch to be starving	buffet canned food frozen food spicy food dehydrated additives bean soup nutrition nutritious fat to nibble to sip to swallow to lick to consume to overeat to digest to starve

FOOD / DRINK 7.1.5 cont'd

A1	A2	B1	B2
<u>Seasoning/Condiments</u> salt pepper	mustard ketchup	mint oregano mayonnaise vinegar	herb spice curry pickle dressing
<u>Taste/Condition</u> tasty sweet hot cold	delicious bitter salty	flavour sour overcooked tough tender protein calorie to be off spoilt to spoil rotten to rot	spicy well-cooked edible to nourish nutrition nutritious to go off
<u>Cooking</u> jar to cook to cut to bake	recipe pot tin steam to prepare to boil to fry to roast to pour to mix to stir to shake to cool mixture	ingredient boiled fried grilled home-made tinned to heat to grill to spill to slice to peel to mince to freeze to melt	grease pip to stew to simmer to thaw
<u>Eating Out/Drinking</u> restaurant café fast-food restaurant menu to order to eat	nightclub bar service to eat out	snack bar take-away taverna tip to tip	cafeteria canteen to cater
<u>People Assoc'd with Food</u> cook	chef waiter waitress	barman/woman bartender to tend bar (AmE)	(assistant) server (AmE)

HEALTH / HYGIENE 7.1.6

A1	A2	B1	B2
<u>Parts of the Body</u> body back leg knee foot/feet toe arm hand finger heart stomach neck head ear face eye nose mouth lips tooth/teeth	skin bone ankle shoulder elbow wrist palm thumb nail fingernail chest belly throat brain nerve cheek chin tongue	muscle skeleton spine limb joint hip lap index finger middle finger ring finger little finger rib breast breath to breathe (in/out) kidney forehead	flesh thigh calf heel armpit fist lung to exhale to inhale skull eyebrow eyelid nostrils palate jaw gum
<u>Hygiene</u> soap towel clean dirty to wash toothbrush toothpaste to brush to clean dentist to sleep asleep to wake up awake to smoke smoking cigarette	vitamin fitness diet to diet care to keep fit to weigh to gain weight sleep narcotics/drugs	hygiene lifestyle to go on a diet to prevent prevention dental care tooth decay filling drill overweight underweight to oversleep wide awake	posture dieting pregnancy pregnant gene addict addiction to be addicted to pharmaceuticals

HEALTH / HYGIENE 7.1.6 cont'd

A1	A2	B1	B2
<u>Symptoms/Condition</u>			
ill sick pain to be born dead to die to live blood to have (disease/symptom) to (not) see to (not) hear	illness condition temperature birth death life alive health healthy dizzy blind deaf	disease symptom ache thermometer bacteria infection pulse to exist to bleed to tremble to faint to suffer (harm) eyesight dumb to paralyse disabled hiccups	epidemic numb virus immune terminal lifespan to snore blood sample to come/go down with conscious vision invalid disorder handicap (archaic) handicapped (archaic) disability
<u>Diseases/Injuries</u>			
cold influenza/flu headache toothache to break to hurt	fever cough sore throat backache stomachache to cough to sneeze to shake to shiver accident to burn mad	heart attack cancer injury to injure to twist to sprain to limp blisters stiff wound wounded madness sane exhausted/exhausting breakdown maniac	stroke asthma measles mumps chicken pox to itch to swell swelling swollen bruised scar mental disorder insane exhaustion stress hysterical
<u>Healthcare</u>			
doctor nurse aspirin cream to help to rest hospital in hospital	advice to advise waiting room medical medicine/drug first aid bandage plaster (BrE) Band-Aid (AmE) help comfort(able) cure to cure to relax clinic ambulance operation	patient appointment prescription painkiller pill healthcare to care for treatment to treat relief to relieve to heal to recover relaxation stay wheelchair stretcher surgery to operate x-ray	(to get a) check-up to diagnose physician GP (general practitioner) to prescribe dose ointment therapy plaster (of Paris) (BrE) cast (AmE) injection to inject remedy tablet drops ward surgeon

EDUCATION 7.1.7			
A1	A2	B1	B2
<u>Schools and Classes</u> school language school classroom	play school play group kindergarten junior high (AmE) senior high (AmE) college (BrE) college (AmE) university locker cloakroom	nursery school elementary school middle school primary secondary course topic project	private school state school public school (BrE) boarding school dormitory lecture seminar semester curriculum field institution
<u>Staff and Students</u> pupil student teacher headmaster/mistress	beginner classmate head teacher professor staff	learner career principal instructor colleague	scholar trainee (post)graduate lecturer tutor
<u>Activities</u> to teach to learn to study (to) answer to correct to count (to) test exam(ination) mark to mark to fail to pass mistake excuse break (to have a) lesson (to have a) dictation class homework black/whiteboard (marker) chalk desk book notebook page paper pen pencil rubber (BrE) ruler sharpener to ring (the bell) school trip	(to take the) register absent to pay attention instructions to copy incorrect reason memory quiz to match tick to tick marks excellent speech report term duster eraser (AmE) sticky scissors experiment to experiment notepaper dictionary exercise book ink (in) ink/pencil assembly outing	to attend absence to instruct to train to look up to investigate to concentrate to memorise by heart revision (BrE) to revise to correspond to obey discipline grades knowledge education educational to educate accent to achieve prize distinction glue to sign up for experimental research to research theory results file fees	expel university entrance exam graduation academic learned review (AmE) to review obedient compulsory education assignment registration to register correspondence course tuition scholarship

EDUCATION 7.1.7 cont'd			
A1	A2	B1	B2
<u>Subjects</u> science physics chemistry mathematics maths (BrE) languages Modern Greek English French composition art music history geography religious education gymnastics physical education	subject biology arithmetic (AmE) math (AmE) Ancient Greek essay computer studies IT economics home economics	technology trigonometry translation to translate fluent culture cultural civilisation topography	statistics sums algebra geometry Latin Esperanto philosophy social studies historic historical geology
<u>Subject Vocabulary</u> alphabet to mean rule word question answer to read to turn the page to write note sentence number list centre circle square map	vocabulary meaning spelling to spell grammar countable uncountable subject chapter speech aloud to pronounce text paragraph title capital plural to add to subtract to multiply to divide decimal problem total round straight triangle pyramid	handwriting theme phrase clause encyclopedia to translate e-learning pronunciation addition subtraction multiplication division equal average sphere cube diameter (right) angle to calculate to solve solution chart	curriculum to quote distance learning plus minus take away times to be equal to cone logarithms parallelogram vacuum square (root) trapezoid GNP mummy
<u>Qualifications/Degrees</u>	degree certificate diploma	BA/BSc MA/MSc PhD licence	postgraduate associate degree (AmE) qualification qualified to qualify

EMPLOYMENT 7.1.8			
A1	A2	B1	B2
<u>General Terms</u> job business to work to write to type meeting	employer employee to employ to run a business experience industry company committee success(ful) to succeed aim to aim to dig	employment unemployment self-employed skill(ed) industry profession occupation firm small business boss colleague marketing efficient department maintenance	temp compensation conference trade to trade association personnel associate inspection to inspect installation to install
<u>Working Conditions</u>	to apply to earn salary loss member the economy	application appointment demand expense working hours full/part-time temporary income tax(es) partner out of work profit off/on duty strike to (go on) strike to hire National Insurance (BrE) Social Security (AmE) pension pensioner	CV overtime wages VAT redundant on the dole to be laid off union to lock out/in to fire/be fired (AmE) to sack/get the sack (BrE) resignation to resign retirement to retire
<u>Occupations (Generic)</u> assistant worker	expert manager member of the board organiser officer	businessman client partner partnership presenter presentation to present workman volunteer	attendant bureaucrat CEO chairperson consultant to consult educator executive inspector labour labourer to labour

EMPLOYMENT 7.1.8 cont'd

A1	A2	B1	B2
<u>Occupations (Specific)</u>			
actor/actress	director	agent	
painter	artist magician	designer	interior designer sculptor
writer	musician	DJ (disc jockey) author poet journalist critic editor announcer	playwright newscaster newsreader sportscaster
shopkeeper baker butcher chemist greengrocer grocer milkman	salesman/woman bookseller hairdresser newsagent	cashier fishmonger barber pharmacist florist stationer	tradesman importer merchant window dresser tobacconist
mechanic driver bus driver taxi driver captain sailor pilot astronaut engineer	builder	architect carpenter plumber dressmaker tailor	electrician chauffeur
	flight attendant air hostess	steward(ess)	cabin attendant
	scientist	computer programmer	geologist
soldier	guard fireman fire fighter		
doctor nurse dentist vet policeman/woman/officer postman teacher priest	veterinarian judge lawyer	cardiologist optician	surgeon physician GP (general practitioner) psychiatrist psychologist civil servant dustman minister
farmer gardener		fisherman	miner jockey
cook housewife servant	waiter/waitress chef babysit(ter) porter receptionist	maid guide travel agent typist accountant	
secretary	clerk		bank clerk banker

TECHNOLOGY 7.1.9			
A1	A2	B1	B2
<u>Industry</u> machine robot	discovery to discover invention to invent	scientific industry industrial machinery instrument laser update to update	industrialisation assembly line automation generator dynamo nuclear power radiation relativity (theory of)
<u>Space/Robotics</u> space star planet the Earth the Moon the Sun	spaceship rocket contact UFO galaxy	satellite binoculars (radio) telescope gravity solar system universe	space shuttle space station (to) orbit extraterrestrial
<u>IT/Computer/Internet</u> computer to use mouse computer games to play	PC IT screen to click chip memory printer to save to delete CD/CD-ROM DVD program multimedia (the) Internet online e-mail to reply the Web website to surf to upload to download	laptop keyboard monitor software code disc diskette data to program command password @ (in email address) link .com hacker	tablet compatible interface cursor cookies virus hardware peripherals scanner to scan to format to boot up to log on/off digital virtual reality network wireless wifi instant messenger WorldWideWeb/www browser modem to google blog social networking to hack

TECHNOLOGY 7.1.9 cont'd

A1	A2	B1	B2
<u>Telecommunications</u> telephone phone mobile phone cellphone telegraph telegram	to dial coin to ring to hang up card phone text message SMS smart phone iPhone	to telephone engaged (line) extension answerphone portable phone (BrE) phone charger phone card telephone booth/box to insert coin telephonist operator telecommunications fax to fax/send a fax	dial receiver to replace the receiver line busy out of order cordless phone (AmE) to get/put through to hold on
<u>Radio/TV Technology</u> television/TV video radio programme stereo cassette	viewer video game program (computer) record player record tape tape recorder earphones headphones volume iPod compact disc CD player/recorder DVD player/recorder cassette recorder	telly satellite TV satellite dish video tape to tape playback rewind fast forward microphone recording to record MP3 player disk diskette	remote control reception album single mike amplifier (loud)speaker

MASS MEDIA 7.1.10

A1	A2	B1	B2
<u>Broadcast Media</u> television/TV radio quiz show game show programme	local channel station studio on TV/the radio to communicate to influence episode serial host viewer to watch western comedy music video to announce documentary	satellite TV video cassette video recorder broadcast to broadcast communication electronic media series presenter announcer announcement sponsor interview to interview drama soap opera reality TV/show children's TV/programme award	cable live/live broadcast on (the) air on the news newscaster commercial(s) talk/chat show sitcom
<u>Print Media</u> news newspaper magazine story comic(s) book	reporter to report (wo)men's magazine information to print introduction index advert(isement)	press in the news journalist journalism article critic review cartoon crossword sudoku editor headline to publish novel fiction/non-fiction mystery/mysterious biography/autobiography catalogue newsletter classified ads to advertise	mass media newsstand journal circulation deadline to come out editorial edition to edit column feature publication desktop publishing print run out of print manual leaflet brochure

ENTERTAINMENT / HOBBIES / FREE TIME 7.1.11			
A1	A2	B1	B2
<u>Cinema</u> cinema film cartoon	to show movie queue screen film star to play (sb) in to star in to direct adventure western thriller science fiction comedy ghost to haunt	Oscar ticket office scene well known film-maker action mystery mysterious horror monster witch	premiere matinee screenwriter screenplay on location historical film haunt
<u>Drama</u> actor/ress famous group	to act (in) to appear lines director costume practice to practise	producer appearance performance role leading part hero heroine sketch climax rehearsal to rehearse comedian drama melodrama tragedy	show business repertory company troupe character dialogue script musical farce farcical mime pantomime
<u>Stage</u> theatre mask	stage play audience to clap curtain	scene scenery backstage dressing room variety interval intermission seat row exit fame	act (part of play) cast crew (stage) playwright applause to applaud standing ovation footlight spotlight circle stalls box office box office hit full house
<u>Reviews/Critiques</u>		critic review lively humorous comic tragic	dramatic

ENTERTAINMENT / HOBBIES / FREE TIME 7.1.11 cont'd

A1	A2	B1	B2
<u>Orchestra/Opera</u> concert	charity (concert for)	concert hall concerto symphony orchestra conductor to accompany accompaniment opera scenario solo duet audition	recital alto baritone bass soprano tenor opera house opera singer diva chorus finale
<u>Dance</u> dancing to dance dancer ballet ballet shoes		breakdance folk dance modern dance ballerina	choreographer choreography technique
<u>Music Types</u> pop rock rock-n-roll rock and roll disco (music)	popular classical country jazz dance music	folk classical easy listening hip hop rap heavy metal rhythm lively	punk techno reggae ragtime
<u>Instruments/Activities</u> to play the (instrument) guitar piano drum(s) pop group famous singer singing to sing song	instrument mandolin keyboard drumstick violin triangle musician performer melody voice	electric guitar organ cymbals cello harp clarinet harmonica trumpet band orchestra composer conductor tune harmony a hit fame sound to sound	acoustic guitar synthesizer viola flute oboe leader technique choir karaoke busk(er/ing)

ENTERTAINMENT / HOBBIES / FREE TIME 7.1.11 cont'd

A1	A2	B1	B2
<u>Hobbies/Interests</u> drawing to draw stamp collecting photo(graph) model reading to read to write dancer dancing to dance singer singing to sing hobby	art(ist) paint(ing) coin collecting stamp album to collect photo(graph) album camera instructions glasses penfriend penpal club autograph talent	to pose collection photography binoculars fiction romance tale myth poetry poem rhyme enthusiastic enthusiasm excite(ment) keen on	artistic portrait landscape kit diagram literature plot to recount pastime to take up
<u>Museum and Gallery</u> museum	gallery painting sketch book statue guard to guard	exhibition frame masterpiece background foreground sculpture antique fresco guide opening hours entrance	palette oils canvas easel sculptor craftsman ceramics pottery tapestry curator on loan auction auctioneer
<u>Circus</u> circus clown animal fun to enjoy	ring tricks to perform	acrobat puppet to amuse to entertain entertainment enjoyable	juggler trapeze artist stunt
<u>Sightseeing/Going Out</u> to go going/eating out disco game balloon	sights to see the sights view bill club nightclub bar luck lucky	sightseeing souvenir place of interest DJ (disc jockey) pub to gamble lottery funfair rollercoaster	archaeological site historical site ruins looters cabaret floor show casino admission admit admittance

SPORTS 7.1.12			
5A1	A2	B1	B2
<u>General</u> sport competition score to win to lose	athlete athletics to compete point champion to beat victory cup medal event Olympics fan locker (to) coach (to) judge	to challenge challenge competitor/ive contest(ant) tournament championship triumph trophy league professional spectator rules final betting to bet hooligan hooliganism	opponent rival rivalry round to defeat arena football pools (BrE)
<u>Ball Games</u> football(er) ball goal stadium match team basketball volleyball tennis racket golf to throw to catch to hit kick to kick	American football rugby field goalkeeper pitch (n) player penalty court ping pong table tennis handball net bat (to) score sportsman	soccer linesman referee reserve to head (the ball) foul defence to defend to bounce cricket umpire	to tackle to bowl ice hockey (field) hockey racket sports badminton squash to serve baseball to strike (out) to pitch
<u>Contact Sports</u>	boxer/ing to box boxing gloves karate judo	knockout	wrestle(r) wrestling ring(side)
<u>Keep Fit/Gymnastics</u> running to run to jump gymnastics	to keep fit keep-fit (course) jump (to) exercise gym gymnast to hang	jogging to jog weightlifting aerobics	yoga bodybuilding vaulting horse parallel bars rings (balance) beam

SPORTS 7.1.12 cont'd			
A1	A2	B1	B2
<u>Track and Field Events</u> running to run to throw to jump	athletics marathon to hop	hurdles high jump long jump bow arrow target	track sprint(er/ing) relay javelin discus shot put pole vault triple jump archery
<u>Riding and Racing</u> race to race to ride	cycle cycling skateboard(ing) auto racing (AmE) motor racing (BrE) motorcycle racing	cyclist skater rollerskate rollerblade	horse racing horse-riding jockey reins saddle track finish line
<u>Water Sports</u> to swim to go swimming/fishing	to dive water-ski(ing) canoe(ing) to go canoeing surfing windsurfing sail(ing)	diving (deep-sea) diving (skin/scuba) diving goggles (swim) fins (tow) rope speedboat to paddle paddle (wind)surf(board) (AmE) windsurfer (BrE) water polo	diving board wet/dry suit rowing to row oar
<u>Winter Sports</u> snow ski skier to go skiing to play snowman	snowboard to snowboard snowball	slopes ski pole skates skater to go ice skating sledge (BrE) to go sledging sled (AmE) to go sledding	ice rink ice hockey

SPORTS 7.1.12 cont'd

A1	A2	B1	B2
<u>Dangerous Sports</u>		mountain climbing hang-gliding hang-glider	bullfight(er/ing) parachute parachuting skydiving bungee jumping
<u>Field and Stream</u> to go fishing to fish to catch to shoot to hit	fishing rod to aim safari photo safari (AmE)	bait hook hunting target hiking	tackle reel (to) skin trekking
<u>Indoor and Board Games</u> Monopoly Snakes and Ladders Scrabble card(s)	dice marker chess man/piece move board checkers (AmE) playing cards video game	board games backgammon draughts (BrE) electronic games arcade games	 pool billiards snooker cue

TRANSPORT 7.1.13

A1	A2	B1	B2
<u>General</u> to arrive to get on to get off to travel journey trip ticket mile kilometre	arrival departure on board transport on a journey/trip on business tourist signpost GPS distance direction speed at ... km per hour ID	passport control to depart to board public transport to commute commuter tourism travel agent reservation to reserve fare timetable sea/air/car sick	destination transportation to transport cargo schedule ETA estimated time of arrival
<u>Pedestrian</u> on foot to walk	to cross walking	pedestrian to give a lift hiking wheelchair access	pedestrianized street pavement (BrE) sidewalk (AmE) hitchhike(r) hitchhiking to hitchhike pram (BrE) baby carriage (AmE) pushchair (BrE) stroller (AmE) accessible accessibility
<u>Motor</u> (by) car (by) taxi tractor lorry driver to drive garage car park	by land automobile (AmE) jeep van to drive off one-way (street) traffic traffic jam traffic light petrol (BrE) gas (AmE) petrol station fuel tyre wheel puncture seatbelt parking to park	load vehicle caravan truck (to go for a) drive motorway (BrE) rush hour driving licence gallon unleaded (to) control brake windscreen headlight gear boot (BrE) trunk (AmE) bonnet (BrE) hood (AmE)	cab motorist chauffeur highway (AmE) honk signal to signal to give way clutch manual/automatic

TRANSPORT 7.1.13 cont'd

A1	A2	B1	B2
<u>Bus/Coach/Train</u> (by) bus bus stop bus driver (by) train train station train driver (BrE)	passenger tram (by) rail railway	(by) coach bus station terminal double decker trolley (bus) metro underground (BrE) subway (AmE) express railroad (AmE) track	bus conductor to be due Tube (BrE) a through train compartment carriage
<u>Air</u> by plane (aero/air)plane airport by air	by air jet helicopter flight flight attendant air hostess cabin to fasten one's seatbelt to land/take off	airline schedule to book to check in to board boarding card duty free runway	scheduled flight charter flight boarding pass stand-by departure lounge approach
<u>Water</u> to sail (by) ship (by) boat ferry captain port	to float by sea deck cabin crew harbour on board canoe	to set sail to launch to book voyage cruise to cruise cruise ship flying dolphin yacht submarine craft dock aboard ashore to go ashore to paddle	fleet hatch (n of ship) porthole hydrofoil hovercraft liner quay anchor to disembark to row
<u>Cycle</u> bicycle/bike to ride motorbike	to cycle motor	cyclist scooter pedal to hire	(cycle/bike) trail cycle lane (BrE) bike path (AmE) saddle handlebars

ACCIDENTS / SAFETY 7.1.14			
A1	A2	B1	B2
<u>General</u> safe careful danger cut	careless unsafe harmful/harmless accident accidentally rescue to rescue survivor to survive	caution risk insurance emergency tragically	safety hazard
<u>Road Accidents</u> to hurt to die	(car) crash seatbelt	crash helmet to accelerate brake (at) high speed slippery to overtake to overturn wreck to injure injury fatal	skid collision head on drunken driving to lose control damage
<u>Plane Accidents</u> to fall to hit	flight seatbelt	to crash to crash land explosion	sabotage to hijack
<u>Fire</u> fire to leave to get out to save	fireman fire engine to put out to spread	fire brigade hose flames	fire extinguisher out of control to burst into flames
<u>Accidents at Home</u> to fall (down) to cut to hurt	to slip to burn to bruise	to shock to get a shock	electric shock to scald to graze
<u>Accidents at Work</u> to fall (down) to cut to hurt	to get sth caught to lose a/an (body part)	insurance policy to be insured	to strain to be crushed to be compensated
<u>Accidents in Water</u> to go down to save	SOS lifeboat lifeguard survivor to survive	to sink to drown life raft life preserver (AmE) life jacket (BrE/AmE)	collision shipwreck to abandon ship distress mayday mouth-to-mouth resuscitation

HOLIDAYS / TRAVEL 7.1.15

A1	A2	B1	B2
<u>Summer Holiday</u> sea beach sun umbrella to swim hotel to stay visit to visit for a visit holiday suitcase to take	to sunbathe harbour guest reception porter to relax overnight flight tour luggage baggage to pack	tan sun cream accommodation to check in/out stay booking to book booking office to confirm relaxation luxury resort bed and breakfast vacation platform cruise to cruise rucksack backpack (AmE) label	package holiday youth hostel inn destination brochure full board half board to get away
<u>Camping/Hiking</u> country mountain river tent journey trip	camp to camp to go camping sights to put up (a tent) safari	campsite to go to (summer) camp caravan to hike to go hiking to go on an expedition	cabin self-catering hitchhiking to hitchhike
<u>Holiday Abroad</u> ticket alone crowd noise address	half-price ticket single/return abroad tourist passenger noisy arrival departure delay to delay passport ID foreign(er) comfort(able) (dis)advantage	fare travel agent overseas (tour) guide to guide guidebook to go sightseeing place of interest to board to depart to declare to change money exchange rate visa duty free	immigration customs customs officer vaccination

RELIGION 7.1.16

A1	A2	B1	B2
to pray	prayer	religion religious to praise to curse evil	theology theologian (to) worship (to) chant
to believe	holy	belief sacred service candle	blessing to bless congregation incense altar ritual (to) sin temptation soul spirit
God Jesus (Christ) church priest	Christian Heaven Hell paradise Bible	Lord saint icon fresco	Christianity Holy Ghost Satan confession to confess
		Orthodox the Patriarch bishop archbishop the Pope monastery monk convent nun	Protestant minister Catholic
		Jew(ish)	synagogue rabbi
		Islam(ic) Muslim/Moslem mosque	faith(ful)
		Buddhist fate	temple atheism atheist
	magic ghost supernatural to haunt scary	witch	idol cult demon

CEREMONIES / CELEBRATIONS 7.1.17

A1	A2	B1	B2
birthday Happy Birthday card cake candle	congratulations to congratulate birthday greetings diary to blow out make a wish	service ceremony zodiac star sign horoscope to baptise nameday Christening to Christen godchild godson/daughter godfather/mother	baptism font to dip/immerse
party present dance dancing music	host hostess invite invitation to celebrate celebration festival fireworks noisy traditional	lively tradition	
noise kiss priest	wedding wedding ring bride (bride)groom bridesmaid best man flower girl ring bearer reception to bury	engage(d/ment) engagement ring divorced marriage to be married to marry pageboy honeymoon anniversary funeral coffin grave tomb	civil vs church wedding bless vows blessing usher undertaker cemetery grief to grieve to mourn

FESTIVALS / PUBLIC HOLIDAYS 7.1.18

A1	A2	B1	B2
Christmas Day Christmas Eve Christmas tree Christmas card Father Christmas Santa Claus present gift to give to get to receive to send to open	greeting(s) card	custom	merry
New Year's Day/Eve		(St) Valentine's Day	Boxing Day
	Carnival kite fancy-dress party to dress up		to disguise
Easter	Clean Monday dyed eggs roast lamb		Pentacost Ash Monday Ash Wednesday Lent Holy Week Good Friday procession
			Ramadan
			Hannukah
	national holidays flag parade	Independence Day	May Day

COUNTRIES / NATIONALITIES 7.1.19			
A1	A2	B1	B2
<u>Countries/Nationalities</u> America/American/USA Australia/Australian Canada/Canadian China/Chinese England/English France/French Germany/German (Great) Britain/British Greece/Greek India/Indian Italy/Italian Japan(ese) Mexico/Mexican Spain/Spanish Russia(n) Turkey/Turkish	Albania/Albanian Austria(n) Belgium/Belgian Bulgaria(n) Denmark/Danish Ireland/Irish Rome/Roman Scotland/Scot(tish) Sweden/Swedish United Kingdom/UK Wales/Welsh	Afghanistan/Afghan Algeria(n) Argentina/Argentinian Bahamas/Bahamian Bermuda/Bermudan Croatia/Croatian Cyprus/Cypriot Czech Republic/Czek Egypt/Egyptian Estonia(n) Finland/Finnish Ethiopia(n) Holland/Netherlands /Dutch Hong Kong Hungary/Hungarian Iran(ian) Iraq(i) Kenya(n) Kosovo/Kosovar Latvia(n) Lithuania(n) Luxemburg(er) Malta/Maltese Mediterranean New Zealand(er) Nigeria(n) Norway/Norwegian Poland/Polish Portugal/Portuguese Romania(n) Saudi Arabia/Saudis Serbia/Serb(ian) Slovakia Slovenia Somalia(n) South Africa(n) Switzerland/Swiss	Bangladesh(i) Bolivia(n) Bosnia(n) and Herzegovina/ian Brazil/Brazilian Cambodia(n) Chile(an) Columbia(n) Cuba(n) FYROM/Macedonian Iceland(ic) Israel(i) Jamaica(n) Korea(n) Kuwait(i) Lebanon/Lebanese Libya(n) Monaco Mongolia(n) Montenegro/Montenegrin Morocco/Moroccan Nicaragua(n) Pakistan(i) Palestine/Palestinian Paraguay(an) Philippines/Philippine Polynesia(n) Puerto Rico/Puerto Rican Senegal(ese) Seychelles Singapore(an) Syria(n) Tahiti(an) Taiwan(ese) Tanzania(n) Thailand/Thai Tunisia(n) Uganda(n) Uruguay(an) Vatican City Venezuela(n) Vietnam(ese) Yemen(i) Zaire(an) Zambia(n) Zimbabwe(an)
<u>Continents/Regions</u> Africa/African Asia/Asian Europe/European North America(n) South America(n)	Alaska(n) European Union/EU United Nations/UN nation nationality	Arctic Antarctica/Antarctic continent border international	Far/Middle East(ern) Latin America(n) ethnic boundary

GOVERNMENT / SOCIO-POLITICAL VIEWS 7.1.20

A1	A2	B1	B2
king queen prince princess	government nation nationality state	democracy democratic republic union	authority bureau federation
	royal	socialism communism anarchy monarchy kingdom power ruler to rule	empire emperor/empress dictator(ship) tyranny
	society social	patriotic liberty civil citizen (to) vote to elect election(s) parliament minister prime minister chair(wo)man to govern political political party politics politician candidate	welfare right policy grant
	president	revolution	MP representative vice president chancellor
	foreign	civilisation civilised	conservative reactionary liberal
	ID	embassy ambassador consul consulate emigrant immigrant	rebel to rebel
		poverty	globe global to globalise globalisation frontier
	slave	slavery	native tribe chief
			NGO UNESCO UNICEF WHO to starve starvation abolition to abolish ban to ban

CRIME / VIOLENCE 7.1.21

A1	A2	B1	B2
<u>Crimes/Criminals</u>			
fight	crime	to commit	criminology
	criminal	attack	juvenile delinquency
to be afraid	fear	to attack	
	to frighten	to scare	offender
		scared	offense
		hooligan	villain
		hooliganism	
		gang(ster)	suspicious
		vandal(ism)	suspicion
		suspect	fingerprint
		to suspect	
		reward	to hijack
		victim	hijack(er/ing)
to take	robber		to burgle
	robbery		
	to rob	to rob (vs to steal)	
	thief	burglar(y)	
	to steal	to break in	
	to cheat	theft	deception
			to deceive
			forgery
		to trick	counterfeit
		bribe	fraud
		bribery	embezzle(r/ment)
			blackmail(er)
			shoplift(er/ing)
			mugger/mugging
		pickpocket	to mug
		to pick sb's pocket	smuggler/ing
			to smuggle
	pirate		
		to beat up	
to shoot	murderer		
to kill	to murder	to strangle	to stab
	killer		
	killing		
		kidnap(per/ping)	child abuse
		ransom	domestic violence
		suicide	rape
			rapist
		drug dealing	to rape
		dealer	
		pusher	arson(ist)
to die	spy	to betray	hostage
	to spy	terrorism	to take hostages
	enemy	terrorist	to assassinate
		torture	assassin(ation)
		to torture	slaughter
		demonstration	to demonstrate
		demonstrator	
			riot(er)
			to riot
			drunk(en) driving/er
			under the influence of
			traffic offence

CRIME / VIOLENCE 7.1.21 cont'd

A1	A2	B1	B2
<u>Weapons</u> gun knife to hit	bullet sword to miss bomb rocket	pistol revolver club gunpowder explosive to explode weapon lethal poison(ous)	firearm armed rifle automatic cannon powder shell grenade nuclear missile WMD arms ammunition
<u>Justice/Punishment</u> police officer police station		detective sheriff official suspect to suspect investigation to investigate trace evidence whereabouts to accuse to arrest handcuffs to handcuff reward legal	to detect security identity suspicion suspicious clue fingerprints offence raid accusation to accuse sb of to deny to charge sb with sth findings bail trial to try sb for sth justice jury witness eye-witness prosecution to prosecute to plead to draw up in self-defence verdict convict (n) to convict sb of to sentence sb to to imprison to appeal pardon capital punishment corporal punishment jail/gaol cell obedient
	law court judge lawyer to prove guilty innocent to punish (in) prison prisoner escape to escape from	defence to defend objection to object to to sentence punishment to hang freedom honour to obey the law	
to be free			

CRIME / VIOLENCE 7.1.21 cont'd

A1	A2	B1	B2
<u>War</u> war		to invade invasion defence to defend	to make war on at peace/war
	peace	to surrender peaceful	defeat to defeat to make peace with to negotiate treaty
to march	guard to guard	military command to command	nationalism civil war war crime war of independence self-determination
army soldier enemy	battle	navy air force marines tank international NATO	combat

TIME / TEMPORAL 7.1.22

A1	A2	B1	B2
<u>Temporal</u> past present future ago date year season winter spring summer autumn month (names) week/weekend day/weekday morning noon afternoon evening night today tomorrow tonight yesterday early late calendar	century decade fall (AmE) the past few days, etc. daily sunrise midday sunset midnight overnight	medieval annual fortnight daytime sunlight sunshine darkness nighttime nightfall	era millennium by day dawn dusk by night
<u>Time</u> time hour minute second moment o'clock a.m. p.m.	on time	in time	

PLACES / BUILDINGS 7.1.23

A1	A2	B1	B2
<u>Locations/Structures</u> village town city address street road corner bus stop car park centre bridge playground park farm seaside port building to build	capital (city) avenue one-way (street) way in/out block parking square tunnel swing slide harbour	neighbourhood suburb resident/ce lane alley crossroads kerb/curb crossing landmark fountain seesaw campsite dock	roundabout pavement barn quay ruins
<u>Shops and Workplaces</u> chemist's (BrE) drugstore (AmE) pharmacy hospital restaurant café coffee shop cake shop sweetshop church school library bookshop/store cinema theatre business office factory (super)market baker's grocer's greengrocer's butcher's kiosk hotel train station farm greenhouse garage	medicine clinic nightclub bar cathedral gym cabin (of plane) agency studio newsagent's petrol station	prescription surgery taverna pub skyscraper mill laboratory/lab workshop department store dairy	hospital ward laundrette high-rise building cockpit office block warehouse plant hypermarket corner shop hostel inn

PLACES / BUILDINGS 7.1.23

A1	A2	B1	B2
Bank bank money to save euro = € cent = ¢ pound = £ dollar = \$ to borrow to lend gold	change coin penny pence to owe cheque to make out a cheque initial	savings account loan debt interest credit card by cheque signature cash (n) cashier in cash to invest silver	bank balance banknote currency in debt to pay/earn interest bankrupt debit card debit vs credit traveller's cheque to write out in full to cash to deposit to withdraw to remit remittance
<u>Post Office</u> to post letter stamp envelope postcard packet address to send a letter postman	by post/mail mail to mail parcel package letter-box postbox mailman (AmE)	postage airmail	postal order registered courier
<u>Public</u> town hall	place public	mayor	councilman (AmE) councillor (BrE)
<u>Garage</u> garage engine mechanic to repair	breakdown	brake to brake to service	

HOME / HOUSEHOLD 7.1.24

A1	A2	B1	B2
<u>Accommodation</u> house home flat castle palace hotel	housework owner rent to rent renter block of flats apartment to own cottage hut single/double room receptionist reception guests bill porter homeless	household landlady landlord tenant tower block furnished flat bed and breakfast detached house semi-detached house terraced house country house chalet mansion stone brick luxurious skyscraper guest house accommodation to book to check in/out	housing to occupy flatmate squatter to squat bed-sit bungalow tower fortress villa high-rise lounge lobby vacancy to vacate to evict shelter
<u>Parts of Living Areas</u> door front door back door lock key garden grass rose balcony room ceiling floor wall roof living room sitting room dining room bedroom kitchen bathroom toilet stair(s) up/downstairs window hall fireplace	doormat handle entrance path fence post WC lift (n) attic chimney central heating	doorstep (door) knocker doorbell padlock frame woodwork gate maze porch arch beam nursery ground floor basement grand staircase elevator loft radiator	access doorknob column patio ornament plaster lounge (solar) water heater solar panel lavatory foundation cellar storey landing escalator corridor mantelpiece

HOME / HOUSEHOLD 7.1.24 cont'd

A1	A2	B1	B2
<u>Furnishings/Fixtures</u> to move plastic carpet table chair armchair sofa bed blanket mirror clock alarm clock vase curtain picture paint bath (bath) tap bathtub (wash)basin towel toilet sink bookcase cupboard shelf lamp light (n) to turn off to turn on	furniture wooden steel rug tablecloth napkin bench coffee table cushion bookshelf sheet pillow wardrobe coat-hanger chest of drawers drawer bedside table to draw the curtains poster shower soap dish cabinet pipe lighter alarm light bulb electric switch to switch off to switch on	furnished to furnish rubber (material) to polish mat couch dressing table bedspread duvet pillowcase wallpaper to paper to decorate bathmat tile scale ashtray wire lighting electrical electricity	carpeting sideboard kitchen unit settee wall unit mattress bedclothes bedding linen light fitting/fixture plug to plug in socket trash mug saucepan food processor spatula
<u>Cleaning Utensils</u> broom to sweep brush to brush bucket	dust to dust (dish)cloth (dust)bin sponge	dustpan (and brush) hoover (BrE) to Hoover vacuum cleaner wastepaper basket mop	
<u>Cooking Equipment</u> bowl glass (tea)cup plate pan jug jar bottle knife fork spoon	dish saucer tray frying pan pot lid straw tin opener	kettle grill can cutlery	

HOME AND HOUSEHOLD 7.1.24 cont'd

A1	A2	B1	B2
<u>Amenities/Appliances</u> cooker (BrE) fridge to do the washing up (BrE - dishes) to do the washing (clothes)	stove (AmE) oven gas electric dishwasher (to) iron to do the ironing washing machine laundry	microwave (oven) kettle to wash the dishes (AmE) refrigerator (AmE) fan air-conditioner air-conditioning	deep-freeze freezer
<u>Tools/Repairs</u> to build to repair rope match bucket paint (paint)brush to paint basket	tool hardware tank ladder nail hammer to pound penknife needle scissors pin to pin tidy untidy to tidy	saw to saw screwdriver screw peg chain spade shovel cement lead sewing machine to sew thread handmade	hand-held drill spanner pliers file bolt nut clamp wax varnish to tailor to mend embroidery handiwork to knit

NATURAL WORLD 7.1.25

A1	A2	B1	B2
<u>Location/Direction</u> north south east west	northern southern eastern western	compass location to locate northwest etc northerly etc	north by northwest etc
<u>Region/Landforms</u> area nature earth sand rock sea seaside island beach port river lake garden field forest jungle hill mountain	 ground stone ocean wave coast shore stream waterfall canal pool yard land wood desert cliff cave	continent continental region district zone marble soil horizon surroundings site setting tide peninsula cape bay to flow flow bank (river) mouth (river) source pond valley oasis rainforest marsh steep stalactite clear scenic picturesque	territory urban rural countryside wilderness to be situated archipelago gulf dam plain meadow pasture swamp slope peak summit volcano to erupt crater spacious
<u>Agriculture</u> field	crop land to plant	hay seed to sow to cultivate to harvest	to plough (BrE) to plow (AmE)
<u>Fauna/Flora</u> tree leaf branch flower grass stick animal bird insect fish to fly to swim	plant root bush twig lawn wildlife reptile shellfish	vegetation hedge to bloom species mammal amphibian natural	woods trunk inhabit inhabitant nature reserve

ANIMALS 7.1.26			
A1	A2	B1	B2
Pets dog cat bird parrot fish mouse favourite pet to feed to look after	puppy kitten pigeon canary	budgie to fetch	faithful
<u>Farm Animals</u> cow horse donkey goat pig sheep duck chicken hen rabbit	calf (cow) kid (goat) lamb goose chick cock	bull pony mule piglet turkey	ox stallion mare domestic
<u>Wild Animals</u> elephant giraffe zebra kangaroo lion tiger fox monkey frog snake wild	rat hare camel bear bat ape crocodile penguin seagull stork pelican wildlife	deer cheetah wolf gorilla chimpanzee python boa (constrictor) owl ostrich peacock swan (to) tame to set free	hippopotamus rhinoceros (rhino) hedgehog hound jackal tortoise viper lizard eagle raven swallow crow sparrow robin
<u>Marine Animals</u> fish	dolphin whale octopus shark sponge	turtle mussel sardine lobster snail	seal jellyfish clam crab shrimp

ANIMALS 7.1.26 cont'd

A1	A2	B1	B2
<u>Insects, etc</u> fly bee ant spider	mosquito butterfly scorpion	ladybird snail	bug beetle caterpillar wasp pest
<u>Parts of (Animal) Body</u> tail wing fur	coat feather shell	claw paw horn	tusk ivory trunk beak hoof whisker hump
<u>Habitat</u> zoo nest farm jungle	cage hole desert	kennel stable hutch web	aquarium stall sty hive aviary den habitat
<u>Groups</u>		flock herd cattle pack swarm	litter school (dolphins/fish) shoal (fish)
<u>Food</u> grass meat	to bury (a bone)	hay worm seed	prey
<u>Sounds</u> sing bark	meow roar	sound purr growl howl buzz	neigh bray yap bleat croak hum (bees) peep
<u>Viability</u> to live to die to have (offspring)	to chase creature dinosaur	to hunt hunter in the wild to hatch to give birth to to go/become/be extinct	to capture in captivity to mate to raise young organism evolution

WEATHER / ENVIRONMENT / NATURAL DISASTERS 7.1.27

A1	A2	B1	B2
<u>Ecology</u> world clean dirty sun wind	population environment to disappear to protect climate global warming ozone steam coal oil metal pollution litter to litter	over-population environmental environmentalist universe extinct protection climate change atmosphere atmospheric industry mineral to pollute toxic fumes smog rubbish recycling to recycle	ecology mankind endangered species to be extinct extinction to die out ozone layer to deplete depletion exhaust (fumes) acid rain rare metals water quality sewage waste treatment plant trash sources of energy: solar geo-thermal tidal
<u>Temperature</u> temperature cold warm hot	degree Celsius zero minus cool	centigrade = °C to freeze to melt heat	fahrenheit = °F to thaw heatwave
<u>Weather Conditions</u> weather sunny dry cloud(y) sky wet rain(y) It's raining storm bad air wind to blow (to) snow ice	fine shadow cool chilly miserable fog foggy mud oxygen windy snowstorm snowball icy	weather forecast sunlight sunshine clear shade gloomy damp shower rainbow lightning thunder thunderstorm stormy breeze to freeze freezing frozen slippery	(to) forecast mild ray overcast dew mist drizzle rainfall sprinkle (AmE) humid humidity tropical gust frost blizzard hail sleet

WEATHER / ENVIRONMENT / NATURAL DISASTERS 7.1.27 cont'd

A1	A2	B1	B2
<u>Natural Disasters</u> safe disaster		earthquake	safety Richter Scale fault epicentre
	flood to flood	tsunami	tidal wave
		hurricane typhoon tornado	gale
			avalanche iceberg
fire smoke to burn	on fire forest fire	drought in flames	
	to destroy	destruction	famine
			to evacuate devastation to devastate

COMMON USE 7.1.28

A1	A2	B1	B2
A	A	A	A
to agree all all right another to ask	to be able to to accept activity to admire to allow to amaze amazing amount ancient to annoy apology to argue attention	ability absolutely acceptance accurate to achieve actual to adapt to adjust advance in advance advanced to affect to agonise agony alike alright (AmE) to alter alternative amazed amusing apparent to appeal to approve approximate argument to arrange arrangement to attach to attempt to attract attraction automatic automatically awful	to abandon to absorb absurd to accommodate to accustom achievement to acquire altogether appendix to approach aspect to assess to assign to assist to assume to assure authentic aware awkward
B	B	B	B
beginning bell bottom to burn	balance to balance bedtime bit to beg to belong to blame blank both to bother bubble to burst	balanced base basic basically basis benefit brief to brighten (up) to bump	bang barrier to base on behind schedule belongings to bind to boast bonus broad
C	C	C	C
to carry colour colour - black colour - blue colour - brown colour - green colour - grey	call called to call to cancel cardboard cause to cause	calculator capable category certainty to certify chaos chaotic	calculation capability capacity character characteristic chief circuit

COMMON USE 7.1.28 cont'd			
A1	A2	B1	B2
C cont'd	C	C	C
colour - orange colour - pink colour - purple colour - red colour - white colour - yellow correct	central certain chance chat to chat to check choice clear common compact to complain to complete complicated to connect connection to contact to contain contents to continue conversation copy correction to cover cover to create crowded curious	to chatter colour – mauve colour - violet colourful to combine comment community to compare comparison complaint to complicate to compose concern concerned to confuse confusion continual continuous contrast council current curve to curve	to circulate circulation circumstance to collaborate with collapse to collapse commission to compromise concerning to conclude to conserve to consider considering consideration to contaminate contract to contribute to contribution convenience convenient to convince course (time) crisis criteria critical criticism to criticize
D	D	D	D
deep to describe different doll dream to dream to drop	to decide decoration depth description to deserve detail difficult difficulty direct to direct direction to disagree to discuss discussion double doubt to doubt drop to dry	decision declaration to declare to decrease to dedicate deed definite deliberately delight delightful dense destructive to develop development device directory to disappoint disappointing disbelief to discourage to distribute document to dread dreadful to dump duty (responsibility)	to decompose to deepen to define definition to demand to demonstrate denial desire to desire desperation determination to determine to devise to devote dimension disastrous to display to disregard distant to distinguish distinct to distract distraction to disturb disturbance donation to draw near

COMMON USE 7.1.28 cont'd			
A1	A2	B1	B2
E	E	E	E
easy empty end to enjoy enough	edge effort to encourage to end to enter exact example to excuse to expect extra	effect elegantly embarrassing emotionally to emphasize to enable to enlarge enormous to ensure entertaining enthusiastically entire equipment error to examine to exchange to excite excitement exciting exclusive exclusively explanation to exploit to explore to express extraordinary extreme	economic economical economically to electrify element to enclose to encounter to enhance enquiry entry essence to establish to estimate evaluation eventually to exaggerate exception excess exchange to exclude exemption (to) exhibit to exhilarate to expand expansion expectation expedition to expose exposition to extend external
F	F	F	F
to fill to follow to forget free front full fun	fact false familiar fantastic to fasten fault figure to finish to fix flash flat to fold force fortunately frequent frequently	fabulous failure fake familiarity fancy farewell to fascinate fascinated fascinating fascination favour favourable fee fellow filthy first of all to flatter to flow focus to force form to form fortunate	facility factor faint (adj) to fancy faulty to feature feminine femininity to file file to finance financial financially flaw foolishness former fragment to fulfil fund fundamental furthermore fine (n) to fine

COMMON USE 7.1.28 cont'd			
A1	A2	B1	B2
F cont'd	F	F	F
		fortune fragile to function	firm (adj)
G	G	G	G
	gap general great guess	generally genius glance to glance to grab gross growth guarantee (n)	gathering gaze to gaze gesture to gesture glimpse to glimpse to glow gradually grant to grasp to grip to guarantee
H	H	H	H
to happen hard to have got heavy high (adj) to hold	habit huge	to hesitate hesitation highlight to hug	to handle handy to harden heap hectic highly hollow
I	I	I	I
idea important inside	importance to include interesting impossible to improve indoor indoors to insist	ideal to ignore to imitate immediate improvement to increase incredible informal instance instant to intend intention to interfere intermediate to interpret to interrupt interruption to irritate issue item	to idealise idealism idealistic identical identically ideology idiom idle ignorance to immerse to immortalise impact imperfect impersonal implement to implement implication to imply to impose inability inaccurate incapable incentive incidentally inclined inconvenient to incorporate to increase inevitable

COMMON USE 7.1.28 cont'd

A1	A2	B1	B2
I cont'd	I	I	I
			inevitably inferior (to) inferiority to inflate influential initial initially inner innovation inquiry insecure insignificant inspiration to inspire intense interference internal to intrude intruder invaluable invisible to involve involvement to isolate isolated isolation
J	J	J	J
joke	to join to joke joy	judgement junk	to jot down justifiable justification justified to justify
K	K	K	K
kind (n)	to knock	knock	
L	L	L	L
last to lend to lie eg in bed list little to lock lost lots/a lot of	lack to last laughter length level to lift likely line (to) litter look lucky	latest (most recent) layer legend leisure (to) limit (to) load logical loose to lower loyalty lump	to lengthen literally to loathe to loosen
M	M	M	M
to make to meet middle	magnet main to manage marvellous to measure mess message	(to) magnify major majority margin mass materialistic maximum	macabre magnificent manner masculine masculinity massive master

COMMON USE 7.1.28 cont'd

A1	A2	B1	B2
M cont'd	M	M	M
	miracle to miss sb modern mood	membership method to mind minimum minority misery mission to mix up to mock monotony	matter to matter means to mention to moan modesty moreover to motivate motivation
N	N	N	N
to need (literal) new next (adj) no not	narrow necessary to notice	negative nonsense nostalgia to note notice	to neglect notably
O	O	O	O
only open to order other out outside own	old-fashioned outdoor outdoors occasionally ordinary organisation to organise	object obligation to oblige occasion occasional to occur official opportunity origin original originally outline to overcome	to obsess obsessed obsession obstacle obvious obviously opposed to optimism optimistic option to originate out of season outcome output overall
P	P	P	P
part piece plastic to pull	pattern perfect personal possible to persuade pile plan to plan to please sb plenty to prefer to prepare preparation to press to pretend private probably progress promise to promise pump	pal panel to participate particular to pause peculiar period permanent personally phase phenomenon to pierce to pinch pine pit pity plain popularity positive to possess possession	pace pad participation particularly pause to peep to permit to place plentiful position to postpone powder prejudice to preserve to presume pretence priceless primitive principle priority privacy

COMMON USE 7.1.28 cont'd

A1	A2	B1	B2
P cont'd	P	P	P
	push to push	potential (n, adj) precise to predict pressure previous to produce profile proper properly property to provide to punch pure purpose	probable procedure to promote prospect to provoke pull pump to pursue
Q	Q	Q	Q
	quality quantity quickly	quarrel questionnaire	query
R	R	R	R
ready real to remember rest (the rest of ...) right (correct)	rare to reach to realise reason recent recently to recognise to recommend to refuse regular to remain to remind to remove to reply result to return to roll rough RSVP rubber (material)	to raise range rank rapid rate recommendation to reduce reduction refusal regulation to regulate to reject to release relevant to remark to renew replica to represent request to request to require resource to respond response to restrict to retain to reveal revolting to rid to rinse to rip to rock to rub to ruin	radical to range to react reaction reasonably to recall to reckon to refer reference rejection relative (adj) relatively reliance reluctance reluctant requirement to resist resistance resistant restriction revelation revise revision (BrE) route

COMMON USE 7.1.28 cont'd			
A1	A2	B1	B2
S	S	S	S
same to say to seem shout to shout to show shut (adj) to shut side sign slow slowly smell to smell soft sorry start to start step to step stop to stop sure (to) surprise	satisfied scream to scream secret to select set to set several shallow shape to share sharp shiny to shove signal silence silent similar simple single situation to slip special spot to spray steel stitch stuff sudden suit suitable system	sake satisfactory savage scandal scheme to scold search to search separate to separate session to sigh sight significance significant similarity similarly to slap slight smooth to soak sort space (area) spare to spare specific to store spectacular splendid to spot to squeeze standard to stare status steady strap stressful to stretch substance to suck suggestion to suggest sum supply to supply to support surface to surround to swap to swear	scope sector selection selective sensation to sense sequence to settle to shift to shorten slightly smart (idea) smoothness to snap so-called spark specialisation specialist to specialize specifically to stack stage (=phase) stain to stain stake stimulate stock straightforward strengthen to stress to submit subtle superb superior (to) superiority supervision to supply symbol to symbolise sympathetic sympathy
T	T	T	T
talk to talk than	to tear thick thin	task to tempt to terrify	tendency to tend terrific

COMMON USE 7.1.28 cont'd			
A1	A2	B1	B2
T cont'd	T	T	T
thank to thank thing together top toy true to try to turn turning (in directions)	thought tiny to touch treasure trend trendy type	thrill thrilled thrilling tight to tire tiring to tolerate tone touch to transfer to trap to trim tube turn (my turn) to turn one's head typical	therefore thoroughly to tighten tip tolerance tolerant trade to trade
U	U	U	U
use usual	unable	unbelievable uncivilised understandable unfair unfit unfortunate unique united universal universally unknown unlikely unpopular unsatisfied up to date upper urgent useless	ultimate unacceptable undoubted upright to urge to utter
V	V	V	V
visitor	variety	vague to vanish various virtual visible voluntary	TO vary vast venue version visual vivid voluntarily
W	W	W	W
to wait to want well wrong	to waste to wave way well made whole wide to wonder wooden to worry about	waste to welcome width to wipe to wish	to widen wide open widespread to withhold worthless
Y	Y	Y	Y
yes			

EXCLAMATIONS / INTERJECTIONS 7.1.29			
A1	A2	B1	B2
Good! Oh! Oh, dear! Oh, no! Sh!	OK/okay Cheers! Congratulations! Well done! (That's) great! (That's) fantastic! (That's) amazing! (That's) terrible! (That's) ridiculous! Pardon? You know,	Exactly! (That's) wonderful! (That's) awful!	Hurray! (That's) brilliant! (That's) magnificent! (That's) terrific! Rubbish!
LETTER ELEMENTS / GREETINGS / ADDRESSES 7.1.30			
A1	A2	B1	B2
hello hi (good)bye (good)night thank you thanks you're welcome	Cheerio! Dear ..., Love, From, Lots of love, PS please	Dear Sir/Madam: (AmE) Yours faithfully,. Yours sincerely, To: From: Re: Subject: regarding To sum up,	 with reference to with regard to

7.2 – ARTICLES

1. INDEFINITE ARTICLES

A1	A2
<p>a. A before consonant, <i>an</i> before vowels</p> <p>b. Exceptional sounds such as:</p> <p style="padding-left: 20px;"><i>a unit</i></p> <p style="padding-left: 20px;"><i>a useful pencil</i></p> <p style="padding-left: 20px;"><i>a European country</i></p> <p style="padding-left: 20px;"><i>an hour</i></p> <p style="padding-left: 20px;"><i>an honest man</i></p> <p>c. A or <i>an</i> before jobs or occupations</p> <p style="padding-left: 20px;"><i>He's a student.</i></p>	<p>a. <i>An</i> before certain initials: <i>F, H, L, M, N, R, S, X</i></p> <p style="padding-left: 20px;"><i>a</i> before <i>u</i> <i>a U.F.O.</i></p> <p>b. <i>a</i> or <i>an</i> hotel (not in contrast)</p> <p>c. Expressions of rate:</p> <p style="padding-left: 20px;"><i>twice a day</i></p> <p style="padding-left: 20px;"><i>40p a kilo</i></p> <p style="padding-left: 20px;"><i>70 miles an hour</i></p>

2. THE DEFINITE ARTICLE

A1	A2
<p>a. <i>The</i> is not used in the following cases:</p> <ol style="list-style-type: none"> Proper nouns.....<i>Athens, Greece, Europe</i> Roads, streets.....<i>Short Street, South Road</i> Avenues.....<i>Alexandras Avenue</i> School subjects.....<i>I study history.</i> Meals.....<i>I'm having lunch.</i> Days of week.....<i>On Sunday I go to church.</i> Months.....<i>Schools close in June.</i> Public holidays.....<i>We buy gifts at Christmas.</i> <li style="padding-left: 20px;"><i>I went to Crete at Easter.</i> Games, sports.....<i>Tennis is boring.</i> <li style="padding-left: 20px;"><i>He plays basketball.</i> <li style="padding-left: 20px;"><i>Do you play cards?</i> Colours.....<i>I like pink best of all.</i> Islands (single).....<i>Have you been to Crete?</i> Names of languages (without <i>language</i>) <li style="padding-left: 20px;"><i>Do you speak Greek?</i> <li style="padding-left: 20px;">(BUT <i>I don't like the German language.</i>) <p>b. <i>The</i> is used in the following cases:</p> <ol style="list-style-type: none"> Rivers.....<i>We saw the River Axios.</i> Seas.....<i>I like the Aegean Sea.</i> Oceans.....<i>The Pacific Ocean is big.</i> With pronouns.....<i>the one/ones</i> 	<p>a. <i>The</i> is not used in the following cases:</p> <ol style="list-style-type: none"> Single mountains.....<i>Taygetus, Everest</i> Shops<i>I'm going to Harrods.</i> Lakes<i>Lake Erie, Lake Marathon</i> Two-word names.....<i>Constitution Square</i> <li style="padding-left: 20px;">Note: we use <i>the National Gardens</i> and <i>the White House</i> because <i>National</i> and <i>White</i> are not names. In certain preposition + noun combinations: <i>in/at/to... bed, church, home, hospital, market, prison, school, university</i> (Note: when these places are visited for a purpose other than what they were established for, the definite article is used.) <li style="padding-left: 20px;"><i>in ink/pencil</i> <li style="padding-left: 20px;"><i>by bus/train/car/plane/ship/boat/rail/air/sea, etc</i> <li style="padding-left: 20px;"><i>at/to work</i> <li style="padding-left: 20px;"><i>on foot/paper</i> When we are talking about things in general <li style="padding-left: 20px;"><i>Cats are animals.</i> (all of them) Planets<i>Mars, Venus</i> Continents<i>Europe, Asia, Antarctica</i> Magazines<i>TIME, Vogue, Seventeen</i> <p>b. <i>The</i> is used in the following cases:</p> <ol style="list-style-type: none"> Mountain ranges<i>the Pindus, the Alps</i> Canals<i>the Corinth Canal</i> Unions<i>the United States</i>

7.2 ARTICLES

1. INDEFINITE ARTICLES

B1	B2

2. THE DEFINITE ARTICLE

B1	B2
<p>b. <i>The</i> is used in the following cases:</p> <ol style="list-style-type: none"> 1. Republics, kingdoms...<i>the Republic of Greece</i> <i>the Kingdom of Denmark</i> 2. Plural names.....<i>the Netherlands</i> 3. Island groups.....<i>the Cyclades, the Sporades</i> 4. Unique objects.....<i>the sun, the Earth, the sky,</i> <i>the moon, the future, the</i> <i>Parthenon</i> 5. Deserts.....<i>the Sahara, the Kalahari</i> 6. Classes of people.....<i>the old, the rich, the dead</i> 7. Newspapers.....<i>the Times, the Guardian</i> 8. Regions.....<i>the Peloponese, the Arctic</i> (BUT <i>Southern Greece,</i> <i>Asia Minor</i>) 9. Whole families.....<i>The Browns left for Italy.</i> 10. Ships.....<i>the Ellie, the Averof</i> 11. Theatres/cinemas.....<i>the State Theatre, the Rex</i> 12. Museums/galleries.....<i>the Benaki Museum,</i> <i>the Tate Gallery</i> 13. Weights/measures.....<i>We buy sugar by the kilo.</i> 14. Hotels and restaurants (not ending in 's) <i>the Savoy, the Phoenix</i> (BUT <i>Antonio's Pizza</i>) 15. Scientific inventions...<i>the radio, the telephone</i> 16. Nationality (meaning <i>the people of the country</i>) <i>the Greeks, the English</i> 17. We also say.....<i>the army, the police,</i> <i>the fire brigade, the navy</i> 18. Public buildings.....<i>the bank, the post office,</i> <i>the library, the town hall</i> 19. Adjectives after verbs of perception....<i>feel the cold</i> 	

7.3 IRREGULAR NOUNS

1. IRREGULAR PLURAL FORM

A1	A2
<i>man</i> <i>men</i> <i>woman</i> <i>women</i> <i>child</i> <i>children</i> <i>foot</i> <i>feet</i> <i>tooth</i> <i>teeth</i> <i>fish</i> <i>fish</i> <i>mouse</i> <i>mice</i> <i>sheep</i> <i>sheep</i>	<i>person</i> <i>people</i> <i>goose</i> <i>geese</i> <i>sheep</i> <i>sheep</i> <i>penny</i> <i>pence/pennies</i>

2. TAKING A SINGULAR VERB

A1	A2
The following only: <i>bread</i> <i>pepper</i> <i>butter</i> <i>physics</i> <i>cheese</i> <i>rain</i> <i>grass</i> <i>salt</i> <i>gymnastics</i> <i>snow</i> <i>hair</i> <i>spaghetti</i> <i>mathematics</i> <i>sugar</i> <i>maths</i> <i>time</i> <i>milk</i> <i>water</i> <i>money</i> <i>weather</i> <i>news</i> <i>wine</i> <i>oil</i> <i>work</i>	<i>advice</i> <i>athletics</i> <i>dirt</i> <i>furniture</i> <i>information</i> <i>languages: Greek, French</i> <i>luggage/baggage</i> <i>traffic</i>

3. TAKING A PLURAL VERB

A1	A2
<i>clothes</i> <i>jeans</i> <i>police</i> <i>pyjamas</i> <i>shorts</i> <i>trousers</i>	<i>glasses</i> Also used with a pair of: <i>pyjamas</i> <i>scissors</i>

4. COUNTABLE OR UNCOUNTABLE

A1	A2

5. COMPOUNDS

A1	A2

7.3 IRREGULAR NOUNS

1. IRREGULAR PLURAL FORM

B1	B2
<i>aircraft</i> <i>aircraft</i> <i>craft (vehicle)</i> <i>craft</i> <i>series</i> <i>series</i> <i>species</i> <i>species</i> <i>deer</i> <i>deer</i> <i>salmon</i> <i>salmon</i>	<i>crisis</i> <i>crises</i> <i>phenomenon</i> <i>phenomena</i> <i>ox</i> <i>oxen</i> <i>trout</i> <i>trout</i>

2. TAKING A SINGULAR VERB

B1	B2
<i>economics</i> <i>flour</i> <i>garbage</i> <i>knowledge</i> <i>lightning</i> <i>machinery</i> <i>nonsense</i> <i>rubbish</i> <i>scenery</i> <i>thunder</i> <i>trouble</i>	<i>billiards</i> <i>measles</i> <i>mumps</i> <i>permission</i>

3. TAKING A PLURAL VERB

B1	B2
<i>cattle</i> <i>pants</i> <i>slacks</i> (AmE) <i>surroundings</i> <i>tights</i> <i>underpants</i> (AmE)	<i>goods</i> <i>grounds</i> <i>outskirts</i> <i>riches</i> <i>savings</i> <i>thanks</i> <i>wages</i>

4. COUNTABLE OR UNCOUNTABLE

B1	B2
<i>hair</i> <i>paper</i>	<i>work</i>

5. COMPOUNDS

B1	B2
	<i>brothers-in-law</i> <i>fathers-in-law</i> <i>mothers-in-law</i> <i>sisters-in-law</i> <i>passers-by</i> <i>spoonfuls</i>

7.4 PRONOUNS

1. PERSONAL

A1		A2
<u>Subject</u>	<u>Object</u>	<u>Reflexive</u>
<i>I</i>	<i>me</i>	<i>myself</i>
<i>you</i>	<i>you</i>	<i>yourself</i>
<i>he</i>	<i>him</i>	<i>himself</i>
<i>she</i>	<i>her</i>	<i>herself</i>
<i>it</i>	<i>it</i>	<i>itself</i>
<i>we</i>	<i>us</i>	<i>ourselves</i>
<i>you</i>	<i>you</i>	<i>yourselves</i>
<i>they</i>	<i>them</i>	<i>themselves</i>

2. PERSONAL POSSESSIVE

A1	A2
<u>Possessive Adjective</u>	<u>Possessive Pronoun</u>
<i>my</i>	<i>mine</i>
<i>your</i>	<i>yours</i>
<i>his</i>	<i>his</i>
<i>her</i>	<i>hers</i>
<i>its</i>	
<i>our</i>	<i>ours</i>
<i>your</i>	<i>yours</i>
<i>their</i>	<i>theirs</i>

3. DEMONSTRATIVE

A1	A2
<i>this / that</i>	
<i>these / those</i>	

4. INTERROGATIVE

A1	A2
<i>who</i>	<i>whom</i>
<i>what</i>	<i>whose</i>
<i>which</i>	

5. INDEFINITE

A1	A2
<i>one</i>	<i>you</i> <i>anybody</i> <i>somebody</i> <i>everybody</i>
<i>ones</i>	<i>each</i> <i>anyone</i> <i>someone</i> <i>everyone</i>
<i>all</i>	<i>a few</i> <i>anything</i> <i>something</i> <i>everything</i>
<i>any of</i>	<i>a little</i> <i>anywhere</i> <i>somewhere</i> <i>everywhere</i>
<i>some of</i>	<i>nobody</i> <i>nothing</i> <i>nowhere</i> <i>none</i>
	<i>no one</i>

6. RELATIVE

A1	A2
	<i>who</i> <i>where</i> <i>when</i> <i>that</i>
	Recognition only: <i>whom</i> <i>whose</i> <i>which</i>

7.4 PRONOUNS

1. PERSONAL

B1

Emphatic

myself
yourself
himself
herself
itself
ourselves
yourselves
themselves

B2

Emphatic Connectives

whoever
whatever
whichever
whenever
wherever
however

Reflexive

oneself

2. PERSONAL POSSESSIVE

B1

of mine
of yours
of his
of hers

of ours
of yours
of theirs

B2

3. DEMONSTRATIVE

B1

B2

4. INTERROGATIVE

B1

B2

who ever
what ever
which ever

5. INDEFINITE

B1

they (... say)
it (... is said)

a few vs few
a little vs little

B2

all of
both of
either of
neither of
none of
several of

many of
much of

6. RELATIVE

B1

who
where
when
that

whom
whose
which

B2

7.5 IRREGULAR VERBS

A1			A2		
<u>Infinitive</u>	<u>Past</u>	<u>Past Participle</u>	<u>Infinitive</u>	<u>Past</u>	<u>Past Participle</u>
<i>be</i>	<i>was</i>	<i>been</i>	<i>beat</i>	<i>beat</i>	<i>beaten</i>
<i>become</i>	<i>became</i>	<i>become</i>	<i>burst</i>	<i>burst</i>	<i>burst</i>
<i>begin</i>	<i>began</i>	<i>begun</i>	<i>deal</i>	<i>dealt</i>	<i>dealt</i>
<i>bite</i>	<i>bit</i>	<i>bitten</i>	<i>dig</i>	<i>dug</i>	<i>dug</i>
<i>blow</i>	<i>blew</i>	<i>blown</i>	<i>forgive</i>	<i>forgave</i>	<i>forgiven</i>
<i>break</i>	<i>broke</i>	<i>broken</i>	<i>hurt</i>	<i>hurt</i>	<i>hurt</i>
<i>bring</i>	<i>brought</i>	<i>brought</i>	<i>lay</i>	<i>laid</i>	<i>laid</i>
<i>build</i>	<i>built</i>	<i>built</i>	<i>prove</i>	<i>proved</i>	<i>proved/proven</i>
<i>burn</i>	<i>burnt/burned</i>	<i>burnt/burned</i>	<i>set</i>	<i>set</i>	<i>set</i>
<i>buy</i>	<i>bought</i>	<i>bought</i>	<i>shake</i>	<i>shook</i>	<i>shaken</i>
<i>catch</i>	<i>caught</i>	<i>caught</i>	<i>spell</i>	<i>spelt/spelled</i>	<i>spelt/spelled</i>
<i>choose</i>	<i>chose</i>	<i>chosen</i>	<i>spoil</i>	<i>spoilt/spoiled</i>	<i>spoilt/spoiled</i>
<i>come</i>	<i>came</i>	<i>come</i>	<i>spread</i>	<i>spread</i>	<i>spread</i>
<i>cost</i>	<i>cost</i>	<i>cost</i>	<i>sting</i>	<i>stung</i>	<i>stung</i>
<i>cut</i>	<i>cut</i>	<i>cut</i>	<i>swing</i>	<i>swung</i>	<i>swung</i>
<i>do</i>	<i>did</i>	<i>done</i>	<i>tear</i>	<i>tore</i>	<i>torn</i>
<i>draw</i>	<i>drew</i>	<i>drawn</i>			
<i>dream</i>	<i>dreamt/dreamed</i>	<i>dreamt/dreamed</i>			
<i>drink</i>	<i>drank</i>	<i>drunk</i>			
<i>drive</i>	<i>drove</i>	<i>driven</i>			
<i>eat</i>	<i>ate</i>	<i>eaten</i>			
<i>fall</i>	<i>fell</i>	<i>fallen</i>			
<i>feed</i>	<i>fed</i>	<i>fed</i>			
<i>feel</i>	<i>felt</i>	<i>felt</i>			
<i>fight</i>	<i>fought</i>	<i>fought</i>			
<i>find</i>	<i>found</i>	<i>found</i>			
<i>fly</i>	<i>flew</i>	<i>flown</i>			
<i>forget</i>	<i>forgot</i>	<i>forgotten</i>			
<i>get</i>	<i>got</i>	<i>got</i>			
<i>give</i>	<i>gave</i>	<i>given</i>			
<i>go</i>	<i>went</i>	<i>gone</i>			<i>gone vs been</i>
<i>grow</i>	<i>grew</i>	<i>grown</i>			
<i>hang</i>	<i>hung</i>	<i>hung</i>			
<i>have</i>	<i>had</i>	<i>had</i>			
<i>hear</i>	<i>heard</i>	<i>heard</i>			
<i>hide</i>	<i>hid</i>	<i>hidden</i>			
<i>hit</i>	<i>hit</i>	<i>hit</i>			
<i>hold</i>	<i>held</i>	<i>held</i>			
<i>keep</i>	<i>kept</i>	<i>kept</i>			
<i>know</i>	<i>knew</i>	<i>known</i>			
<i>lead</i>	<i>led</i>	<i>led</i>			
<i>learn</i>	<i>learnt/learned</i>	<i>learnt/learned</i>			
<i>leave</i>	<i>left</i>	<i>left</i>			
<i>lend</i>	<i>lent</i>	<i>lent</i>			
<i>let</i>	<i>let</i>	<i>let</i>			
<i>lie</i>	<i>lay</i>	<i>lain</i>			
<i>light</i>	<i>lit</i>	<i>lit</i>			
<i>lose</i>	<i>lost</i>	<i>lost</i>			
<i>make</i>	<i>made</i>	<i>made</i>			
<i>mean</i>	<i>meant</i>	<i>meant</i>			
<i>meet</i>	<i>met</i>	<i>met</i>			
<u>cont'd</u>					

7.5 IRREGULAR VERBS

B1			B2		
<u>Infinitive</u>	<u>Past</u>	<u>Past Participle</u>	<u>Infinitive</u>	<u>Past</u>	<u>Past Participle</u>
<i>bend</i>	<i>bent</i>	<i>bent</i>	<i>arise</i>	<i>arose</i>	<i>arisen</i>
<i>bet</i>	<i>bet</i>	<i>bet</i>	<i>bind</i>	<i>bound</i>	<i>bound</i>
<i>bleed</i>	<i>bled</i>	<i>bled</i>	<i>breed</i>	<i>bred</i>	<i>bred</i>
<i>broadcast</i>	<i>broadcast</i>	<i>broadcast</i>	<i>cast</i>	<i>cast</i>	<i>cast</i>
<i>creep</i>	<i>crept</i>	<i>crept</i>	<i>cling</i>	<i>clung</i>	<i>clung</i>
<i>freeze</i>	<i>froze</i>	<i>frozen</i>	<i> dwell</i>	<i>dwelt/dwelled</i>	<i>dwelt/dwelled</i>
<i>kneel</i>	<i>knelt</i>	<i>knelt</i>	<i>flee</i>	<i>fled</i>	<i>fled</i>
<i>lean</i>	<i>leant/leaned</i>	<i>leant/leaned</i>	<i>fling</i>	<i>flung</i>	<i>flung</i>
<i>mislay</i>	<i>mislaid</i>	<i>mislaid</i>	<i>forbid</i>	<i>forbade</i>	<i>forbidden/forbad</i>
<i>mislead</i>	<i>misled</i>	<i>misled</i>	<i>forecast</i>	<i>forecast</i>	<i>forecast</i>
<i>mistake</i>	<i>mistook</i>	<i>mistaken</i>	<i>foresee</i>	<i>foresaw</i>	<i>foreseen</i>
<i>misunderstand</i>	<i>misunderstood</i>	<i>misunderstood</i>	<i>foretell</i>	<i>foretold</i>	<i>foretold</i>
<i>overcome</i>	<i>overcame</i>	<i>overcome</i>	<i>grind</i>	<i>ground</i>	<i>ground</i>
<i>overhear</i>	<i>overheard</i>	<i>overheard</i>	<i>knit</i>	<i>knit/knitted</i>	<i>knit/knitted</i>
<i>oversleep</i>	<i>overslept</i>	<i>overslept</i>	<i>leap</i>	<i>leapt/leaped</i>	<i>leapt/leaped</i>
<i>overtake</i>	<i>overtook</i>	<i>overtaken</i>	<i>misspell</i>	<i>misspelt/-ed</i>	<i>misspelt/-ed</i>
<i>rebuild</i>	<i>rebuilt</i>	<i>rebuilt</i>	<i>outdo</i>	<i>outdid</i>	<i>outdone</i>
<i>remake</i>	<i>remade</i>	<i>remade</i>	<i>outgrow</i>	<i>outgrew</i>	<i>outgrown</i>
<i>repay</i>	<i>repaid</i>	<i>repaid</i>	<i>shed</i>	<i>shed</i>	<i>shed</i>
<i>reset</i>	<i>reset</i>	<i>reset</i>	<i>shrink</i>	<i>shrank/shrunk</i>	<i>shrunk</i>
<i>rewrite</i>	<i>rewrote</i>	<i>rewritten</i>	<i>spin</i>	<i>spun</i>	<i>spun</i>
<i>seek</i>	<i>sought</i>	<i>sought</i>	<i>swell</i>	<i>swelled</i>	<i>swelled/swollen</i>
<i>sew</i>	<i>sewed</i>	<i>sewn</i>	<i>thrive</i>	<i>thrived</i>	<i>thrived/thriven</i>
<i>sink</i>	<i>sank</i>	<i>sunk</i>	<i>thrust</i>	<i>thrust</i>	<i>thrust</i>
<i>sow</i>	<i>sowed</i>	<i>sown</i>	<i>tread</i>	<i>trod</i>	<i>trodden</i>
<i>speed</i>	<i>sped/speeded</i>	<i>sped/speeded</i>	<i>withdraw</i>	<i>withdrew</i>	<i>withdrawn</i>
<i>spill</i>	<i>spilt/spilled</i>	<i>spilt/spilled</i>			
<i>split</i>	<i>split</i>	<i>split</i>			
<i>stink</i>	<i>stank/stunk</i>	<i>stunk</i>			
<i>strike</i>	<i>struck</i>	<i>struck/stricken</i>			
<i>swear</i>	<i>swore</i>	<i>sworn</i>			
<i>undergo</i>	<i>underwent</i>	<i>undergone</i>			
<i>undertake</i>	<i>undertook</i>	<i>undertaken</i>			
<i>undo</i>	<i>undid</i>	<i>undone</i>			
<i>upset</i>	<i>upset</i>	<i>upset</i>			
<i>weep</i>	<i>wept</i>	<i>wept</i>			
<i>wind</i>	<i>wound</i>	<i>wound</i>			

7.5 IRREGULAR VERBS cont'd

A1			A2
<u>Infinitive</u>	<u>Past</u>	<u>Past Participle</u>	
pay	paid	paid	
put	put	put	
read	read	read	
ride	rode	ridden	
ring	rang	rung	
rise	rose	risen	
run	ran	run	
say	said	said	
see	saw	seen	
sell	sold	sold	
send	sent	sent	
shine	shone	shone	
shoot	shot	shot	
show	showed	showed/shown	
shut	shut	shut	
sing	sang	sung	
sit	sat	sat	
sleep	slept	slept	
speak	spoke	spoken	
spend	spent	spent	
stand	stood	stood	
stick	stuck	stuck	
sweep	swept	swept	
swim	swam	swum	
take	took	taken	
teach	taught	taught	
tell	told	told	
think	thought	thought	
throw	threw	thrown	
understand	understood	understood	
wake	woke	woken	
wear	wore	worn	
win	won	won	
write	wrote	written	

7.6 PHRASAL VERBS: A1

Be in be at home/in office <i>Is Jane in? She told me to call.</i>	Get off alight <i>Let's get off the bus at this stop.</i>	Look after tend <i>I pay her to look after the baby</i>	Stand up <i>We stand up to sing the national anthem.</i>
Be out not be at home/in office <i>I rang earlier but you were out.</i>	Get on board <i>She got on the bus to go to town.</i>	Look for try to find <i>I'm looking for the pen I lost.</i>	Take back <i>If you give a friend a gift, it's not nice to take it back.</i>
Bring back return <i>Bring me back my book!</i>	Get out (of) leave <i>He got out of the car and ran into the airport.</i>	Look out be careful <i>Look out! A car's coming!</i>	Take off remove <i>He took off his shoes.</i>
Come in enter <i>"Come in," he shouted. "The door's open."</i>	Get up rise (from bed) <i>He gets up at 7 a.m. every day.</i>	Pick up lift <i>Don't try to pick up that rock!</i>	Take out remove from a place <i>Open the oven; take out the pie.</i>
Fill in complete <i>Please fill in the form in ink.</i>	Give back return <i>Please give me back my watch.</i>	Put down let go of, place <i>I put the box down on the table.</i>	Turn off switch off <i>He turned off the light and went to sleep.</i>
Get back return <i>When did you get back from Paris?</i>	Go down move along or down <i>Go down the street to the corner.</i>	Put on get dressed in <i>Put on your coat. It's cold.</i>	Turn on switch on <i>Turn on the TV. I want to watch the news.</i>
Get in enter a vehicle <i>We're late! Get in the car!</i>	Go up move up or rise <i>The balloon went up and got stuck in a tree.</i>	Shut up be quiet (impolite) <i>Will you please shut up?</i>	Wake up awaken <i>My children always wake up late at the weekend.</i>
		Sit down <i>Please sit down and open your books!</i>	

7.6 PHRASAL VERBS: A2

Bring up raise (children/animals) <i>Her Aunt Sue brought her up.</i>	Get on with manage to live/work <i>I get on well with my teacher. He likes me.</i>	Hang up hang/affix sth in/on sth <i>Hang up your clothes in the wardrobe.</i>	Put up erect or hang <i>We put up our tent by the river.</i>
Carry on continue <i>Carry on with your work.</i>	Give in hand in, submit <i>Please give in your tests to the teacher.</i>	Hang up end a phone conversation <i>She got so angry, she hung up.</i>	Rub out erase <i>Rub out that word. It is spelt wrong.</i>
Come down move to a lower level <i>Prices came down after Easter.</i>	Give out distribute <i>He gave out the exam papers.</i>	Have on be dressed in <i>He had his new suit on for the party.</i>	Run after pursue <i>Some dogs were running after the car.</i>
Come on hurry, proceed <i>Come on! You don't want to be late again, do you?</i>	Go on happen <i>What's going on here?</i>	Hurry up to move quickly <i>Hurry up! We'll be late!</i>	Run away to escape <i>He ran away from home to avoid being punished.</i>
Cross out remove from list <i>If you can't come, I'll cross your name out.</i>	Go on continue <i>Please, go on with your story.</i>	Keep off stay away from a surface 'Keep Off the Grass' means 'Don't walk on it.'	Stay up remain awake and out of bed <i>At the weekend, we stay up till midnight.</i>
Find out learn, discover <i>Try to find out his real name.</i>	Go out stop burning <i>It's cold; the fire has gone out.</i>	Knock down cause to fall <i>He was knocked down by a car.</i>	Switch off put/turn off, extinguish <i>He switched off the light and went to sleep.</i>
Get into enter with difficulty or effort <i>How did the thief get into the house?</i>	Go out date, see socially <i>Bob and Betty went out for two years before they got married.</i>	Put on switch on <i>Put on the light, please.</i>	Switch on put/turn on <i>He switched on the light to read his book, as it was getting dark.</i>
Get on make progress <i>How are you getting on at school?</i>	Grow up become an adult <i>Jane wants to be a nurse when she grows up.</i>	Put out extinguish <i>The fire brigade put out the fire.</i>	

7.6 PHRASAL VERBS: A2 cont'd

Take part in participate Ed wanted to take part in the beach clean-up, but he was ill.	Throw away dispose of <i>Dan got new posters and threw away his old ones.</i>	Try on test/put on (clothes) <i>Always try clothes on before you buy them.</i>	Turn up increase intensity <i>Turn up the radio. I can't hear it.</i>
Take place <i>happen</i> The concert will take place on 15 June at the Rocks Theatre.	Tidy up make clean/tidy <i>Please tidy up your room! It's a mess!</i>	Turn down reduce intensity <i>Turn down the radio. It's too loud.</i>	Wash up to wash dishes etc. <i>I'll wash up the plates if you dry them.</i>

7.6 PHRASAL VERBS: B1

Ask after inquire about The baker asked after my grandmother.	Bring up introduce sth in a discussion <i>Ken brought up the matter of the missing money.</i>	Clear up tidy, put in order <i>The maid cleared up the mess after the party.</i>	Fall off fall from <i>He fell off the cliff and died.</i>
Be off be bad <i>The milk is off; don't drink it.</i>	Bring up raise (children/animals) <i>She was brought up by her grandmother.</i>	Come down move to a lower level <i>Prices came down after Easter.</i>	Fed up with tired of <i>I'm so fed up with your leaving all the housework for me!</i>
Be off leave <i>I'd better be off now. I'm late.</i>	Call for collect someone <i>I'll call for you at 10 a.m., so we can go out for coffee.</i>	Come off detach <i>The wheel came off and the car crashed.</i>	Feel like fancy <i>I feel like having an early night; I'm tired.</i>
Be off/on not activated/activated <i>Don't be afraid to go into the cellar. The light is on.</i>	Call in visit <i>I called in to see how you are.</i>	Come round/over visit <i>Come over and have tea with us next Tuesday.</i>	Fill in supplement, fill, write <i>Fill in each gap with just one word.</i>
Be over finish <i>The game was over before I realised it.</i>	Call off abandon, cancel <i>The match was called off due to the bad weather.</i>	Come up against confront a difficulty The new rule came up against strong opposition from parents.	Get along/on with have a good relationship <i>My father doesn't get on with his boss.</i>
Be up to engage in sth, often mischief <i>I hear noise in there! What are you kids up to?</i>	Carry off take away <i>Cats carried off the chicken bones we threw in the garden.</i>	Cut down fell <i>They cut down the tree beside the house.</i>	Get at imply <i>I have a bad attitude? Just what are you getting at?</i>
Beat up attack violently and injure <i>Someone was beaten up in the street last night.</i>	Carry out complete, follow orders <i>Be sure to carry out the instructions in the test booklet.</i>	Cut off separate by cutting <i>She cut off a piece of cheese for me to taste.</i>	Get away leave (with difficulty) <i>Sorry I'm late; I couldn't get away from the office.</i>
Break down fail to go on working <i>The car broke down, so we had to walk.</i>	Check in register (hotel etc) <i>We checked in at the hotel as soon as we got to Manchester.</i>	Cut out remove from a larger piece <i>We cut out paper hearts and glued them on the card.</i>	Get back recover <i>He never got his car back after it was stolen.</i>
Break into enter by force <i>Thieves broke into the house and stole the TV.</i>	Check out give up a hotel room, leave <i>Please get my bill ready; I want to check out.</i>	Cut up divide into small pieces <i>They cut up the bread and gave us each a piece.</i>	Get down bring down <i>I'll need a stool to get my bag down from the shelf.</i>
Break out start <i>War broke out along the border.</i>	Check over examine <i>Check over your answers before handing in your paper.</i>	Dress up dress fashionably <i>Are you dressing up for the fancy dress ball?</i>	Get into become involved in <i>She always gets into trouble at school.</i>
Bring off complete successfully <i>They brought off the play despite the lights going off.</i>	Clean out tidy and discard useless contents <i>I clean out the fridge every week.</i>	Drop out quit <i>Sam dropped out of school at the age of 15.</i>	Get out of leave (place/situation) <i>We had to get out of the house before it flooded.</i>
Bring out introduce, esp. in a market <i>They'll bring out the new product next year.</i>	Clean up tidy, clean completely <i>Please clean up the mess in the kitchen.</i>	Fall back move away from <i>Facing a strong enemy, they fell back to a safer position.</i>	Get out of avoid (a duty) <i>The washing up is your job! Don't try to get out of it!</i>

7.6 PHRASAL VERBS: B1 cont'd

<p>Get rid of dispose of sth unwanted <i>Ned put up new posters and got rid of his old ones.</i></p> <p>Get through make phone contact <i>I tried to ring, but I couldn't get through.</i></p> <p>Get through pass <i>It's a hard exam but I'll get through if I study.</i></p> <p>Get together meet, assemble <i>We usually get together once a week to talk.</i></p> <p>Give up surrender, stop trying <i>I give up! What's the answer?</i></p> <p>Give up stop smoking, using etc. <i>I gave up smoking for my health.</i></p> <p>Go after pursue <i>Go after her! Stop her!</i></p> <p>Go along with agree or acquiesce <i>Tom didn't like the plan but he went along with it.</i></p> <p>Go down to decrease in size/value <i>When new cars come out, prices of the old ones go down.</i></p> <p>Go off/on stop/start working (lights, etc) <i>The street lights go on at sunset and off at dawn.</i></p> <p>Go off explode, shoot, fire <i>The gun went off unexpectedly.</i></p> <p>Go off leave <i>We went off to the beach.</i></p> <p>Go out stop burning <i>The fire has gone out.</i></p> <p>Go over review, revise <i>I like to go over my notes just before a test.</i></p> <p>Go up to increase in size/value <i>Prices have gone up 15% in the last year.</i></p>	<p>Go with accompany, suit/match <i>That skirt will go well with your new blouse.</i></p> <p>Hand in submit <i>I've handed in my work.</i></p> <p>Hand out distribute <i>During the concert, the band handed out flowers.</i></p> <p>Hang on wait <i>Hang on a moment while I get a pen and paper.</i></p> <p>Hang on grip firmly <i>Hang on to your hat; it's windy!</i></p> <p>Have back have something returned <i>You can take the book, but I'd like to have it back tomorrow.</i></p> <p>Have in have sb in one's home <i>I'm having friends in for a party.</i></p> <p>Hear about/of be informed about <i>Have you heard of telepathy?</i></p> <p>Hear from have contact with <i>I haven't heard from Jim today.</i></p> <p>Hold on stop or wait <i>Hold on. I'm not ready.</i></p> <p>Hold on wait, stay in position <i>Hold on. Help will come soon.</i></p> <p>Hold onto keep/maintain a grip on <i>Hold onto the rope and you won't fall down.</i></p> <p>Hold out refuse to join in <i>The jury all voted guilty except one member who held out.</i></p> <p>Hold up delay <i>Fog held up the flights to Paris.</i></p> <p>Join in take part in <i>He didn't join in the game as he was feeling ill.</i></p> <p>Keep back hold/stay at a distance <i>Keep back! The fire's hot!</i></p>	<p>Keep down maintain at a low level <i>The baby is sleeping. Please keep the noise down.</i></p> <p>Keep on continue <i>Keep on trying his number till he answers.</i></p> <p>Keep to stay on <i>To avoid disturbing wildlife, please keep to the footpath.</i></p> <p>Knock out knock sb unconscious <i>He hit the burglar on the head and knocked him out.</i></p> <p>Leave out omit <i>When we make the list, we mustn't leave her out!</i></p> <p>Let down disappoint <i>She felt she had let him down by not coming.</i></p> <p>Let in allow to enter <i>It's raining out here! Let me in!</i></p> <p>Let out release <i>Did someone let the cat out? I can't find her.</i></p> <p>Light up light brightly <i>The Northern Lights light up the sky in Alaska.</i></p> <p>Line up form a queue <i>When the fire alarm rings, line up quietly and leave.</i></p> <p>Live on support by means of <i>What does he live on? He hasn't got a job.</i></p> <p>Live on subsist on (eg food) <i>Young people live mainly on junk food.</i></p> <p>Look into investigate <i>The police are looking into the matter.</i></p> <p>Look out for be aware of, alert for <i>Look out for rocks on the road.</i></p>	<p>Look through examine <i>The teacher looked through my report.</i></p> <p>Look up try to find (information) <i>Look the word up in the dictionary.</i></p> <p>Make out manage to see <i>I can see a man, but I can't make out who he is.</i></p> <p>Make up invent <i>He made up an excuse for being late again.</i></p> <p>Mix up confuse <i>I think you've mixed up monkeys with chimps.</i></p> <p>Move along leave, disperse <i>Police: Leave the area. Move along quietly.</i></p> <p>Pay off complete payment <i>We paid off the car loan just before we got a new one.</i></p> <p>Pick out choose/select <i>She picked out a dress she liked from among those on display.</i></p> <p>Pick up collect from somewhere <i>I'll pick you up outside the shop.</i></p> <p>Play away have a match away from home <i>Our team is playing away this Saturday.</i></p> <p>Play back replay (audio/video) <i>Play the tape back and let's see how it sounds.</i></p> <p>Point out indicate <i>My guide pointed out the most famous buildings.</i></p> <p>Pop in visit quickly or casually <i>I'll just pop in the grocer's on my way home.</i></p> <p>Pull down demolish <i>The old school building is being pulled down.</i></p>
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7.6 PHRASAL VERBS: B1 cont'd

<p>Pull alongside/over/up to guide a vehicle <i>The police car pulled alongside the speeding lorry.</i></p> <p>Pull off accomplish <i>The event was huge but we managed to pull it off.</i></p> <p>Put across make sth understood <i>The speaker put across his points by using charts.</i></p> <p>Put away return to proper place <i>When you finish with my paints, put them away.</i></p> <p>Put off postpone <i>The wedding was put off because the bride was ill.</i></p> <p>Put off discourage <i>Ann was very put off by the new boss's attitude.</i></p> <p>Put on increase (weight) <i>I've put on weight. I think I'll go on a diet.</i></p> <p>Put sb up provide accommodation <i>I'm sure my Aunt Marie will put us up when we get to Paris.</i></p> <p>Put up raise (price) <i>The government put up the price of cigarettes.</i></p> <p>Ring back phone again <i>I'm busy at the moment. Can you ring back later?</i></p> <p>Ring up phone <i>It's too late to ring him up. Wait till tomorrow.</i></p>	<p>Roll up wind into a cylinder or ball <i>Every spring, we wash and roll up the carpets.</i></p> <p>Run away with take and leave quickly <i>The dog ran away with the bone.</i></p> <p>Run down knock down (road) <i>He was run down by a car and taken to hospital.</i></p> <p>Run into collide with <i>The bus ran into the car that was parked near the bus stop.</i></p> <p>Run out of exhaust stocks <i>We ran out of money and returned a week early.</i></p> <p>Run over drive over with a vehicle <i>The car ran over the dog and broke its leg.</i></p> <p>See about inquire about, arrange <i>I'll get the drinks if you see about the food.</i></p> <p>See off accompany (a person) to the point of departure <i>I saw my friend off at the station.</i></p> <p>See to be responsible for, attend to <i>Could you see to my plants while I'm on holiday?</i></p> <p>Send out make sb leave the room <i>Stop laughing or I'll send you out of the classroom.</i></p> <p>Set in arrive and stay (weather) <i>A cool, rainy period set in just after Easter</i></p>	<p>Set off start a journey <i>They set off early but didn't arrive till late.</i></p> <p>Set out start a journey <i>We won't catch him now; he set out at dawn today.</i></p> <p>Settle down become quieter and more stable <i>It's time you got married and settled down.</i></p> <p>Show around introduce (to a place) <i>Let me show you around our school!</i></p> <p>Show in guide someone in <i>Tell the maid to show our guests in, please.</i></p> <p>Sign up for register <i>I signed up for the Monday ballet class.</i></p> <p>Sort out organise, tidy <i>I must sort out these files. I can't find papers that I need.</i></p> <p>Stand for tolerate <i>My teacher will not stand for any noise in the classroom.</i></p> <p>Stand up for defend <i>If we don't stand up for polar bears, who will?</i></p> <p>Stay behind remain while others leave <i>Ted went for help; Sid stayed behind with their injured friend.</i></p> <p>Stay out remain away from home <i>My son stayed out all night, and I was worried.</i></p>	<p>Stay over spend the night <i>I'm going to stay over at my aunt's tonight.</i></p> <p>Take after resemble <i>My son takes after his father; he looks and acts just like him.</i></p> <p>Take in receive, care for <i>After the flood ruined our house, our neighbours took us in.</i></p> <p>Take off leave the ground <i>The plane took off at 14:45.</i></p> <p>Take on add to staff or responsibilities <i>Bill took on more secretaries when he was made manager.</i></p> <p>Tie down limit or restrain <i>He neglected his family, as his new job tied him down.</i></p> <p>Try out test, experiment with <i>I'll try out the car and see if I like driving it. If I do, I'll buy it.</i></p> <p>Turn back terminate a journey <i>The expedition will turn back if supplies run out.</i></p> <p>Turn down reject <i>They offered him a better job abroad, but he turned it down.</i></p> <p>Turn over reverse position <i>Please turn over the paper and begin writing.</i></p> <p>Turn up appear <i>We were to meet at 8 pm but he turned up at 9 pm.</i></p> <p>Walk out on leave in bad circumstances <i>When Thad lied to his fiancée, she walked out on him.</i></p>
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7.6 PHRASAL VERBS: B2

<p>Add up calculate <i>Add up the bill, so I can pay.</i></p> <p>Add up make sense <i>The facts of this murder case don't add up.</i></p>	<p>Answer back reply rudely <i>Don't answer back when I speak to you.</i></p> <p>Back out of withdraw from <i>He had to back out of the deal due to insolvency.</i></p>	<p>Back up support <i>Think of a good excuse, and I'll back you up.</i></p> <p>Be/get behind with be late or delayed <i>He's behind with his rent. He owes 4 months.</i></p>	<p>Be in for be likely to be punished <i>You broke Mum's vase! You're in for it now!</i></p> <p>Be through be finished <i>I am through with you for good.</i></p>
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7.6 PHRASAL VERBS: B2 cont'd

<p>Bear up not despair <i>Try to bear up even if you hurt.</i></p> <p>Bear with sustain interest, follow logic <i>I'm going to get to my point; just bear with me a bit longer.</i></p> <p>Break away escape (suddenly/violently) <i>The prisoner broke away from the cops and ran.</i></p> <p>Break down collapse/lose control <i>When he heard the news, he broke down and cried.</i></p> <p>Break in/into (on sb/sth) interrupt <i>I was talking when he broke in with the news.</i></p> <p>Break into begin suddenly <i>She broke into laughter when she heard the joke.</i></p> <p>Break off end suddenly <i>Peace talks were broken off after the bombing.</i></p> <p>Break out escape <i>A prisoner broke out of prison today and hasn't been caught.</i></p> <p>Break up stop (for school holidays) <i>School breaks up for the summer holidays on Friday.</i></p> <p>Break up smash into many pieces <i>The vandals broke up the furniture just for fun.</i></p> <p>Break up separate (partners) <i>Tim and Sue broke up yesterday.</i></p> <p>Bring about cause to happen <i>War often brings about vast changes in women's roles.</i></p> <p>Bring back make sb recall <i>This song brings back memories of my youth.</i></p> <p>Bring down lower, reduce <i>Slow sales usually bring down prices.</i></p>	<p>Bring forward propose <i>Smith brought this matter forward at the meeting.</i></p> <p>Bring in produce, attract <i>The lottery brought in a lot of money for charity.</i></p> <p>Bring round revive <i>Give her some brandy to bring her round.</i></p> <p>Bring up introduce, to notice <i>I intend to bring up the topic at the meeting.</i></p> <p>Brush up (on) improve one's knowledge <i>Brush up your English if you want to study there.</i></p> <p>Build on add on as a new part <i>Jerry is building on an extra room for the new baby.</i></p> <p>Build on use as a basis <i>Our business success is built on fast service.</i></p> <p>Bump into meet by accident <i>I bumped into my old teacher at the supermarket today.</i></p> <p>Burst into enter suddenly <i>He burst into the room with the news.</i></p> <p>Burst into start suddenly (crying/singing) <i>She heard the news and burst into tears.</i></p> <p>Burst out suddenly say something, show emotion <i>"Give me back my money!" he burst out.</i></p> <p>Call away summon to carry out another activity <i>Jan was called away from the office on business.</i></p> <p>Call for require <i>This problem calls for a clear mind to solve it.</i></p>	<p>Call in (on) pay a brief visit <i>Lets call in on Paul on our way home.</i></p> <p>Call off abandon, cancel <i>The match was called off because of bad weather.</i></p> <p>Call up call for military service <i>He's in the army. He was called up last month.</i></p> <p>Carry out complete, execute <i>My instructions must be carried out.</i></p> <p>Carry through finish a long activity <i>Her friends quit, but Beth carried through and graduated.</i></p> <p>Catch on become popular <i>The miniskirt caught on quickly.</i></p> <p>Catch up with/on get up to date with <i>After being ill, he had to catch up with his classwork.</i></p> <p>Check up on see if sth is in order <i>My boss just called; he's checking up on me.</i></p> <p>Chip in give a share <i>Everyone chipped in to buy the teacher a present.</i></p> <p>Clear off go away (slang) <i>Clear off, won't you? Nobody wants you here.</i></p> <p>Clear out empty (room, drawer) <i>He was sacked, so he's clearing out his desk.</i></p> <p>Clear up become bright (weather) <i>Look! It's stopped raining and it's clearing up.</i></p> <p>Close down stop functioning <i>The cinema closed down as too few people went.</i></p> <p>Close in (on) surround <i>The enemy closed in on them so they surrendered.</i></p>	<p>Close up close completely <i>We close up the shop in August and go on holiday.</i></p> <p>Come across find/meet accidentally <i>I'm sure I've come across this expression before.</i></p> <p>Come by visit <i>My sister came by and left me some fresh corn.</i></p> <p>Come by acquire <i>How did J. Paul Getty come by his wealth?</i></p> <p>Come down become lower or cheaper <i>Video players have come down a lot this year.</i></p> <p>Come down with become ill <i>Half my class came down with the flu.</i></p> <p>Come forward present (oneself etc) <i>Will the MP from Volos please come forward?</i></p> <p>Come off be successful <i>Congratulations! Your plan has come off after all.</i></p> <p>Come out appear <i>The roses in my garden come out in spring.</i></p> <p>Come out be published <i>His new book will come out next month.</i></p> <p>Come over affect <i>What's come over you? You're being really silly!</i></p> <p>Come round/to recover consciousness <i>The boxer came round after the knock-out.</i></p> <p>Come round to eventually agree with <i>The owner finally came round to our price and sold us the house.</i></p> <p>Come through survive <i>He came through the war without being wounded.</i></p>
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7.6 PHRASAL VERBS: B2 cont'd

<p>Come up arise <i>As a nasty problem came up, I missed the meeting.</i></p> <p>Come up with produce an idea or item <i>Da Vinci came up with the idea of the parachute.</i></p> <p>Cool off/down become cool or calm <i>When the weather cools off, tempers will cool down.</i></p> <p>Count in include <i>If you're going out for lunch, count me in.</i></p> <p>Count on depend on <i>He's nice, but you can't count on him in a crisis.</i></p> <p>Count up find the total <i>The school office counts up our absences.</i></p> <p>Cover up for hide sth to protect sb <i>He always covered up for his brother's mistakes.</i></p> <p>Cut across take a shorter way <i>He cut across the park instead of going round it.</i></p> <p>Cut down on reduce the amount of sth <i>If you cut down on calories, you'll lose weight.</i></p> <p>Cut in interrupt <i>We were talking seriously until his mother cut in.</i></p> <p>Cut off stop the flow (of supplies) <i>They cut off his water, as he hadn't paid the bill.</i></p> <p>Cut out for have the desired qualities <i>He isn't cut out to be a model; he's camera-shy.</i></p> <p>Cut out stop <i>Cut out the jokes. Let's be serious.</i></p> <p>Die away become weaker <i>The noise of the train slowly died away in the distance.</i></p>	<p>Die down become less intense <i>When the storm died down, we went outside.</i></p> <p>Die off die one by one <i>The chickens all died off during the heat wave.</i></p> <p>Die out gradually cease to exist <i>Wild animals will die out if they are not protected.</i></p> <p>Dig out free by digging <i>After the heavy snow they had to dig out their cars.</i></p> <p>Dig up dig from the ground <i>They dug up some onions for the market.</i></p> <p>Do away with get rid of <i>They did away with many outmoded operations.</i></p> <p>Do out of deprive <i>Jim did his brother out of his share of the farm.</i></p> <p>Do up fasten, tie up <i>I couldn't do my buttons up, I was so cold.</i></p> <p>Do with need, want <i>Phew! It's so hot! I could do with a cool drink.</i></p> <p>Do without manage in the absence of <i>I had no salt, so I did without.</i></p> <p>Draw out take money out of a bank <i>I'll draw some money out of my account to pay you.</i></p> <p>Drop by a place/in on sb visit casually <i>I dropped by the gallery while I was in town.</i></p> <p>Drop off take sb somewhere in a vehicle <i>I'll drop you off at your house.</i></p> <p>Drop off fall asleep <i>Dad often drops off on the sofa watching TV.</i></p>	<p>Drop out withdraw <i>Reg dropped out of the race as he'd hurt his leg.</i></p> <p>End up arrive in a final condition <i>Ben caused two crashes and ended up losing his licence.</i></p> <p>Face up to confront, withstand <i>The boys faced up to their problems bravely.</i></p> <p>Fall apart break into pieces, become unusable <i>Lil bought a cheap bicycle that fell apart within a month.</i></p> <p>Fall/get behind with be late, eg paying money <i>He'll lose his car if he falls behind with his payments.</i></p> <p>Fall for be strongly attracted to <i>She fell for him as soon as she saw him.</i></p> <p>Fall off decrease <i>Club membership has fallen off from 20 to 17.</i></p> <p>Fall out with become unfriendly with <i>I fell out with my neighbour after he kicked my dog.</i></p> <p>Feel up to judge oneself to be able <i>I don't feel up to going on a long journey.</i></p> <p>Figure out estimate, calculate <i>Can you figure out how much a house will cost?</i></p> <p>Fill in replace sb temporarily <i>Mary will fill in for me at the meeting as I am ill.</i></p> <p>Fill up fill to the maximum <i>I always fill the car up with petrol before a long trip.</i></p> <p>Fit in be similar or a part of <i>Adam finds it hard to fit in with other boys his age.</i></p> <p>Fit into make space for sb or sth <i>I'll fit the trip into my schedule.</i></p>	<p>Get across communicate <i>The teacher had difficulty getting the theory across.</i></p> <p>Get around/about move, travel <i>The old lady still gets about to do her shopping.</i></p> <p>Get at reach, gain access to <i>Tommy tried to get at the cake.</i></p> <p>Get at hint <i>You say he's not well. What are you getting at?</i></p> <p>Get away (with) escape with stolen goods <i>The burglars got away with €90.</i></p> <p>Get away with escape punishment <i>Whoever broke the window got away with it.</i></p> <p>Get down write down quickly <i>Did you get down what he said?</i></p> <p>Get down to start doing <i>I must get down to writing my essay.</i></p> <p>Get off (be allowed to) leave <i>What time do you get off work? I'll pick you up.</i></p> <p>Get off remove <i>Get those wet clothes off before you catch a cold.</i></p> <p>Get out of derive <i>What do you get out of doing volunteer work?</i></p> <p>Get out of avoid <i>He got out of helping by saying he had homework.</i></p> <p>Get over recover from illness <i>She got over her broken leg. She's back at work.</i></p> <p>Get round spread <i>Sue's news soon got round the whole office.</i></p>
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7.6 PHRASAL VERBS: B2 cont'd

<p>Get round to eventually do sth <i>Dad said he'd fix the door when he got round to it.</i></p> <p>Get/go through consume <i>We got through 2 tins of coffee last week.</i></p> <p>Get up to reach <i>Where did we get up to last lesson?</i></p> <p>Give away distribute for free <i>Nell gave her old clothes away to the poor.</i></p> <p>Give away reveal <i>He gave away the secret by mistake.</i></p> <p>Give in surrender <i>I will never give in, no matter what they try.</i></p> <p>Give off produce a smell/sound <i>The rotting meat gave off a strong, unpleasant smell.</i></p> <p>Go along with agree <i>I like her ideas, so I go along with what she says.</i></p> <p>Go by pass, stop <i>Can you go by the shops on your way home?</i></p> <p>Go down with get ill (BrE) <i>Several boys went down with flu last term.</i></p> <p>Go for go to fetch <i>Tom went for the doctor when his wife fainted.</i></p> <p>Go for (slang) enjoy, appreciate <i>It's hot today! I could really go for a cold glass of lemonade!</i></p> <p>Go off leave, start <i>He has gone off to visit his mother.</i></p> <p>Go off become bad <i>The milk has gone off, so don't drink it.</i></p>	<p>Go through undergo <i>She's gone through a lot these last 2 years.</i></p> <p>Go through examine carefully <i>Go through your work and look for mistakes.</i></p> <p>Go under sink <i>Those in the lifeboats saw the Titanic go under.</i></p> <p>Go without lack <i>The poor man went without food for 3 days.</i></p> <p>Hand down/on bequeath, pass on <i>Traditions are handed on to the next generation.</i></p> <p>Hand over surrender sth to sb <i>The dictator handed over power to the new regime.</i></p> <p>Hang about/around wait idly <i>Young people hang around the streets.</i></p> <p>Hang out with spend time with casually <i>The boys Jack's been hanging out with get into a lot of trouble.</i></p> <p>Head for go in the direction of <i>The tourists got off the ferry and headed for the bus stop.</i></p> <p>Help out help <i>Please help me out with this problem.</i></p> <p>Hold back restrain, withhold <i>People held back when he asked for volunteers.</i></p> <p>Hold on wait a minute (exclamation) <i>Hold on! That's my coat you're putting on!</i></p> <p>Hold up delay <i>The train was held up by fog.</i></p> <p>Hold up rob/detain by force <i>A gang of masked men held up the security van.</i></p>	<p>Join up enlist <i>When war broke out even boys tried to join up.</i></p> <p>Keep at persist <i>That's the way! Keep at it and you'll soon finish.</i></p> <p>Keep back withhold (information) <i>The police knew the boy had kept something back.</i></p> <p>Keep down repress <i>You can't keep a good man down.</i></p> <p>Keep in detain <i>The teacher kept him in after school for fighting.</i></p> <p>Keep off (cause) not to eat or drink <i>He kept off fatty foods after his heart attack.</i></p> <p>Keep up maintain (standards) <i>So far he's doing well. I hope he can keep it up.</i></p> <p>Keep up (with) move at the same speed <i>No one could keep up with the champion runner.</i></p> <p>Knock out defeat <i>Our team was knocked out in the 1st round of the competition.</i></p> <p>Lay out arrange neatly <i>He laid out the plans and the team studied them.</i></p> <p>Leave on not turn off <i>Who left the torch on? The batteries are flat.</i></p> <p>Leave out exclude, forget, omit <i>We left the dill out of the salad as Jim dislikes it.</i></p> <p>Let off cause to explode <i>In the UK, they let off fireworks on 5th November.</i></p> <p>Let off let go without punishment <i>I'll let you off with a warning this time, but don't do it again!</i></p>	<p>Let through allow to pass <i>Step back! Let the doctor through to the injured!</i></p> <p>Live on survive <i>His wife died in 1968, but he lived on for 12 years.</i></p> <p>Live through experience and survive <i>He lived through two world wars.</i></p> <p>Long for desire strongly <i>She longs for a day off work so that she can rest.</i></p> <p>Look back on recall <i>She looks back fondly on her days at university.</i></p> <p>Look down on believe to be inferior <i>Her husband is rich, so she looks down on us.</i></p> <p>Look on be a spectator <i>He looked on while the men worked on the road.</i></p> <p>Look over inspect <i>Look over the house first before you decide to buy.</i></p> <p>Look up to respect <i>I looked up to my teacher and respected his ideas.</i></p> <p>Make for move towards (place) <i>I was making for Athens when the tyre blew out.</i></p> <p>Make of deduce from <i>What do you make of the teacher's quitting so suddenly?</i></p> <p>Make off (with) run away with <i>The thief grabbed her bag and made off with it.</i></p> <p>Make out (to) write out (cheque, bill) <i>My doctor's assistant made out the bill.</i></p> <p>Make up end quarrel <i>They argued 2 weeks ago and haven't made up yet.</i></p>
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7.6 PHRASAL VERBS: B2 cont'd

<p>Make up for compensate <i>She got him a toy to make up for missing his party.</i></p>	<p>Pull in/over arrive, come to a stop <i>He pulled in at the side of the road to change a tyre.</i></p>	<p>Run down lose power <i>My watch has run down; it needs a new battery.</i></p>	<p>Set back put back (distance, time) <i>He set his watch back one hour when he arrived in Paris.</i></p>
<p>Make up of compose of <i>This syrup is made up of honey, lemon juice and water.</i></p>	<p>Pull out begin to move (vehicle) <i>He waved goodbye as the train pulled out.</i></p>	<p>Run into/across meet by chance <i>I ran across John in the library today.</i></p>	<p>Set down write down <i>The police set down all the facts about the crime.</i></p>
<p>Miss out omit <i>He filled 14 blanks but missed out the last one.</i></p>	<p>Pull out extract <i>The dentist pulled out three of his teeth.</i></p>	<p>Run off print, duplicate <i>Hold on while I run off a few copies of this form.</i></p>	<p>Set out intend <i>He didn't set out to burn the forest, but his campfire spread.</i></p>
<p>Part with give, sell or have taken away <i>I sold my antique desk although I hated to part with it.</i></p>	<p>Pull up approach/stop (vehicle) <i>The car pulled up in front of the shop.</i></p>	<p>See about organise <i>I'll see about the food. You can get the flowers.</i></p>	<p>Set up establish, organise <i>He set up a shoe shop in the centre of town.</i></p>
<p>Pass away die <i>Poor John passed away during the night.</i></p>	<p>Put aside/by reserve, save for later use <i>She is putting money aside to buy a new car.</i></p>	<p>See through discern the truth <i>We knew he wasn't a doctor as he said. We saw through him.</i></p>	<p>Settle down make a permanent home <i>They lived for a while in Spain, before settling down in Greece.</i></p>
<p>Pass (sb/sth) off as represent falsely to be <i>She tried to pass off the plastic pearls as real.</i></p>	<p>Put down write down <i>Remember to put down everything he says.</i></p>	<p>Seek out look for sth needed <i>Hal sought out help in rebuilding his computer.</i></p>	<p>Show off display, boast <i>Maude showed off her new piano to her guests.</i></p>
<p>Pass out lose consciousness <i>When she heard the bad news, she passed out.</i></p>	<p>Put sb down insult, denigrate <i>The bully put me down to make himself feel more important.</i></p>	<p>Sell off sell all or part of property <i>Sam sold off some farmland to buy a house for his daughter.</i></p>	<p>Show up appear <i>You didn't show up at the party. We missed you.</i></p>
<p>Pay back take revenge on <i>I'll pay him back for what he did.</i></p>	<p>Put forward set for a later time <i>In summer we put the clocks forward one hour.</i></p>	<p>Sell out betray, esp for money <i>The spy sold out his country by passing secrets to the enemy.</i></p>	<p>Sit for take part in <i>He's sitting for the B2 exam.</i></p>
<p>Pay off be successful <i>Revising really paid off; I got full marks in the test.</i></p>	<p>Put on mount a play/show/event <i>Our drama class put on <u>Romeo and Juliette</u>.</i></p>	<p>Sell out sell entire stock <i>We don't have any size tens. We've sold out.</i></p>	<p>Sit up not go to bed/sleep <i>I sat up all night waiting for you to come home.</i></p>
<p>Pay out spend <i>I paid out a lot of money on pet food and little on food for me.</i></p>	<p>Put out annoy <i>Jane was put out that she wasn't asked to help.</i></p>	<p>Send in submit <i>Have you sent in your tax return yet?</i></p>	<p>Slow down reduce speed <i>She slowed down at the roundabout.</i></p>
<p>Pick on criticise unfairly <i>Teachers always pick on John although he tries to behave.</i></p>	<p>Put through connect sb by telephone <i>I called Dad's office but his secretary refused to put me through.</i></p>	<p>Send off dispatch <i>Please send the parcels off today.</i></p>	<p>Speak up make oneself heard <i>Speak up! I can't hear you!</i></p>
<p>Pick out select <i>She picked out the best apple in the basket.</i></p>	<p>Put up with tolerate <i>The teacher refused to put up with his pranks.</i></p>	<p>Send off for order to come by post <i>My mother sent off for a book from the publisher.</i></p>	<p>Spread out move farther apart <i>The line of soldiers spread out as they crossed the field.</i></p>
<p>Pick up give transport to <i>Dad will pick you up from school on his way home from work.</i></p>	<p>Ring off end phone conversation <i>He said what he had to say and rang off.</i></p>	<p>Send on forward (letters etc) <i>I'll send your letters on to you while you're away.</i></p>	<p>Stand by support <i>My parents will stand by me in times of trouble.</i></p>
<p>Put into devote to <i>Gymnastic skill depends on the time and energy you put into it.</i></p>	<p>Rub off transfer a habit <i>Mum's afraid Jim's bad attitude will rub off on his little brother.</i></p>	<p>Send (out) for order to come by delivery <i>I'll send (out) for sandwiches.</i></p>	<p>Stand by be ready to help <i>Extra firemen stood by at the petrol fire.</i></p>

7.6 PHRASAL VERBS: B2 cont'd

<p>Stand for signify, represent <i>EU stands for European Union.</i></p> <p>Stand for tolerate <i>I won't stand for being lied to.</i></p> <p>Stand in for substitute <i>Mary will stand in for me while I'm out of town.</i></p> <p>Stand out be visible, apparent <i>Bill stands out as the best athlete in our school.</i></p> <p>Stick out (cause to) project <i>Don't stick out your tongue. It's very rude.</i></p> <p>Stick to persist in <i>If you stick to your diet, you'll lose weight.</i></p> <p>Take apart disassemble <i>Little Danny took his toys apart to see how they worked. Now, he's an engineer.</i></p> <p>Take away subtract (remove) <i>Five apples, take away three. That leaves two.</i></p> <p>Take in deceive <i>I'm not taken in by his sweet looks; he's a sneak!</i></p> <p>Take down write <i>Make sure you take down everyone's names.</i></p>	<p>Take on undertake <i>He took on too much work and got ill.</i></p> <p>Take on engage to work <i>They took on four new workers for the summer.</i></p> <p>Take over (from) assume control of <i>Bill has taken over the business (from Sam).</i></p> <p>Take to adopt a habit <i>After his wife's death, he took to drink.</i></p> <p>Take to develop a liking <i>Everyone took to the new teacher at once.</i></p> <p>Take up begin to consider <i>The city council will take up the matter of the new park tonight.</i></p> <p>Take up occupy <i>Lena's bags took up so much space, we had no place to sit.</i></p> <p>Tell apart distinguish between <i>You can't tell those twins apart. They're identical.</i></p> <p>Think over/out consider further, more carefully <i>Don't give me an answer now. Think it over first.</i></p> <p>Throw away dispose of <i>Don't throw away plastic yoghurt cups. They're useful!</i></p>	<p>Throw out discard <i>She cleaned her desk and threw out her old papers.</i></p> <p>Throw up vomit <i>The smell of bad fish makes me throw up.</i></p> <p>Track down capture by tracking <i>The police tracked down the escaped murderer.</i></p> <p>Turn in deliver to authority <i>Abe knew the killer, so he turned him in to the police.</i></p> <p>Turn into become <i>When she kissed the frog, it turned into a handsome prince.</i></p> <p>Turn out extinguish (light, gas) <i>Remember to turn out the lights.</i></p> <p>Turn out produce, make <i>The firm turns out 30 cars a day.</i></p> <p>Turn out attend <i>I was surprised so many people turned out for the play.</i></p> <p>Turn to change to new activity or mentor <i>Without a job, Blake had to turn to his father for a loan.</i></p> <p>Use up consume <i>Have you used up all the milk? There's none here.</i></p>	<p>Wait on (AmE) serve <i>A beautiful girl waited on us in the restaurant.</i></p> <p>Watch out be alert <i>Watch out for cars that don't stop for traffic lights.</i></p> <p>Wear off lose intensity, potency <i>When the anesthetic wears off, you may feel some pain.</i></p> <p>Wear out become unusable <i>My shoes have worn out. I need some new ones.</i></p> <p>Wipe off/out/away remove by rubbing <i>I can't wipe this spot off my tie.</i></p> <p>Wipe out destroy <i>The bombing wiped out a village in the mountains.</i></p> <p>Write off cancel, not be able to retrieve <i>The uninsured damage was written off as a loss.</i></p> <p>Work on concentrate efforts on <i>I'll work on the books for the accountant tonight.</i></p> <p>Work out solve, manage to do sth <i>Don't worry about the plan for the garden. We'll work it out.</i></p> <p>Work out exercise <i>Chuck works out at his gym at least an hour a day.</i></p> <p>Wrap up end an activity <i>That wraps it up for now. We'll be back at 8 with more news.</i></p>
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7.7 IDIOMATIC EXPRESSIONS, PATTERNS & COLLOCATIONS: A1

Afraid of <i>My sister is afraid of birds.</i>	Borrow from <i>I haven't got any money. Can I borrow some from you?</i>	Full of <i>The jug/pitcher is full of milk.</i>	Point to <i>Please point to the picture of the frog.</i>
Angry with/at <i>The teacher was angry with us.</i>	Careful of/about/with <i>Be careful with that knife!</i>	Interested in <i>I am interested in Greek history.</i>	Talk about <i>Let's talk about the weather.</i>
Ask about <i>Mary asked about ticket prices.</i>	Climb up <i>Jack climbed up the hill to see his friend Jill.</i>	Listen to <i>Jake listens to music every day.</i>	Wait for <i>He waited for the bus to come.</i>
Ask for <i>Mary asked for a cheese pie.</i>		Look at <i>Look at the TV! It's on fire!</i>	Write down <i>Write down every word he says!</i>

7.7 IDIOMATIC EXPRESSIONS, PATTERNS & COLLOCATIONS: A2

Agree with <i>I agree with you. It's a lovely dress.</i>	Description of <i>Her description of the thief helped the police to catch him.</i>	Key to <i>The round, gold one is the key to the front door.</i>	Smile at <i>The baby smiled at me when I took its hand.</i>
Apologise for <i>He apologised for being late.</i>	Difference between <i>Can you tell the difference between real and fake leather?</i>	Kind of <i>It is kind of you to help me. I was able to finish earlier.</i>	Sorry about <i>Sorry about your book. I didn't mean to spill coffee on it.</i>
Arrive at (place, village, etc) <i>He arrived at the park at 10:30.</i>	Different from/to <i>Jim is different from his brother. He's dark; Ben is fair.</i>	Laugh about <i>You may be angry now, but you'll laugh about it later.</i>	Speak to/about <i>Did you speak to your father about going to camp?</i>
Arrive in (state, city, country) <i>He arrived in Athens on Monday.</i>	Escape from <i>The thief escaped from prison and is being hunted.</i>	Laugh at <i>It's not nice to laugh at people who are having problems.</i>	Spend on <i>I spend my pocket money on comics.</i>
Be able to <i>Mary is able to swim very fast, so she'll win the race.</i>	Explain to <i>The scout explained to the boys how to put up a tent.</i>	Laugh with <i>I laughed with my friends about the silly mistake I'd made.</i>	Sure of/about <i>I am not sure of/about the answer. Is it correct?</i>
Belong to <i>This book isn't mine. Does it belong to you?</i>	Fight against <i>Greece fought against Turkey in the War of Independence.</i>	Lend to <i>I'll lend my book to you, if you can't find yours.</i>	Think about <i>I want to think about my answer.</i>
Bored with/by <i>She's bored with her job; it's not very interesting.</i>	Forgive for <i>Please forgive me for shouting at you; I was wrong.</i>	Look forward to <i>I'm looking forward to summer.</i>	Think of <i>Good idea! I didn't think of that!</i>
Care about <i>I don't care about my marks, just what I've learned.</i>	Frightened by/of <i>She was frightened by the mad dog but not of most dogs.</i>	Look through <i>The little boys looked through the hole in the wall.</i>	Tired of <i>I'm tired of watching the same old films on television.</i>
Congratulate on <i>We should congratulate her on passing her test.</i>	Good at <i>My brother is good at maths. He got 95%.</i>	Made of <i>Our tent was made of nylon so it was easy to carry.</i>	Way to <i>I was on my way to the station when I lost my ticket.</i>
a Couple of <i>There are a couple of (2) pencils in the drawer.</i>	Invite to <i>Mary invited me to her party on Saturday.</i>	Make sure <i>Make sure you've locked the door before you leave.</i>	Worry about <i>My mother worries about me when I go out alone.</i>
Depend on <i>You can depend on me; I'll be there for the wedding.</i>			

7.7 IDIOMATIC EXPRESSIONS, PATTERNS & COLLOCATIONS: B1

According to <i>According to my father, this book is very useful.</i>	Advantage of <i>Let's take advantage of the weather and paint the roof.</i>	Angry about <i>Mary was angry about the delay of the bus to Athens.</i>	Apply for (permission, job) <i>He applied for a job with Smith and Co.</i>
Admit to <i>He admitted his guilt to the judge.</i>	Aim at <i>He aimed the arrow at the centre of the target.</i>	Annoyed with sb about/at sth <i>He's annoyed with his sister about how she speaks to him.</i>	Ashamed of <i>Her father was ashamed of her obnoxious behaviour.</i>
	Amazed at <i>We were amazed at the talent of that 5-year-old boy.</i>	Apologise to sb for sth <i>He apologised to his mother for arriving late.</i>	Astonished at/by <i>The crowd was astonished by the talent of the blind man.</i>

7.7 IDIOMATIC EXPRESSIONS, PATTERNS & COLLOCATIONS: B1 cont'd

Attention to <i>He paid great attention to his work and little to his family.</i>	Die of <i>My teacher's father died of cancer.</i>	Invitation to <i>I got an invitation to my teacher's wedding.</i>	Proud of <i>He is proud of his son, who qualified as a doctor.</i>
Believe in <i>I don't believe in ghosts. There are no such things.</i>	Differ from <i>French differs from English in many ways.</i>	Inform about/of <i>I am writing to inform you of the money your uncle left you.</i>	Purpose of <i>The purpose of this book is to help teachers and students.</i>
Blame sb for sth <i>The driver blamed me for the accident, but it was his fault.</i>	Direct to <i>Excuse me, could you direct me to the station, please?</i>	Joke about <i>He joked about the cat who slept in the bathroom.</i>	Read about/of <i>I read about the performance in the newspaper.</i>
Busy with (person, task) <i>Sorry I can't come now. I'm busy with my homework.</i>	Disappear from <i>Dinosaurs disappeared from Earth in the Jurassic Period.</i>	Keen on <i>I am not very keen on football. I prefer basketball.</i>	Reason for <i>What was the reason for the fight? Jealousy?</i>
Capable of <i>He is so bad that I'm sure he is capable of any crime.</i>	Divorce from <i>Jim was divorced from his wife in 1999.</i>	Late for <i>He is always late for work. He never gets there on time.</i>	Rely on <i>You can rely on him to help you when you move.</i>
Care for/about <i>I care for you and don't want you to be hurt.</i>	Dream of/about <i>What did I dream about last night? I dreamt of Jeannie.</i>	Lucky to (do) <i>He was lucky to find a job so quickly.</i>	Remind about <i>He reminded me about going to the cinema tonight.</i>
Care for <i>His aunt cared for him while his mother was ill.</i>	Engaged to <i>She is engaged to Colin and will marry him next year.</i>	Mad about (AmE-angry) <i>She is mad about not getting the lead in the play.</i>	Remove from <i>She removed her car from the No Parking zone.</i>
Certain about/of <i>He's certain about the time the meeting starts.</i>	Excuse for <i>Please excuse me for coming late. My car broke down.</i>	Mad about (BrE-keen) <i>She is mad about Italian clothes.</i>	Reply to <i>He replied to the letter I wrote to him.</i>
Chance of (possibility) <i>There's not much chance of me getting that job.</i>	Famous for <i>The Wharf is famous for its seafood, so it's always busy.</i>	Married to <i>I have been married to my husband for 30 years.</i>	Responsible for <i>She is responsible for keeping the office clean.</i>
Complain to <i>Andrew complained to the manager about the bad service.</i>	Fond of <i>She is a naughty little girl but we are very fond of her.</i>	Make a mistake in/with <i>I made a mistake in my maths and had to redo it.</i>	Responsible to <i>In the army you are responsible to your superior officer.</i>
Concentrate on <i>Please turn off the radio and concentrate on your work.</i>	Free from <i>He was freed from prison after serving 2 years.</i>	Necessary for <i>Is all this discussion necessary for the success of the project.</i>	Return from <i>Mary returned from South Africa last week.</i>
Consist of <i>The cocktail consists of fruit juices, wine and ice.</i>	Friendly with <i>She became friendly with my mother while on holiday.</i>	Object to <i>I don't object to your friend staying here.</i>	Satisfied with <i>John was satisfied with the work done by the builders.</i>
Control of/over <i>The young teacher had no control over her class of boys.</i>	Generous to/towards <i>She was always generous to her poor relations.</i>	Opinion about <i>What is your opinion about our new boss?</i>	Scared of <i>My toddler wants a light on as he's scared of the dark.</i>
Crash into <i>James crashed his car into a tree last night.</i>	Glad about <i>I am glad about John's new job. He really wanted to work.</i>	Photo of <i>Please take a photo of me in front of this statue.</i>	Shocked at/by <i>I was shocked at the news of your brother's death.</i>
Crowded with <i>The Tube is crowded with people going home at 5 pm.</i>	Happy about/with <i>I am not happy with your marks. You must study more.</i>	Point at <i>The man pointed a gun at us and said, "Hands up!"</i>	Smell of <i>His breath smells of ouzo. Has he been drinking again?</i>
Deal with <i>Who deals with the complaints from customers?</i>	Help with <i>Can you help me with this problem? I can't solve it.</i>	Possibility of <i>Is there any possibility of meeting the president?</i>	Steal from <i>The youth had stolen the ring from the old lady.</i>
Deal with <i>This book deals with computers.</i>	Insist on <i>John insisted on buying that car but now regrets it.</i>	Prefer to <i>I prefer tea to coffee.</i>	Succeed in <i>She succeeded in becoming a famous pianist.</i>
Decorate with <i>She decorated their Christmas tree with red balls.</i>	Invest in <i>He invested in electric cars.</i>	Protect from <i>We must all try to protect our children from drugs.</i>	

7.7 IDIOMATIC EXPRESSIONS, PATTERNS & COLLOCATIONS: B1 cont'd

Suffer from <i>My mother suffers from headaches.</i>	Take pity on <i>The judge took pity on his family and set him free.</i>	Think of/about <i>What do you think of this painting?</i>	Translate into <i>She translated the book from Greek into English.</i>
Suggest sth to sb <i>What solution did you suggest to the boss?</i>	Tell about <i>He told us about his experience with the car.</i>	Throw at <i>He threw his dart at the target and hit it.</i>	Useful for <i>A calculator is useful for multiplying large numbers.</i>
Surprised at/by <i>We were surprised at finding the hotel closed.</i>	Terrified of <i>My grandfather is terrified of snakes.</i>	Throw to <i>Throw the ball to me, please.</i>	Warn about <i>She warned others about James. He had deceived her.</i>
			Willing to <i>Barbara is willing to help us prepare for the dance.</i>

7.7 IDIOMATIC EXPRESSIONS, PATTERNS & COLLOCATIONS: B2

Abstain from <i>The priest abstained from smoking and drinking alcohol.</i>	Approve of <i>I don't approve of that behaviour. It's dishonest.</i>	Benefit from/by <i>After working so hard, you'll benefit from a holiday.</i>	Coincide with <i>My trip coincided with Easter.</i>
Account for <i>He couldn't account for the missing money.</i>	Argue over/about <i>Father and son argued over which party to vote for.</i>	Bet on <i>He bet on "Dancer" in the 1st race and won a fortune.</i>	Collect for <i>We collect money for UNICEF.</i>
Accuse sb of sth <i>He was accused of the murder as he didn't have an alibi.</i>	Argue with <i>Sue is always arguing with her son about his clothes.</i>	Beware of <i>Sign: Beware of Guard Dog!</i>	Collection of <i>My father has a very valuable collection of stamps.</i>
Accustomed to <i>I am accustomed to getting up at 6 am every morning.</i>	Associate with <i>Don't associate with that boy. He's always in trouble.</i>	Beyond belief <i>The boldness of the bank robbery was beyond belief.</i>	Comment on <i>He commented on her dress.</i>
Acquainted with <i>"Are you acquainted with Dr Lecter?" asked the judge.</i>	Attach to <i>Attach the hose to the vacuum.</i>	Blessed with <i>He is blessed with good health and has never been ill.</i>	Commit to <i>Barb was committed to saving the environment.</i>
Add to <i>He added another twenty books to their school library.</i>	Attempt to <i>The athlete attempted to break the record but failed.</i>	Blush at <i>Mary is so shy she blushes at anyone who speaks to her.</i>	Compare to/with <i>Poets compare death to sleep.</i>
Adjust to <i>Mary soon adjusted to her job.</i>	Base on <i>The book is based on a true-life story about a footballer.</i>	Boast about/of <i>She is always boasting about her "perfect" children.</i>	Compensate for <i>The crash victim was compensated for hospital costs.</i>
Affection for <i>Our dog shows a special affection for my son.</i>	Be about to <i>I was about to leave when the phone rang.</i>	Bother about <i>Don't bother about waiting for me. I'll follow by taxi.</i>	Compete against/with for <i>Our team is competing with 13 others for the cup.</i>
Agree on <i>The class agreed on going to Corfu for their school trip.</i>	Be against <i>I am against this proposal. I don't think it's appropriate.</i>	Bow to <i>At the end of the play the actors bowed to the audience.</i>	Compliment on <i>He was complimented on his excellent performance.</i>
Agree to <i>Jim agreed to sign the contract.</i>	Be intent on <i>Intent on the jewels, he didn't hear the police sirens.</i>	Cater for (BrE)/to (AmE) <i>The UK caters for all tastes, but the US caters to them.</i>	Comply with <i>Airlines must comply with strict safety regulations.</i>
Allow for <i>You'll have to allow time for latecomers to find a seat.</i>	Become of <i>If I don't find a job, I don't know what will become of me.</i>	Cautious about <i>The bank is very cautious about lending money.</i>	Composed of <i>Water is composed of hydrogen and oxygen.</i>
Amount to <i>The total amounted to \$500.</i>	Beg for <i>He taught his dog to sit up and beg for it's food.</i>	Change for <i>His cold changed for the worse.</i>	Conceal from <i>He concealed his gambling debts from his wife.</i>
Appeal to sb for sth <i>UNICEF appealed to the public for donations.</i>	Behaviour towards <i>His behaviour towards his grandmother was very bad.</i>	Charge sb with <i>Police charged him with theft. .</i>	Concern about/for <i>I'm concerned about Sarah's health. She looks so thin.</i>
Appeal to <i>Orange doesn't appeal to me; let's paint it beige.</i>		Cheat at <i>He cheats at cards so no one wants to play with him.</i>	Confess to <i>The accused man confessed to the murder of his wife.</i>

7.7 IDIOMATIC EXPRESSIONS, PATTERNS & COLLOCATIONS: B2 cont'd

<p>Confide in <i>The murderer confided in his priest, who kept his secret.</i></p>	<p>Decide for <i>He can't decide for himself, so his father decides for him.</i></p>	<p>Dispose of <i>Dispose of your litter by putting it in the bin.</i></p>	<p>Expel from <i>Mac was expelled from school for hitting a teacher.</i></p>
<p>Confidence in <i>She is a brilliant student but lacks confidence in herself.</i></p>	<p>Decide on <i>They decided on going to England in the summer.</i></p>	<p>Distinguish between <i>You can't distinguish between them; they're so alike.</i></p>	<p>Experience in/of <i>Jenny has a lot of experience of office work.</i></p>
<p>Confused about <i>She was confused about the date of the meeting.</i></p>	<p>Dedicate to <i>Wilbur Smith dedicated all his books to his wife.</i></p>	<p>Divide among/between <i>He cut the cake and divided it among his friends.</i></p>	<p>Expert in <i>He is an expert in economics and is often asked to lecture.</i></p>
<p>Connect to/with <i>Connect Cable A to the (+) terminal of the battery.</i></p>	<p>Defend against <i>All countries defend their borders against enemy attack.</i></p>	<p>Drink to <i>We drank to the couple's health after the wedding.</i></p>	<p>Faced with <i>During their safari they were faced with many dangers.</i></p>
<p>Conscious of <i>They were conscious of being watched.</i></p>	<p>Delight in <i>John delights in teasing his little sister.</i></p>	<p>Due to <i>Due to bad weather, the meeting was cancelled.</i></p>	<p>Fail in <i>She failed in German and will take it again next year.</i></p>
<p>Considerate about/of <i>It was very considerate of Jack to send flowers.</i></p>	<p>Delighted at/by/with <i>I was delighted with the news of my brother's visit.</i></p>	<p>Emigrate from <i>Kostas emigrated from Greece and moved to Australia.</i></p>	<p>Faith in <i>I have little faith in fortune tellers.</i></p>
<p>Consideration for <i>He has no consideration for her feelings.</i></p>	<p>Demand for <i>There is a great demand for health food at the moment.</i></p>	<p>Emphasis on <i>She puts great emphasis on teaching grammar.</i></p>	<p>Faithful to <i>This dog is so faithful to its master; it would die for him.</i></p>
<p>Consult about/on <i>He consulted the doctor about the pain.</i></p>	<p>Demand sth from sb <i>She demanded money from her boss for overtime work.</i></p>	<p>Empty of <i>The office is empty of furniture; they must have moved.</i></p>	<p>Familiar/unfamiliar with <i>I wasn't familiar with the area, so I got lost.</i></p>
<p>Contrast with <i>His laziness at home contrasts with his energy playing football.</i></p>	<p>Demonstration of <i>Jones gave a demonstration of how to fly the model plane.</i></p>	<p>End in <i>The match between Aris and PAOK ended in a draw.</i></p>	<p>Familiarise sb with <i>Firemen familiarised themselves with the plan of the building.</i></p>
<p>Contribute to <i>Smoking appears to contribute to heart disease.</i></p>	<p>Depart/departure from/for/to <i>The 9:15 train for Athens will depart from platform 2.</i></p>	<p>Envious of <i>Cheryl is envious of her sister's good looks.</i></p>	<p>Favourite of <i>This poem is a favourite of mine.</i></p>
<p>Convicted of <i>He was convicted of murder in the first degree.</i></p>	<p>Dependent on <i>My brother is financially dependent on his wife.</i></p>	<p>Equal to <i>One half is equal to 0.5 and is sometimes expressed as 50%.</i></p>	<p>Fight against/with <i>She fights with her brother as she is jealous of him.</i></p>
<p>Convinced of <i>All except one juror were convinced of his innocence.</i></p>	<p>Deprive of <i>Victims of war are deprived of normal home life.</i></p>	<p>Equip with <i>The ship is equipped with sonar for locating fish.</i></p>	<p>Fill with <i>Her eyes fill with tears when she sees an injured animal.</i></p>
<p>Cope with <i>It's hard for her to cope with six children and a job.</i></p>	<p>Devote sth/reflexive to sth/sb <i>Jen devoted herself to caring for her ageing mother.</i></p>	<p>Equivalent to <i>Withholding the truth may be equivalent to telling a lie.</i></p>	<p>Fit for <i>Peter isn't fit for the job of manager. He's too lazy.</i></p>
<p>Correspond to <i>Which photo corresponds to the description on tape?</i></p>	<p>Disagree with sb about/on/over <i>The builder disagreed with us about the materials.</i></p>	<p>Error in <i>She had an error in her figures so her total was wrong.</i></p>	<p>Flirt with <i>She likes to flirt with the boys at parties.</i></p>
<p>Cure of <i>A change of diet cured John of his stomach pains.</i></p>	<p>Disapprove of <i>Her parents disapprove of her dressing like a punk.</i></p>	<p>Essential to/for <i>Water is essential to life.</i></p>	<p>Focus on <i>She focused her efforts on learning vocabulary.</i></p>
<p>Date back to <i>The cathedral dates back to the 16th century.</i></p>	<p>Discriminate against <i>Racists discriminate against blacks.</i></p>	<p>Exception to <i>I have learned there is always an exception to the rule.</i></p>	<p>Force into <i>The older boys forced Joey into selling drugs.</i></p>
<p>Deal in <i>Our company deals in cotton and linen sports clothing.</i></p>	<p>Dismiss from <i>He'll be dismissed from his job if he keeps coming late.</i></p>	<p>Excited about <i>The children are excited about the school trip.</i></p>	<p>For fear of <i>He slipped quietly into the room for fear of waking the baby.</i></p>
<p>Decide against <i>I decided against touring Italy.</i></p>		<p>Exhibition of <i>There's an exhibition of icons at the National Gallery.</i></p>	<p>Forget about <i>I completely forgot about my appointment with my dentist.</i></p>

7.7 IDIOMATIC EXPRESSIONS, PATTERNS & COLLOCATIONS: B2 cont'd

<p>Furious about <i>John was furious about a mistake the bank had made.</i></p> <p>Furious with <i>I was furious with her for telling my secret to everyone.</i></p> <p>Fuss about/over <i>Stop fussing about the children. They'll be fine.</i></p> <p>Gamble on <i>I gambled on her not having seen me at the party.</i></p> <p>Gaze at <i>He sat gazing at the girl because she was so beautiful.</i></p> <p>Generous with <i>He's very rich but he's generous with his money.</i></p> <p>Genius at <i>Jim is a genius at maths; he can solve any problem.</i></p> <p>Gentle to/with <i>Please be gentle with Sarah. She's lost her parents.</i></p> <p>Glance at <i>She glanced at her watch and said she had to go.</i></p> <p>Grateful for <i>I'm grateful for your help. It was invaluable!</i></p> <p>Guilty of <i>He was found guilty of murder and sentenced to life.</i></p> <p>Habit of <i>He has a habit of biting his nails when he's worried.</i></p> <p>Hard of <i>My grandfather is hard of hearing and is practically deaf.</i></p> <p>Hesitate about <i>He hesitated about going anywhere after the party.</i></p> <p>Homesick for <i>While she was in Canada, she was homesick for Greece.</i></p> <p>Hope for <i>Let's hope for better results next time.</i></p> <p>Hospitable to <i>He was very hospitable to me so I felt quite at home.</i></p>	<p>Hostile to/towards <i>Jill was so hostile to me! I only told her she'd got fat!</i></p> <p>Ignorant of <i>He is ignorant of local customs.</i></p> <p>Immigrate to (AmE) <i>John immigrated to Greece from America.</i></p> <p>Impress by/with <i>I was impressed by the way he handled the situation.</i></p> <p>Improve by <i>She improved her English by going to England.</i></p> <p>Improvement in <i>There'll be some improvement in the weather tomorrow.</i></p> <p>Include in <i>Could you include me in your carnival group, please?</i></p> <p>Indifferent to <i>I am indifferent to whether he goes or stays.</i></p> <p>Inferior to <i>She always felt inferior to her beautiful sister.</i></p> <p>Influence on <i>Our friends have a strong influence on our behaviour.</i></p> <p>Inherit from <i>She inherited the house she is living in from her aunt.</i></p> <p>Inquire about <i>He inquired about her alibi on the day of the murder.</i></p> <p>Inspired by <i>His music was inspired by his mother.</i></p> <p>Intended for <i>This book is intended for adults only, not for children.</i></p> <p>Intend to <i>He intended to leave early the next morning.</i></p> <p>Intention of <i>I've no intention of meeting him!</i></p> <p>Interfere in/with <i>Don't interfere in my business! I know what I'm doing.</i></p> <p>In the habit of <i>I'm not in the habit of spending money unwisely.</i></p>	<p>Jealous of <i>She is jealous of her neighbour's good fortune.</i></p> <p>Likely to <i>He's likely to get the promotion.</i></p> <p>Limit to <i>There's a limit to my patience. Please stop that noise!</i></p> <p>Link between <i>There must be a link between the two murders.</i></p> <p>Load with <i>He loaded the truck with fruit and set off for market.</i></p> <p>Lock in/out of <i>He called a locksmith as he'd locked his keys in the car.</i></p> <p>Loyal to <i>We're loyal to our friends; we always take their side.</i></p> <p>Mean by <i>I'm a grouch? Just what do you mean by that?</i></p> <p>Mean to <i>It will mean a lot to her if you take her to the dance.</i></p> <p>Meet with <i>She met with an accident as she was leaving work.</i></p> <p>Mention to <i>I'll mention your idea to the others in the department.</i></p> <p>Merge with/into <i>The computer company merged with a CD manufacturer.</i></p> <p>Multiply by <i>If you multiply six by four you get twenty-four.</i></p> <p>Mystery about <i>There's a lot of mystery about the way he got the money.</i></p> <p>Necessity for <i>There's no necessity for you to speak like that.</i></p> <p>Need for <i>There's no need for you to come in early tomorrow.</i></p> <p>Negotiate with <i>The goalie is negotiating with the owner for a contract.</i></p> <p>Nervous about <i>I am so nervous about going to the doctor.</i></p>	<p>News of <i>Had any news of Jane? I haven't heard from her in ages.</i></p> <p>Noted for <i>He is noted for his performance in Shakespeare's plays.</i></p> <p>Notice of <i>Take no notice of what he says. He's just joking.</i></p> <p>Notorious for <i>He is notorious for his shady business deals.</i></p> <p>Obedient to <i>Children should learn to be obedient to their elders.</i></p> <p>Objection to <i>I have no objection to your friend staying here.</i></p> <p>Obligation to <i>You are under no obligation to do her job.</i></p> <p>Obtain from <i>I obtain all my books on birds from the local library.</i></p> <p>Occupy with <i>Mary is occupied with her maths lesson just now.</i></p> <p>Occur to sb <i>Didn't it occur to you to tell us you'd be late?</i></p> <p>Offended by <i>She was offended by her friends' remarks about her hat.</i></p> <p>Offer to <i>What help can you offer to the local theatre group?</i></p> <p>Opportunity for <i>Holidays are an opportunity for seeing old friends.</i></p> <p>Optimistic about <i>I feel optimistic about the race; I think we'll win.</i></p> <p>Participate in <i>All the students in the class must participate in the play.</i></p> <p>Patience with <i>Teachers must have a lot of patience with their students.</i></p> <p>Permission to <i>My father gave me permission to go to the party tonight.</i></p>
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7.7 IDIOMATIC EXPRESSIONS, PATTERNS & COLLOCATIONS: B2 cont'd

Permit for <i>Do you have a permit for this revolver?</i>	Progress in/with <i>I see that you have made progress in your English.</i>	Relevant to <i>This fact isn't relevant to the case.</i>	Separate from <i>She has been separated from her husband for 2 years.</i>
Pessimistic about <i>Jim is pessimistic about the future of his business.</i>	Proper for <i>It isn't proper for a child to be out at this time of night.</i>	Reluctant to <i>She wanted to hear the speech and was reluctant to leave.</i>	Serious about <i>Mary is so flippant. She's never serious about anything.</i>
Pity about <i>It's a pity about Susan's failure in her exam.</i>	Protect against <i>His thick clothing protected him against the cold.</i>	Remark on/about <i>He remarked on her stunning appearance.</i>	Share with <i>Will you share this melon with me? I can't eat it all.</i>
Plan for <i>He's already begun planning for his summer holidays.</i>	Protest against <i>The students protested against raising the pass line.</i>	Remind of <i>You remind me of my father, always criticizing me.</i>	Shelter from <i>Balconies can shelter pedestrians from the rain.</i>
Plot against <i>They plotted against the President to overthrow him.</i>	Provide with <i>We provided him with extra spending money for his trip.</i>	Replace by/with <i>When I retire I will be replaced by Mr Jones.</i>	Shoot at <i>The hunter shot at the lion but did not kill it.</i>
Popular with <i>Rock music is very popular with teenagers.</i>	Punishment for <i>Staying in was his punishment for breaking the window.</i>	Reputation for <i>I have a reputation for arguing.</i>	Short of <i>At the end of the month I'm always short of money.</i>
Positive about/of <i>James has left for Paris? Are you positive about that?</i>	Quarrel with sb about sth <i>Sam quarrelled with his wife about who should drive.</i>	Request for <i>There were repeated requests for help from the ship.</i>	Shout at <i>Why are you shouting at me? I'm not to blame!</i>
Power over <i>The dictator had absolute power over his people.</i>	Reach for <i>The chef reached for the knife and stabbed her attacker.</i>	Reserve for <i>I'm sorry but this table is reserved for the chairman.</i>	Stem from <i>Grady's poor marks stem from his reading problems.</i>
Pray for <i>All the people went to church that day to pray for rain.</i>	React to <i>How did her parents react to her engagement?</i>	Resign oneself to <i>Anne resigned herself to staying at her present job till she found a better one.</i>	Sufficient for <i>The money is sufficient for our current needs.</i>
Precious to <i>My little daughter is very precious to me.</i>	Rebel against <i>Young people often rebel against their parents' rules.</i>	Respect for <i>We should have more respect for our elders.</i>	Superior to <i>This fabric is superior to the imported kind.</i>
Preferable to <i>Going to Kea by plane is preferable to going by boat.</i>	Recommend sb/sth for sb/sth <i>We can recommend Mr Jones for the post of manager.</i>	Respond to <i>The patient responded to treatment and is recovering.</i>	Superiority in <i>He was recognised for his superiority in chess.</i>
Prescribe sth (for sth) <i>The doctor prescribed some tablets for the pain.</i>	Reduce from ... to <i>The dress was reduced from €150 to €75.</i>	Reward for <i>He was rewarded for returning the wallet he found.</i>	Supply with <i>He was well supplied with food for the camping trip.</i>
Present to <i>They presented a watch to him when he retired.</i>	Reference to <i>This book makes reference to the First World War.</i>	Rob of <i>They robbed the old man of his life savings.</i>	Suspect of <i>I suspect Jane of taking money from my purse.</i>
Pretend that + clause <i>She pretended that she was too busy to go out.</i>	Regardless of <i>Regardless of what you say, I will never go there again.</i>	Rush at <i>I was terrified when the bull rushed at me.</i>	Swear at <i>My boss swears at us when we're late.</i>
Pretend to <i>She pretended to be too busy to go out.</i>	Regards to <i>Give my regards to your uncle when you see him.</i>	Satisfactory for <i>John will be satisfactory for the job. Let's hire him.</i>	Sympathise with sb about sth <i>We sympathised with him about his failing the test.</i>
Pride in <i>Mother takes pride in her house; she keeps it spotless.</i>	Related to <i>My sister-in-law is related to the Prime Minister.</i>	Save for <i>What are you saving bags for? You won't use them.</i>	Sympathy for <i>I have no sympathy for crybabies.</i>
Pride oneself on <i>I pride myself on turning in my work on time.</i>	Relationship with <i>Does Mary have a good relationship with her mum?</i>	Search for <i>They searched for the boy all day but didn't find him.</i>	Take into account <i>Guides have to take the needs of disabled tourists into account.</i>
Privilege for sb to do sth <i>It was a privilege for me to meet Pavarotti.</i>			

7.7 IDIOMATIC EXPRESSIONS, PATTERNS & COLLOCATIONS: B2 cont'd

<p>Take sb/sth for granted <i>The wealthy may take their cushy lifestyle for granted.</i></p> <p>Take sb by surprise <i>The thief hid in the bushes to take his victim by surprise.</i></p> <p>Talk sb into <i>Sy didn't want to go; his friend's talked him into it.</i></p> <p>Tax on <i>They put a 10% tax on all electrical appliances.</i></p> <p>Tend/have a tendency to <i>He tends to exaggerate, so don't believe all that he says.</i></p> <p>Theory of <i>I'd like some information about the theory of evolution.</i></p>	<p>Threaten with <i>He threatened his helper with dismissal.</i></p> <p>Tolerant of <i>My husband is not tolerant of any criticism.</i></p> <p>Tortured with <i>He is tortured with guilt that he caused the death.</i></p> <p>Transfer from/to <i>He was transferred from the Athens branch to Patras.</i></p> <p>Trick sb into sth <i>The crook tricked the old man into giving him all his money.</i></p> <p>Undertake to <i>He undertook to inform her about the new meeting date.</i></p> <p>Unite with <i>The barons united with Louis to overthrow King John.</i></p>	<p>Upset about/over <i>He is upset about not being able to buy a new car.</i></p> <p>Valid for/in <i>My passport is only valid for European countries.</i></p> <p>Variety of <i>There was a variety of gourmet dishes on the menu.</i></p> <p>Victim of <i>He was a victim of a hit and run accident.</i></p> <p>Visible to <i>Germs are not visible to the human eye.</i></p> <p>Vital to/for <i>Oxygen is vital to animal life.</i></p> <p>Volunteer for <i>She volunteered for the job of collecting for war victims.</i></p>	<p>Vote for/against <i>They voted against the deal.</i></p> <p>Vote on <i>We must reach a decision; let's vote on the issue.</i></p> <p>Waste on <i>You seem to waste a lot of money on junk food.</i></p> <p>Wish for <i>Hmm, 3 wishes? I wish for health, wealth and wisdom.</i></p> <p>Wish to <i>Does anyone wish to say anything?</i></p> <p>Withdraw from <i>Jill withdrew from the race when she hurt her ankle.</i></p> <p>Worthy of <i>He's not worthy of your support after all he's done.</i></p>
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7.8 PREPOSITIONS AND COMMON PREPOSITIONAL PHRASES

1. PREPOSITIONS: PLACE

A1	A2	B1	B2
<i>across</i> <i>at</i> <i>at the back of</i> (BrE) <i>behind</i> <i>beside</i> <i>between</i> <i>in</i> <i>in back of</i> (AmE=behind) <i>in front of</i> <i>near</i> <i>off</i> <i>next to</i> <i>on</i> <i>over</i> <i>under</i>	<i>above</i> <i>among</i> <i>below</i> <i>beneath</i> <i>beyond</i> <i>opposite</i>	<i>against</i> <i>apart from</i> <i>underneath</i>	<i>ahead of</i> <i>throughout</i> <i>within</i>

2. PREPOSITIONS: MOVEMENT

A1	A2	B1	B2
<i>down</i> <i>from</i> <i>into</i> <i>out of</i> <i>to</i> <i>up</i>	<i>across a river/street</i> <i>along a street/road</i> <i>around/round</i> <i>at a target</i> <i>onto</i> <i>over</i> <i>through</i> <i>towards</i> (no preposition + <i>home</i>)	<i>above</i> <i>below</i> <i>by</i> <i>past</i>	

3. PREPOSITIONS: TIME

A1	A2	B1	B2
<i>at ... o'clock</i> <i>noon</i> <i>night</i> <i>midnight</i> <i>in months, seasons, years</i> <i>in the morning,</i> <i>in the afternoon</i> <i>in the evening</i> <i>on days: Monday</i> <i>dates: 4th June</i>	<i>after</i> <i>at moments: dawn, sunset</i> <i>at holidays: Christmas</i> but: <i>on Christmas Day</i> <i>at the weekend</i> <i>before</i> <i>by</i> <i>for</i> <i>in centuries/eras:</i> <i>in the 20th century</i> <i>in the Middle Ages</i> <i>on birthdays/Saint's days</i> <i>on Monday morning</i> <i>a cold evening</i> <i>Christmas morning</i> <i>since (+ object)</i> <i>till/until</i>	<i>during</i> <i>in a period:</i> <i>in the 1st 3 hours</i> <i>past a point in time:</i> <i>midnight</i> <i>your bedtime</i>	 <i>in the meantime</i> <i>throughout</i>

4. PREPOSITIONS: USED IN DESCRIBING PEOPLE AND THINGS

A1	A2	B1	B2
<i>about</i> <i>of</i> <i>with a person or thing</i>	<i>as</i> <i>like</i> <i>except</i> <i>without sth, eg a coat</i>	<i>in clothes/colour</i> <i>of age/quality</i> <i>of one's own</i> <i>with a physical feature</i> <i>with an accessory</i>	<i>up to (eg 6 people)</i>

7.8a COMMON PREPOSITIONAL PHRASES

1. ABOVE

A1	A2	B1	B2
		<i>above average</i>	

2. AT

A1	A2	B1	B2
<i>at breakfast/lunch</i> <i>at church/school</i> <i>at home</i> <i>at midnight</i> <i>at noon</i> <i>at the beginning</i> <i>at the end</i>	<i>at ... km per hour</i> <i>at first</i> <i>at last</i> <i>at least</i> <i>at once</i> <i>at present</i> <i>at the same time</i> <i>at work</i> <i>at the end</i>	<i>at all</i> <i>at first sight</i> <i>at a glance</i> <i>at a guess</i> <i>at the beginning of</i> <i>(when sth started)</i> <i>at the end of</i> <i>(when sth finished)</i> <i>at the latest</i> <i>at times</i>	<i>at all costs</i> <i>at all events</i> <i>at a discount</i> <i>at any rate</i> <i>at ease</i> <i>at fault</i> <i>at hand</i> <i>at a loss</i> <i>at one's request</i> <i>at a profit</i> <i>at random</i> <i>at sea</i> <i>at peace/war</i>

3. BELOW

A1	A2	B1	B2
		<i>below sea level</i> <i>below standard</i> <i>below zero</i>	

4. BY

A1	A2	B1	B2
<i>by bus/train/plane/car etc</i>	<i>But see:</i> <i>in my car</i> <i>on the 8 o'clock train</i> <i>by land/sea/air</i> <i>by myself/oneself/etc</i> <i>by post/airmail</i>	<i>by accident</i> <i>by chance</i> <i>by cheque</i> <i>by hand</i> <i>by heart</i> <i>by mistake</i> <i>by surprise</i> <i>by the way</i>	<i>by birth</i> <i>by coincidence</i> <i>by day/night</i> <i>by far</i> <i>by force</i> <i>by all means</i> <i>by means of</i> <i>by name</i> <i>by order of</i> <i>by profession</i> <i>by request</i> <i>by sight</i>

5. FOR

A1	A2	B1	B2
<i>for breakfast/lunch/dinner</i> <i>for a visit/holiday</i> <i>for a walk</i>	<i>for sale</i> <i>for a while</i> <i>for the moment</i>	<i>for ages</i> <i>for a change</i> <i>for hire</i> <i>for love</i> <i>for nothing</i> <i>for once</i> <i>for the time being</i>	<i>for good</i> <i>for life</i> <i>for sb's sake</i> <i>for short</i>

6. FROM

A1	A2	B1	B2
			<i>from memory</i> <i>from now on</i> <i>from time to time</i>

7.8a COMMON PREPOSITIONAL PHRASES cont'd

7. IN – INTO

A1	A2	B1	B2
<i>in the beginning</i> <i>in one's free time</i>	<i>in bed</i> <i>in case of</i> <i>in half</i> <i>in a hurry</i> <i>in ink/pencil</i> <i>in love (with)</i> <i>in my car</i> <i>in pain</i> <i>in prison/hospital/jail</i> <i>in the end</i>	<i>in addition to</i> <i>in any case</i> <i>in cash</i> <i>in common</i> <i>in danger</i> <i>in detail</i> <i>in a mood</i> <i>in fact</i> <i>in fashion</i> <i>in flames</i> <i>in sb's opinion</i> <i>in(to) pieces</i> <i>in the news (all media)</i> <i>in two/half</i> <i>in other words</i> <i>in tears (literal)</i> <i>in the dark (literal)</i> <i>in the end</i> <i>in town</i> <i>in turn</i> <i>in spite of (+ object)</i> <i>in the/sb's way</i> <i>in this way</i>	<i>in action</i> <i>in advance (of)</i> <i>in agreement with</i> <i>in any event</i> <i>in all</i> <i>in a way (to some extent)</i> <i>in brief</i> <i>in charge (of)</i> <i>in comparison with</i> <i>in conclusion</i> <i>in control (of)</i> <i>in debt</i> <i>in demand</i> <i>in doubt</i> <i>in favour of</i> <i>in general</i> <i>in good time</i> <i>in honour of</i> <i>in length/width/height</i> <i>in no time</i> <i>in (dis)order</i> <i>in order of</i> <i>in particular</i> <i>in person</i> <i>in pieces</i> <i>in place of</i> <i>in practice/theory</i> <i>in private</i> <i>in public</i> <i>in return</i> <i>in secret</i> <i>in sb's experience</i> <i>in sb's interest</i> <i>in self-defence</i> <i>in sight (of)</i> <i>in some respects</i> <i>in stock</i> <i>in the event of</i> <i>in the right/wrong</i> <i>in time</i> <i>in touch</i> <i>in tune (with)</i> <i>in uniform</i> <i>in use</i> <i>in vain</i> <i>in view of</i>
OFF			
A1	A2	B1	B2
		<i>off duty</i> <i>off topic</i>	<i>off the record</i> <i>off the road</i> <i>off school/work</i>

7.8a COMMON PREPOSITIONAL PHRASES cont'd

ON

A1	A2	B1	B2
<i>on the left</i> <i>on the right</i> <i>on foot</i>	<i>on a trip/journey</i> <i>on business</i> <i>on fire</i> <i>on holiday</i> <i>on the phone</i> <i>on the 8 o'clock train</i> <i>on time</i> <i>on TV/the radio</i>	<i>on a cruise</i> <i>on a diet</i> <i>on duty</i> <i>on business</i> <i>on one's mind</i> <i>on one's own</i> <i>on strike</i> <i>on the one/other hand</i> <i>on the way</i>	<i>on account of</i> <i>on approval</i> <i>on average</i> <i>on bad/good terms with</i> <i>on behalf of</i> <i>on condition that</i> <i>on credit</i> <i>on demand</i> <i>on request</i> <i>on loan</i> <i>on order</i> <i>on purpose</i> <i>on sale</i> <i>on the agenda</i> <i>on (the) air</i> <i>on the contrary</i> <i>on the increase</i> <i>on the news (broadcast)</i> <i>on the whole</i> <i>(up)on (+ noun/gerund)</i>

OUT

A1	A2	B1	B2
		<i>out of fashion</i> <i>out of work</i>	<i>out of</i> <i>out of breath</i> <i>out of business</i> <i>out of control</i> <i>out of respect for</i> <i>out of danger</i> <i>out of date</i> <i>out of debt</i> <i>out of doors</i> <i>out of luck</i> <i>out of order</i> <i>out of place</i> <i>out of practice</i> <i>out of print</i> <i>out of the question</i> <i>out of reach</i> <i>out of season</i> <i>out of sight</i> <i>out of stock</i> <i>out of turn</i> <i>out of use</i>

TO

A1	A2	B1	B2
			<i>to sb's astonishment</i> <i>to sb's surprise</i> <i>to this day</i>

7.8a COMMON PREPOSITIONAL PHRASES cont'd

UNDER

A1	A2	B1	B2
		<i>under control</i> <i>under pressure</i>	<i>under age</i> <i>under one's breath</i> <i>under discussion</i> <i>under orders</i> <i>under the impression</i> <i>under repair</i> <i>under the weather</i>

13. WITH – WITHOUT

A1	A2	B1	B2
<i>with one's relative</i> <i>with one's class</i>	<i>without a home</i>	<i>without warning</i>	<i>with a view to</i> <i>with reference to</i> <i>with regard to</i> <i>with the exception of</i> <i>without a doubt</i> <i>without a word</i> <i>without fail</i> <i>without success</i>

7.9 ADVERBIALS

1. MANNER

A1	A2
Only common adverbs formed by adding <i>~ly</i> to adjectives, no exceptions <i>also</i> <i>not</i>	Adverbs that do not normally take <i>~ly</i> : <i>fast, hard, late</i> Not to be tested in contrast, eg: <i>hard/hardly</i> <i>aloud last even as well</i> Position of adverbs of manner after the verb and object

2. FREQUENCY

A1	A2
Recognition only: <i>always</i> <i>often</i> <i>once</i> <i>ever</i> <i>sometimes</i> <i>every (day, etc)</i> <i>twice</i> <i>never</i> <i>usually</i>	In position after <i>to be</i> and before the main verb <i>frequently</i> <i>normally</i> <i>rarely</i> <i>occasionally</i> <i>regularly</i> <i>all the time</i>

3. TIME

A1	A2
<i>afterwards</i> <i>last week/month/year</i> <i>again</i> <i>now</i> <i>ago</i> <i>still</i> <i>already</i> <i>then</i> <i>for</i> <i>yesterday</i> <i>forever</i> <i>yet</i> <i>when/while + clause</i>	<i>at present</i> <i>the day before yesterday</i> <i>at the/this moment</i> <i>the other day</i> <i>for the moment</i> <i>the week/year before last</i> <i>right now</i> <i>yesterday afternoon</i> <i>later</i> <i>recently</i> Position at beginning or end of sentence <i>as + clause</i>

4. PLACE / DIRECTION

A1	A2
<i>at home, etc</i> <i>away</i> <i>here</i> <i>far</i> <i>there</i>	<i>high</i> <i>ahead</i> <i>left</i> <i>low</i> <i>straight ahead</i> <i>right</i> <i>along</i> <i>right there</i> <i>nearby</i> <i>backward(s)</i> <i>forward(s)</i> Position after the direct object

5. DEGREE

A1	A2
<i>very</i> <i>really</i>	<i>especially</i> <i>extremely</i>

6. INTERROGATIVE

A1	A2
<i>how</i> <i>when</i> <i>where</i> <i>why</i> <i>how long</i>	

7. COMPARATIVE / SUPERLATIVE

A1	A2
	Regular only, plus: <i>well</i> <i>better</i> <i>best</i> <i>badly</i> <i>worse</i> <i>worst</i>

7.9 ADVERBIALS

1. MANNER

B1

Modifiers of past participles: *well done, badly written*
Adverbs which do not normally take -ly, in contrast:
hardly/hard
late/late

B2

Appreciation that certain adjectives ending in ~ly, eg *friendly*, are not adverbs.

2. FREQUENCY

B1

generally
once in a while
seldom
Position between two auxiliary verbs

B2

Alternative position at beginning of sentence

3. TIME

B1

Correct order, from specific to general
for the time being *so far*
just *the day after tomorrow*
late/late *the week after next*
up to now *nowadays*
repeatedly *all of a sudden*
meanwhile (recognition only)

B2

every now and then *in the meantime*
from time to time
Words which are both adverbs and adjectives:
daily *monthly*
early *weekly*
hourly *yearly*

4. PLACE / DIRECTION

B1

Adverbs of place and alternative positions with manner/purpose, eg: *He went home to quickly read the paper.* vs *He quickly went home to read the paper.*

B2

5. DEGREE

B1

Only these, not to be tested in contrast:
absolutely *nearly* *totally*
almost *only*
completely *partly*
fairly *practically*
hardly *quite*
just *rather*
largely *scarcely*
little *still*
Adverbs which may be intensified by *very*

B2

Not to be tested in contrast:
fully
particularly
reasonably
thoroughly
wholly
Not to be tested in contrast:
very
rather
quite

6. INTERROGATIVE

B1

B2

7. COMPARATIVE / SUPERLATIVE

B1

Irregular adverbs taking *er/est* eg:
early *long*
fast *soon*
hard *straight*
far further furthest
Modifiers of comparatives: *much harder, far more dear*
Negative comparison: *not as/so ... as*

B2

far farther farthest

7.9 ADVERBIALS cont'd

8. IRREGULAR

A1

A2

9. WORD ORDER

A1

A2

10. CERTAINTY / PROBABILITY

A1

maybe
perhaps

A2

of course
probably
indeed

11. CONCESSION

A1

A2

however
instead

7.9 ADVERBIALS cont'd

8. IRREGULAR

B1

deep *late* *else*
early *low*
far *much*
high *near*

B2

loud and clear
far and wide

9. WORD ORDER

B1

(Time) - subject - verb - object - manner - place - (time)

B2

10. CERTAINTY / PROBABILITY

B1

certainly *anyway*
possibly

B2

clearly *anyhow*
definitely
obviously
(not) possibly
undoubtedly

11. CONCESSION

B1

instead of

B2

even so
nevertheless
nonetheless
 (negative) *whatsoever*

7.10 CONJUNCTIONS

1. COMPOUND

A1

and, but, or

A2

for, so

2. CONDITIONAL

A1

if (1st)

A2

if (2nd)

3. TIME

A1

when, while (recognition only)

A2

as, after, before, as soon as, until/till

4. RELATIVE PRONOUNS ACTING AS CONJUNCTIONS

A1

A2

*who
where
when
that*

Recognition only:
*whom
whose
which*

5. NOUN CLAUSE

A1

A2

that, what, if

6. REASON / RESULT

A1

A2

because

7.10 CONJUNCTIONS

1. COMPOUND

B1	B2

2. CONDITIONAL

B1	B2
<i>if</i>	<i>as long as</i> <i>on condition that</i>
<i>unless</i>	<i>in case</i> <i>or else</i>
0, 1st, 2nd, 3rd	<i>provided</i> <i>otherwise</i>
	<i>providing</i>
	Imperative conditional
	Inverted conditional

3. TIME

B1	B2
<i>after</i> <i>as long as</i> <i>the moment</i> <i>the next time</i> Recognition only: <i>now that</i> <i>once</i>	<i>whenever</i> <i>whilst</i> <i>until</i> <i>since (+ clause)</i> <i>by the time that</i> <i>now that</i> <i>once</i>

4. RELATIVE PRONOUNS ACTING AS CONJUNCTIONS

B1		B2		
<i>who</i>	<i>whom</i>	<i>how</i>		
	<i>whose</i>	<i>why</i>		
<i>where</i>		Preposition + <i>whom/which</i>		
<i>when</i>		<i>Neither/both/all of whom/which</i>		
		Nominal relative		
<i>that</i>	<i>which</i>	<i>whoever</i>	<i>wherever</i>	<i>however</i>
		<i>whomever</i>	<i>whichever</i>	<i>whenever</i>
		Reference to preceding idea		
		Omission of relative pronoun		

5. NOUN CLAUSE

B1	B2
<i>whether</i>	<i>that</i> + clause, as subject

6. REASON / RESULT

B1	B2
<i>as</i> <i>since</i> <i>so/such ... that</i> <i>so many/much ... that</i>	<i>as</i> <i>because of</i> <i>due to</i> <i>for</i> <i>on account of</i>
	<i>or else</i> <i>owing to</i> <i>since (+ clause)</i> <i>through</i>

7.10 CONJUNCTIONS cont'd

7. PURPOSE

A1

A2

Expressed by infinitive phrases

8. CONCESSION

A1

A2

although

9. CORRELATIVE

A1

A2

both ... and, either ... or, neither ... nor

10. PREDICATIVE / JOINED SENTENCES

A1

A2

*So do I./I do, too.
Neither does he./He doesn't either.
He likes it, and so does his brother.*

7.10 CONJUNCTIONS cont'd

7. PURPOSE

B1

in case
so that (not)
 Recognition only:
in order that
to
in order to
so as (not) to

B2

in order that
so as (not) to

8. CONCESSION

B1

even though
though

B2

despite/in spite of the fact that + clause

even if *whatever*
however *whenever*
no matter *wherever*
 Adjective + *though/as* (recognition only)

9. CORRELATIVE

B1

rather than

B2

as well as
not only ... but also/but ... as well

10. PREDICATIVE / JOINED SENTENCES

B1

B2

7.11 LEXICAL ITEMS ALPHABETICAL INDEX – INTRODUCTION

This listing includes the words in the Topical/Lexical List 7.1 and other tables in Section 7.0. Its purpose is to provide an additional quick reference to teachers and test writers. It should be seen neither as a limit for teaching nor as an exclusive listing of material that may appear in the tests, but rather as the basic expectation at each level.

The assignment of level in this listing may vary somewhat from the reference works used in its preparation. Where this variance occurs, it is based on the judgment and experience of the contributing committees.

Some words appear in the listing more than once because they are used differently at different levels. Other words, eg *have*, may have more than one meaning but are used in these different ways at the same level. In this case, the word is listed once followed by all its section references.

In the current edition, the index is mainly alphabetical, but certain phrasal and idiomatic uses have been sorted according to key words in the phrase, eg *at night* will be found with *night* and other phrases that use *night*. On the other hand, phrasal verbs with many forms, differing only in meaning designated by the particle, eg *put*, will be listed together.

This index, consequently, is easiest to use in electronic format, employing the Find facility.

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7.12 STRUCTURAL INDEX

This index lists the grammatical items found in Section 6.0 Functional-Structural Syllabus, which are arranged there by function. Note that this is not a comprehensive grammar, but rather a handy locator which has been added to the revised edition of *The PALSO Guide* at the suggestion of users: organised by structure, level, syllabus section.

ADJECTIVES

- comparative + <i>than</i>	Pre	6
- comparative/superlative, irregular <i>good, bad, much, many</i>	A1	6
- comparative/superlative, simple; no stressed forms such as <i>much fatter/</i>	A1	6
- hyphenated	B1	5, 13
- participle ending in <i>-ing</i> or <i>-ed</i> (in contrast)	B1	7
- position of adjective before a noun/after verb <i>to be</i>	A1	5
- simple comparative/superlative, no stressed forms eg <i>much fatter/far greater</i>	A2	6
- <i>sure, certain</i>	B1	19, 24
- used after verbs of perception	A2	7

ADVERBS

- <i>also/as well</i>	B1	40
- <i>always</i> and other frequency adverbs with present/past simple List 7.9	A1	41
- <i>below, over/above</i>	B1	12
- comparative/superlative intensified by <i>far</i> and <i>much</i>	B1	6
- comparative/superlative taking <i>-er</i> and <i>-est</i> : <i>early, fast, hard, long, soon, straight</i> , etc.	B1	6
- concession/negation <i>still, yet, however</i>	A2	48
- degree	B2	11
- degree modifying adjectives and adverbs (not to be tested in contrast)	B1	11
- frequency for everyday actions (recognition only)	A1	15
- frequency for everyday actions and general truths	A2	15
- intensified by <i>very</i>	A1	11
- intermittance	B1	15
- irregular adverbs and adverbs without <i>-ly</i>	B1	11
- <i>it's the first time</i> + present perfect	B1	17
- linking words <i>first, then, later, after</i>	A2	44
- making adverbs from adjectives	A1	11
- manner	A1	11
- manner without <i>-ly</i> eg <i>fast, hard, late</i> (not to be tested in contrast, eg <i>hard/hardly</i>)	A2	11
- modifying a past participle	B1	11
- modifying other adverbs	B1	11
- not normally taking <i>-ly</i> (tested in contrast)	B1	11
- <i>once/now that</i> + clause	B2	14
- <i>once/now that</i> + clause (recognition only)	B1	14
- only common adverbs ending in <i>-ly</i> (no exceptions eg <i>hard, fast</i>)	A1	11
- order of adverbials (Time) - subject - verb - object - manner - place - (time)	B1	11
- order of place and alternative positions with manner	B1	11
- order of time adverbials from specific to general	B1	14
- order of adverbials of manner after the verb and object.	A1	11
- place <i>here/there</i>	A1	12

- similar adverbials in contrast: <i>apart from/except for, ago/before, etc</i>	B1	14
- temporary vs permanent or usual actions (in present simple)	B1	16
- time/frequency/duration expressions	A2	17, B1 17
- <i>tomorrow, next ...</i>	A1	25
- <i>too</i>	A1	40

ARTICLES

- definite <i>the</i>	A1	7
- definite <i>the one/ones</i>	A1	7
- definite, omission of	A1	7
- indefinite <i>a/an</i>	A1	7
- use or specific omission of the definite article <i>the</i>	A2	7
- definite article use and omission of <i>the</i>	B1	7

CONJUNCTIONS

- <i>as</i> (introducing the progressive time clause)	A2	21
- <i>but</i>	A1	48
- <i>so</i>	A2	43
- <i>when, while (recognition only)</i>	A1	21

GERUNDS

- <i>love, hate, like doing sth</i> (not in contrast with <i>love to do</i> etc)	Pre	36
- simple gerunds commonly used as nouns	A1	36
- <i>apologise for</i> + gerund or noun	A2	34
- <i>like/love/enjoy</i> + gerund for likes	A2	36
- <i>not like/dislike/hate</i> + gerund for dislikes	A2	36
- <i>allow/permit</i> + gerund	B1	27
- <i>don't mind</i> + gerund/noun for lack of objection	B1	36
- <i>fond of/keen on/interested in</i> + gerund, noun or pronoun	B1	36
- negative verb + gerund/noun <i>dislike/hate/mind</i>	B1	36
- positive verb + gerund/noun <i>prefer, enjoy, adore, fancy</i>	B1	36

NOUNS

- countable ending in <i>f</i> or <i>fe</i> taking <i>ves</i> in the plural. Only <i>knife, life, wife, shelf, self, loaf</i>	A1	45
- countable ending in <i>f</i> or <i>fe</i> taking <i>ves</i> in the plural. Only these exceptions <i>cliff, roof, chief, handkerchief, safe, reef, gulf</i>	A2	45
- countable ending in <i>y</i> diphthong <i>toys, holidays, keys</i>	A1	45
- countable ending in <i>y</i> taking <i>ies</i> in the plural. Only <i>baby, country, lady, family, factory, party</i>	A1	45
- countable irregular <i>o</i> plurals, only <i>pianos, photos, kilos, radios</i>	A1	45
- countable nouns ending in <i>y</i> taking <i>ies</i> in the plural	A2	45
- countable with <i>-es</i> in the plural, after <i>-s, -sch, -ch, -x, -o</i>	A1	45
- countable with <i>s</i> in the plural	A1	45
- countable/uncountable (nouns which can be either)	B1	45
- found only in the plural with a plural verb	A2	45
- having no plural, taking a singular verb	A2	45
- irregular plural	B1	45
- plural	Pre	36, 45
- plural nouns which always take a plural verb	B2	45
- plural of compounds	B2	45
- uncountable <i>a piece of, a bottle of, a kilo of, etc.</i>	A1	45
- uncountable always used with a singular verb	B1	45

- uncountable common	A1	45
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PREPOSITIONS

- <i>among</i> several vs <i>between</i> two	A2	12
- arrive <i>in/at</i> a place	A2	12
- <i>for</i>	A1	44
- <i>from X to Y</i> vs <i>between X and Y</i>	A2	13
- <i>in the end</i> vs <i>at the end</i> (recognition only)	A2	13
- of movement	A2	3
- of place	Pre	7, 12
- of place vs movement in contrast (prepositions of place <u>not</u> tested in contrast)	A1	12
- of time	Pre	14
- <i>on time</i> vs <i>in time</i> (recognition only)	A2	13
- <i>with</i> + details of appearance	A2	5

PRONOUNS

- <i>any</i> combination meaning <i>whoever</i> etc	B2	36
- demonstrative pronoun and adjective	B1	49
- demonstrative statement <i>There is/are</i> vs <i>it is/they are</i>	A2	7
- demonstrative statement with <i>it/they</i> question tag	A2	3
- demonstrative <i>this</i> to identify oneself, inquire	B1	1
- demonstrative <i>this, that, these, those</i>	Pre	7, A1 2
- demonstrative, emphatic (recognition only)	B2	49
- <i>ever</i> combination, eg <i>whoever</i> , etc (not to be tested in contrast with emphatic use of <i>ever</i>)	B2	36, 49
- irregular comparative/superlative, all, including <i>little/less/least</i>	A2	6
- <i>it impersonal</i> for day/weather	A1	10
- <i>it</i> or <i>they</i> used in answers to questions with demonstrative	A2	2
- object <i>me, you, etc.</i>	Pre	2, A1 2
- possessive <i>mine, yours, etc.</i>	A1	4
- reflexive <i>myself, yourself, etc.</i>	A2	2
- relative defining	B1	7
- <i>some/any/no</i> + one, thing, etc (questions with <i>some</i> <u>not</u> tested)	A1	45
- <i>some/any/no</i> combination	A2	3, 45
- subject <i>I, you, etc.</i>	A1	2

POSSESSIVE

- <i>a friend of mine</i> = one of my friends	B1	4
- genitive	A1	7
- genitive adjective <i>my, your, etc</i>	Pre	2, 4, A1 4
- genitive noun + 's for people and animals	A1	4
- genitive <i>of</i> + noun for objects and places	A1	4
- genitive pronoun, singular and plural	A1	4
- <i>have got</i> for present possession	A1	4
- in time expressions	B1	4, 13
- noun + 's	Pre	4
- of classical names	B2	4
- of compound for joint possession	A1	4
- of hyphenated compound	B1	4
- of name ending in <i>s</i>	A2	4

- of people normally thought of as a pair	A2	4
- of shop (BrE) <i>butcher's, baker's</i> , etc	Pre	4, A1 4
- of <i>some/any/no</i> compound + <i>else</i>	B1	4

VERBS – INFINITIVE

- cognitive verbs followed (usually) by passive infinitive	B2	44
- perfect infinitive for action that preceded the main verb	B2	44
- phrase meaning <i>because</i> (or prepositional phrase showing means)	A2	3
- <i>so as to/so as not to</i> (tested)	B2	43
- <i>so as to/so as not to</i> and <i>to/in order to</i> (recognition only)	B1	43

VERBS – INDICATIVE MOOD

Present Simple

- for future events in a timetable	B2	25
- (affirmative and negative)	Pre	3, 5, 7, 9, 10, 12, 46
- for everyday actions	A1	15
- for future events in a timetable (recognition only)	B1	25
- for general truths (active voice)	A2	44
- for ongoing arrangements vs Present Continuous for temporary ones	A2	8
- for sports commentaries, stage directions, reviews of books, etc (recognition only)	B2	21
- of <i>to be</i> and <i>to do</i>	A1	2, 3

Present Continuous

- affirmative and negative	Pre	10
- for actions happening at the time we are speaking	A1	16
- for actions happening now, used with <i>now, Look! Listen!</i>	A1	16
- for future arrangements	B2	25
- for future intention (recognition only)	B1	25
- in 3rd person with <i>always</i> to express criticism	B2	31
- with <i>always</i> to express criticism	B1	31

Past Simple

- affirmative and negative, regular and irregular verbs	Pre	10, 21
- for actions finished in the past: <i>ago, yesterday, last ...</i>	A1	21
- with Present Perfect in contrast	B1	21

Past Continuous

- contrasted to Past Simple	A1	21
- for a temporary action in the past	B2	21
- for a temporary action in the past (recognition only)	B1	21
- for an action happening between two times in the past	B2	21
- for an action happening between two times in the past (recognition only)	B1	21
- for an action in progress at a specific moment in the past	B2	21
- for an action in progress at a specific moment in the past (recognition only)	B1	21
- for habitual actions in the past which annoyed us	B2	21
- for habitual actions in the past which annoyed us (recognition only)	B1	21
- for two actions happening at the same time	B2	21
- for two actions happening at the same time (recognition only)	B1	21

Future Simple

- <i>going to</i> (affirmative and negative)	Pre	26
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- with <i>will</i>	A1	25
- with <i>shall</i> in first person (recognition only; unusual)	A1	25
- future with <i>going to</i> for plans and intentions (not to be tested in contrast with future simple)	A1	25
- predictions with <i>will/going to</i> (not to be tested in contrast)	A2	10
- for sudden decisions, no pre-planning	B1	25
- in contrast with <i>going to</i>	B2	25
- in contrast with <i>going to</i> in predictions	B2	10

Future Continuous

- Continuous	B2	25
- Continuous (recognition only)	B1	25

Present Perfect Simple

- Simple <i>been to/gone to</i> (not in contrast)	A2	3, 12, 17
- Simple <i>been to/gone to</i> (test in contrast)	B1	12
- Simple <i>been</i> vs <i>gone</i> (3rd person) (not in contrast)	A1	17
- Simple used with expressions of duration	A1	17

Present Perfect Continuous

- Continuous	A2	17
- Continuous as expression of duration (recognition only)	A1	17
- Continuous as reason for present effect	B2	17
- Continuous to show irritation	B2	17
- Continuous/Simple of <i>have</i> in idiomatic expressions	B1	17

Past Perfect

- Past Perfect (simple or continuous) and Past Simple (recognition; tested <u>only</u> in reported speech)	B1	21
- Past Perfect and Past Simple in contrast	B2	21
- Past Perfect Continuous only tested in reported speech	B1	22
- Past Perfect Simple usage only	A2	21

Future Perfect

- Future Perfect Simple	B2	25
- Future Perfect Simple (recognition only)	B1	25

Passive Voice

- impersonal, cognitive verb + noun clause	B1	44
- with agent where context requires	B1	10, 44, 47
- no agent, only in Pres S/C, Past S/C, Fut S, PresPerf S No questions. No impersonal.	A2	21, 44

VERBS – IMPERATIVE MOOD

- simple commands	Pre	33
- simple commands (positive and negative)	A1	2, 12, 33
- <i>watch out/look out</i> as emphasis	A2	33

VERBS – SUBJUNCTIVE MOOD (UNREAL PRESENT, PAST, FUTURE)

- unreal present after present tense main clause (1st conditional, polite form)	B2	27
- unreal past after <i>would</i> (2nd conditional form)	B2	27
- <i>if only</i> + (other) <i>would</i> + bare infinitive	B2	38
- <i>if only</i> + (self) <i>could</i> + bare infinitive	B2	38
- <i>wish</i> + (other) <i>would</i> + bare infinitive	B1	38
- <i>wish</i> + (self) <i>could</i> + bare infinitive	B1	38
- <i>if only</i> + past perfect	B2	38

- <i>wish</i> + past perfect	B1	38
- <i>if only</i> + past tense	B2	38
- <i>wish</i> + past tense	B1	38
- <i>it's (high) time</i> + subject + past tense	B1	32

VERBS – MODAL VERBS, SEMI-MODALS AND SUBSTITUTES

- (<i>not</i>) <i>have to</i> for past and future tenses	B1	29
- <i>be able to</i> for specific ability in present and past. (recognition only)	A2	23
- <i>can</i> + (bare) infinitive	Pre	2, 27, 28
- <i>can</i> for ability or lack of ability	A1	18
- <i>can</i> for future ability	A1	26
- <i>can</i> in question form	A1	28
- <i>can</i> with verbs of perception instead of present continuous tense	A1	18
- <i>can, shall, would, will</i> for offers, and responses	A2	28
- <i>can/may</i> + (bare) infinitive for permission, with <i>not</i> for withholding permission	A1	27
- <i>can't/couldn't/must</i> + perfect infinitive for past deduction	B1	24
- <i>could</i>	B1	28
- <i>could</i> + (bare) perfect infinitive for annoyance at possible but non-performed activities	B2	23
- <i>could</i> as the past tense of <i>can</i> (recognition only)	A1	23
- <i>could</i> as the past tense of <i>can</i> for general ability	A2	23
- <i>let's</i> + (bare) infinitive	A2	32
- <i>make</i> + object + bare infinitive in active vs <i>be made</i> + full infinitive	B1	29
- <i>may, might, could</i> for speculation	A2	25
- <i>may/might/could/would (not)</i> + (bare) perfect infinitive for speculation	B1	24
- <i>may/might as well</i> + infinitive to express <i>no better option</i>	B1	26
- <i>may/might</i> for probability (<i>may</i> more certain than <i>might</i> , not in contrast)	A2	19, 26
- <i>may/might</i> in contrast	B2	19, 26
- <i>may/might</i> in contrast (recognition only)	B1	19, 26
- <i>may/might/could</i> + (bare) infinitive	B1	19, 26
- <i>must</i> for emphatic advice	B1	32
- <i>must/can't</i> + (bare) infinitive for present	B1	19
- <i>must/have to</i> in contrast	B2	29
- <i>must/mustn't</i> + (bare) infinitive	Pre	30
- <i>must/mustn't</i> (for outside or legal obligation)	A1	29
- <i>must/mustn't</i> for speaker's opinion	A2	29
- <i>mustn't/have to</i> for legal obligation (not in contrast with <i>must/mustn't</i>)	A2	29
- <i>needn't have</i> + past participle for an act performed despite absence of obligation	B1	30
- <i>needn't/don't have to</i> for absence of obligation	A2	30
- <i>needn't/don't need to/don't have to</i> + (bare) infinitive	B1	32
- <i>shall we</i> + (bare) infinitive	A2	32
- <i>should/ought to</i> + (bare) infinitive	B1	31, 32
- <i>should/ought to</i> + (bare) perfect infinitive for obligations not acted on	B1	29
- <i>should/ought to</i> for gentler expression of obligation or duty	A2	29
- subject 1 + <i>would</i> + (bare) perfect infinitive preferred + (full) infinitive	B2	37
- subject 1 + <i>would prefer</i> + (full) infinitive for specific preference	B1	37
- subject 1 + <i>would rather</i> + (bare) infinitive	B1	37
- subject 1 + <i>would rather</i> + (bare) perfect infinitive	B2	37

- subject 1 + <i>would rather</i> + subject 2 (1+2) + past perfect	B2	37
- subject 1 + <i>would rather</i> + subject 2 + past tense	B1	37
- substitute <i>be able to</i> for <i>can</i> in all other tenses	A2	18, 23, 26
- substitute <i>be capable of</i> + gerund	B1	18, 23, 26
- substitute <i>don't have to/don't need to</i> for <i>needn't</i> in past/ future	B1	30
- substitute <i>force sb to do sth</i>	B1	29
- substitute <i>it's not necessary (for sb) + (full) infinitive</i> for <i>needn't</i>	A2	30
- <i>will</i> + bare infinitive	Pre	26
- <i>will, would, could</i> for requests from less to more polite, and responses	A2	28
- <i>will/would</i> emphatic (recognition only)	B2	49
- <i>would rather</i> + (bare) infinitive.	B1	3

REPORTED SPEECH

- command with <i>ordered, advised, commanded, suggested</i> (not with a gerund)	B1	22
- command with <i>told</i> + object + infinitive	A2	22
- indirect speech in polite request	B1	28
- question with <i>asked</i>	A2	22
- question with <i>wondered, wanted to know, inquired</i>	B1	22
- question words in reported statements	B1	22
- request with <i>asked</i> + object + infinitive	A2	22
- request with <i>requested, begged</i>	B1	22
- statement introduced by <i>told</i> or <i>said</i>	A2	22
- statement with <i>remarked</i>	B1	22

CAUSATIVE

- false causative <i>get</i> implying provocation	B2	21
- false causative <i>have</i> for actions not arranged	B2	21
- <i>get</i> + object + full infinitive + object	B1	47
- <i>get</i> implying effort by the subject	B1	47
- <i>have</i> without agent - in all tenses at this level.	A2	47
- <i>have/get</i> + agent + (bare) infinitive	B1	47

SYNTAX and SENTENCE STRUCTURE

- simple statement, question, imperative	A1	19, 31, 32, 43
- simple with double object verbs 1. subject + verb + personal object + object	A1	14
- simple with double object verbs 2. subject + verb + object + to/for + personal object.	A1	14
- simple (Time) + subject + verb + object + (Time)	A1	14
- <i>there is, there are</i> (affirmative and negative)	Pre	7
- <i>there is/there are</i> (past, present and future only)	A1	12
- compound with <i>and/but/or</i>	A1	14
- joining sentences with <i>and</i>	A2	40
- comparative structure, not in combination with a negative	A2	6
- <i>(not) like</i> + comparative structure	A2	37
- comparative structure	B1	6
- negative comparison with <i>not as/so...as</i>	B1	6
- alternative arrangement of main and reason clauses	B1	42
- inversion, all types after initial <i>so, such, rarely, never, seldom</i>	B2	49
- special comparative forms	B2	6

INTERROGATIVE

- emphatic use of question word with <i>ever</i> (not in contrast with <i>whenever/wherever</i> , etc)	B2	49
- <i>how much</i> + singular verb and <i>how many</i> + plural verb	A2	46
- interrogative verb formation	A2	47
- polite commands <i>Call/ring/phone s/o on</i> + telephone number	B1	1
- polite requests <i>May I take/Would you like to leave a message?</i>	B1	1
- short questions and responses	A1	1
- short responses	A1	28
- short responses with subject-verb inversion, <i>neither/nor do I</i> (instead of <i>I don't either</i>)	A2	40
- short responses, predicative <i>so/not</i> with <i>think, hope, suppose, be afraid, believe, expect</i>	A2	40
- tag - 1st person statement with 2nd person tag (seeking agreement or confirmation)	A2	35
- tag - has statement with <i>does have/has</i> tag as alternative to <i>has got</i>	A2	35
- tag - let's statements with <i>shall we</i> tag	B1	35
- tag - with <i>do/does/did</i> (simple present and past)	A1	35
- tag - with identical auxiliary verb	A1	3, 35
- tag - with <i>there is/are</i>	A2	35
- words <i>how old/many/much/far</i>	A1	3, 46
- words <i>when/where/why</i> (with answer <i>because</i>) and <i>whose/how</i>	A1	1, 3
- words <i>who, what, where, why, when, which, how much, how many</i>	Pre	3, 8
- words <i>who/which/what</i> as subject and object	A2	3
- words <i>who/which/what</i> as subject and object (not to be tested in contrast)	A1	3, 5, 7, 8

CLAUSES

- concession vs phrases with <i>despite/in spite of</i> + noun/pronoun/gerund object	B1	48
- concession with <i>although</i>	A2	48
- concession with <i>even though, though</i> (not at end of sentence)	B1	48
- conditional inverted structures	B2	24, 25
- conditional type 0, 1, 2, 3 with <i>if/unless</i> in contrast	B1	49
- conditional type 0, 1, 2, 3 with <i>if/unless</i> in contrast	B1	15, 24, 25
- conditional type 1 + imperative	B1	25
- conditional type 1 with <i>if</i>	A1	25
- conditional type 1 with <i>if</i>	A2	25
- conditional type 2 with <i>if</i>	A2	25
- correlative with <i>both...and, neither...nor, either...or</i>	A2	49
- correlative with <i>not only ... but also, not only ... but .. as well</i>	B2	49
- noun clauses in the present tenses (Reported Speech with present tense introductory verb)	A2	20
- noun clauses with <i>what, that, if</i>	B1	25
- participles instead of relative clauses	B1	7
- purpose and negative purpose with <i>so that /in case, in order that</i> (recognition only)	B1	43
- purpose with <i>in order that</i>	B2	43
- reason with <i>as</i>	A2	42
- reason with <i>because/so</i>	A1	42
- reason with <i>for</i> (rare/archaic)	B2	42
- relative defining and non-defining	B1	5, 7
- relative defining and non-defining (recognition only)	A2	5, 7
- relative defining, omission of object relative pronouns	B1	7
- relative impersonal	A2	49
- relative referencing a general concept	B2	7

- relative with possessive relative pronoun	B1	7
- relative with preposition + object relative pronoun vs relative adverb	B2	7
- result with <i>so</i> + adjective/adverb + (<i>that</i>) + clause	B1	43
- result with <i>such</i> + (<i>a/an</i>) noun + (<i>that</i>) + clause	B1	43
- time clauses with future reference	B1	25
- time clauses with <i>when</i>	A2	14, 25
- time clauses with <i>when</i> (recognition only)	A1	25
- time clauses with <i>when, before, after</i>	A2	13
- time clauses with <i>whenever, as long as, the moment, the next time</i>	B1	14
- <i>to be</i> + <i>so</i> + adjective + (<i>that</i>) clause	B1	3
- <i>to be</i> + <i>such</i> (<i>a</i>) + adjective + noun + (<i>that</i>) clause	B1	3

EXCLAMATIONS

- <i>how</i> + adjective/participle vs <i>what</i> + (<i>a/an</i>) noun	A2	39
- simple, punctuated	A1	10, 39, A2 3, B1 3

IDIOMATIC PATTERNS

- (<i>not</i>) <i>like</i> + noun or pronoun object	A1	36
- <i>allow someone to do sth</i> vs <i>let someone do sth</i>	B1	27
- apology simple only (no gerund and no use of <i>apologise</i>), simple response	A1	34
- <i>be like</i> (similarity)	A1	7
- <i>be used</i> + (prep.) <i>to</i> + gerund/noun/pronoun (in contrast with <i>used to</i> + infinitive)	B1	41
- <i>be/get/become accustomed/used to</i> + noun form	B1	41
- <i>can't go wrong/lose</i>	B1	32
- change of tenses, sequence of tenses	A2	22
- <i>dare</i> = to have courage vs <i>dare</i> = to challenge	B2	50
- emphatic use of <i>do</i>	B2	49
- <i>had better</i> + (bare) infinitive	B1	32
- <i>how/what about</i> + gerund	B2	32
- <i>I advise you (not) to</i> + infinitive	B1	32
- <i>if I were you, I would</i> + (bare) infinitive	B1	32
- <i>it's (high) time</i> + subject + (unreal) past tense	B1	37
- <i>it's time</i> + (<i>for</i> s/o) + (full) infinitive	B1	32
- <i>like</i> + object + <i>more/better/less</i>	A1	37
- <i>made of</i> + material	A2	46
- <i>make a habit/practice of</i> + gerund/noun	B2	41
- polite request to express prohibition	B2	27
- preference form to express prohibition	B2	27
- <i>promise</i> + (that) clause/infinitive; "will" + (bare) infinitive	B2	51
- <i>red, yellow, blue, green, black, white, brown, pink, orange, purple, grey</i>	A1	5
- <i>regret/be sorry</i> + infinitive	B1	34
- <i>tell/teach/order/warn</i> s/o <i>to do</i> s/th <i>or (else)</i> + clause	B1	33
- <i>used to</i> + infinitive (<i>use</i> in simple past)	A2	41
- verb (stative) <i>seem/appear</i> + infinitive + adjective	B1	5
- verb not normally used in continuous forms	B1	16
- verb of movement + <i>home</i> (no preposition)	B1	12
- verb of perception, feeling, etc. (stative)	B1	3
- <i>why don't</i> + subject + present	B2	32

NUMBERS

- cardinal (1, 2, 3) 1 – 1000	A1	45
- cardinal and ordinal 1 - 1,000,000, million	A2	45
- cardinal and ordinal billion, trillion	B2	45
- cardinal and ordinal order of combinations	B1	45
- decimals and percents (recognition only)	A2	45
- fractions 1/2, 1/4, 3/4, 1/3, 2/3, as written by hand and by computer	A1	45
- fractions, all, including 5/8, 4/9, etc	A2	45
- ordinal (1st - 31st) as used in dates	A1	45
- Roman numerals I – X (recognition only, for monarchs)	B2	45

NUMERICAL EXPRESSIONS

- a dozen, dozens, tens, scores, hundreds, thousands	B2	45
- arithmetic expressions plus, minus, divided by, multiplied by/times, equals/is	B2	45
- expressions showing measurement	A2	7
- none, nothing, nought, zero, nil (team games), love (tennis), oh (phone)	A2	45
- once, twice, three times	A1	45
- quantities some, any	Pre	4
- quantities too/enough	A2	40
- quantities too/enough	A2	46
- single, double, treble, a couple, a pair	A2	45
- solo, duo, duet, twins	B2	45
- telephone number	A1	45

REGISTER

- formal and informal introductions with full awareness of register difference	B1	2
- formal greetings	A2	1
- formal telephone responses	A2	1
- formal/written structure vs informal/verbal	B2	7
- intonation for emphasis	A1	49
- introducing a speaker, with register related to age/social position of audience/speaker	B2	2
- introductory and closing speeches	B2	2
- polite distinguished from command via form and intonation	A2	33
- protocol used for dignitaries	B2	1

TIME EXPRESSIONS

- ago	B1	13
- days of week, months of year, years, dates	A1	13
- divisible by five	A1	13
- expressed in minutes	B1	13
- good evening as greeting vs good night as farewell	A2	1
- in the end vs at the end	B1	13
- it takes + time period + infinitive	B1	13
- on time vs in time	B1	13
- possessives in time expressions	B1	4, 13
- twelve hour clock only, 6:40= both six forty and twenty to seven	A1	13
- twenty-four hour clock	B1	13
- twenty-four hour clock vs twelve-hour clock	B2	13
- words which are both adjectives and adverbs	B1	13

8.0 EXAMINATION CONTENT

8.1 General

As originally designed for the first *Guide* edition, the PALSO exams included both computer-scored and note-taking exercises in the Listening and Reading & Usage papers. After the introduction of *The Revised Format* in 1997, the exams continued to develop. In 2001, note-taking was discontinued, in order for these two papers to be fully machine scored, although the handwritten editing task remained at the end of the Higher (B2) writing answer sheet. While writing at all levels has been, and continues to be, marked by experienced examiners in Greece, the editing task may be discontinued in future.

The B1 and B2 levels were taken out of active administration in an agreement with the *EDEXCEL-London (now Pearson) Tests of English* beginning in the spring of 2003. In December 2009, the numbers of items in the A1 and A2 examinations were reduced to bring the English exams in line with those of other languages produced by the PALSO Federation.

The discussion of examination content here, as a result, must address both those levels currently in active use and their relationship to those levels which are not in active use. These inactive levels, however, are presented, from time to time, as pilot tests to participating schools, in order to maintain their validity and certification by the ICC.

In the tables below, Pre-A1, A1 and A2 are presented in black font, while the inactive B1 and B2 levels are presented in grey.

Results are given as marks for each candidate per paper and total marks for the exam. It is also indicated whether the mark falls into the Distinction, Pass or Insufficient category. Marks of all papers are combined for the final mark. However, for a pass in the entire exam, no single paper may fall below one half of the pass line.

The following sub-sections give a description of the test content for each level. Please refer to Section 10 for examples of examination items.

8.2 Variety of Item Types

The Revised Format (1997) was designed to provide a better progression of length and complexity from the A1 to B2 levels. This is most apparent in Part A Listening, and Part B Reading & Usage. However, from a technical point of view the range of item types is similar for all levels. See Table 1.

Table 1 (R = Reading & Usage, L = Listening)

This type appears at:	Pre-A1	A1	A2	B1	B2
Multiple Choice	R	R/L	R/L	R/L	R/L
Matching	R	R/L	R/L	R/L	R/L
Gap Filling	R	R/L	R/L	R/L	R/L
Text Ordering	R	-	R	R	R
True/False	-	R/L	L	L	L
True/False/Can't Tell	-	-	R	R	R
Notetaking	-	-	-	-	-
Editing	-	-	-	-	W

There is a wide variety of item types, from which those used in any particular exam are drawn. In devising test exercises, the test writers can select item types which best achieve the testing goal of each exercise. Not all item types will appear in each exam, but some from this pool of types specified for each level can be expected in each exam. This use of the *flexibility* principle means that each exam may differ slightly in format from preceding ones. Students should be familiar with all of the item types and should be encouraged to read the instructions for each exercise carefully.

8.3 Description of Item Types

MC Multiple Choice: LAAS exams use this familiar A, B, C (or D) type of item. The choices may appear to fill a gap in a statement, complete a statement or state an answer to a question. The goal of the exercise, however, is to test comprehension of the text or text-and-graphics. A further example of this item type may be found in the Odd One Out exercise, testing vocabulary in context, or in Reading Between the Lines, testing interpretation of a short utterance.

In listening tests, the choices often appear as three graphics or words/phrases in a table, to be ticked or circled. This variation is used to reduce the reading load. Most reading texts have a short introduction to set the context. The instructions above the exercise follow this pattern:

Choose the correct word or phrase to complete each sentence.

Mark its letter, A, B or C, on your Answer Sheet.

Or

Find the Odd-One-Out. Mark its letter, A, B, C or D, on your Answer Sheet.

Listening tasks have an introduction and instructions on the recording and instructions in the Test Booklet.

M Matching: In this item type, a group of choices is set against a group of questions or statements. In LAAS exams, there is usually one extra option, two if an example is given for the exercise. The options might include:

- individual words or pictures set against definitions or functions
- map points or other elements of a diagram or picture set against names or definitions

The instructions follow this pattern:

These signs are in a supermarket. Match a sign with each food on the shopping list.

Mark its letter, A to F, on your Answer Sheet. You will use only five of the letters.

GF Gap Filling: A gap in an individual sentence or a full text may be filled with a word, phrase or full sentence. The options may be presented in a multiple choice format or in a matching format. Gap filling may also be used to order texts. In LAAS Reading & Usage tasks, there are no free gap-filling exercises (cloze tests) where the candidate must create the answer.

The instructions follow this pattern:

Match one of Ted's replies with each thing Dad says.

Mark its letter, A to G, on your Answer Sheet. You will use only five of the letters.

TO Text Ordering: Free text-ordering exercises are used from time to time. Text ordering may deal with single sentences, such as the elements of instructions, or may involve paragraphs or sub-paragraph parts of texts. Here, options are "sandwiched" into numbered gaps in the text. In these exercises, the beginning and, usually, the end of the text are provided along with the other parts of the text. The instructions follow this pattern:

Put the instructions in the correct order.

Mark the letter of each instruction, A to G, on your Answer Sheet.

You will use only five of the letters. The first one is done for you.

T/F True/False/Doesn't Say: At A1 level, only True and False options are used, and the choice is clearly stated in the text. At the other three levels, a third option, Doesn't Say, is introduced, shown here in the symbol as a question mark (?). This option is chosen when the information is not given in the text. The Doesn't Say option is not used in LAAS listening tasks. True/False items may be stated at the end of the recorded text or written in the Test Booklet. These items refer to graphic or textual information in the Test Booklet or to the gist of the recorded text.

Note: The symbols introduced on this page are used to identify item types in 8.6 Format and Specifications.

8.4 Examination Parts

The LAAS examinations at the four CEFR levels, A1, A2, B1 and B2, consist of three parts:

Part A: Listening

Part B: Reading & Usage

Part C: Writing

A fourth part is added at B1 and B2 levels:

Part D: Interview

The Pre-A1 test has only Reading & Usage questions.

8.4.a Part A: Listening

The A1 and A2 papers have 15 items each. The B1 and B2 levels now each have 20. Should these levels be administered again in the future, their number and complexity will be reviewed.

Listening comprehension tasks are scored by computer, and numbering of items is consecutive.

While listening to the recorded exercise, candidates write their answers in the Test Booklet. At the end of the test, candidates are given time to transfer their answers to the computerized Answer Sheet.

Table 2

	A1	A2	B1	B2
Exercises	2	2	2	2
Total items	15	15	20	20
Words per main text	300	400	500	600

LAAS listening recordings attempt to present spoken English in a natural and realistic way, while keeping within the syllabus specifications for structures and vocabulary at each level. The range is from simple questions and statements in the first exercise of A1 to a near-natural conversation in the third exercise of B2. Regional or foreign accents may be used as long as the speech is understandable.

Furthermore, care is taken to present subjects of interest to the Greek learner and situations which he or she is likely to meet. The skills to be tested are described in section 5.0. Wherever possible, the exercises are set in the context of a radio or TV-audio broadcast, telephone call, speech or public announcement. Test Booklet pages are designed to replicate forms, note pages or visual displays that might accompany the spoken script in authentic listening situations. Graphics or short notes are used for answering in preference to complex written options.

8.4.b Part B: Reading & Usage

At all levels, Part B: Reading & Usage comprises three sections, each of which is allocated a share of items, distributed to a number of exercises. See Table 3.

These sections, broadly classified as Comprehension, Usage and Interpretation, are detailed in the Format & Specifications section 8.6 and exemplified in section 10.

Table 3

	Pre-A1		A1		A2		B1		B2	
Section:	Items	Exer's	Items	Exer's	Items	Exer's	Items	Exer's	Items	Exer's
Comprehension	*	*	10	*1	10	*1	25	2	25	2
Usage	*	*	10	*2	10	*2	20	*5	20	*4
Interpretation	*	*	10	* 2	15	*3	10	*3	20	*3
Total	40	7	30	* 5	35	*6	55	*10	65	*9

* Usually: This may vary, although the number of items will not vary.

8.4.c Part C: Writing

The topics for A2 to B2 invite free writing, with minimal guidance as to points that should be included. However, if certain aspects are necessary to successfully address the topic, these points are stated as required. That is, they will not be stated as *you may want to say* but as *say* or *be sure to say*.

The A1 paper presents a different set of considerations. The number of cue words is approximately the same for the six-frame and single-frame topics. The single-frame picture has three 'panels' of action, usually left-centre-right, with cue words fit in three boxes under the thematic panels.

The six-frame topic is usually a narrative inviting past tense treatment, while the single-frame topic takes the form of describing what is happening in the picture, ie in present continuous. There is usually a stative verb included in the key words, testing the exception to the present continuous usage.

A1 candidates select ONE of two guided writing tasks.

A2 candidates select ONE of two free writing tasks.

B1 candidates write TWO tasks. Task One and Two each have two essay options from which ONE is to be selected.

B2 candidates write TWO tasks. Task One and Two each have two essay options from which ONE is to be selected.

See Table 4 for details.

All writing topics are to be based on themes and topics in section 4.0. The skills tested are described in section 5.0.

Table 4

	A1				A2				B1				B2			
Task	Tops	Do	Wds	Pts	Tops	Do	Wds	Pts	Tops	Do	Wds	Pts	Tops	Do	Wds	Pts
1	2	1	70	25	2	1	120	25	2	1	150	20	2	1	200	20
2	-	-	-	-	-	-	-	-	2	1	120	15	2	1	150	15
Total				25				25				35				35

Tops = topics offered

Do = tasks to be written

Wds = words per task

Pts = points awarded

NB There is no writing paper in the Pre-A1 test.

8.4.d Part D: Interview

Until its last administration in December 2002, the Interview part of the B1 and B2 tests was as described in Table 5 and texts below. In this configuration, two (or three) candidates are interviewed and assessed by pairs of examiners. The skills tested are described in section 5.0.

Table 5

Activity	TIMING B1	TIMING B2
	10 minutes per pair as:	15 minutes per pair as:
* Project presentation - Candidate A	1	1
* Project presentation - Candidate B	1	1
Discussion on projects	3	4
Joint Task from Booklet	5	8-9

*** Presentation of a project is compulsory.**

The Introduction: As candidates enter the testing room, they are greeted by the examiners. The Assessor checks identification papers and begins to organise the assessment forms, while the Interviewer proceeds with the interview.

The Project: Each candidate is required to prepare and present a project on some topic of his/her personal interest. This may be a photo collection, a poster, other objects or a written text. The candidate presents the project in about 1 minute.

The Discussion: After each candidate presents the project, a conversation about the project is initiated. The Interviewer encourages the candidates to interact with each other, makes sure that both candidates have an opportunity to participate and also takes part in the discussion in a natural way.

The Joint Task: After the project presentations and discussions, the Interviewer directs the candidates to look at one of the tasks in the booklet provided. There is a brief description of the task with instructions at the bottom of the page, which should be read first. The candidates then carry out these instructions, using the pictures as a guide and stimulus. The instructions may devise a role play situation, invite a discussion or simply ask for an opinion. In all cases, the goal is a free and natural exchange of ideas between the candidates. The Interviewer's role is to guide, encourage and maintain a fair balance of participation.

The Assessment: While the Interviewer is interacting with the candidates, the Assessor completes initial paperwork and proceeds to observe the performance of the candidates. Provisional scores may be pencilled in on the Mark Sheet of each candidate. If the Assessor needs to hear more to complete the assessment, he or she might also enter the conversation.

The Conclusion: At the end of the interview, the candidates are thanked and they leave. After they have left the room, the Assessor shares the provisional marks with the Interviewer, and the marks are recorded permanently. Candidates are never told what marks they have received.

Part D will be reviewed for possible adjustments in the future.

8.4.e Computerised Answer Sheets

One computerised Answer Sheet is used for all three parts of the A1 and A2 tests and for the Pre-A1 test. A1 and A2 Parts A and B are answered on the front side of the sheet by filling consecutively numbered lozenges, which accommodate up to eight options, A to H. Only one lozenge is to be filled for each item. The Writing Tasks are written on the reverse side of the computerised sheet. This is laid out with lines sufficient to accommodate up to a 150-200 word answer. Scores are recorded by examiners on the front side. The lozenges filled by candidates and scores awarded by essay examiners are read by an optical marks reader and calculated by computer.

8.5 Timing and Weighting

As noted in section 8.4, the tests advance in length, complexity and difficulty from Pre-A1 to B2. Table 6 presents a comparison of Parts A, B and C, at all five levels. It shows the workload, the time allotted for it and its relative value.

Work load is indicated as number of items or points.

Time is interpreted in total minutes.

The weighting for each part of the test is assigned according to the percentages shown.

Part D is presented separately in Table 7, pending revisions.

Table 6

Levels → ↓ Parts	Pre-A1			A1			A2			B1			B2		
A: Listening	Item	Min	%	Item	Min	%	Item	Min	%	Item	Min	%	Item	Min	%
Exercise One	-			8			8			10			10		
Exercise Two	-			7			7			10			10		
Total Part A	-	-	-	15	20	25	15	20	25	20	20	20	20	20	20
B: Reading/usage				Item	Min	%	Item	Min	%	Item	Min	%	Item	Min	%
Comprehension	*			10			10			25			25		
Usage	*			10			10			20			20		
Interpretation	*			10			15			10			20		
Total Part B	40	60	100	30	40	50	35	40	50	55	70	40	65	80	40
C: Writing				Pts	Min	%	Pts	Min	%	Pts	Min	%	Pts	Min	%
Task One	-			25			25			20			20		
Task Two	-			-			-			15			15		
Task Three	-			-			-			-			-		
Total Part C	-	-	-	25	30	25	25	30	25	35	90	20%	35	105	20%
TOTAL TEST	40	60	100	70	90	100	75	90	100	135	215	80	150	230	80

Table 7

D: Interview	Pts	Min	%	Pts	Min	%	Pts	Min	%	Pts	Min	%	Pts	Min	%
	-	-	-	-	-	-	-	-	-	*	10	20%	*	15	20%
Total Part D	-	-	-	-	-	-	-	-	-	*	10	20%	*	15	20%

* See: Section 9.0.

8.6 Format and Specifications Pre-A1

Pre-A1 Reading and Usage

FOCUS	ITEMS	TASK	TASK TYPE & SIZE	ITEM TYPE	GUIDE
lexical	6	A	thematically-linked vocabulary in simple sentence structures + 1 picture with 8 marked objects OR 8 discrete pictures	M	4.0, 5.0, 6.1
lexical	6	B	thematically-linked vocabulary including basic collocations in simple sentence structures	MC	4.0, 5.0, 6.1
grammatical	8	C	short text with a variety of simple sentence structures + picture	MC	6.1
grammatical	5	D	discrete sentences forming a complete text with a variety of simple structures	M	6.1
functional	5	E	dialogue completion: responses to contextualised simple questions	M	4.0, 5.0, 6.1
reading + interpretation	5	F	short text with a variety of simple sentence structures + picture	MC	4.0, 5.0, 6.1
functional, grammatical	5	G	short thematically-linked situations	MC	4.0, 5.0, 6.1

8.6 Format and Specifications A1

A1 Part A: Listening

EXERCISE	ITEMS	TEXT TYPES	TEXT SIZE	ITEM TYPES	GUIDE
One	8	Discrete Items	300 wds with Pictures	M	4.0, 5.0, 6.0, 7.0
Two	7	Monologue or Dialogue	300 wds with Map Diagram Pictures	MC M T/F	4.0, 5.0, 6.0, 7.0

A1 Part B: Reading and Usage

SECTION	ITEMS	EXERCISES	TEXT TYPES	TEXT SIZE	ITEM TYPES	GUIDE
Comprehension	10	1	Story Description	200 wds with map, diagram or illustration	MC M T/F	5.1 to 5.6, 6.0, 7.0
Usage	10	Usually 2 Grammar Vocabulary Conjunctions Functions	Short Texts or Discrete items in contextual clusters		MC M GF	6.0 & 7.0
Interpretation	10	Usually 2 Cohesion Linkage Definitions	Short texts All items to be tested in context		MC M T/F GF	5.1 to 5.6 6.0 & 7.0

A1 Part C: Writing

TASK	POINTS	CHOICE	TASK TYPES	STIMULUS	LENGTH	GUIDE
1	25	1 of 2	Describe a picture Write a story	Guided Writing: Verbal Visual	70 words	4.0, 5.0, 6.0 & 7.0

8.6 Format and Specifications A2

A2 Part A: Listening

EXERCISE	ITEMS	TEXT TYPES	TEXT SIZE	ITEM TYPES	GUIDE
One Two	15 total	Monologue or Dialogue	400 wds with map or other graphic	MC M T/F	4.0, 5.0, 6.0, 7.0

A2 Part B: Reading and Usage

SECTION	ITEMS	EXERCISES	TEXT TYPES	TEXT SIZE	ITEM TYPES	GUIDE
Comprehension	10	1	Story Description	300 wds in one or more texts with map, diagram or illustration	MC M GF	5.1 to 5.6, 5.8, 5.11, 5.14 6.0 & 7.0
Usage	10	Usually 2 Grammar Vocabulary Conjunctions Functions	Short Texts or Discrete items in contextual cluster		MC M TO GF T/F/?	6.0 & 7.0
Interpretation	15	2 or 3 Cohesion Linkage Definitions	Short texts or Discrete items All items to be tested in context		MC M TO GF T/F/?	5.1 to 5.6, 5.8, 5.11, 5.14 6.0 & 7.0

A2 Part C: Writing

TASK	POINTS	CHOICE	TASK TYPES	STIMULUS	LENGTH	GUIDE
1	25	1 of 2*	Story Description Letter Talk Dialogue	Verbal/Visual: headlines letters advertisements pictures etc.	120 words	4.0, 5.0, 6.0, 7.0

8.6 Format and Specifications B1

B1 Part A: Listening

EXERCISE	ITEMS	TEXT TYPES	TEXT SIZE	ITEM TYPES	GUIDE
One Two	10 10	Monologue or Dialogue	500 wds each with Map Diagram Pictures	MC M T/F	4.0, 5.0, 6.0, 7.0

B1 Part B: Reading and Usage

SECTION	ITEMS	EXERCISES	TEXT TYPES	TEXT SIZE	ITEM TYPES	GUIDE
Comprehension	25	2	Story Description Letter Advert News Report	Ex.A: 350 wds w/ diagram, map, or illustration Ex.B: 400 wds in 2 or more contrasting or related texts	MC M T/F/?	5.1 to 5.6, especially 5.4 & 5.14 6.0 & 7.0
Usage	30	Usually 5	Grammar Vocabulary Conjunctions Functions	Short texts or Discrete items in contextual cluster	MC M GF	6.0 & 7.0
Interpretation	15	Usually 3	Cohesion Linkage Register Attitudes Implications Error Detection	Short texts All items to be tested in context	MC M TO GF T/F/?	5.1 to 5.6, especially 5.7 & 5.8 5.10 & 5.12 6.0 & 7.0

B1 Part C: Writing

TASK	POINTS	CHOICE	TASK TYPES	STIMULUS	LENGTH	GUIDE
1	20	1 of 2*	Letter Article Talk Dialogue	Verbal, + possible: Headlines Advert Graphics	150 words	4.0, 5.0, 6.0, 7.0
2	15	1 of 2	Letter or Note Article or Story Talk or Dialogue Description Instructions	Verbal, + possible: Headlines Advert Graphics	120 words	

B1 Part D: Interview

ACTIVITY	TIME	ASSESS	CRITERIA	POINTS	GUIDE
Presentation of projects	2 min.	NO	Communication	50%	4.0, 5.0,
Discussion on projects	3 min.	YES	Language	30%	6.0, 7.0
Joint Task from Booklet	5 min.	YES	Pronunciation	20%	

8.6 Format and Specifications B2

B2 Part A: Listening

EXERCISE	ITEMS	TEXT TYPES	TEXT SIZE	ITEM TYPES	GUIDE
One Two	10 10	Monologue or Dialogue	600 wds each with Map Diagram Pictures	MC M T/F	4.0, 5.0, 6.0, 7.0

B2 Part B: Reading and Usage

SECTION	ITEMS	EXERCISES	TEXT TYPES	TEXT SIZE	ITEM TYPES	GUIDE
Comprehension	25	2	Story Description Letter Advert News Report	Ex.A: 450 wds w/ diagram, map, or illustration Ex.B: 550 wds in 2 or more contrasting or related texts	MC M T/F/?	5.1 to 5.6, especially 5.4 & 5.14 6.0 & 7.0
Usage	30	Usually 4	Grammar Vocabulary Conjunctions Functions	Short texts or Discrete items in contextual cluster	MC M GF	6.0 & 7.0
Interpretation	15	Usually 3	Cohesion Linkage Register Attitudes Implications Error Detection	Short texts All items to be tested in context	MC M TO GF T/F/?	5.1 to 5.6, especially 5.7 & 5.8 5.10 & 5.12 6.0 & 7.0

B2 Part C: Writing

TASK	POINTS	CHOICE	TASK TYPES	STIMULUS	LENGTH	GUIDE
1	20	1 of 2*	Letter Article Talk Dialogue	Verbal, + possible: Headlines Advert Graphics	150 words	4.0, 5.0, 6.0, 7.0
2	15	1 of 2	Letter or Note Article or Story Talk or Dialogue Description Instructions	Verbal, + possible: Headlines Advert Graphics	120 words	

B2 Part D: Interview

ACTIVITY	TIME	ASSESS	CRITERIA	SCORE	GUIDE
Presentation of projects	2 min.	NO	Communication	50%	4.0, 5.0,
Discussion on projects	4 min.	YES	Language	30%	6.0, 7.0
Joint Task from Booklet	8-9 mins.	YES	Pronunciation	20%	

9.0 ASSESSMENT CRITERIA

A significant feature of communicative testing is that it should include as many real-life, active tasks as possible. However, when thousands of candidates are being tested in a very short space of time, there are practical pressures to make the tests workable under the circumstances.

Research into language over the last thirty years suggests that a proper description of language has to cover quite a wide range of behaviour. Different experts have different classifications in their descriptive systems, some of which are much too elaborate to be a practical framework for language testers. However, generally speaking, all the experts agree that a proper description of language as communication needs to cover a wide range of behaviour. Such a range of parameters would be:

Usage

This range includes what is usually called Language Usage, which can be described at the sentence or utterance level, through grammatical and lexical patterns, eg *Nikos loves all kinds of animals*. This is the language usage dimension of assessment where the syntactic patterns must be respected.

Text/Interaction

At a wider range, the sentences are put together in texts (written mode) and in interactions (spoken mode). The sequences of sentences are thus related to each other through various cohesive, semantic and stylistic means, eg, referring to the sentence in the paragraph above:

Does he like some of them more than others? (*he* = Nikos, *them* = animals.)

Yes, he does. (*Yes* refers to the whole of the previous sentence; *does* refers to *like*.)

This is the discourse dimension of assessment concerned with the cohesion of sequences of sentences or utterances.

Context

The different sentences and texts fit into a still wider setting; they are written and spoken for a purpose: to inform, instruct, persuade and so on. Language description, then, must consider the effects the speaker or writer has on the situation or context in which the language is used. This is the socio-linguistic dimension of assessment.

The language scales described below follow this broad classification. In the PALSO examinations, there are different types of test tasks. The first type measures the considerations of text and context such as carrying out practical, realistic tasks. This type of task is assessed by raters, or judges, who grade the students' performances subjectively according to the performance scales described below. A typical example of this kind of assessment is the rating of pieces of writing produced by students or spoken discussions in the interview.

The second type of test task is more suitable for the assessment of the sentence level skills of language usage. This format is one which can be marked objectively as correct or incorrect by using a marking key which gives the accepted answer to each item. A typical example of this sort of item is the multiple-choice format – A, B, C or True/False – often used to test reading comprehension, grammatical or vocabulary skills. Each of these two types of assessment, objective and subjective, has its own advantages and drawbacks. Together, the two types give us the basis for awarding the final examination grade.

SCALE ONE: The Master Scale of Examination Levels

A bit of history: This scale shows the various performances expected for each PALSO level as set on levels 1 to 7 of the ESU (English Speaking Union) 9-Level Scale. The passing grade is indicated as 'C' for each level. The ESU 9-Level Scale was based on research by Brendan Carroll and Richard West. Setting the major English language examinations against the descriptors in the Scale, it had just come into use as Mr. Carroll developed the materials for the first edition of *The PALSO Guide*. This Scale has given way in Europe to the Council of Europe projects that culminated in the CEFR. However, the 9-Level Scale's close integration with the Council of Europe work is apparent in that the PALSO exams, calibrated to it, continue to meet the certification standards of the CEFR/ICC.

SCALE TWO: General Language Proficiency

This scale was a companion piece to Scale One. Here are broad descriptions of the kind of performance expected at each of the ESU nine levels. This scale was meant to be a useful guide for teachers, students and other users such as businessmen who wished to know what performance was expected at each certificate level. Like the ESU 9-Level, it has now been replaced by the CEFR.

SCALE THREE: Language Proficiency (CEFR)

Under development from 1993 to 1996, DIALANG, a Swiss project, produced one of two descriptions of language proficiency now appended to the CEFR document. Like the ALTE *Can Do* statements, this scale describes desired learner performance at each level. DIALANG, however, was designed for learner self-assessment, is slightly more detailed and mentions situational aspects of the learner's ability to use the language. Over 300 teachers and some 2800 learners took part in the studies. The descriptors are summarized here in three sub-scales covering listening, reading and writing skills.

SCALE FOUR: Essential Criteria for Essay Rating

This scale outlines the three main criteria used for the subjective rating of essays: Message, Text and Language/Usage. This threefold division is the basis of PALSO subjective assessment. Note that reliability and validity depend on accurate, albeit subjective, rating. This, in turn, stems from the interplay of appropriately set topics, agreed standards of expected content, and application of language usage per level as described in this *Guide*.

SCALE FIVE: Writing Assessment – The 3-Band/3-Phase Scale for A2, B1, B2

This scale is a guide to marking the longer essays at the more advanced test levels. It is used in concert with a 'key' to expected criteria for Message and Text considerations developed for each writing topic.

SCALE SIX: A1 Writing Assessment – Modified 3-Band Scale

This scale is a guide to markers of A1 writing. Message and organization are provided in the writing topic layout, so the main emphasis is on language usage skills. This scale combines emphasis on language accuracy with a subjective view of the whole essay.

SCALE SEVEN: Interview Scale

This scale is used as a guide for assessors in the Oral Interview paper. The descriptors take into account that the interview is a group encounter and that the candidates will be interacting with up to four other people.

9.1 Scale One - MASTER SCALE OF EXAMINATION LEVELS

ESU	DESCRIPTION	PALSO EXAMINATION			
7	HIGHLY PROFICIENT				HR
6+					A
6	PROFICIENT			STD	B
5	INTERMEDIATE			A	C
			BAS	B	D
4	PLATFORM		A	C	E
		ELEM	B	D	
3	FOUNDATION	A	C	E	
		B	D		
2	RUDIMENTARY	C	E		
		D			
1	BEGINNER	E			

GRADES: as awarded in 1994

A = Distinction

B = Credit

C = Acceptable

D = Marginal

E = Unacceptable

NOTE: This Master Scale was mainly for discussion purposes and was not verified in practice. However, it made a basis for comparison between examination levels.

9.2 Scale Two - GENERAL LANGUAGE PROFICIENCY (ESU 9-Level Scale 1994)

Definition	Description
Highly Proficient	<ul style="list-style-type: none"> • Uses the language effectively, fluently and confidently in a wide range of situations. • Good understanding of authentic spoken and written texts. Expresses meanings accurately in speech and writing. Limited mother tongue features will not affect communication. • This level of mastery would only come by prolonged learning of the language possibly helped by practical experience in the country or area concerned. • Can operate effectively in the language for academic studies or professional purposes.
Proficient	<ul style="list-style-type: none"> • Uses the language competently in most situations. Understands the main ideas and structure of authentic texts. Spoken and written expression is clear and concise. In the main, style is suitable for purpose. Interaction is quite fluent and effective. Any communication breakdown can be quickly overcome. Mother tongue features do not interfere with communication. • This level of mastery would normally need some years of learning and using the language. Almost suitable for use in academic studies, professional work, listening to media but would require some further training to cope effectively.
Intermediate	<ul style="list-style-type: none"> • Communicates quite well in the more common situations. Grasps the main ideas of a text but will miss some shades of meaning and will not appreciate the more complex details and ideas. • Generally, expression can be understood but is sometimes lacking in clarity and precision. Appreciates the broader features of style. There are several errors in grammar and pronunciation and limitations in vocabulary. These will require some tolerance from others. However, communication and interaction are at a useful level for ordinary purposes. • This level of performance would be expected after a few years of ordinary lessons. • Broadly, a useful level of mastery suitable for day-to-day use in not too demanding situations. For academic or professional use, an intensive preparatory course would be needed.
Platform	<ul style="list-style-type: none"> • Has a modest command of the language and can cope with less demanding tasks. Understands the main points of a text or interaction. • Expresses the main ideas of a message but lacks subtlety. Often not sensitive to features of style. Fairly frequent breaks in communication will need tolerance from others. Obvious mother tongue interference in both usage and accent. • This level of performance would be expected of someone who had taken a classroom-based course for a few years without the opportunity of much day-to-day language use. • Could handle simple tasks but would not be able to take part effectively in academic studies or professional work. Would have problems with authentic texts and media programmes.
Foundation	<ul style="list-style-type: none"> • Command of the language is very modest and communication can often break down. Will understand main features of a written or spoken text but areas of competence will be patchy and uneven. Errors will often interfere with the message being conveyed. • Expresses basic ideas in simple contexts but written and spoken expression will be lacking in fluency. Not sensitive to many features of style. Frequent breaks in communication need tolerance from others. Mother tongue interference obvious in both speech and writing. • This performance level would be expected of a student on an introductory language course or after fairly short classroom experience. Not yet a working mastery. • This mastery would not allow efficient learning or job competence. Authentic texts and media programmes would not be understood with any degree of reliability.
Rudimentary	<ul style="list-style-type: none"> • Command of the language is restricted to fairly simple vocabulary and grammar. Can deal with restricted topics practised in class. • Can express ideas in single written or spoken sentences or very short pieces of writing or conversation. Understands written and spoken texts. • This level of performance is that of an elementary language course. Not a working mastery.
Beginner	<ul style="list-style-type: none"> • Is learning the basic elements of the language and has as yet no functional command. Can repeat short language patterns learnt in class. Often relies on gestures and phrases in own language.

9.3.a Scale Three - LANGUAGE PROFICIENCY - Listening Skills (CEFR)

At B2 Level, the learner can:
<ul style="list-style-type: none"> understand in detail what is said in standard spoken language even when with some noise in the background. 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 causes some problem. understand the main ideas of complex speech on both concrete and abstract topics delivered in a standard language including technical discussions in the student's field of specialisation. 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. follow the essentials of lectures, talks and reports and other presentations which use complex ideas. language. understand announcements/messages on concrete & abstract topics in standard language at normal speed. 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. understand most TV news and current affairs programmes such as documentaries, live interviews, talk shows, plays and the majority of films in standard language. follow a lecture or talk within my own field, provided the presentation is clear.
At B1 Level, the learner can:
<ul style="list-style-type: none"> guess the meaning of occasional unknown words from the context and understand sentence meaning if the topic discussed is familiar. generally follow the main points of extended discussion, provided speech is clear and in standard language. follow clear speech in everyday conversation, though in a real life situation will sometimes have to ask for repetition of particular words and phrases. understand straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details, provided speech is clear and a generally familiar accent is used. understand the main points of clear standard speech on familiar matters which occur regularly. follow a lecture or a talk within own field, provided the subject matter is familiar and the presentation straightforward and clearly organised. understand simple technical information, such as operation instructions for everyday equipment. understand the information content of the majority of recorded or broadcast audio material about familiar subjects spoken relatively slowly and clearly. follow many films in which visuals and action carry much of the storyline, and in which the story is straightforward and the language clear. catch the main points in broadcasts on familiar topics and topics of personal interest when the language is relatively slow and clear.
At A2 Level, the learner can:
<ul style="list-style-type: none"> understand enough to manage simple, routine exchanges without too much effort. generally identify the topic of a discussion which is conducted slowly and clearly generally understand clear, standard speech on familiar matters, although in a real life situation might have to ask for repetition or reformulation. understand enough to be able to meet concrete needs in everyday life provided speech is clear and slow. understand phrases and expressions related to immediate needs. handle simple business in shops, post offices or banks. understand simple directions relating to how to get from X to Y, by foot or public transport. understand the essential information from short recorded passages dealing with predictable everyday matters which are spoken slowly and clearly. identify the main point of TV news items reporting events, accidents, etc, where the visual material supports the commentary. catch the main point in short, clear, simple messages and announcements.
At A1 Level, the learner can:
<ul style="list-style-type: none"> can understand everyday expressions of simple, concrete everyday needs, in clear, slow and repeated speech. can follow speech which is very slow and carefully articulated, with long pauses to get the meaning. can understand questions and instructions and follow short, simple directions. can understand numbers, prices and times.

9.3.b Scale Three - LANGUAGE PROFICIENCY - Reading Skills (CEFR)

At B2 Level, the learner can:
• read correspondence relating to his/her fields of interest and easily understand the essential meaning.
• understand specialised articles outside my field, provided he/she can use a dictionary to confirm terminology.
• read many kinds of texts quite easily at different speeds and in different ways according to his/her purpose in reading and the type of text.
• use a broad reading vocabulary, but sometimes experiences difficulty with less common words and phrases.
• 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.
• understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.
At B1 Level, the learner can:
• understand straightforward texts on subjects related to his/her fields of interest.
• find and understand general information needed in everyday material, such as letters, brochures and short official documents.
• search one long or several short texts to locate specific information needed to help complete a task.
• recognise significant points in straightforward newspaper articles on familiar subjects.
• identify the main conclusions in clearly written argumentative texts.
• recognise the general line of argument in a text but not necessarily in detail.
• understand the description of events, feelings and wishes in personal letters well enough to correspond with a friend or acquaintance.
• understand clearly written straightforward instructions for a piece of equipment.
At A2 Level, the learner can:
• understand short, simple texts containing the most common words, including some shared international words.
• understand short, simple texts containing the most common words, incl. some shared international words.
• understand short, simple texts written in common everyday language.
• understand short simple texts related to his/her job.
• find specific information in simple everyday material eg advertisements, brochures, menus and timetables.
• identify specific information in simple written material such as letters, brochures and short newspaper articles describing events.
• understand short simple personal letters.
• understand standard routine letters and faxes on familiar topics.
• understand simple instructions on equipment encountered in everyday life – such as a public telephone.
• understand everyday signs and notices in public places, such as streets, restaurants, railway stations and in workplaces.
At A1 Level, the learner can:
• understand the general idea of simple informational texts and short simple descriptions, especially if they contain pictures which help to explain the text.
• understand very short, simple texts, putting together familiar names, words and basic phrases, by for example rereading parts of the text.
• follow short, simple written instructions, especially if they contain pictures.
• recognise familiar names, words and very simple phrases on simple notices in the most common everyday situations.
• understand short, simple messages, eg on postcards.

9.3.c Scale Three - LANGUAGE PROFICIENCY - Writing Skills (CEFR)

At B2 Level, the learner can:
• evaluate different ideas and solutions to a problem.
• synthesise information and arguments from a number of sources.
• construct a chain of reasoned argument.
• speculate about causes.
At B1 Level, the learner can:
• write very brief reports, which pass on routine factual information and state reasons for actions.
• write personal letters describing experiences, feelings and events in detail.
• describe basic details of unpredictable occurrences, eg, an accident.
• describe dreams, hopes and ambitions.
• take messages describing enquiries, problems, etc.
• describe the plot of a book or film and describe his/her reactions.
• briefly give reasons and explanations for opinions, plans and actions.
At A2 Level, the learner can:
• give short, basic descriptions of events and activities.
• write very simple personal letters expressing thanks and apology.
• write short, simple notes and messages relating to matters of everyday life.
• describe plans and arrangements.
• explain what he/she likes or dislikes about something.
• describe family, living conditions, schooling, present or most recent job.
• describe past activities and personal experiences.
At A1 Level, the learner can:
• write simple notes to friends.
• describe where he/she lives.
• fill in forms with personal details.
• write simple isolated phrases and sentences.
• write a short simple postcard.
• write short letters and messages with the help of a dictionary.

9.4 Scale Four - ESSENTIAL CONSIDERATIONS FOR ESSAY RATING

MESSAGE	TEXT	LANGUAGE / USAGE
Overall effectiveness in communicating the required message.	Organisation, logic and cohesion of the text.	Accuracy and appropriateness of the language used.
<p>Overall Performance</p> <p>How well has the required task been carried out? Is the work comprehensive and relevant?</p>	<p>Style</p> <p>Is the style suitable for the topic and appropriate to the task in hand?</p>	<p>Grammatical Accuracy</p> <p>Are the grammar and usage accurate, appropriate and acceptable?</p>
<p>Clarity</p> <p>How accurate, fluent and clear is the presentation? Have the main ideas and details been presented adequately?</p>	<p>Structure</p> <p>Are the paragraphs well-structured and logically developed?</p>	<p>Vocabulary</p> <p>Are the vocabulary items, and idioms, of a suitable range and variety and accurately used?</p>
<p>Reader Awareness</p> <p>How far does the writer show suitable awareness of the readers' expectations?</p>	<p>Cohesion</p> <p>Are the cohesive, linking and signposting devices varied and appropriate?</p>	<p>Intelligibility</p> <p>Are the written words clearly legible and accurately spelt?</p>

Please note that the considerations above assume that the essay topic has been set at the appropriate level of difficulty for each tested level and that the elicited response will be judged accordingly. These descriptions are embodied in the 3-Band working scale that essay examiners use (9.5 Scale FIVE below).

For the guided writing exercises at A1 Level, a different approach is used in rating. The content of the essay is determined in large part by the cue words provided. Likewise, the flow of the essay tends to follow the groupings of pictures with cue words. Consequently, a separate scale, which places greater emphasis on language/usage features, is used (9.6 Scale SIX below).

9.5 Scale Five - ESSAY RATING STAGES

General Instructions for the 3-Phase Method – Move from left to right. Mark a score lozenge for each task.			
Message	Text	Language Use	Mark
<u>Above Average (Distinction)</u> <ul style="list-style-type: none">• Topic thoroughly covered AND• Clear and interesting AND• Points expanded, supported by detail	Good organisation, flow, linkage	Vocabulary correct, appropriate, supports message.	12
		Spelling accurate, consistent.	11
	Weakness in organisation, flow or linkage	Grammar accurate formation and use, errors do not obscure message.	10
		Punctuation correct vs incorrect or missing.	9
<u>Moderate (Pass)</u> <ul style="list-style-type: none">• Deals with main points of topic BUT• May include some useless detail NONETHELESS• Readable	Good organisation, flow, linkage	* BrE is less strict about commas in compound sentences than AmE.	8
		* Omission of end punctuation may obscure message by blending ideas.	7
	Weak organisation, flow or linkage	* Accuracy errors that drop Message or Flow to a lower band are not penalised again in this column.	6
			5
<u>Below Average (Fail)</u> <ul style="list-style-type: none">• Not all expected points present AND/OR• Message unclear AND/OR• Illegible OR• Off topic	Good organisation, flow, linkage	Mark of 2 fails entire exam. All 2's are checked by group leaders!	4
			3
	Weak organisation, flow or linkage		2
			1

9.6 Scale Six - A1 WRITING ASSESSMENT

Message	Text Flow	Accuracy	
↑ Above Average (distinction) All picture/word prompts used	1 or 2 paragraphs S-V-O ! All *necessary words added to cue words to make full, correct sentences	Correct spelling Correct tenses	12
		1 or 2 errors in spelling or tense	11
	Single paragraph S-V-O ! All necessary words added	1 to 4 non-obscuring errors in spelling, tense, pronoun, etc.	10
		5 or 6 non-obscuring errors in spelling, tense, pronoun, etc.	9
= Average (pass) All prompts used but T/A errors interfere with message OR 1 set of elements missing BUT Main idea is completed	Single paragraph 1 or 2 necessary words missing OR unnecessary words added Missing subject (1 or 2 two incidences) BUT S-V-O order throughout	Minor message/flow errors plus 1 to 4 non-obscuring	8
		Minor message/flow errors plus 5 or 6 non-obscuring	7
	Single sentences 3 or 4 necessary words missing OR unnecessary words added Missing subject (1 or 2 two incidences) BUT S-V-O order maintained 75%	Major flow errors plus 1 to 4 non-obscuring	6
		Major flow errors plus 5 or 6 non-obscuring	5
↓ Below Average (fail) 2 or more elements missing OR All elements present, but T/A problems obscure message	Missing subjects throughout 5 or more necessary words missing V-S-O	1 to 4 errors apart from those that obscure message	4
		Obscuring errors, plus 5 or 6 more non-obscuring ones	3
	Nonsense word order Random repetition of words or phrases V-S-O	Some or all spelling may be correct, but still nonsense	2
		This score reserved for those barely recognised as English	1

* necessary = crucial to the sense and flow of the message

9.7 Scale Seven - INTERVIEW ASSESSMENT

B1 Level Assessment Scale

COMMUNICATION

EXCELLENT	Very good at communicating straightforward ideas. May be hesitant when communicating more advanced ideas. Takes the initiative.
VERY GOOD	Good at communicating straightforward ideas about everyday situations. Rather hesitant to take the initiative.
GOOD	Adequate at communicating straightforward ideas. Able to handle everyday situations only. Unwilling to take the initiative.
PASS	Handles everyday situations with difficulty. Inappropriacies occasionally prevent communication. May lack confidence and initiative but understands and makes him/herself understood.
NARROW FAIL	Communicates straightforward ideas with great difficulty. Highly dependent on interviewer for interaction. Many questions have to be repeated or rephrased.
TOTAL FAIL	Very low level of communication. Virtually all questions have to be repeated or rephrased.

LANGUAGE

EXCELLENT	Very good command of the language. Able to use some advanced structures and vocabulary.
VERY GOOD	Good command of the language. Uses simple structures and vocabulary correctly.
GOOD	Language adequate for everyday situations. Most structures and vocabulary simple but correct.
PASS	Able to handle only simple structures and vocabulary. Makes some basic mistakes which do not usually lead to misunderstanding.
NARROW FAIL	Inadequate vocabulary and structures cause great hesitation. Mistakes often lead to misunderstanding.
TOTAL FAIL	Can barely understand and be understood.

PRONUNCIATION

EXCELLENT	Foreign in single sounds but natural rhythm, stress and intonation.
VERY GOOD	Foreign but overall understood. Generally natural rhythm and stress.
GOOD	Foreign but still understood. Incorrect rhythm and stress at times.
PASS	Foreign with several words mispronounced. Rhythm hesitant. Stress and intonation inconsistent. However can be understood.
NARROW FAIL	Heavy accent and poor rhythm often lead to misunderstanding.
TOTAL FAIL	Very strong accent and unnatural rhythm. Produces largely unintelligible English.

B2 Level Assessment Scale

COMMUNICATION

EXCELLENT	Excellent communicator. Handles some more advanced ideas effectively. Speaks with confidence and takes the initiative.
VERY GOOD	Very good at communicating straightforward ideas. Somewhat hesitant in communicating more advanced ideas. Takes the initiative.
GOOD	Good at communicating straightforward ideas comprehensibly in spite of some inappropriacies. Able to handle everyday situations only. Hesitates to take the initiative.
PASS	Adequate at communicating straightforward ideas. (Inappropriacies occasionally prevent communication.) Handles everyday situations with difficulty. May lack confidence and initiative but makes him/herself understood.
NARROW FAIL	Communicates straightforward ideas with great difficulty. Highly dependent on interviewer in the interaction. Many questions have to be repeated or rephrased.
TOTAL FAIL	Very low level of communication. Virtually all questions have to be repeated or rephrased.

LANGUAGE

EXCELLENT	Excellent command of the language. Wide choice of structures and vocabulary.
VERY GOOD	Very good command of the language. Some advanced structures and vocabulary.
GOOD	Good command of the language, adequate for everyday situations. Most structures and vocabulary simple but correct.
PASS	Candidate's responses are of very simple structure and vocabulary. Makes some basic mistakes which do not lead to misunderstanding.
NARROW FAIL	Inadequate vocabulary and structures cause great hesitation. Mistakes lead to misunderstanding.
TOTAL FAIL	Can barely understand and be understood.

PRONUNCIATION

EXCELLENT	Clear near-native pronunciation. Natural rhythm and stress.
VERY GOOD	Foreign but clearly understood. Generally natural rhythm and stress.
GOOD	Foreign but generally understood. Satisfactory rhythm and stress.
PASS	Foreign with several words mispronounced. Rhythm hesitant. Stress and intonation are unsteady. However can be understood.
NARROW FAIL	Heavy pronunciation and poor rhythm sometimes lead to misunderstanding.
TOTAL FAIL	Very strong accent and unnatural rhythm. Produces largely unintelligible English.

10.0 SAMPLE EXERCISES

These examples are reduced in size and are meant to give an idea of what can be expected. Should you wish to view similar exercises in more detail, please refer to any exam papers produced since May 2008.

10.1 Pre-A1

FOCUS	ITEMS	TASK	TASK TYPE & SIZE	ITEM TYPE	GUIDE
lexical	6	A	thematically-linked vocabulary in simple sentence structures + 1 picture with 8 marked objects OR 8 discrete pictures	M	6.0, 7.0

Example 1

Exercise A – type 1
Single picture, 8 letters
6 M statements
1 example
1 distractor

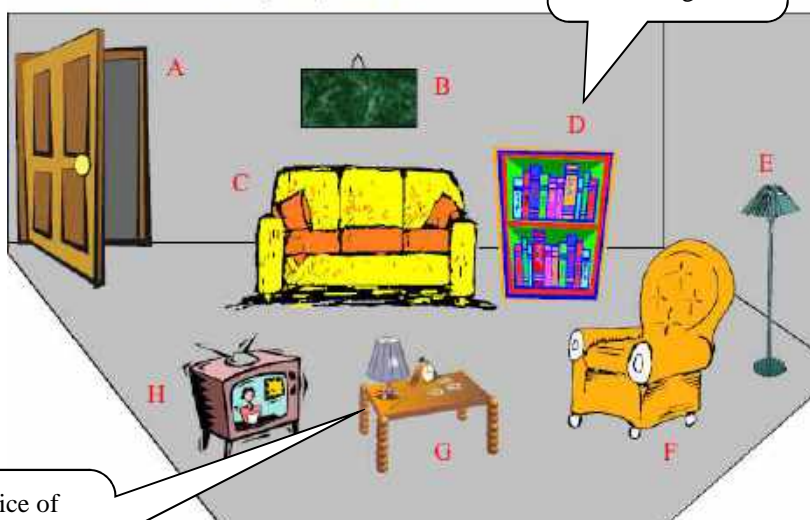
Match: Carol's living room!

Look at the picture of Carol's living room.
Match a thing from the picture with each sentence.
Mark its letter, A-H, on your Answer Sheet.
You will use only six of the letters.

Example: There are lots of books in the bookcase.

The correct answer is D. A B C D E F G H
☐ ☐ ☐ ☒ ☐ ☐ ☐ ☐

- 1 Last night, Carol watched television.
- 2 She usually sits in her brown chair.
- 3 Is there a clock on the table?
- 4 Turn on the big lamp. It's dark in here!
- 5 Can you close the door, please?
- 6 When did Carol buy that picture on the wall?



D is used for the example and is not used again.

Number 4 offers a choice of lamps. The correct answer is E, the big lamp, not the small one on the table.

FOCUS	ITEMS	TASK	TASK TYPE & SIZE	ITEM TYPE	GUIDE
lexical	6	A	thematically-linked vocabulary in simple sentence structures + 1 picture with 8 marked objects OR 8 discrete pictures	M	6.0, 7.0

Example 2

Exercise A – type 2

8 pictures

6 M sentences

1 example

1 distractor

Match: Food and drink!

Match a picture with each sentence about food and drink.

Mark its letter, A-H, on your Answer Sheet.

You will use only six of the letters.

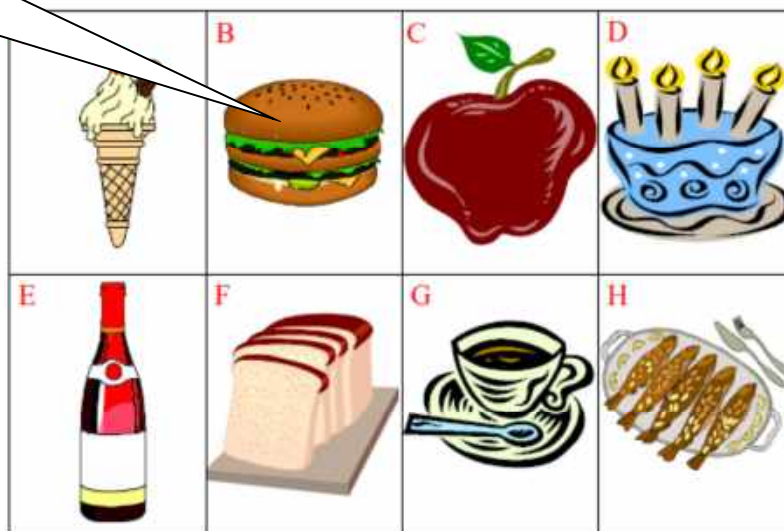
Example: I usually eat an apple for breakfast.

The correct answer is C. A B C D E F G H

☐ ☐ ☒ ☐ ☐ ☐ ☐ ☐

- 1 Is there any bread in the kitchen?
- 2 Let's get Tina a cake for her birthday.
- 3 I had an ice cream this afternoon.
- 4 Simon doesn't like fish very much.
- 5 Do you want another cup of coffee?
- 6 Dad asked us to buy a bottle of wine.

Each item names a thing in a picture. C is used in the example. Only the hamburger is not mentioned.



FOCUS	ITEMS	TASK	TASK TYPE & SIZE	ITEM TYPE	GUIDE
lexical	6	B	thematically-linked vocabulary including basic collocations in simple sentence structures	MC	6.0, 7.0

Example 3

Exercise B

6 sentences

3-option MC gap fill

1 example

Choose the right word: In the classroom!

Choose the correct word to fill each gap.

Mark its letter, A, B or C, on your Answer Sheet.

Example: There are sixteen _____ in my class.

A lessons B schools C children

The correct answer is C. A B **C** D E F G H

☐ ☐ ☒ ☐ ☐ ☐ ☐ ☐ ☐

7 We're going to have an English _____ next week.

A notebook B language C test

8 Don't forget to bring your _____ to school tomorrow.

A pen B desk C teacher

9 Is Maria having a _____ lesson at the moment?

A Greek B Germany C France

10 The teacher opened the _____.

A mistake B window C blackboard

11 Aris didn't _____ the history test yesterday.

A go B pass C teach

12 Did you _____ your homework?

A make B have C do

At higher levels of study, time is spent learning the collocations of *make* and *do*. However, at Pre-A1, many things are learnt in sets of language, such as *do your homework*.

FOCUS	ITEMS	TASK	TASK TYPE & SIZE	ITEM TYPE	GUIDE
grammatical	8	C	short text with a variety of simple sentence structures + picture	MC	6.0, 7.0

Example 4

Exercise C

Short text and picture

8 gaps

3-option MC gap fill

1 example

Choose the right word: My bedroom!

Read the text and look at the picture.

Choose the correct word to fill each gap in the text.

Mark its letter, A, B or C, on your Answer Sheet.

Example: This is a picture of (EXAMPLE) in my bedroom.

A I B my C me

The correct answer is C. A B C D E F G H

☐ ☐ ☒ ☐ ☐ ☐ ☐ ☐

This is a picture of (EXAMPLE) in my bedroom.

I'm (13) the bed, talking on the phone to my best friend, Jenny. There (14) a desk in the corner of the room. My computer is on the desk. In front of the desk, there's a chair. There are (15) clothes on the chair. I'm not very tidy!

I love music. I've got (16) guitar. Can you see (17) ? I've also got lots of CDs. Some of them (18) on the floor.

There are also some books in my bedroom, but you (19) see them in the picture. They are in the bookcase.

I love (20) bedroom!



- | | | |
|------------|---------|-----------|
| A in | B on | C at |
| A am | B is | C are |
| A some | B any | C the |
| A the | B an | C a |
| 17 A it | B him | C her |
| 18 A am | B is | C are |
| 19 A don't | B can't | C mustn't |
| 20 A I | B my | C me |

This exercise has a narrow range of difficulty, with some items slightly more challenging than others. Each item tests a grammatical issue in the Pre-A1 syllabus.

FOCUS	ITEMS	TASK	TASK TYPE & SIZE	ITEM TYPE	GUIDE
grammatical	5	D	error correction: short text divided into sentences	MC	6.0, 7.0

Example 5
Exercise D
Single sentences in context
5 MC items
1 example

Find the mistake: My pet parrot!

Eleni is thirteen years old. She has a parrot as a pet. She is telling her class at English school about her parrot. Read what she says.

There is one mistake in each of the sentences below. Find the mistake and mark its letter, A, B, or C, on your Answer Sheet.

Example: I've got an pet parrot called Petunia.
A B C

The mistake is B. A B C D E F G H
☐ ☒ ☐ ☐ ☐ ☐ ☐ ☐

21 Petunia are very clever and I love her.
A B C

22 When she is hungry, she asked for food.
A B C

23 She can say lots of different things.
A B C

24 She says 'Goodnight!' at ten o'clocks every night.
A B C

25 I always laugh when I hear she.
A B C



FOCUS	ITEMS	TASK	TASK TYPE & SIZE	ITEM TYPE	GUIDE
functional	5	E	dialogue completion: responses to contextualised simple questions	M	6.0, 7.0

Example 6
Exercise E
Sandwiched conversation
5 M gap fill items
1 example
1 distractor

Complete the dialogue: I love sport!

Sophie is at school. Her teacher, Mrs Louka, is asking her about sport. Look at Mrs Louka's questions.

Choose the correct reply to fill each gap in the dialogue. Mark its letter, A to G, on your Answer Sheet. You will use only five of the letters.

Example:
Teacher: Do you like sport, Sophie?
Sophie: Oh yes, Mrs Louka. I love sport!



The answer is G. A B C D E F G H
☐ ☐ ☐ ☐ ☐ ☐ ☒ ☐

This interpretation task tests questions with and without *wh-* words.

Teacher: Do you like sport, Sophie?
Sophie: _____ (EXAMPLE)
Teacher: What's your favourite sport?
Sophie: _____ (26)
Teacher: Are you in any teams?
Sophie: _____ (27)
Teacher: Great! Do you swim every day?
Sophie: _____ (28)
Teacher: And how long have you been playing football?
Sophie: _____ (29)
Teacher: Where do you usually play football?
Sophie: _____ (30)

- A About two years. I'm quite good at football now.
- B Because it's a very easy game to play.
- C Swimming. But I also love football.
- D No, not every day. Usually at the weekend.
- E Yes, I'm in a swimming team.
- F In the park near my house.
- G Oh yes, Mrs Louka. I love sport!

FOCUS	ITEMS	TASK	TASK TYPE & SIZE	ITEM TYPE	GUIDE
reading + interpretation	5	F	short text with a variety of simple sentence structures + picture	MC	6.0, 7.0

Example 7

Exercise F

Short text, picture

5 MC statements, 1 re

picture

1 example

Fill the gaps: The pop group!

Read the text about a pop group and look at the picture.

Choose the correct word or phrase to fill each gap in the sentences below.

Mark its letter, A, B or C, on your Answer Sheet.

Example: There are _____ people in *The Fanclub*.

A three B four C five

The answer is B. A B C D E F G H

☐ ☒ ☐ ☐ ☐ ☐ ☐ ☐

This is *The Fanclub*. They're a great pop group from Exeter, in the UK. There are four people in the group: Brian, Dave, Carl and Jason. Brian writes all the songs, and he plays guitar too. Dave is the singer. Carl plays the drums and Jason plays the piano.

The boys started *The Fanclub* when they were at school. Now, they do concerts all over the world. Last week, they were in Rome and Paris. Next week, they will be in New York.

"We all have different characters," says Dave. "Brian loves telling jokes. He's very funny. Carl is very quiet. He doesn't say much, but he's very clever. Jason loves sport. But we all like the same music. And we all love being in *The Fanclub*."

The new *Fanclub* CD is called 'Just Have Fun'. You can buy it in record shops now.



- 31 Brian _____ play a musical instrument.
A can't B can C doesn't
- 32 The group is going to _____ soon.
A New York B Rome C Paris
- 33 Dave thinks that Carl is not _____.
A quiet B clever C stupid
- 34 'Just Have Fun' is the name of a _____.
A CD B pop group C record shop
- 35 In the picture, _____ is wearing sunglasses.
A Brian B Carl C Jason

Reading comprehension and vocabulary are both tested in this exercise. Item 32, for example, requires knowing *last week* and *next week*.

FOCUS	ITEMS	TASK	TASK TYPE & SIZE	ITEM TYPE	GUIDE
functional, grammatical	5	G	short thematically-linked situations	MC	6.0, 7.0

Example 8

Exercise G

5 Situations (2 shown here)

What do you say?: Shopping!

Here are some things that happen in shops.

For each sentence, choose what you might say when it happens.

Mark its letter, A, B or C, on your Answer Sheet.

Example: You see a CD you like.

- A "How many are there?"
B "How much does it cost?"
C "How does it work?"

The answer is B. A B C D E F G H

☐ ☒ ☐ ☐ ☐ ☐ ☐ ☐



- 36 You are in a bookshop. You can't find the children's books. What do you say?
A "Excuse me! Where are the children's books?"
B "Excuse me! Do you want the children's books?"
C "Excuse me! What are children's books?"
- 37 You want to buy a new notebook. What do you say?
A "Do you buy notebooks?"
B "Do you take notebooks?"
C "Do you sell notebooks?"



Logic, vocabulary and grammar work together to indicate the answer.

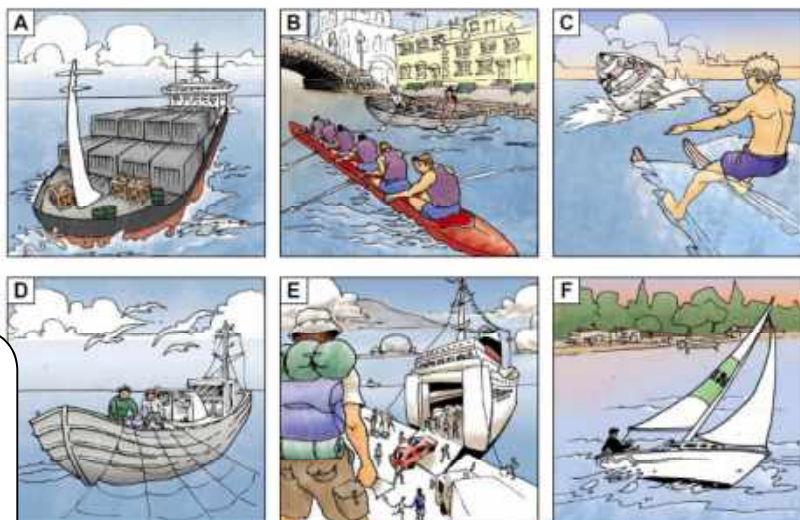
10.2.a A1 Part A: Listening

EXERCISE	ITEMS	TEXT TYPES	TEXT SIZE	ITEM TYPES	GUIDE
One	8	Discrete Items	300 wds with pictures	M	4.0, 5.0, 6.0, 7.0

Example 9

Listening Exercise 1
8 M discrete items
6 pictures
Monologue – questions
No example

SMALL BOATS AND BIG SHIPS



Questions use objects such as *ship*, *water*, *boat*, and *bridge*, as well as activities such as *work*, *have fun*, *fish*, and *travel*.

Write the letter of a picture, A to F, in each of the spaces, 1 to 8.
You will use some letters more than once.

1. ____ 2. ____ 3. ____ 4. ____
5. ____ 6. ____ 7. ____ 8. ____

EXERCISE	ITEMS	TEXT TYPES	TEXT SIZE	ITEM TYPES	GUIDE
Two	7	Monologue or Dialogue	300 wds with Map Diagram Pictures	MC M T/F	4.0, 5.0, 6.0, 7.0

Example 10

Listening Exercise 2
Dialogue
3-option MC
3 items shown here
No example

A BETTER WAY TO EAT

Choose the correct word or phrase to complete each statement.
Circle its letter, A, B or C.

- Ivan is talking to Cassi at ____.
A. the market
B. a food show
C. a farm
- They're talking about ____ food.
A. tasty
B. beautiful
C. healthy
- Cassi wants us to use ____.
A. less salt and sugar
B. more salt but less sugar
C. more salt and sugar



Text questions are kept short so as to reduce the reading load.

A Better Way
Buy healthy food
Get it near your home
Cook it yourself
Eat food in season

10.2.b A1 Part B: Reading and Usage

SECTION	ITEMS	EXERCISES	TEXT TYPES	TEXT SIZE	ITEM TYPES	GUIDE
Comprehension	10	1	Story Description	200 wds with map, diagram or illustration	MC M T/F	5.1 to 5.6, 6.0, 7.0

Example 11

R & U Exercise 1
3-option MC
4-option picture M
No example

Read the text. Then do the exercises on page 4.

Rainbows

What is a rainbow? Well, it's that beautiful half-circle of coloured lines in the sky after a rain storm. Rainbows can happen anywhere if there is rain. But, the rain must go away fast and the sky must clear quickly after the storm.

If the sun comes out again and shines on the last of the rain, we may see a rainbow. Of course, we don't see one if the storm lasts all day and the sky is cloudy and grey. To see a rainbow, we have to have both rain and sun at the same time.

How do rainbows happen? Well, first of all, there are lots of colours in the sun's light. On a sunny day, we see them all together and they seem like white light. But, after a storm, if the sun shines on the last of the rain, each rain drop is like a little mirror. The drop of rain slows the sun's light, bends it, and breaks the colours apart.

The main colours are red, blue and yellow. If two of them mix together, they make all the other colours. For example, red and blue, together, make purple. Red and yellow together make orange. And yellow and blue make green. You can try this with your crayons or paints in your art lesson.

People love rainbows because they're so beautiful. And they don't happen after every storm, so they seem very special. That's why we have stories about rainbows. Some people believe there's a pot of gold at the end of the rainbow. If you run fast enough, you can get the gold and become rich.

Of course, no one has ever got the gold. Why? Because it's not really there. But it's a nice story, isn't it?

Questions follow the order of information given in the text.

Choose the correct word or phrase to complete each statement.
 Mark its letter, A, B or C, on Answer Sheet B.

16. 'Rainbow' is the word for ____ of colour we sometimes see in the sky.
 A. clouds B. lines C. spots
17. Rainbows usually happen ____ a storm.
 A. before B. during C. after
18. The sun's light usually looks ____ because all the colours mix together.
 A. white B. yellow C. grey

(items 19-22 not shown in this example)

Match a picture with each statement.
 Mark its letter, A to D, on Answer Sheet B.
 You will use only three of the pictures.

23. You may see a rainbow later.
24. You see this if the sun shines on rain.
25. We want to find this, but we never will.



Statements match the pictures as described in the text.

10.2.b A1 Part B: Reading and Usage

SECTION	ITEMS	EXERCISES	TEXT TYPES	TEXT SIZE	ITEM TYPES	GUIDE
Usage	10	Usually 2	Grammar Vocabulary Conjunctions Functions	Short texts or Discrete items in contextual cluster	MC M GF	6.0 & 7.0

Example 12

R & U Exercise 2 or 3
3-option MC
Discrete, contextual
Grammatical
No example

Grammar and use,
as specified in the
syllabus, are tested.

Choose the correct word or phrase to fill each gap in the story.
Mark its letter, A, B or C, on Answer Sheet B.

A MEMBER OF THE TEAM

31. Spyros ____ join his school's football team.
A. wanted B. wanted to C. wanted it
32. He went ____ the coach to ask for information.
A. to B. at C. for
33. The test for new players was on the ____ Monday.
A. last B. other C. next
34. So, Spyros ____ all day Saturday and Sunday.
A. is practising B. practised C. has practised
35. On Monday, he ____ very well and became a member of the team.
A. do B. did C. done



SECTION	ITEMS	EXERCISES	TEXT TYPES	TEXT SIZE	ITEM TYPES	GUIDE
Interpretation	10	Usually 2	Cohesion Linkage Definitions	Short texts All items to be tested in context	MC M T/F GF	5.1 to 5.6 6.0 & 7.0

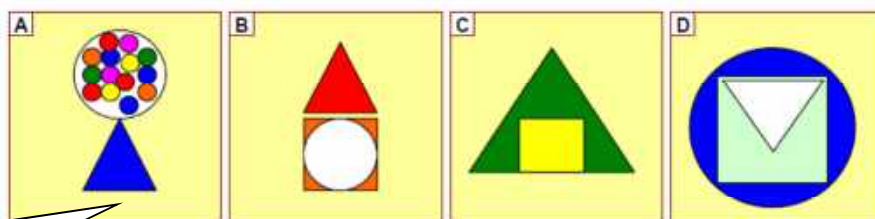
Example 13

R & U Exercise 4
4-option M
5 statements
Discrete, contextual
No example

This task may use
drawings, diagrams or
photographs. Some
imagination helps.

SHAPE UP!

Here are some pictures of shapes.
Choose a picture to match each thing someone says about them.
Mark its letter, A to D, on your Answer Sheet.
You will use one letter more than once.



36. This one looks like a house. Or maybe a clown's face under a hat.
37. Here, the one with three sides is inside the square, and both are inside the circle.
38. Let's go camping! There's the tent with three sides, and a big door in the middle.
39. This must be a sign for the post office. See? There's an envelope in the circle!
40. It's a big round glass ball on top of a triangle base. And the ball's full of chewing gum!

10.2.c A1 Part C: Writing

TASK	POINTS	CHOICE	TASK TYPES	STIMULUS	LENGTH	GUIDE
1	25	1 of 2	Describe a picture Write a story	Guided Writing: Verbal Visual	70 words	4.0, 5.0, 6.0, 7.0

Example 14

Writing Topic A

Single picture

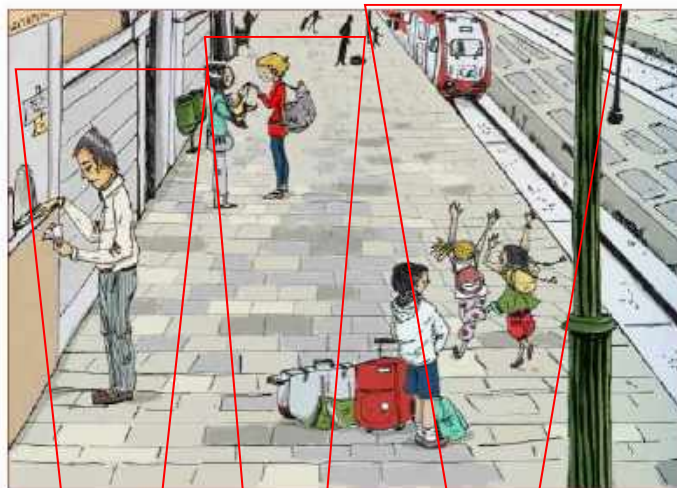
Present continuous lead

The single-picture topic is drawn in 3 vertical panels (red lines) corresponding to the prompt boxes under the picture.

Look at this picture of Alex and his family at the train station.
In about 70 words, describe the picture and say what is happening in it.

- Use the words under the picture.
- Add any other words you wish.

Begin like this: 'Alex and his family are taking the train. ...'



Alex-family-take-train
go-village-visit-grandparent
father-buy-five ticket
get-two-regular-three-child

mum-hold-bag-snack-trip
not want-buy-food-train
talk-woman-baby
woman-wait-same train

Alex-watch-bags
sister-look-train
train-arrive-station
time-leave!

Example 15

Writing Topic B

Six pictures in sequence

Past simple lead

The lead-in dictates the tense. The single picture topic is usually in present continuous, while the six-frame topic is usually a past tense

Look at the pictures of Jane on her mother's birthday.
In about 70 words, write what happened.

- Use the words below each picture.
- Add any other words you wish.

Begin like this: 'It was Jane's mum's birthday, and ...'



be/Jane/ mum/birthday
Jane want/surprise

buy/beautiful/scarf
put/scarf/box

then/wrap/paper
stick/card/top



after dinner/have/cake
give/mum/present

open/box/take out/scarf
hold up/scarf/be pretty

love/scarf/give/big kiss
Jane/be/happy

!! Present continuous prompts usually include a stative verb.
!! Past simple prompts usually include some irregular verbs.

10.3.a A2 Part A: Listening

EXERCISE	ITEMS	TEXT TYPES	TEXT SIZE	ITEM TYPES	GUIDE
One Two	15 total	Monologue or Dialogue	400 wds with map or other graphic	MC M T/F	4.0, 5.0, 6.0, 7.0

Example 16

Listening Exercise 1

3 MC text

1 MC pictures

4 TF

Dialogue

No example

LISTENING EXERCISE 1: Numbers 1 to 8




EURO COIN COLLECTION CLUB

Choose the correct word, phrase or picture to complete each sentence, 1 to 4.

Circle its letter, A, B or C.

1. There are now ____ students in the coin collecting club at Jack and Ellen's school.
A. two B. three C. five

2. The members of the club collect ____ .
A. just six of the euro coins
B. all eight euro coins
C. fifty different coins

3. The coins that Joe Bain finds difficult to use are ____ .
A.  B.  C. 

4. The front side of euro coins ____ .
A. is the same for all countries in the European Union
B. has pictures of famous people and buildings
C. shows a different number for each country

The MC and the TF questions follow the order of information in the recording.

Decide if statements 5 to 8 are true or not.

Write A for True or B for False in the space beside each number.

5. ____ A full collection may have almost 170 coins in it.
6. ____ Jack and Ellen have to travel a lot to collect all the coins.
7. ____ Jack and Ellen look for euro coins when they buy things in the shops.
8. ____ Coin club members share extra coins with each other.

10.3.b A2 Part B: Reading and Usage

SECTION	ITEMS	EXERCISES	TEXT TYPES	TEXT SIZE	ITEM TYPES	GUIDE
Comprehension	10	1	Story Description	300 wds in one or more texts with map, diagram or illustration	MC M GF	5.1 to 5.6, 5.8, 5.11, 5.14 6.0 & 7.0

Example 17

R & U Exercise 1

7 MC text

3 M text with 4 pictures

No example

READING & USAGE EXERCISE 1: Numbers 16 to 25

Read this magazine story about cars of the future.
Then do the exercises on page 4.

CARS OF THE FUTURE

In the future, cars won't run on petrol. How soon? Well, that's hard to say. But, nowadays, people are looking for cars that don't need petrol. Petrol is expensive, and it makes smoke that's bad for us to breathe and bad for nature, too. Also, we use so much petrol that in a few years, there won't be any left.

The good news is that some cars already use other kinds of fuel, and there are new ideas every day. So, in a few years, we may see many different types of cars on the road. They will be better for nature than the ones we have now.

Electric Cars

About 30 years ago, some car companies started making electric cars. The cars didn't go very fast or very far, but they were good for nature. Still, not many people wanted them, so the car companies didn't make very many. Now, the electric idea is back again. If we can make electricity from the sun or the wind, then electric cars can be both cheap and clean. We can plug the car in at night and drive it again the next day.

Gas Cars

Another idea is a car that runs on hydrogen* gas. When we burn hydrogen, we don't get smoke. We get water! Imagine that! A German company has made 100 hydrogen cars for people to try. Another company in England will be ready to sell their cars by 2012. Of course, they'll need hydrogen stations everywhere, just as we have petrol stations now. They'll have to make it easy to find fuel or people won't buy gas cars.

* hydrogen = υδρογόνο

Water Cars

Someday, we may even have cars that use water. A few people have been experimenting with this idea, but it's not ready yet. But think about it. First you wash your car, and then you fill it up, and then ... you water the garden!

Plant Cars

Two new fuels come from vegetables. There's one called ethanol. It's made from corn. This isn't such a good idea, because corn is food and people need to eat. But we can make ethanol from other plants, or the parts of plants we don't eat.

The other new fuel is called bio-diesel. We can make it from plant oils or cooking oil after we finish frying our potatoes. We can mix bio-diesel with regular petrol. It's cleaner and cheaper. Several companies here in Greece already make it.

The paragraphs are contextualized and presented in a layout such as seen in many magazines. The word *hydrogen* is above A2 level and is explained here as a Greek

The questions are set facing the text so as to avoid flipping pages while answering.

The items may be wordier than in listening tasks, as the student controls the text processing speed

Choose the correct phrase to complete each sentence, 16 to 22.
Mark its letter, A, B or C, on your Answer Sheet.

16. We may not use petrol cars in the future because _____.
A. they're dirty and expensive
B. people will have to look for them
C. we'll have more petrol than we need

17. Companies didn't make many electric cars at first because _____.
A. people drove them too fast
B. they weren't good for nature
C. they were not very popular

18. Electric cars will be a good idea if _____.
A. we use the sun or wind to make electricity
B. they cost too much for many people to buy
C. people only drive them at night

19. The hydrogen gas car seems a good idea, but _____.
A. no one knows how to make one
B. there won't be any for at least 10 years
C. it will only be used if fuel is easy to find

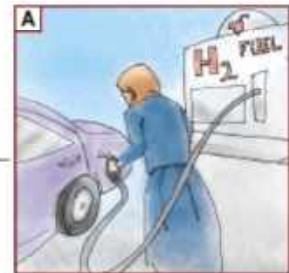
20. A car that runs on water _____.
A. is already for sale
B. is not ready to sell yet
C. needs special water to run

21. The problem with corn ethanol is _____.
A. it is made from food
B. it comes from leaves we can't eat
C. people may try to eat it

22. Bio-diesel is made from _____.
A. fried potatoes
B. used cooking oil
C. regular petrol

Match a picture to each description below.
Mark its letter next to the number on your Answer Sheet.
You will use only three of the pictures.

23. Shai connects his car when he gets home from work.
24. Angela fills up her gas car in Germany.
25. Dionysis pours the first pan of oil at his new bio-diesel factory.



SECTION	ITEMS	EXERCISES	FOCUS	TEXT TYPES	ITEM TYPES	GUIDE
Usage	10	Usually 2	Grammar Vocabulary Conjunctions Functions	Short Texts or Discrete items in contextual cluster	<div>MC</div> <div>TO</div> <div>T/F/?</div> <div>M</div> <div>GF</div>	6.0 & 7.0

Example 18

R & U Exercise 2

3-option GF

Grammatical

No example

Read this story about Thomas.

Choose the correct word or phrase to fill each gap.

Mark its letter, A, B or C, on Answer Sheet B.

THOMAS AND THE COMICS SHOP

Thomas (11) a comic book shop. He's also very good (12) writing stories. His friend, Abe, is an artist, so, when Thomas has written a new story, he sends it to Abe, (13) draws the black-and-white pictures. (14) other friend, Jeff, adds coloured ink to Abe's drawings. When they finish the book, they send it to a comics company (15) and sell.

Thomas is thinking (16) the future, though. There are new ways (17) sharing comics on the Internet and a new kind of computer, called a Kindle, that looks (18) a page from a book. You can buy a book from the Internet, in less than a minute, and read it on the Kindle. These computers are expensive now, but they'll soon be (19) cheaper. When everybody has one, they won't need to buy paper comic books. Thomas thinks that, in ten years, he may (20) have any customers in his shop.

MC tasks are set as short texts or contextualised single sentences. Options may be in a box as here in Example 18 or under each sentence as in 19 below.



- | | | | |
|-----|-------------|-----------------|-------------|
| 11. | A. own | B. is owned | C. owns |
| 12. | A. at | B. to | C. of |
| 13. | A. who | B. where | C. which |
| 14. | A. They're | B. Their | C. They |
| 15. | A. by print | B. for printing | C. to print |
| 16. | A. from | B. at | C. about |
| 17. | A. to | B. of | C. with |
| 18. | A. like | B. at | C. for |
| 19. | A. much | B. more | C. most |
| 20. | A. won't | B. not | C. no |

Example 19

R & U Exercise 1

3-option MC

Discrete, contextual

Vocabulary

No example

PEOPLE AND PLACES

Choose the correct word to fill each gap.

Mark its letter, A, B or C, on Answer Sheet B.

26. When you arrive at the hotel, check in at the _____.
A. invention B. reception C. companion
27. Our electric bill never arrived because they put the wrong _____ on it.
A. possession B. postbox C. address
28. Go down to the market near the _____ if you want to buy very fresh fish.
A. harbour B. porch C. deck
29. Toby is a _____ at a garage, so call him if your car breaks down.
A. mechanic B. lifeguard C. vet
30. All passengers must wait in the _____ lounge until it's time to board the plane.
A. direction B. departure C. conductor



SECTION	ITEMS	EXERCISES	FOCUS	TEXT TYPES	ITEM TYPES	GUIDE
Interpretation	15	2 or 3	Cohesion Linkage Definitions	Short texts or Discrete items All items to be tested in context	<div>MC</div> <div>M</div> <div>TO</div> <div>GF</div> <div>T/F/?</div>	5.1 to 5.6, 5.8, 5.11, 5.14 6.0 & 7.0

Example 20

R & U Exercise 3

GF conversation

1 distractor

No example

This task tests the ability to interpret meaning in a fairly natural chat context.

WHEN IT RAINS

Match a reply from the box with each question on the left.

Mark its letter, A to F, on your Answer Sheet. You will use only five of the letters.

Jim: What do you do when it rains?

Pam: (36)

Jim: Fine! But what if you have to go out?

Pam: (37)

Jim: Has the rain ever come into your house?

Pam: (38)

Jim: What a mess! Do you think it'll happen again?

Pam: (39)

Jim: Well, I hope they did a good job!

Pam: (40)

Jim: Why wait? Just throw some water on the door! That way you can see if it comes in.

A. I hope not. We've had the door repaired.

B. Yes, that's happened. Once, during a bad storm, water ran under the door, 1 cm deep!

C. Then, I carry an umbrella.

D. Oh, there were chairs and tables everywhere!

E. So do I! But, we'll have to wait until the next storm to see if the rain comes in.

F. Well, I stay inside if I can.

Example 21

Exercise 4

5-item TO

1-item example

1 distractor

Text ordering depends on logical flow as aided by linkage markers. The opening and closing of the letter, set off in dark aqua bands, add context to assist with the task.

MARY'S LETTER ABOUT HOLIDAY PLANS

Put the parts of the letter in the correct order.

Mark the letter of each part, A to G, on your Answer Sheet.

You will use only five of the letters. The first one is done for you.

EX. Part 1 A

The answer is A. First of all, I'm sorry I haven't written for a long time. I've been so busy!

EX. Part 1 A

41. Part 2

42. Part 3

43. Part 4

44. Part 5

45. Part 6

Dear Aunt Margaret,

A. First of all, I'm sorry I haven't written for a long time. I've been so busy!

B. I'm really excited about this, because I haven't seen you for such a long time. Well, also, I love the roast lamb you always make!

C. I think she'll be happy with the skirt I got for her. It's a lovely purple colour with large buttons on the front.

D. However, Mum has just told me that we're coming to visit you during the winter holiday.

E. I hope you'll let me help you make it, because I really want to learn how. Mum says I'm old enough to learn to cook a few things.

F. Please let me know what he wants for a present. I know he likes music, so maybe I can buy him a CD.

G. I also want to see Richard while we're there. We always have a lot of fun playing with his computer. Will he be home from university?

Well, I have to do my homework. So, bye for now!

Example 22
R & U Exercise 3
5-item M conversation
1 distractor
No example

Discrete items here are in conversational context.

READING & USAGE EXERCISE 3: Numbers 21 to 25

WATER IN THE FUTURE

Match a reply from the box with each question on the left.
 Mark its letter, A to F, on Answer Sheet B. You will use only five of the letters.

21. Why might we have a problem with water?
22. Does that mean there'll be less rain?
23. Will we have enough to drink and wash?
24. What should we do about it?
25. Can you give me an example?

- A. We hope so, but some people may not have.
- B. Well, we can use water more carefully.
- C. Because the weather is changing.
- D. So, be sure to take your umbrella!
- E. Yes, in some places, there won't be as much.
- F. Yes! Don't let the water run while you brush your teeth!

Example 23
R & U Exercise 5
M texts to pictures
No example

Each paragraph has several attitude clues as well as a number of vocabulary items that are specific to the matching picture. In item 47, for example, *falling a lot* could refer to A, B or C, but only A has *snow* and a *jacket*.

FAVOURITE SPORTS

Match a picture with each of the descriptions.
 Mark its letter, A to D, on your Answer Sheet.
 You will use some letters more than once.

46. ___ "I do my sport all year round. In the summer, it's such good fun! I love it, out there, all alone on the water. It's great! In the winter, I wear a special suit, made of nylon, to keep dry. But the wind is strong and I can really get some good practice!"
47. ___ "I felt like a fool when I was a beginner. I couldn't keep one foot off the other and I fell a lot. I always seemed to have snow inside my jacket! But, I stayed at it and improved a lot. Now, I'm practising for a downhill race next month. You have to turn quickly, and sometimes jump up over small hills. I think I may win, though."
48. ___ "When I first went to the class, an older boy tried to make me fight with the others. That's called 'sparring'. I never liked it much. Once, I hit a boy, by accident, and made his nose bleed. I almost quit going to lessons. But the teacher suggested I change classes. I'm very glad I did!"
49. ___ "I take my board to school and use it on the way home. Then, my friends and I go out every Saturday. There are some good squares around town, with steps and benches to jump over. We try harder and harder moves, like jumping up and turning in the air."
50. ___ "Most sports have competitions and you have to practise very hard to get ready. Mine is difficult, because I can only do it for part of the year, when there's snow. The rest of the time, I have to do other training. It's important to keep my legs strong. So, I go running every day for at least an hour. I also go to the gym. When the weather gets cold again, I go back out to the mountain and the practice gets serious."



10.3.c A2 Part C: Writing

TASK	POINTS	CHOICE	TASK TYPES	STIMULUS	LENGTH	GUIDE
1	25	1 of 2*	Story Description Letter Talk Dialogue	Verbal/Visual: headlines letters advertisements pictures etc.	120 words	4.0, 5.0, 6.0, 7.0

Example 24

Writing Topics
2 options, write 1
Bullet points required

You have **ONE** writing task to do. Choose either Topic A or Topic B.

Write your task in about 120 words on your Answer Sheet.

Choose **ONE** of these two topics. Do the task in about 120 words.

TOPIC A: You are going to visit your relatives next weekend.
You want to tell your friend about what you think will happen.

Write an **email** to your friend.

Tell him or her:

- where you are going and who you will visit
- what you plan to do while you are there
- whether or not you are looking forward to it



TOPIC B: When you were on your way to school, you saw something very strange.

Write a **story** about what happened.

Your story can be funny or serious.



Overly long essays tend to be less well written. Candidates will benefit from organising their essay into paragraphs. In Topic A, these will follow the bullet points, while in a story, they constitute the set up, action and outcome.

10.4.a B1 Part A: Listening

EXERCISE	ITEMS	TEXT TYPES	TEXT SIZE	ITEM TYPES	GUIDE
One Two	10 10	Monologue or Dialogue	500 wds each with Map Diagram Pictures	MC M T/F	4.0, 5.0, 6.0, 7.0

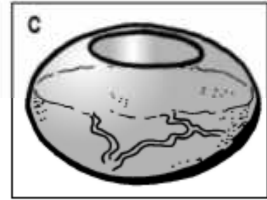
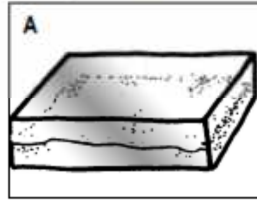
Example 25

Listening Exercise 1
1 MC pictures
3 M text
6 T/F
Monologue
No example

The Amazing Ant Farm

Write the letter of the correct drawing, A, B or C in space number 1.

1. ____ Which drawing shows The Amazing Ant Farm?



Choose a problem from the box on the right to show the complaints Jerry Mosely discusses. Write the letter of the problem, A to D, in spaces 2 to 4.

2. ____ First problem
3. ____ Second problem
4. ____ Third problem

A. The ants took too long to arrive in post.
B. The ant farm is not a good toy for small children.
C. The farm takes too much time to watch.
D. The ants did not live long after arriving.

Now, decide whether these statements are true or not. Write A for True or B for False in spaces 5 to 10.

About 'The Amazing Ant Farm'

5. ____ It was sold in toy shops.
6. ____ Every farm must have a queen ant.
7. ____ Live ants can be sent out at any time of year.




About buying 'nature' products

8. ____ The company Jerry mentioned cared about customer satisfaction.
9. ____ Customers can expect to receive their orders in a short time.
10. ____ Live products may require special treatment.

Candidates can move smoothly through this mix of exercise types, by listening for clues to the recording stages: description of the farm, problems involved, and information about the farm and such products in general. This last group addresses gist.

Example 26

Listening Exercise 2
5 MC in chart
No example

				
	This lifeboat	A. Will	B. Atlantic	C. Skipper
11	is the largest boat at Falmouth Station.	A	B	C
12	carries a crew of three.	A	B	C
13	has a top speed of 32 miles per hour.	A	B	C
14	was at the lifeboat station.	A	B	C
15	went to the rescue of the boat lost in the fog.	A	B	C

Candidates will circle the letter here and then mark the corresponding lozenge at the end of the listening test.

10.4.b B1 Part B: Reading and Usage

SECTION	ITEMS	EXERCISES	TEXT TYPES	TEXT SIZE	ITEM TYPES	GUIDE
Comprehension	25	2	Story Description Letter Advert News Report	Ex.A: 350 wds w/diagram, map, or illustration Ex.B: 400 wds in 2 or more contrasting or related texts	MC M T/F/?	5.1 to 5.6, especially 5.4 & 5.14 6.0 & 7.0

Example 27

R & U Text-graphic
5 MC on main text
5 T/F on script excerpt
No example

Read this article by a young woman who works in films.
Then do the exercises on page 4.

Susan Barrows: 'Continuity Person'

My parents weren't very happy about it; they had their hearts set on my becoming a doctor or a lawyer. So, you can imagine the rows when I was accepted to film school. That's what I had my heart set on. And, eventually, my parents got over their objections when they saw that I was happy in what I did.

Since finishing school, I've worked both in TV and films. Well, I only stayed in TV work for about five years, and that was quite enough. You have to work long and hard when you're trying to make five programmes a week. People get very tense and lose their tempers very quickly. Well, as I said, after about five years of it, I got out, and I've been in movies ever since.



I'm not an actor, though; I'm responsible for 'continuity'. You see, a scene that lasts for 30 seconds in a film can take a whole day to shoot. We might shoot the same scene twenty or thirty times, again and again until we get everything right. I have to be in the studio and I have to make sure everything in the scene is exactly the same every time.

For example, imagine a romantic scene in a restaurant. There are candles on the table and the actors have to drink wine while they are talking. Each time we film the scene the candles burn down a bit, and the level of the wine in the glasses goes down. So, each time, I have to make sure the candles and wine are identical to the last time.

Also, we might start filming the last scene in the movie first, and then six months later, we'll film the first scene. Weather, illness or other problems can mean that we don't always make the film in the order the audience finally sees. So, we have to make sure that, for example, the length and colour of each actor's hair is the same as before.

I have to pay close attention to detail in my job, but I enjoy every minute at the studio.

This is a challenging reading text which is aided by being organised in clear paragraphs: conflict with parents and its outcome, job history and changes, description of the job, example of job role, additional example and conclusion. The job description sets the stage for the graphic on page 4. Continuity is a complex job that demands attention to detail.

The first five questions concern the text on page 3. The graphic, an excerpt from the continuity person's notes for a production, follows. While the main text is short, the graphic adds reading load.

Choose the correct phrase to complete each statement.
Mark its letter, A, B or C, on Answer Sheet B.

21. Susan decided to enter film school _____.
A. because it was her family's wish B. although her parents didn't want her to C. as she had no talent for medicine or law
22. Susan _____ in television production.
A. said it was hard to find work B. made five programmes while C. was under pressure
23. In film-making, the continuity person _____.
A. comes in at the end to check all the details B. must be at the studio throughout filming C. makes sure each scene is filmed several times
24. A romantic scene in a film might be shot again and again _____.
A. until everything is exactly right B. so the wine can be changed C. so the actors can finish their wine
25. _____ the audience may not see the scenes in the order they have been filmed.
A. Only the continuity person knows why B. If the actors must change their hair styles, C. For a number of practical reasons,

Continuity Checklist (The extracts below show some of the difficulties.)

The film *Dark Horizons* is about Steve, a young man who comes back to Greece after university. He becomes a successful businessman, but problems develop with his father and Steve finally moves away again.

Outdoor filming began in February, with cloudy weather for the unhappy ending, when Steve, age 40, leaves. The opening scene, when the young Steve arrives full of hope, needed a fine sunny day. So, the arrival scene was shot at the end of the 'on location' schedule, in June. However, this scene would appear at the beginning of the film. In this scene, Steve is age 20 and his father, age 45.

In the film, after his arrival, the audience would next see Steve and his father having dinner together on Steve's first night back in Greece. There was a camera problem, and the beginning of this dinner scene had to be re-shot the next day.

Outdoor scenes: on location in Greece, February to June

Scene	Shoot on	Actor	Item	Scenery and Props
# 423 Leaves Greece by plane, 1990	22 Feb (cloudy)	Steve, age 40	hair short, suntan casual suit, leather luggage	Cars at airport are 1985-1990 models, heavy traffic
# 5 Arrives in Greece by train, 1970	5 June (sunny)	Steve, age 20	hair long, no suntan blue jeans, t-shirt, backpack	1965-1970 cars in front of station, little traffic

Indoor scenes: in studio, July to August.

Scene	Shoot on	Actor	Item	Scenery and Props
# 6 Welcome dinner	11 July	Steve, age 20	hair long, no suntan trousers and shirt	Candles: start 10 cm, end 5 cm Food plates: start full, end empty
# 7 Welcome dinner (re-shoot)	12 July	Steve, age 20	hair long, no suntan trousers and shirt	Candles: 10 cm Food plates: full

Now use the article and the Continuity Checklist to decide if these statements are true or not.
Mark A for True or B for False on Answer Sheet B.

26. Steve will have grown older and more successful by the end of the film.
27. The actor who plays Steve will need to avoid the sun in the early summer of the filming schedule.
28. The restaurant items shown in the continuity notes are the same as those in Susan's article.
29. The continuity notes suggest that car traffic has increased while Steve lived in Greece.
30. If Steve's father is age 45 in scene #5, he will have to appear to be 25 in scene #423.

Example 28

R & U Double text

5 MC on 1st text

5 T/F on 2nd text

5 M comparison

No example

Two contrasting holidays are described in the letters between friends. One details an adventure holiday; the other describes a city visit with a couple of surprising observations.

Read these letters. Then do the exercises that follow. The letters were written by two pen-friends who live in Europe. Each one visited the USA, but each one had a different experience.

Gunter's Letter

Dear Dimitri,

How was your holiday in the States? Mine was great! When my parents were planning our trip, I thought we'd be staying in the big cities. Instead, they surprised me with a three-week camping trip! This ended up being the most exciting holiday I've ever had!

Guess where we went! The Grand Canyon! It's an enormous river valley in the middle of the desert, hundreds of kilometres long and hundreds of metres deep. I'll never forget the first moment I saw it, when we were coming in to land. It was sunset, and the rock walls of the Canyon gradually turned from red to purple, and finally, to black.

My parents had arranged for us to join a group of about twenty, including two expert guides. We spent two full days walking to the bottom of the Canyon, then the next 19 days following along the river. Each night we pitched our tents at a different spot.

One night, we heard a terrifying scream from one of the tents. A man had been bitten by a snake! At first, we were all worried that it had been a poisonous one, but our guides were sure it was harmless. So, we continued our trip.

The people we were travelling with were from all over the world. That was really good, because our common language was English, and I got a lot of practice! I'm going to keep in touch with a university student I met from Spain.

Anyway, I certainly realised there's more to the USA than Hollywood and hamburgers. I hope that your holiday was as good as mine.
I wish,
Gunter

Dimitri's Letter

Gunter,

It sounds like you had a fantastic time. My experience in the States couldn't have been more different, although I also had a wonderful time.

We have relatives in New York, so we spent the whole month in New York City. But you know me, Gunter. Even though I enjoyed all the museums, I was more interested in learning how the people in New York live. I especially loved going to Central Park on Sundays. Thousands of people were there, sitting in the sun, dancing and playing all different kinds of music.

That was quite a contrast to my first day walking around the city. I saw so many people, even children, sleeping in the streets. I always thought that the USA was so rich that everybody would have a big, comfortable home. I had never seen anything like this and it made me feel depressed.

Another thing that I could hardly believe was something my cousin told me. He goes to high school, and every morning he has to enter the school through a metal detector machine, like the ones at airports. The machine makes a noise if anyone is carrying something made of metal, such as a knife or gun. At first, I thought he was joking, but his mother told me that it was true.

Like you, I have always imagined that the States had the luxurious lifestyle that we see in the movies. Was I wrong! Still, New York is so interesting, I can't wait to go back. Write soon!
Your friend,
Dimitri

Here are some questions about Gunter's letter.
Choose the correct answer and mark its letter, A, B or C, on Answer Sheet B.

11. Gunter was ____ involved in planning his holiday.
A. not B. only partly C. fully
12. Judging from Gunter's description, the word 'canyon' probably means a _____.
A. large rock B. deep valley C. wide desert
13. Gunter travelled to the Grand Canyon _____.
A. on foot B. aboard a train C. by plane
14. Gunter's guides ____ to handle the snake-bite incident.
A. knew quite well how B. depended on the travellers C. could not decide
15. People in Gunter's group used English because _____.
A. they were all Americans B. the guides only spoke English C. everyone knew it

Decide if the following statements about Dimitris' holiday are true or not.
On your Answer Sheet, mark A for True, B for False or C if you Can't Tell.

16. Dimitris' family visited a number of American cities.
17. Dimitris enjoyed watching people more than going to museums.
18. Dimitris attended a concert in Central Park.
19. Seeing that some people had no homes bothered Dimitris a great deal.
20. Dimitris thought his cousin's school story was funny.

In which text is each of these ideas mentioned?
Mark its letter, A to D, on Answer Sheet B.

We can read about

21. making new friends
22. learning about local lifestyles
23. paying a visit to a film studio
24. forming new opinions of the USA
25. having a bad experience with wildlife

In this passage:

- A. Gunter's letter
- B. Dimitris' letter
- C. Both letters
- D. Neither letter

A common pattern for questions on a double-text exercise is to have some items on the first passage, another set on the second and a third set that compares and contrasts the two. In this case, scanning for specific information, and its inclusion in one, both or neither of the texts, is required.

SECTION	ITEMS	EXERCISES	TEXT TYPES	TEXT SIZE	ITEM TYPES	GUIDE
Usage	30	Usually 5	Grammar Vocabulary Conjunctions Functions	Short texts or Discrete items in contextual cluster	MC M GF	6.0 & 7.0

Example 29

R & U Exercise 3
4-option MC GF
Collocations in context
No example

Number of gap in text
is repeated for the
options below and on
the Answer Sheet.

Read the following text. Choose the correct word to fill each gap.
Mark its letter, A, B, C or D, on your Answer Sheet.

Hi! My name is Fiona and I'm fifteen. I'm looking for a penfriend. I'm not very keen
__ (26) __ sport, but I'm crazy __ (27) __ fashion and pop stars! I also love going to the
cinema, but I don't have much free time at the moment because I'm so busy __ (28) __ my
school work.

I live in Manchester, which is famous __ (29) __ its nightlife and football teams. I've got
two sisters: Sophie and Rachel. They're both older than me. Sophie is engaged __ (30) __
the brother of my best friend, Karen, and Rachel is an athlete. She's probably going to be
in the next Olympics. We're all really proud __ (31) __ her!

If you want to be my penfriend, please send me an email. Tell me all __ (32) __ yourself,
and I'll send you a photo of me and my dog, Billy.

Bye for now!
Fiona Keating

- | | | | | |
|-----|----------|-------|--------|---------|
| 26. | A. about | B. on | C. for | D. with |
| 27. | A. about | B. on | C. for | D. with |
| 28. | A. by | B. at | C. for | D. with |
| 29. | A. about | B. of | C. for | D. from |
| 30. | A. to | B. by | C. for | D. with |
| 31. | A. about | B. of | C. for | D. with |
| 32. | A. about | B. of | C. for | D. from |

Example 30

R & U Exercise 6
M with 1 distractor
Function
No example

Match an example sentence on the right with each language function on the left.
Mark its letter, A to G, on your Answer Sheet. You will use only six of the letters.

Language function:

44. comparing
45. making a suggestion
46. giving a reason
47. regretting
48. expressing ability
49. stating a general truth

Example sentence:

- A. I won't be there for the maths test because I have to go to the doctor's tomorrow morning.
- B. I wish I hadn't chosen to do biology at university.
- C. If you don't have a degree, it's difficult to get a well-paid job.
- D. Alan's not working as hard as he did last year.
- E. Tina is certainly capable of passing the exam next month.
- F. I'm thinking of starting Spanish lessons.
- G. I think you should spend the weekend studying for your exams.

Language functions here
correspond to the
functions listed in the
Guide, Section 6.0.

SECTION	ITEMS	EXERCISES	TEXT TYPES	TEXT SIZE	ITEM TYPES	GUIDE
Interpretation	15	Usually 3	Cohesion Linkage Register Attitudes Implications Error Detection	Short texts All items to be tested in context	MC M TO GF T/F/?	5.1 to 5.6, especially 5.7 & 5.8 5.10 & 5.12 6.0 & 7.0

Example 31

R & U Exercise 6
M GF, 1 distractor
Cohesion & linkage
No example

A school sports coach is talking to his team.

Read what he says and choose the correct word or phrase to fill each gap.

Mark its letter, A to G, on your Answer Sheet. You will use only six of the letters.

We've got a very important match tomorrow! I really believe we can win, (38) the other team haven't lost a match all season. But you've all improved (39) a lot over the last few weeks that I'm sure we're going to beat them!

It's going to be a long day (40) there's a three-hour coach ride before the match. We'll probably leave at half past ten, (41) the weather's bad, but I want you all here at nine thirty just in case we have to leave early.

We won't get back home (42) at least nine o'clock, so please tell your parents you'll be late. I'm going to give you a list of things you need to bring with you (43) you don't forget anything. I don't want any of you turning up without your tracksuits like last time!

While this appears to be a simple lexical gap fill, it tests overall comprehension of the text and the role each item plays in communicating the message.

- A. such B. unless C. so that D. as
E. while F. even though G. until

Example 32

R & U Exercise 4
4-option MC
Error detection
Grammar
Includes example

Careers

Each of these lines has an error in it. Find the part with the error.

Mark its letter, A, B, C or D, on your Answer Sheet.

Example: Have you thought about what job you want to do when you will grow up?
A B C D

The error is in D. A B C D E F G H

33. Choose a career is probably the most important decision we have to make.
A B C D

34. This is because our job affects so much other parts of our life.
A B C D

35. For example, many doctors spend very little time spending with their families.
A B C D

Read the whole sentence to assess what seems out of place. The error often lies in the space between two letters. In No. 34, *much* in C does not go with the countable *parts* in D.

36. Doctors they do not earn high salaries, despite their important work.
A B C D

37. However, the most important is to choose a job you really enjoy.
A B C D

Example 33
R & U Exercise 7
M, 1 distractor
Implications
No example

HOW TO SURVIVE THE WINTER!

Match a statement from the box below with each of the headings.
 Mark its letter, A to G, on your Answer Sheet. You will use only six of the letters.

Headings:

- 50. Avoid spreading illness!
- 51. Dress sensibly for bad weather!
- 52. Keep fit and active!
- 53. Protect your eyes!
- 54. Don't eat too much!
- 55. Don't worry all the time!

Statements:

- A. 70% of your body heat escapes through your head, so wear a hat. And don't forget your gloves. Your hands need to keep warm too!
- B. Even winter sun can be dangerous, so wear sunglasses when out in bright sunlight.
- C. To stay healthy through the winter months, it's important to get some physical exercise.
- D. To avoid catching colds and chills, keep the heating turned on at a constant temperature at all times.
- E. Coughs, colds and other viruses are easily spread during the winter. If you're not well, try to stay away from other people.
- F. Always find some time to relax, have fun, and forget about your everyday problems.
- G. If you have a cold, try to avoid heavy meals.
- H. Eat lighter meals, but more frequently.

A basic gap filling task with headings applied to each piece of advice in an informational brochure.

Example 34
R & U Exercise 8
M with 1 distractor
Register & Attitude
No example

PERMISSION TO GO CAMPING

Bill and his father are having a disagreement.
 Match one of Father's responses in the box with each thing Bill says.
 Mark its letter, A to G, on your Answer Sheet. You will use only six of the letters.

- Bill: Dad, I was wondering if you'd decided yet.
- Father: (46)
- Bill: The weekend. I told you three of my friends are going camping and they invited me to go.
- Father: (47)
- Bill: No, we'll be travelling by ourselves.
- Father: (48)
- Bill: One of the boys is borrowing his dad's car for the weekend.
- Father: (49)
- Bill: About eight months.
- Father: (50)
- Bill: But, Dad, he's a really good driver!
- Father: (51)
- Bill: I knew you were going to say that.

- A. Really? And how long has he had his license?
- B. Does your mother know about this?
- C. Are any adults going?
- D. What are you referring to?
- E. I'm sorry, Billy. You're not going to like this, but I'm afraid you can't go.
- F. How do you intend to go there?
- G. Oh, really? I don't like the sound of that!

In sandwich exercises, the option must reply to the statement before and lead into the statement that follows.

10.4.c B1 Part C: Writing

TASK	POINTS	CHOICE	TASK TYPES	STIMULUS	LENGTH	GUIDE
1	20	1 of 2*	Letter Article Talk Dialogue	Verbal, + possible: Headlines Advert Graphics	150 words	4.0, 5.0, 6.0, 7.0
2	15	1 of 2	Letter or Note Article or Story Talk or Dialogue Description Instructions	Verbal, + possible: Headlines Advert Graphics	120 words	

Example 35

B1 Writing Tasks

Two tasks

Two options per task

Bullet points required


Note there are TWO essays to be written!

There are TWO Tasks.

Task One: Choose either Topic A or Topic B.

Task Two: Choose either Topic A or Topic B.

Do BOTH tasks. Write your answers on the back of the Answer Sheet.

TASK ONE	Choose ONE of these two topics. Do the task in about 150 words.
<p>TOPIC A: Imagine that last weekend, your school was broken into.</p> <p>Write an article for your English school newspaper about the break-in.</p> <p>In your article, say:</p> <ul style="list-style-type: none"> what happened. what is missing. what the school is going to do about it. 	
OR	
<p>TOPIC B: What happens when the customs officer inspects our luggage?</p> <p>Write a dialogue for a school drama, between a customs officer and a tourist.</p> <p>In the dialogue, include:</p> <ul style="list-style-type: none"> the customs officer's greetings and questions. the discovery of something suspicious in the tourist's luggage. the tourist's explanation. something to end the scene. 	
TASK TWO	Choose ONE of these two topics. Do the task in about 120 words.
<p>TOPIC A: Most young people learn about the job they will have in the future.</p> <p>Write a talk for your class at English school about the job you would like to have.</p> <p>In your talk, say:</p> <ul style="list-style-type: none"> what the job is and why you would like to do it. what you need to do to prepare for it. what you'll do if your parents disagree with your plans. 	
OR	
<p>TOPIC B: You may be able to avoid many accidents that happen when you are at the beach or swimming in the sea. What can you and your friends do to improve your safety?</p> <p>Prepare an information sheet to give to students in your class.</p> <ul style="list-style-type: none"> Make the title of your sheet: 'Safety at the Beach: Things You Should Know'. Write about the main things students should remember when they go to the beach. You may want to include safety measures both in and out of the water. 	

The bullet points are required. The rubric is imperative.

The second task is lighter in mood and in number of words.

10.4.d B1 Part D: Interview

ACTIVITY	TIME	ASSESS
Presentation of projects	2 min.	NO
Discussion on projects	3 min.	YES
Joint Task from Booklet	5 min.	YES


CRITERIA	POINTS	GUIDE
Communication	50%	4.0, 5.0,
Language	30%	6.0, 7.0
Pronunciation	20%	

Example 36


Interview Booklet
All Candidates for B1
Option for B2 only

What's a good age to begin to go out?


Is this too old?



Is this too young?



What's a good place to go?



What kind of person do you prefer to be with?

A1	PEOPLE
<p>ALL CANDIDATES: At what age should young people be allowed to 'date'? Talk it over. What rules have your parents made? Do they let you go out with a group of friends? On 'dates'? Or can you only go out with your family? Where can you go on your own? Do you mind the rules you have?</p> <p>B2 OPTION: When you start to date, what kind of person will you look for? Talk it over. What kind of personality should they have? What interests? What future plans? How will they dress? Remember, you're talking about the person you may, someday, marry. Will you only go out with someone who fits your ideal? Or will you date other people until you find your ideal 'partner'?</p>	

A1 here identifies the Interview Booklet, A, and the task, 1. It does not refer to CEFR level.

Each topic has two sets of questions. Only ALL CANDIDATES is used for B1 level.

10.5.a B2 Part A: Listening

EXERCISE	ITEMS	TEXT TYPES	TEXT SIZE	ITEM TYPES	GUIDE
One Two	10 10	Monologue or Dialogue	600 wds each with Map Diagram Pictures	MC M T/F GF	4.0, 5.0, 6.0, 7.0

Example 37

Listening Exercise 1

5 TF

5 MC

Dialogue

No example

Question types often change with a shift in the interview. Here, questions 1-5 are about Liz Warren, while 6-10 deal with the IOA programme.

In this exercise, interest was enhanced by pictures of Liz Warren and the Academy. However, the questions did not relate to the pictures.

International Olympic Academy

Decide whether each statement about Professor Warren is true or not. Write A for True or B for False in spaces 1 to 5.

Professor Liz Warren:

- _____ has been going to the IOA for a number of years.
- _____ is rather tired of going to the Academy.
- _____ is a university athletics coach.
- _____ seems to approve of the programme at the Academy.
- _____ thinks athletics are the most important part of the Olympic movement.

Choose the correct word or phrase to complete each statement. Circle its letter, A, B or C.

- The International Olympic Academy promotes the Olympic ideal through _____ programmes.
A. athletics
B. educational
C. recreational
- The Main Session morning programme consists of _____ and discussions.
A. sports events
B. social activities
C. lectures
- At the end, a _____ is sent to the International Olympic Committee.
A. representative
B. report of suggestions
C. copy of the programme
- Young people can attend the Academy if they _____.
A. can afford the trip
B. participate in a sport
C. are sent by their national committee
- This year, Professor Warren looks forward to seeing _____.
A. the Olympic stadium and museums
B. the condition of the Academy and surrounding area
C. the lighting of the Olympic Flame

Example 38

Listening Exercise 2

6 TF

4 M text-pictures

Dialogue

No example

TORNADO

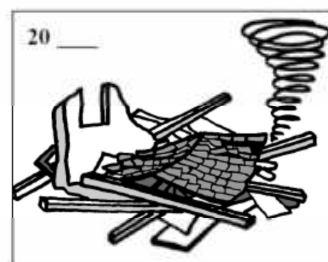
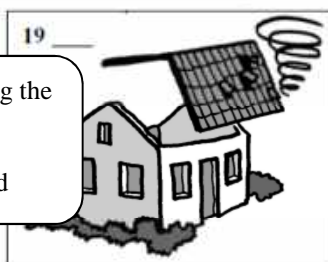
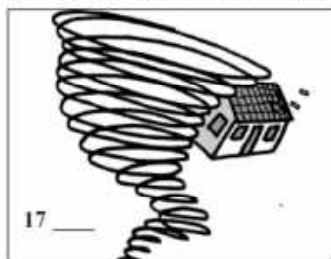
Decide whether these statements are true or not.
Write A for True or B for False in spaces 11 to 16.

11. ___ Most tornados occur in North America.
12. ___ No one knows where a tornado is likely to hit.
13. ___ A tornado affects a smaller area than a hurricane or typhoon.
14. ___ Tornados don't kill as many people now as they used to.
15. ___ A 'tornado watch' is announced when a tornado cloud has been seen in the area.
16. ___ The Fujita Scale is based on the amount of damage caused.



T/F items appear in the order of the recorded script. The answers are straightforward. No. 16 leads into the matching task in 17-20.

Match a level from the Fujita Scale with each of these pictures of tornado damage.
Write its letter, A to G, in the space next to the number in the picture.



The Fujita Scale

	Level	Intensity	Wind Speed
A	F 0	Gale	40-72 mph
B	F 1	Moderate	73-112 mph
C	F 2	Significant	113-157 mph
D	F 3	Severe	158-206 mph
E	F 4	Devastating	207-260 mph
F	F 5	Incredible	261-318 mph
G	F 6	Inconceivable	319-379 mph

The matching task relies on candidates hearing the descriptions of damage associated with each Fujita level. The drawings are kept simple, showing the main points of damage associated

Our thanks to the US and Canadian Weather Services and to The Tornado Project Online for information used in this exercise.

10.5.b B2 Part B: Reading and Usage

SECTION	ITEMS	EXERCISES	TEXT TYPES	TEXT SIZE	ITEM TYPES	GUIDE
Comprehension	25	2	Story Description Letter Advert News Report	Ex.A: 450 wds w/diagram, map, or illustration Ex.B: 550 wds in 2 or more contrasting or related texts	MC M T/F/?	5.1 to 5.6, especially 5.4 & 5.14 6.0 & 7.0

Example 39

R&U Exercise 1

3 MC text

7 MC text-graphics

No example

Read this newspaper article about meteorites.
Then do the exercises on page 4.

Do Meteorites Hold Secrets to Our World ... and Other Worlds?

What happened to the dinosaurs? Is there life on Mars? These questions have bothered scientists and the public for years. Meteorites, those rocks that fall to Earth from space, may help to answer them.

The dinosaurs suddenly disappeared from Earth 65 million years ago. These strange creatures that had ruled the planet for nearly 200 million years became extinct in a very short time. Their sudden extinction was one of the most important events in the history of the planet. Eighty per cent of other life forms that had existed alongside them disappeared at the same time. This allowed mammals, and much later of course, humans, to take over.

Nobody knows for sure why the dinosaurs were wiped out, but there is one theory that is being put to the test for the first time. This theory is that a giant meteorite hit the Earth with such power that it caused dramatic changes in the climate. According to the theory, the collision threw a lot of dust into the atmosphere, so the planet was in constant darkness for more than 50 years. This destroyed most plants, which could not grow without sunlight. As a result, many animals starved.

Now, for the first time, an expedition has been organised to test this theory. Pictures from space show a crater* off the Mexican coast, the Chicxulub crater, which scientists believe may have been caused when this meteorite crashed into the Earth. A research ship has been sent to investigate the crater that lies about three km under

the sea. By using an enormous drill, the scientists on board can take samples of rock that will provide information about the Earth's history. Samples from different levels will show scientists what has happened in the ocean areas through time.

They are particularly interested in samples from 65 million years ago, when the dinosaurs disappeared. In these samples they hope to find material from outside the Earth, for example certain kinds of gases. Such a discovery would prove the existence of a meteorite.

Turning to the question of life on Mars, there was a lot of excitement recently when a meteorite found in the Antarctic was examined. This one is believed to be from Mars and appears to show signs that life may once have existed on this distant planet. If meteorites are proved to contain signs of ancient life forms, then, some astronomers claim, it is very possible that life on other planets could exist. Others have been more doubtful, pointing out the uncertain origin of the Antarctic meteorite.

So it seems that meteorites may provide us with important information about the planets, including our own. Although little has been proved beyond doubt, one thing is certain: meteorites, particularly those from Mars, are in great demand. As a result, their price has increased dramatically in the past few months so that they are now worth more than diamonds.

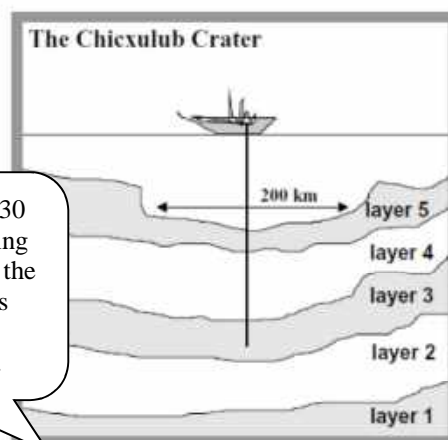
* A crater is a large hole in the surface of a planet.
See: diagram on the next page.

A dense text with many instances of concession.

Items 21-23 query information in the main text.

Choose the correct phrase to complete each statement.
Mark its letter, A, B or C, on your Answer Sheet.

21. The investigation of the Chicxulub crater is trying to prove that a meteorite _____.
A. immediately killed many dinosaurs
B. led to the extinction of most species
C. was a disaster for early man
22. Scientists investigating the Chicxulub crater hope to find proof of _____.
A. a meteorite collision with the Earth
B. simple life forms in meteorites
C. the date the dinosaurs disappeared
23. The Antarctic meteorite _____.
A. proves life can exist on other planets
B. may be a key to life on other planets
C. definitely came from the planet Mars



Answering items 24-30 requires careful reading of the information in the diagram boxes and its assimilation into the story being told here.

5-This period began 10,000 years ago
Human beings developed agriculture and technology. Population increased.

4-This period began 5 million years ago
Climate cold and dry. Many land animals same as today.

3-This period began 55 million years ago
Many mammals became larger and their population increased.

2-This period began 63 million years ago
Warm, damp climate. Many plants. Insects became widespread.

1- This period began 138 million years ago
First flowering plants. Period ended with mass extinction, including all dinosaurs.

Use the text, map and diagram to complete these statements.
Mark A, B or C on your Answer Sheet.

24. From the diagram we can see that the crater is about _____.
A. 200 km wide B. 200 km deep C. 200 km under the sea
25. As scientists drill deeper, they find out about _____ periods of life on Earth.
A. later B. earlier C. colder
26. The crater is located _____.
A. in the Antarctic B. under the Pacific Ocean C. near the Yucatan peninsula
27. The map shows _____ of the area where evidence of a meteor from Mars was found.
A. the location B. a preliminary idea C. no indication
28. The research ship, as shown in the diagram, _____ its drilling work.
A. has just begun B. is about halfway through C. has completed
29. The diagram shows that, in the period immediately after the extinction of the dinosaurs, _____.
A. it was hot and dry B. the climate suited insects C. modern mammals developed
30. The place scientists might find proof of a meteorite is marked as layer _____ on the diagram.
A. 1 B. 3 C. 4

Example 40

R&U Exercise 2

5 T/F/? on text 1

5 MC on text 2

5 M comparison of texts

No example

Here are two passages about popular forms of entertainment.

Passage One

Football for all the family

At one time Margaret Scholfield would no more have joined the supporters at Leeds United Football Club than have stood in the path of a wild bull. Now she spends every other Saturday in the family area at Elland Road Stadium, home to some of the country's most notorious fans. What's more, she goes with her husband and children.

When she first went to check out the stadium, Mrs. Scholfield was pleased to discover a wide range of family facilities. 'There's a games room and a TV room for before the match,' she says. 'Or you can have lunch. You also get to know other families, so there's a really good atmosphere.'

What has happened at Leeds is an example of a trend that has touched almost every club in the country. The community affairs officer of the Football League, Chris Whalley, is impressed. He says, 'Family areas have been a great success. They mean that families supporting different sides can meet.' Such mixing has been a key policy at Leeds, which, only a few years ago, was faced with expulsion from the League because of the behaviour of its fans.

The general manager, Alan Roberts, says, 'We knew we had to do something about the hooligan problem and we thought the best way would be to educate the fans. If they get used to watching with other supporters, they are less likely to make trouble.'

The trend towards winning back the family supporter

seems to stem partly from economic considerations and partly from a genuine sense of shame at the state of the game. The game had been taken over by young males and it was in the clubs' interest to find other types of supporters.

The policy seems to be working. Hooliganism seems to have become less fashionable. Arrests have been declining over the past few years and attendances have been rising. As a result, club finances are looking healthier than they have done for ages.

So, is football a promising choice for family fun? Mrs. Scholfield certainly thinks so. She says, 'It's great to go somewhere for a few hours all together and let off steam. And a good game can be really thrilling.'

Decide whether these statements about Passage One are true or not.

On your Answer Sheet, mark A if the statement is True, B if it is False or C if it Doesn't Say.

31. Mrs. Scholfield is one of the few mothers who take their families to see matches live.
32. Leeds hoped that setting up family areas would lead to better fan behaviour.
33. Hooligans among Leeds fans have complained about the changes in stadium policy.
34. Football clubs have lost money due to expensive improvements in family areas.
35. As a result of reduced hooliganism, fewer police officers are required for the matches.

One of two possible layout configurations, the style shown here has the questions for each text placed immediately after it. The questions that compare the texts follow those for the second text.

A second style has the two texts together, usually on the same page, with all questions placed on the opposite page.

Passage Two

Is Television Going Out of Fashion?

Leisure magazine reports this week that interest in television, particularly among the middle classes, seems to be declining. A survey conducted by the magazine revealed that almost three in ten viewers are reaching for the 'off' button more often. This is hardly surprising given the poor quality of current programmes.

So what are these viewers doing instead? The answer seems to be: rediscovering life as it was before television.

There has been a return to the radio as a medium of entertainment. Comedy, drama and discussions on the radio are enjoying renewed interest and success. As keen listeners are quick to point out, many successful TV programmes started on the radio, and were even better in their original form. Apart from the enjoyment gained from the radio, more often disillusioned viewers

report better relationships with their families, with more time to talk and more motivation to go out and enjoy things together. Also, without the television chattering in the corner, children were able to concentrate on their schoolwork, and parents, no longer watching TV themselves, were much more willing to help them.

So, is our love affair with the TV over? It is hard to say. However, television companies should take note. After all, they are the ones that stand to lose in the long run.

These questions refer to Text 2 only.

Choose the correct phrase to complete each statement about Passage Two. Mark its letter, A, B or C, on your Answer Sheet.

36. The decline in the popularity of television _____.
A. is a recent phenomenon
B. is happening despite better shows
C. leads to better radio programmes
37. Compared with the past, television today offers _____.
A. more choice
B. better advertisements
C. worse programmes
38. The author suggests family life without television is _____.
A. more argumentative
B. terribly boring
C. of better quality
39. When the television is turned off, grown-ups are more likely to _____.
A. go out by themselves
B. help with homework
C. become annoyed
40. What is the writer's opinion of television today?
A. It's a poor use of time.
B. It's superior to radio.
C. No opinion is given.

Questions comparing the two texts follow at the end of the exercise.

Now decide which passage(s) each idea is found in.

On your Answer Sheet, mark A if it is only in 'Football', B if it is only in 'Television', C if it is in both passages or D if it is in neither passage.

This idea:

41. A return to older, perhaps better, ways
42. The result of correcting a bad situation
43. Viewing of matches on television
44. Current behaviour which may lead to loss of money
45. Interest in families doing things together

Is mentioned in

- A Football for All the Family
- B Is Television Going Out of Fashion?
- C Both passages
- D Neither passage

SECTION	ITEMS	EXERCISES	TEXT TYPES	TEXT SIZE	ITEM TYPES	GUIDE
Usage	30	2 to 4	Grammar Vocabulary Conjunctions Functions	Short texts or Discrete items in contextual cluster	MC M GF	6.0 & 7.0

Example 41

R&U Exercise
8 4-option MC
Short text
Grammar
No example

At B2 level, difficulty increases as there are now 4 options instead of 3 in the MC items.

Read the text below and choose the correct word or phrase to fill each gap.
Mark its letter, A, B, C or D, on your Answer Sheet.

The Origins of Modern Sport

Sport has not always been the leisure activity it is today. More than 2000 years ago, sporting activities trained men (46) hunting or war. It was the Ancient Greeks who were the first (47) sports festivals for friendly competition. When the Romans took over the Mediterranean region, they put an end to the Greeks' Games, and sport went back to (48) a military exercise. In the Middle Ages, Europe's main sporting events were contests between knights, fighting on foot or on horseback. Many of our modern sports have their roots in sports and games (49) many centuries ago. Football, for example, began in the 1400s as a game without rules where crowds (50) fight over a ball. The old game of skittles, where a ball was used to (51) down nine wooden pins, eventually became the modern game of bowling. In the 18th and 19th centuries, the rise of industry gave people more leisure time to enjoy organised sporting events. In 1823, a boy at Rugby School in England picked up a football and ran (52) it. So the game rugby was born. In much the same way, American youngsters invented baseball (53) changing the rules for cricket.

- | | | | | |
|-----|---------------|------------|----------------|-------------|
| 26. | A. by | B. with | C. for | D. to |
| 27. | A. to hold | B. holding | C. to be held | D. held |
| 28. | A. have been | B. been | C. having been | D. being |
| 29. | A. playing | B. played | C. were played | D. to play |
| 30. | A. had | B. were | C. would | D. used |
| 31. | A. be knocked | B. knocked | C. knock | D. knocking |
| 32. | A. with | B. to | C. at | D. from |
| 33. | A. to | B. from | C. with | D. by |

Example 42

R&U Exercise
7 4-option MC
2 of 7 items shown
Contextualised discrete
Vocabulary
No example

ODD-ONE-OUT: Climate and Weather

Choose the word or phrase from each group that does NOT fit with the others.
Mark its letter, A, B, C or D, on your Answer Sheet.

Example: Which of these is NOT related to a storm?

A. hurricane B. gale C. tornado D. breeze

The word 'breeze' means a gentle wind, so the answer is D. ☐ A ☐ B ☐ C ☒ D ☐ E ☐ F ☐ G ☐ H

54. Which of these does NOT fall from the sky?
A. drizzle B. shower C. hail D. avalanche
55. Which phrase is NOT used to describe changes in the weather?
A. warm up B. clear up C. cool down D. keep up

Example 43

R&U Exercise
7 GF
Short text
Vocabulary-linkage
No example

A vocabulary task that requires a high degree of interpretation

Read the advertisement below. Choose the correct word or phrase to fill each gap.
Mark its letter, A to H, on your Answer Sheet. You will use only seven of the letters.

Are you leaving school this summer? Fed up with studying? Need a break?

Why not take a year off before going to university?

Here at Your-Year-Off Ltd, we know (61) you can see the world, have fun and earn money too. Come to the experts (62) waste the opportunity of a lifetime.

Here's what we at Your-Year-Off Ltd can offer you:

- Free advice on making the best of your year off. (63) you want to do – whether it's surfing in Australia or digging for archaeological remains in Egypt
- A choice of over 10,000 part-time and temporary jobs abroad. (64) our contacts in over 27 different countries
- A loan of up to €5000 to make your dreams come true. (65) you have a place at university for when you return
- Medical and travel insurance. (66) anything goes wrong while you're abroad

Your-Year-Off Ltd. We can help you (67) where you want to go and what you want to do!

- A. no matter
B. so as not to
C. whatever
D. otherwise
E. in case
F. through
G. how
H. provided

SECTION	ITEMS	EXERCISES	TEXT TYPES	TEXT SIZE	ITEM TYPES	GUIDE
Interpretation	15	Usually 3	Cohesion Linkage Register Attitudes Implications Error Detection	Short texts All items to be tested in context	MC M TO GF T/F/?	5.1 to 5.6, especially 5.7 & 5.8 5.10 & 5.12 6.0 & 7.0

Example 44

R&U Exercise
7 M question-answer
Appropriate responses
Not contextualised
No example

Interpretation requires an understanding both of the meaning of each utterance and its relationship or lack of same to the others.

Match a reply on the right with each question on the left.
Mark its letter, A to H, on your Answer Sheet. You will use only seven of the letters.

QUESTIONS

68. Why are you so late home?
69. Did you only get two tickets for the match on Saturday?
70. Would it be all right if I came to training a bit late tomorrow?
71. When do you think I could start playing for the team?
72. Why was the basketball match cancelled?
73. How did I do?
74. How about playing tennis with me tomorrow evening?

REPLIES

- A. Due to the rain, I think.
B. I'd rather you didn't.
C. It was one of the best games you've ever played!
D. I really don't have the time, I'm afraid.
E. I've been playing squash with Derek.
F. Never have I felt so tired!
G. If I'd known you wanted to go, I'd have got you one too.
H. The sooner the better, in my opinion.

Example 45

R&U Exercise
5 4-option MC
Error recognition
Contextualised
Example

The error may lie within one of the underlined parts, between two parts, or even in the linkage from one item to the next, as here in No. 79.

Public Schools

Each of these lines has an error in it. Find the part with the error.
Mark its letter, A, B, C or D, on your Answer Sheet.

Example: The phrase 'public school' has a different meaning depends on where you live.
A B C D

C should say 'depending on' so the error is in C. A B C D E F G H

75. American public schools are run by the state and no fees paid for children to attend.
A B C D

In the UK, they are quite the opposite, being privately run and such expensive.
A B C D

Another different is that in the UK they are usually boarding schools.
A B C D

Teenagers sleep there in a big bedroom, called a dormitory, except on the holidays.
A B C D

79. Because of these, many critics say the system destroys family relationships.
A B C D

Example 46
R&U Exercise
6 GF headings
No example

Read the following text about the composer Andrew Lloyd Webber.
 For each of the paragraphs below, choose the correct paragraph heading, A to G.
 Mark its letter on your Answer Sheet. You will use only six of the letters.

PARAGRAPH HEADINGS

- | | |
|----------------------------|-----------------------------------|
| A. Not So Humorous | E. Alone On The Stage |
| B. A Great Love Story | F. Still Appealing To All Ages |
| C. Wheels And Speed | G. Based On Children's Literature |
| D. Live Performance Better | |

Pure interpretation. Each heading should give an overview of one of the paragraphs, so reading and getting the gist of each is of prime value.

Andrew Lloyd Webber: Song & Dance

Love him or hate him, Andrew Lloyd Webber is one of the most successful composers of musicals the world has ever known. Tina Richardson guides us through her favourite Lloyd Webber shows.

80. _____
Joseph and the Amazing Technicolor Dreamcoat, Lloyd Webber's first musical, which he co-wrote with Tim Rice, has stood the test of time. It's as popular today with children and adults alike as it was when it was first performed as a school play back in the 1960s. Lloyd Webber's memorable tunes, together with Rice's clever and funny lyrics, make this Bible story a show that will never seem dull. ★★★★★

81. _____
 Lloyd Webber and Rice returned to the Bible for their second musical, *Jesus Christ Superstar*. Enormously successful both in London and in New York, *Jesus Christ Superstar* was promoted as a 1970s 'rock opera', rather than a musical and, as such, can sound a little old-fashioned these days. With only one comic song (Herod's Song), *Jesus Christ Superstar* is a much more serious piece than *Joseph*. Not recommended for young children. ★★★

82. _____
 The third Lloyd Webber and Rice collaboration, *Evita*, has more recently been given Hollywood treatment in the movie starring Madonna and Antonio Banderas. Although Madonna is wonderful as Eva Peron, the movie fails to capture the spirit of the stage version. If you haven't seen *Evita* yet, I suggest you see it at the theatre. ★★★★★

83. _____
 Lloyd Webber teamed up with Don Black for his next musical, *Tell Me On A Sunday*, which is a one-woman show about a young woman in America. These days, it is usually performed as the first half of the show *Song & Dance*. The second half is Lloyd Webber's *Variations*, which has no singing at all, just modern ballet. Wonderful! ★★★★★

84. _____
 For the hugely successful and world-famous *Cats*, Lloyd Webber set to music T. S. Eliot's *Old Possum's Book of Practical Cats*, which Eliot wrote for his own children. The result is a spectacular theatrical event with the actors, singers and dancers all dressed as cats. It's superb both visually and musically and if you ever get the chance, see it! ★★★★★

85. _____
Starlight Express, which Lloyd Webber co-wrote with Richard Stilgoe, is also extremely impressive visually. The cast, as trains, race around the theatre on roller-skates. It's great fun, but the story is weak and once you come out of the theatre, you won't be able to remember any of the songs. Not his best work, but an enjoyable night out all the same. ★★★

10.5.c B2 Part C: Writing

TASK	POINTS	CHOICE	TASK TYPES	STIMULUS	LENGTH	GUIDE
1	20	1 of 2*	Letter Article Talk Dialogue	Verbal, + possible: Headlines Advert Graphics	200 words	4.0, 5.0, 6.0, 7.0
2	15	1 of 2	Letter or Note Article or Story Talk or Dialogue Description Instructions	Verbal, + possible: Headlines Advert Graphics	120 words	

Example 47

Writing

TWO tasks

Choice of 2 topics each

Task One – 200 wds

Task Two – 120 wds

This shows the choice for ONE task.

There are TWO tasks to be written, each with a choice of two topics. The first task is longer and more formal. The second is shorter and less formal in register.

Bullet points are written as imperatives, which indicates each must be addressed.

You have TWO writing tasks to do. Choose either Topic A or Topic B.

Write your task in about 200 words on your Answer Sheet.

Choose ONE of these two topics. Do the task in about 200 words.

TOPIC A: Write a short article for a young people's magazine about a historical person you admire.

In your article, write about:

- who the person is,
- his or her achievements.
- why you admire this person.

OR

TOPIC B: You work as an assistant at a summer camp for children. Write a talk to give to a group of children who have just arrived.

In your talk:

- welcome the children to the camp.
- tell the children about the programme of events.
- mention some camp rules which the children have to obey.

B2 Part D: Interview

ACTIVITY	TIME	ASSESS
Presentation of projects	2 min.	NO
Discussion on projects	4 min.	YES
Joint Task from Booklet	8-9 mins.	YES

CRITERIA	SCORE	GUIDE
Communication	50%	4.0, 5.0,
Language	30%	6.0, 7.0
Pronunciation	20%	

Example 48

Interview Booklet
All Candidates for B1
Option for B2 only

Photographs show the sports for which the cups are named. The cup names are listed in the graphic. Candidates do not have to have outside knowledge about these sports.

The All Candidates option elicits speculative language: *It might be, I'm not sure but, I have no idea what the cup for this one is called*, etc. It is quite all right if candidates know only 1 or 2 of these cups. Or none at all.

This B2 role play requires recognition of register and interpretation via natural speech. Information from the pictures may be included in the conversation.

World Series
Davis Cup
ICC Trophy
Tour de France
FIFA World Cup
NFL Playoffs

A4	SPORT
ALL CANDIDATES: Can you name the championship cup for these sports? Work together. Try to match the pictures to the championships. Are you an enthusiast of any of these sports? Have you gone to any championship matches? Would you like to? If so, which ones?	
B2 OPTION: Calm down! It's ONLY a game! Role play and then discuss the 'problem'.	
Candidate A: You're the parent. You hear screaming and pounding coming from the living room. It's your children watching a championship football match. Try to get them to quiet down a bit.	
Candidate B: You're really excited. It's the end of the second half and your team is one point behind. Your mother interrupts to tell you to be quiet! What? Try to get her to leave you alone till it's over.	

