

BRITISH INSTITUTES SYLLABUS

THE AIM OF THE COMMON EUROPEAN FRAMEWORK IS TO ACT AS A GUIDE, GIVING TEACHERS AND SYLLABUS PLANNERS A BASIS FROM WHICH TO WORK. ITS INTENTION IS TO PROVIDE A CONCRETE ILLUSTRATIVE SET OF DESCRIPTORS IN ORDER TO HELP DECISION-MAKERS DESIGN COURSES TO SUIT THEIR NEEDS. ACCORDINGLY, THE COMMON REFERENCE LEVELS CAN BE PRESENTED AND EXPLOITED IN A NUMBER OF DIFFERENT FORMATS IN VARYING DEGREES OF DETAIL.

IT IS OBVIOUS THAT THE FRAMEWORK IS EXACTLY THAT - A FRAMEWORK: TO BE ADAPTED AND EXTENDED DEPENDING ON THE NEEDS OF ANY PARTICULAR INSTITUTION.

LOOKING AT EACH LEVEL IN THE BRITISH INSTITUTES SYLLABUS, IT IS CLEAR THAT IT NOT ONLY COMPLIES WITH THE SAID FRAMEWORK BUT ALSO EXTENDS IT ENSURING THAT STUDENTS RECEIVE SUFFICIENT LEARNING FOR THEIR LEVEL.

REMOVING OR SHORTENING ANY PART OF THE B.I. SYLLABUS TO ONLY COVER THE COMMON REFERENCE LEVELS, NAMELY THE “CAN DO’S”, COULD RESULT IN COURSES FINISHING WELL IN ADVANCE AND WE, AS AN INSTITUTE, WOULD FAIL IN OUR DUTY TO OFFER STUDENTS A THOROUGH, COMPREHENSIVE AND COMMUNICATIVE UNDERSTANDING OF THE ENGLISH LANGUAGE.

KEY

*- should be taught as useful but **NOT** material for testing, i.e. **not in future mocks/exams**.

N.B.

- a) **A1** to **B2** syllabi have lists of suitable phrasal verbs and idioms / useful set expressions. Whether more are taught depends on teacher’s inclination and class ability. However, the ones on the lists are likely to be present in exams.
- b) Lexical fields have been added to the syllabus – these are intended only as an indication of the type of language expected at these levels. These sections should be further developed according to students’ needs, ability and interests.

OVERALL CEF GUIDELINES

OVERALL ORAL PRODUCTION	
A1	Can produce simple mainly isolated phrases about people and places.
A2	Can give a simple description or presentation of people, living or working conditions, daily routines, likes / dislikes, etc. as a short series of simple phrases and sentences linked into a list.
B1	Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.
B1+	Can give clear, detailed descriptions and presentations on a wide variety of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.
B2	Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.
C1	Can give clear, detailed descriptions and presentations on complex subjects, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.
C2	Can produce clear, smoothly flowing well-structured speech with an effective logical structure which helps the recipient to notice and remember significant points.

OVERALL WRITTEN PRODUCTION	
A1	Can write simple isolated phrases and sentences.
A2	Can write a series of simple phrases and sentences linked with simple connectors like 'and', 'but' and 'because'.
B1	Can write straightforward connected texts on a range of familiar subjects within his/her field of interest, by linking a series of shorter discrete elements into a linear sequence.
B1+	Can write clear, detailed descriptions on a variety of subjects related to his/her field of interest. Can develop an argument, giving reasons in support of or against a particular point of view and explaining the advantages or disadvantages of various options.
B2	Can write clear, detailed texts on a variety of subjects related to his/her field of interest, synthesising and evaluating information and arguments from a number of sources.
C1	Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion.
C2	Can write clear, smoothly flowing, complex texts in an appropriate and effective style and a logical structure which helps the reader to find significant points.

OVERALL LISTENING COMPREHENSION	
A1	Can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.
A2	Can understand enough to be able to meet needs of a concrete type related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.
B1	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific detail, provided speech is clearly articulated in a generally familiar accent.
B1+	Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in his/her field of specialisation. Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.
B2	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influences the ability to understand.
C1	Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled openly.
C2	Has no difficulty in understanding any kind of spoken language, whether live or broadcast, delivered at fast native speed.

BRITISH INSTITUTES SYLLABUS

Level A1

GRAMMAR	VOCABULARY TOPICS	FUNCTIONS
<p>When teaching all verb tenses, include negatives, questions and short answers.</p> <ul style="list-style-type: none"> • To be • To have • Present simple • Present progressive (for actions in progress now) • Past simple • Future (present progressive for arrangements, “going to” for intentions and predicting the future based on present evidence, will for decisions taken at that moment) • Can (ability/permission) / could (permission or request) • Must* / mustn’t* • Would like (I’d, you’d etc.) • Prepositions of place • Prepositions of movement • Prepositions of time • Have got • Definite and indefinite article, zero article • Possessive adjectives and pronouns • Demonstrative adjectives • Personal pronouns (subject) • Personal pronouns (object) • Plurals (regular, irregular) • There is/there are • Some/any • Countable/uncountable nouns • Possessive “s” (Peter’s house) • Much/many/a lot of • Like / love / enjoy / hate + -ing • Frequency adverbs • Comparatives and superlatives • Imperatives • Impersonal use of ‘you’* • Basic adverbs (slowly / quickly, etc.)* • Good / well* • And, but, or • Present time expressions: every day, on Mondays, now, at the moment, in this period • Past time expressions: ago, in the 80s, last Monday, yesterday, yesterday evening / last night etc. 	<ul style="list-style-type: none"> • Alphabet, numbers and colours • Countries and nationalities • Jobs • Days of the week, months and seasons • Classroom language • Office vocabulary • Rooms and furniture • Parts of the body • Family members • Clothes • Appearance and personality • Food and drink • Music, sports, hobbies • Means of transport • Time • Weather • Holidays and travel • Health/illnesses • Places • Shops • Personal routine • Everyday objects (identity card, driving licence, tissues, matches, etc.) 	<ul style="list-style-type: none"> • Introducing yourself and asking questions about others • Greeting people / meeting people • Asking and saying what people do • Describing people’s appearance and character • Asking for and giving personal details: age, height, etc. • Describing a place • Describing a photo (N.B. essential for the second part of the oral paper) • Asking for information • Asking and saying how much things are • Ordering a meal • Asking for and telling the time • Asking and telling the day / date • Talking about people’s homes • Talking about likes and dislikes • Talking about routine activities • Talking about the weather • Talking about ability and skills • Talking about one’s health • Talking about the future: arrangements • Asking and saying how often • Asking for and giving directions • Asking and saying what is happening • Asking and saying what people are wearing/doing • Asking and saying what people usually wear/do • Asking and saying how you feel • Describing objects and giving information (shape, size, weight, colour, purpose) • Talking about the past • Making comparisons • Expressing preferences and giving opinions (like / don’t like / I think) • Asking for permission • Talking about one’s holidays • Basic telephone language • Writing a postcard • Recognition and interpretation of simple notices and instructions • Filling in of simple forms, e.g. boarding cards



A1 - LEXICON

Useful expressions:

- Anything else?
- Give (me) a hand
- Give (me) a lift
- Let's go!
- What is X like? / What was X like?
- What's on (at the cinema/on television)?
- To be + adjective (cold / hot / thirsty / hungry / right / wrong)
- To be afraid of
- To be asleep
- To be away
- To be busy
- To be (at) home
- To be interested in
- To be in a hurry
- To be late / early / on time
- To be out / in
- To be well / ill
- To have (breakfast / lunch / dinner, a snack, etc)
- To have a bath / shower / a break / a rest / a good journey / a holiday, etc.
- To have a good time / a good holiday, etc.
- To have flu / a cold / a cough / a temperature / stomach-ache / toothache / a headache / backache / a sore throat
- How long does it take?
- See you on
- Here you are!
- Hurry up!
- To get a fine
- Take part in
- Spend (time) + ing
- I think so / I don't think so
- I'm afraid (sorry)
- See you ...

Phrasal verbs:

- Ask for
- Call back
- Get up
- Get in/out of (car)
- Get on/off (bus, etc.)
- Go out with
- Hold on
- Pay (somebody) for
- Wake up
- Turn on/off
- Switch on/off
- Put on /take off (clothes)
- Take off (plane)
- Try on (clothes)
- Look at
- Look for
- Look after
- Wait for
- Wake up
- Fill in

General (It is impossible to cover all lexical fields here. This section should be further developed according to students' needs, ability and interests)

- Adjectives to describe appearance and personality: *pretty, beautiful / ugly; fair / dark; fat / thin, slim; happy / sad, unhappy; old / young; strong / weak; tall / short; hungry; ill / well; thirsty; hungry; angry; tired, exhausted; shocked; stressed; busy; lazy; poor / rich; kind; famous; stupid, silly / intelligent, clever, smart*
- General adjectives: *cheap / expensive; clean / dirty; easy / difficult; late / early; fast, quick / slow; nice, good, fantastic / bad, terrible, horrible; boring / interesting; useful / useless; heavy / light; old / new / old / young; cold, hot, warm*
- Adjectives to describe weather: *cloudy; sunny; windy; cold / hot; freezing; foggy; rainy, wet; damp; humid; grey, dull; stormy*
- Adjectives to describe towns, villages: *quiet / noisy; industrious; agricultural; busy; crowded; polluted*
- Expressions and words linked to restaurants: *menu; names of food and drink; course; waiter; knife, fork, spoon; bill; I'll have; I'd like; Would you like ..?; book a table*
- Expressions and words linked to shopping: *to do the shopping; to go shopping; can I help you?; can I try it on?; what size are you?; have you got a larger / smaller size?; suit; fit; just looking; anything else?; changing room; shop window; tight / loose; pay by credit card, debit card, cheque, in cash / I'll buy, pay etc.*
- Expressions and words linked to giving directions: *Excuse me. Can you tell me the way to ...?; the (first) on the right / left; turn right, turn left; go straight on; go past the ...; you can't miss it; roundabout; traffic lights; as far as; car park; crossroads; junction; level crossing; pedestrian / zebra crossing; flyover; bridge; subway; over there; Is there a (bank) near here?*
- Expressions and words linked to travel: *catch a train / a bus; miss a train / a bus; (the train) is now boarding; platform; ticket office; information desk; gate; book a single / double room / a flight; ferry-boat; arrive at / in*
- Holiday language: *to go on holiday / to be on holiday; to go to the seaside; to go to the mountains; at the seaside; in the mountains; stay in a hotel; beach – sandy, stony, rocky; sea – calm, rough, polluted, clean; crowded / deserted; sun bed; protective cream; sunbathe; tanned; deck chair; towel; (build) sand castles; night life; promenade; hotel, guest house; half board, full board; go for a walk; climbing; surfing; swimming; look for (mushrooms); go sightseeing; rent a flat*
- Talking about health: *have a headache; have toothache; have stomach-ache; have a cold; have a sore throat; have a pain (in the leg / arm); suffer from ...*
- Expressions and words linked to telephone conversations: *Hello; Can I speak to ...?; Can I take a message?; This is ...; ... (John) speaking; hold on; call back later; I'm afraid he's in a meeting / out*
- Compound nouns: *alarm clock; bus stop; compact disc (CD); police station; swimming pool; telephone number; baby-sitter; driving licence; air conditioning; mineral water; science fiction; junk food; native speaker*
- Describing pictures: *in the foreground / background / the middle; at the bottom / top (of)*
- Set phrases: *Yes, please; No, thank you; You're welcome; Don't mention it; How are you?; Fine, thanks; How do you do?; Pleased to meet you; Nice to meet you*
- Easily confused words: *to miss / to lose; to borrow / to lend*
- Prepositional phrases and prepositions to be used with nouns, verbs and adjectives: *by car, etc.; in front of; in the end; off the coast; on foot; on the phone; on the beach; on the corner; on the (first) floor; on the left / on the right; on the train; on TV; on the radio; on the Internet; to speak to; married to; in good condition*

Level A2

Revision of material covered in the previous level is essential!

GRAMMAR Revision of all items covered in A1 At appropriate level	VOCABULARY TOPICS Revision of all items covered in A1 At appropriate level	FUNCTIONS Revision of all items covered in A1 At appropriate level
<ul style="list-style-type: none"> • Present Progressive – verbs not used in this form • Past Progressive • Past Progressive and Past Simple contrasted • Future (Present progressive, ‘going to’ (review) / Will – for predictions and spontaneous intention and Present Simple for timetabled/fixed events) • Use of Shall ..I? / Shall we ...? • Modals: permission (may, can, could) • Modals – shall (offers and suggestions), should (advice), have (got) to (obligation), must (obligation), mustn’t (prohibition), need (necessity), needn’t (lack of necessity) • Present Perfect (various uses: <i>How long....?</i> – <i>Have you ever...?</i>; when talking about recent news/present result; with <i>for</i> and <i>since</i>; indefinite past with <i>yet</i>, <i>already</i>, <i>ever</i>, <i>never</i>; with “<i>it’s the first /second time ...</i>” • Past Simple Vs. Present Perfect • Use of “has been” and “has gone” • Infinitives (with and without to) after verbs and adjectives • Gerunds as subjects and objects • Relative pronouns and clauses • Passive (present and past simple) • ‘0’ and first conditionals. • No future after <i>if</i> and <i>when</i> • Compound nouns • Quantitative and indefinite pronouns (one, something, everybody, etc.) • Order of adjectives • ‘-ing’ and ‘-ed’ adjectives • Regular and irregular adverbs • Adverbs of degree (very, too, rather, quite) • What is X like? /What does X like? (contrasted) • Question tags • (A) few, (a) little • (revision) comparatives and superlatives; as as, not so/as as • Infinitive of purpose (I went to the shop <i>to buy</i> milk.) 	<ul style="list-style-type: none"> • Town features • Hotels/Restaurants • Workplace / School • Money and shopping • Entertainment • Travel • Holidays • Personal routine • Hobbies 	<ul style="list-style-type: none"> • Talking and writing about personal experiences • Talking about holidays • Talking about future events • Talking about ways of travelling • Describing your home town • Describing a photo (N.B. essential for the second part of the oral paper) • Writing a short description of a personal photo, including where and when it was taken and why it is liked • Writing short, simple descriptions of people • Giving and accepting advice • Making requests and agreeing and refusing to do things • Asking and answering questions about personal possessions • Asking for repetition and clarification • Interrupting a conversation • Identifying and describing accommodation • Buying and selling things (costs, amounts) • Following and giving simple instructions • Understanding simple signs and notices • Identifying and describing objects • Speaking on the phone • Expressing purpose, cause and result, giving reasons • Making, granting, refusing simple requests • Expressing and responding to thanks • Giving and responding to invitations, both spoken and written • Giving warnings and stating prohibitions • Asking/telling people to do something • Expressing obligation and lack of obligation • Making and responding to apologies and excuses • Expressing agreement, disagreement, contradicting people • Paying compliments • Sympathizing • Expressing opinions and making choices • Expressing needs and wants • Expressing (in)ability in the present • Understanding and filling in forms giving personal details • Very simple faxes and emails • Very short and simple formal letters, e.g. application • Describing a simple process / procedure (using the passive and imperative)



A2 – LEXICON + Revision of all appropriate items covered in previous level

Useful expressions:

- Be good/bad at
- Be in a good/bad mood
- Be homesick
- Be keen on
- Be on fire
- Be stressed out
- Be useless
- Call for help
- Change one's mind
- Get + adjective/comparative
- Get (buy/take/receive/find/obtain)
- Have a look at
- Heavens!
- How come ...?
- How about ...? / What about ...?
- Make up one's mind
- No news is good news
- Shut up!
- Time flies
- The same to you
- What a mess!
- What a pity!
- What's up?

Phrasal verbs (Revision of all phrasal verbs taught at the previous level is essential):

- Be fed up (with)
- Be over
- Be / come back
- Come from
- Cross out
- Get back (return to place)
- Get on with
- Give back
- Give up
- Go away
- Go back
- Go on
- Grow up
- Hang up
- Hurry up
- Look forward to
- Look out
- Look into
- Look up (a word)
- Pick (somebody / something) up
- Slow down
- Speak up
- Throw away
- Turn around / round
- Turn on / off / up / down
- Turn up
- Wash up

General (This is just an idea of the kind of vocabulary students of this level are expected to use. It is impossible to cover all lexical fields here. This section should be further developed according to students' needs, ability and interests)

- Compound adjectives: *absent-minded; bad/good-tempered; blue-eyed; broad-shouldered; short-sleeved, v-necked; easy-going; first-class; good-looking; half-price; home-made; middle-aged; one-way; out-of-date; right/left-handed; second-hand; short/long-sighted; suntanned; well-dressed; well-known; well-off; worn-out; sugar-free; tax-free, etc.*
- Verbs forming -ing and -ed adjectives: *bore; exhaust; depress; disgust; excite; frighten; interest; irritate; relax; satisfy; shock; surprise; terrify; thrill; tire; worry*
- Describing character: *warm / cold; friendly / unfriendly; kind / unkind; generous / mean; pleasant / unpleasant; cheerful / miserable; relaxed, easy-going / tense, nervy; sensitive / insensitive; honest / dishonest; hard-working / lazy; bright / thick; shy / self-confident; introvert / extrovert*
- Describing appearance: *pony-tail, bald, balding; look like; under/overweight; skinny; anorexic; (average, medium) height and build; to look great*
- General adjectives: *tiny / huge; careful / careless; attractive / unattractive; flexible / inflexible; homeless; comfortable / uncomfortable; convenient / inconvenient*
- Word partners (collocations): e.g. *serious illness; a soft drink; dry / sweet wine; strong / weak coffee; hard work; heavy traffic; dry / wet weather; a great success; heavy rain; a soft / loud voice; wide range; broad shoulders; computer literate; back-up copy; Make a mistake / a cake; Do ... homework / housework / a job / your best/ a sport; Go for a walk / for a trip / on holiday / shopping / sightseeing / dancing / away for the weekend; Get ... wet / lost / married / divorced / a letter / a new car / a job / a taxi / home / to work; Give a lift; Tell a story / joke / the truth / a lie; Start the car; Play a game / the guitar; Keep fit*
- Television language: *What's on?; soap opera; quiz show; chat show; documentary; a comedy / drama series; current affairs; channels / stations; commercials; satellite dish; cable TV; TV licence; plug in / unplug; remote control*
- Cinema language: *western; war film; horror film; science fiction; action film; comedy; thriller; dubbed; subtitles; set (take place); director; stars*
- Adjectives describing films: *violent; powerful; exciting; good fun; slow*
- Work language: *in charge of; responsible for; Deal with; Run (a department, factory, shop); company; firm; paperwork; salary; income; nine-to-five job; flexitime; (do) shiftwork; Do / Work overtime; career prospects; conference room; Make an appointment*
- Describing food: *tasty; sweet; salty; hot/spicy; fresh; tender / tough; fatty; fattening; rare / medium / well-cooked steak*
- 'Social' expressions: *Could you repeat, please? / I'd love to / Pardon? etc.*
- Prepositional phrases and prepositions to be used with nouns, verbs and adjectives : *at the end of; for sale; on business; It's very kind / nice/ etc. of you; apologise for; Pay for (something); Spend (money) on; on board*

Level B1

Revision of material covered in the previous level is essential!



<p style="text-align: center;">GRAMMAR</p> <p style="text-align: center;">Revision of all items covered in A1/A2 At appropriate level</p>	<p style="text-align: center;">VOCABULARY TOPICS</p> <p style="text-align: center;">Revision of all items covered in A1/A2 At appropriate level</p>	<p style="text-align: center;">FUNCTIONS</p> <p style="text-align: center;">Revision of all items covered in A1/A2 At appropriate level</p>
<ul style="list-style-type: none"> • ‘Always’ with present continuous* • “Used to” and Would* (for past habits, routines and states) • Be/get used to + ing • Passive (Present Simple, Past Simple, Present perfect, Future simple) • Conditionals (Zero, First (review) and Second/introducing <u>Third conditional*</u>) • If, when, unless • Would for imaginary situations • Wish (Wish + Past Simple – Regrets about now) • Would you mind/like + -ing? • Gerunds and infinitives • Present Perfect Progressive • Present Perfect Simple Vs. Present Perfect Progressive • Past Perfect Simple and Progressive • Indirect Questions with <i>know, wonder etc.</i> • Relative clauses (defining/non-defining or extra information clauses) • Adjectives (-ed/-ing endings) (review) • Had better (with plain infinitive) • Reported speech (Requests / Reporting verbs and their various patterns – e.g. agree to, remind someone to, suggest that, accuse of, deny + ing, refuse to, etc.) • Verbs with two objects • Tell and say • Reflexive pronouns • Connectors: although, even though, however, in case, despite, in spite of • Make, do and let • Word formation (from ‘root’ word) • ‘Echo’ questions • Neither ... nor / Either ... or / Both ..and • So (do I) / Neither / Nor (do I) • as / like / such as • look / look like, feel / feel like, sound / sound like, taste / taste like, smell /smell like <p>Modals</p> <ul style="list-style-type: none"> • May / might (possibility) • Drawing conclusions in the present (must / can’t / might / could) • Obligation (have to / to be obliged to/to be supposed to / need to) • Permission (can /to be allowed to) • Prohibition (can’t /not to be allowed) • General ability in the past (could / couldn’t) • When something was possible on a specific occasion in the past (was / were able to, meaning managed to) • General ability and specific occasions (couldn’t) 	<ul style="list-style-type: none"> • Entertainment • Sports • Interests and free time • Childhood • Monuments and wonders around the world • Books and movies • Travel • Work / school • Careers • Tourism • Pollution and the environment • Town and country life • Health • Internet language 	<ul style="list-style-type: none"> • Talking about obligations, possibility and ability • Making predictions • Making suggestions • Apologizing • Giving advice, giving instructions • Imagining and hypothesizing • Offering, inviting, refusing • Describing education, qualifications and skills • Describing a photo (N.B. essential for the second part of the oral paper) • Drawing simple conclusions and making simple recommendations • Criticising and complaining • Writing a description of someone • Writing a story • Writing simple letters / emails (both formal and informal) • Discussing advantages / disadvantages • Making arrangements • Expressing (in)ability in the past • Social conventions in English speaking countries



B1 – LEXICON + Revision of all appropriate items covered in previous levels

Idioms:

- (I) didn't catch (what you said)
- A fish out of water
- Be in a jam
- Be keen on
- Be up to your eyes (in work)
- Better late than never
- Can/can't tell (understand/recognise)
- Can't stand
- Dead-end job
- Drive one mad/crazy
- Drop (someone at a place)
- Feel under the weather
- Foot the bill
- For a change
- Get to the point
- Go mad
- Go round in circles
- Go round the bend
- Have time off
- Hit the roof / lose your temper
- It's (my) turn
- Know like the back of your hand
- Let your hair down
- Look on the bright side
- Make head or tail of
- Make up your mind
- Mind your own business
- On the dot
- Shake hands
- Talk shop

Phrasal verbs: (Revision of all phrasal verbs taught at previous levels is essential):

- Be about to
- Be back
- Be fed up with
- Break down (stop working)
- Break in / into (enter a building to steal something)
- Bring up (look after and educate)
- Bump into
- Call back
- Call for
- Carry on
- Carry out (an order)
- Catch up (with)
- Close down
- Come back
- Depend on
- Fall out
- Fall through
- Find out
- Get away
- Get back (receive back)
- Get on with
- Get over
- Get rid of
- Give back
- Go through
- Knock down
- Let down
- Make up (invent)
- Make up for (compensate for)
- Pick up (tickets, children, a language)
- Pull down
- Pull out / in / over / up (car)
- Put off (a meeting)
- Put out (a fire / cigarette)
- Run out of
- See off
- Set up
- Send off for
- Slow down
- Take over
- Take on (hire, work, responsibility)
- Turn down

General (This is just an idea of the kind of vocabulary students of this level are expected to use. It is impossible to cover all lexical fields here. This section should be further developed according to students' needs, ability and interests)

- Describing people: *in his/her early / mid / late twenties etc.; well-built; affectionate; cooperative; aggressive; charming; moody; ambitious; insecure; (un)selfish; (un)sociable; jealous; bossy; fussy; (dis)organized; (un)tidy; talkative; trendy; scruffy; rude; tactful / tactless; (ir)responsible; (in)efficient; shy; proud; lively; adventurous; (un)fashionable; bad/good-tempered; tough; brave / cowardly; caring / uncaring; hostile; cheerful; confident; clumsy; dull; boring; decisive; easy-going; mean; dim / bright; sensible; sensitive*
- Pollution and the environment: *harmful effects; the ozone layer; global warming; acid rain; smog; exhaust fumes; dumping; sprays; cutting down rainforests; throw away; waste; natural resources; recycling; waste collection; rubbish dump; garbage; trash; bottle bank; carbon monoxide; cigarette butts; dog mess; poop-scoop; drop litter; endangered species; exhaust fumes; greenhouse effect; natural habitat; preserve wildlife; unleaded petrol*
- Travel: *bumpy flight; touristy; Take photographs; check-in desk; excess baggage; boarding card; passport control; departure lounge; board; hand luggage; overhead locker; cruise; cabin crew; Take off / Land; runway; terminal building; baggage reclaim; customs; hire / Rent a car; (bicycle) lane; parking ticket; fine; rush hour; pavement; speed limit; public transport; traffic jam; motorway / highway; dead-end street; road sign; Break down; Crash into; fill up (with petrol); a puncture; Overtake; Reverse; Brake*
- Towns: *commercial centre; shopping centre / precinct; shopping mall; town centre / downtown; multi-storey (car park); town hall; underground/subway/tube; factory; in the suburbs; on the outskirts; pollution; night-life; noisy; dirty; polluted; stressful; crowded; dangerous; exciting; wide range of (shops); sidewalk / pavement; policeman, traffic warden; hardware store; ironmonger's; fishmonger's; stationer's; beauty-parlour; DIY; delicatessen; outlet; factory store; retailer; wholesaler; greengrocer's; department store; chain store; taxi rank; shuttle bus; apartment block / building; skyscraper; building site; housing estate; industrial estate; industrial area / site; office block; lift / elevator; escalator; pedestrian precinct/ area; bustling; dull; picturesque; prosperous; quaint; rundown; derelict*
- Country: *wood; field; tractor; hedge; footpath; gate; farms; quiet; peaceful; clean; relaxing; open space; safe; boring*
- Health - injuries: *cut; Bleed (blood); Twist an ankle; Burn; Bruise; painful; swollen; plaster; (Put a plaster on a cut, Have one's leg in plaster); bandage; sling; crutches; Be on antibiotics; hay fever; Get / Have diarrhoea; Get / Have a hangover; sneeze; aching muscles; runny nose; sore eyes; ache, hurt; chest pain; constipation; vomit; sick; poorly; unwell; Have a temperature; sprain (ankles); Cure, Treat; Operate on; sweat; painkiller; prescription / drugs*
- Everyday problems: *something wrong with ...; not to be working; out of order; drop; spill; smash; crash; stain; flat / run out (battery); trip over; leak; Run out of; Forget; Leave*
- News vocabulary: e.g. *accident; a drink-drive charge; steal; rob; rescue-team; rescuers; report; survey; politician; compulsory; the government; spokesman; union; the educational system; incident; investigate; debate; criticism; claim; survey; research, etc.*
- Adjectives: *smelly; (im)practical; (un)suitable; enjoyable; (im)possible; (in)appropriate; (un)reliable; awful; upset; (il)legible; (im)moral; (un)fair; (in)visible; (ir)rational; (il)legal; mass-produced*
- Verbs forming -ing / -ed adjectives: *amaze; amuse; annoy; astonish; confuse; disappoint; embarrass; frustrate*
- Verbs: *overtake; overcharge; oversleep; breathe; yawn; bend; kneel; nod /shake (the head); blow (nose); fold; wave; lean; feed; waste; quit; be worth; warn; threaten; advise*
- Describing things: *shallow / deep; wide (width); high (height); long (length); size; weigh (weight); rectangular; square; conical; circular; pointed; egg-shaped; heart-shaped; diamond-shaped; striped; checked; floral; pale (colour); oval; semi-circle*
- Collocations: e.g. *Pay attention; Make decisions; Follow advice / instructions / somebody's example / lead; common knowledge; Go crazy / mad / wild / white / red / abroad / missing / dark / overseas; Save money / time / somebody's life / oneself trouble / electricity / one's strength; Find a partner / happiness / the money / a solution / space / a way / a replacement / a cure; Come first / last / right / close / prepared / late / direct; Get ready / married / started / drunk / old / angry / lost; feel tense / comfortable / happy / free / happy / hurt / disappointed; get a surprise / the message / a job / a chance / the sack / the point / home / nowhere; Make a mess / an appointment; progress / an effort / money / a mistake / trouble / peace / a change; Do a favour / homework / business (with) / nothing / the cooking; Take a break / an exam / a seat / a taxi / somebody's temperature / a chance / notes / a rest / somebody's place; Miss the point / a chance / someone / an opportunity / an appointment; Have a headache / a haircut / a relationship / a look / time / a rest / a problem; Break a leg / the law / somebody's heart / a promise / the rules / a habit / the ice / the news to someone; Catch a cold / a bus / somebody's attention / fire / somebody's eye; pay attention / the bill / the price / somebody a visit / somebody a compliment; Keep a pet / control / a promise / calm / an appointment / quiet / a secret / the change*
- Prepositional phrases and prepositions to be used with nouns, verbs and adjectives: *by the way; to be good for / to be bad for (somebody); to be happy with; to be disappointed with; to be satisfied with*
- Human sounds: *whisper, shout, snore, etc.*
- The body and what it does: *Bend your knees, Bite your nails, Blow your nose; Crack your knuckles etc.*
- Sports: equipment; places: *stadium, pitch, track, ring, slopes, court;* people: *referee, team, manager, coach; win, lose, draw, beat, defeat, match, game, score, nil*

Level B1+

Revision of material covered in previous levels is essential!

GRAMMAR Revision of all items covered in previous levels	VOCABULARY TOPICS Revision of all items covered in in previous levels	FUNCTIONS Revision of all items covered in previous levels
<ul style="list-style-type: none"> • Passives (all tenses) • Third conditional and Mixed Conditional • In case / if – contrasted • Time clauses: after, as soon as, before, by the time, once, etc.) • Modal verbs: deduction in Present/Past (must be, must have been, can't be / couldn't have been) • If, when, unless, (review) even if, as long as, provided that, make sure • Adverbial clauses (+ ing clauses <i>Getting up, I went to see if the baby was alright</i>) • Gerunds and infinitives • Need + -ing • Wishes and regrets (Wish + Past Perfect/If only as an alternative / wish + would) • Prepositions + ing • Verbs of sensation (see/hear/feel/listen to/notice – when to use plain infinitive/-ing) • Causative constructions with <i>have / get</i> • To be used to/to get used to (review) • As/like • Connectors (review) • Word formation (from 'root' word) • Future progressive 	<p>Most of the following topics should have been dealt with at previous levels. However, greater coverage is required at this level.</p> <ul style="list-style-type: none"> • Health and illness • Body care • Education, schools • The environment • World issues • Personal qualities • Careers • Consumer complaints • Crime and punishment • Computers • Job interviews and meetings • Telephoning • Relationships • Services • Intellectual and artistic pursuits • Arts and crafts • Sport: 	<ul style="list-style-type: none"> • Describing regrets about the past • Describing a photo (N.B. essential for the second part of the oral paper) • Talking about the environment • Talking about world issues • Giving and acknowledging opinions on controversial issues • Talking about learning methods, strategies to improve • Describing personalities • Making formal and informal telephone calls • Compositions in general • Formal and informal letters • Preparing a CV • Understanding /discussing authentic newspaper articles • Take messages, communicating inquiries, explaining problems • Provide concrete information required in an interview • Interview / consultation: e.g. describe symptoms to a doctor • Explaining why something is a problem • Summarizing and giving opinion on article, short story, documentary, etc. • Carrying out a prepared interview • Communicating at work: understand employment advertisements, understand and follow joining procedures, understand safety and security regulations and instructions, communicate appropriately with superiors, colleagues and subordinates, participate in the social life of the company • Social conventions in English-speaking countries



B1+ – LEXICON . + Revision of all appropriate items covered in previous levels

Idioms:

- Bark up the wrong tree
 - Be above board
 - Be a (total) pain in the neck
 - I really must be off
 - Be on the go
 - Be on the same wavelength
 - Be on the tip of one's tongue
 - Be up to one's eyes in ...
 - Be / feel under the weather
 - Bear in mind
 - Brand new
 - Catch somebody red-handed
 - I can't make (Monday), how about ...?
 - Cost an arm and a leg
 - I could do with (a holiday, etc.)
 - Dirt cheap
 - Easier said than done
 - Fall in love
 - Get in touch
 - Get to the bottom of something
 - How's it going?
 - If all else fails,
 - In all
 - It's a piece of cake!
 - It's not my kind of thing!
 - Laugh one's head off
 - Learn by heart
 - Look like death warmed up
 - Look on the bright side
 - Long time, no see!
 - Keep cool - don't lose your temper
 - Meet the deadline
 - No rest/peace for the wicked!
 - Pull someone's leg
 - Scared stiff
 - Slip the mind
 - Take for granted
 - Whereabouts (is it?)
- **Phrasal verbs** (Revision of all phrasal verbs taught at previous levels is essential):
- Account for
 - Accuse of
 - Aim at
 - Approve of
 - Back up
 - Be down (fall / depress)
 - Be off (start a journey / gone bad)
 - Be out of
 - Belong to
 - Break out (start)
 - Bring on (cause, lead to)
 - Call for (require / collect someone/thing)
 - Call off (cancel)
 - Call on (visit)
 - Carry on
 - Cheer up
 - Clear up (tidy)
 - Count on
 - Come across
 - Cut down on
 - Deal with (do business with / do something about)
 - Face up to
 - Turn up
 - Get away with
 - Get behind
 - Get down
 - Get out of
 - Go off (become bad/ of alarm – suddenly make a noise)
 - Go on (happen / continue)
 - Go with (combine well with)
 - Grow up
 - Head for
 - Look up to
 - Look down on
 - Go off (go bad/explode)
 - Make out (manage to see or hear clearly)

Phrasal verbs (continued)

- Show up
- Take after
- Take up (a hobby)
- Take to (like)
- Turn out (produce)

General (This is just an idea of the kind of vocabulary students of this level are expected to use. It is impossible to cover all lexical fields here. This section should be further developed according to students' needs, ability and interests)

- Newspaper language (*axe=abolish – blaze=fire etc.*)
- Verbs taking the infinitive: *afford, agree, appear, ask, decide, expect, help, hope, manage, mean, offer, prepare, pretend, promise, refuse, seem, threaten, want, etc.*
- Verbs taking -ing: *appreciate; avoid; be busy; be worth; be no use; be no good; be used to; consider; delay; detest; enjoy; fancy; feel like; give up; involve; keep on; look forward to; mind; miss; postpone; practise; put off; recommend; resist; can't bear; can't stand; can't help; etc.*
- Collocations e.g.: *Meet / Miss / Set / Impose a deadline; Set a(n) (good/bad) example; Encounter difficulties; Abstain from; widely available; poor visibility; Rely on; Depend on; Comment on; the reason for; Participate in; Adapt to; dissatisfied with; difference between; Be good for; Complain about; Apologise for; Charge with; Accuse of; crystal clear; red in the face; from (my) point of view; concerned about; Enrol in/on; Apply for; Need help with; at the earliest possible opportunity; a marked change; Be in a state of utter chaos; Make a donation; Take (sole) charge of; Ruin one's chances; Drop in for a friendly chat; Make a change; by force of circumstances; Have a (legitimate) claim to; Live in precarious circumstances; Use well-worn clichés; a head-on crash / clash; Come / Reach a conclusion; a foregone conclusion; terms and conditions; odds and ends; bits and pieces; give and take; wine and dine; peace and quiet; here and there; on and off; down and out; inside out; back to front; all or nothing; slowly but surely; light / steady / heavy / torrential – rain; light / stiff – breeze; dense / thick / patchy – fog; clear / blue / grey / cloudless - sky*
- Appearance: *stocky; plump; green-eyed; balding; scarred; freckled; spotty*
- Crimes: *burglary; theft; shoplifting; robbery; mugging; embezzlement; murder; vandalism; hooliganism; terrorism; kidnapping; hijacking; rape; arson; blackmail; fraud; smuggling; petty theft; drink-driving; drug peddling; hijacking; manslaughter; arson; forgery; baby/wife-battering; obscenity; shoplifting; bribery and corruption; fine/ticket; sue; Dismiss a case; Suspend sentence; on probation; Find guilty*
- Employment: *wages; salary; temporary; training; apply for; experience; rates; leave; position; qualifications; flexitime; shiftwork; referee; Be fired / sacked; redundancy; in charge of / responsible for*
- Appearance and character: *(un)reliable; (un)trustworthy; tedious; argumentative; stubborn; pig-headed; big-headed; crafty; sly; shifty; grotty; lousy; dyed, spiky; shoulder-length, high-lights; fringe (hair); piecing / sparkling eyes*
- Sports: *equipment; places; people (at appropriate level); outsider, outclassed; slaughter; handicap, dead-heat, tie, whistle; turnout*
- Arts and crafts: *DIY (do-it-yourself), basket-weaving, distilling, pottery, carpentry, embroidery; flat / sharp; extra, supporting actor/actress, screen adaptation, credits, trailer, shoot a film, set*
- Work: *overtime; shift-work; Be on flexi-time; Work nine-to-five; Go/Be on strike; Get the sack / Be fired; Make redundant; Be laid off; Be on/Take maternity leave; Take early retirement; Be a workaholic / promoted; Apply for a job*
- Cookery language: *mince, scramble, crack, sprinkle, dice, beat, stuff, whisk, shred, carve, chop, grate, ground, peel, baste, mash, slice, top and tail, bubble, drain, sieve, simmer, steam, scale, whip; left-overs*

Level B2

(Preparation for the "Master in English Language- 1st Examination")

Revision of material covered in previous levels is essential!

GRAMMAR Revision of all items covered in previous levels	VOCABULARY TOPICS Revision of all items covered in previous levels	FUNCTIONS Revision of all items covered in previous levels
<ul style="list-style-type: none"> It's time/It's high time / It's about time + past tense Linking words Clauses of purpose (to / in order to / so that) Countable/uncountable (special cases - wine / wines) The Passive (review + get for informal use) Causative Verbs (revision of have / get something done) Adverbs (manner / place / time / frequency / degree) Contrasting conjunctions (but / however / despite / in spite of / although / even though) (review) Future Continuous (review) Future Perfect Modals (review) Gerunds and infinitives (revision and verbs used with both <u>but</u> with change of meaning – Try / regret / remember / stop / go on / mean) Reported speech (review) Be (progressive forms "You're being stupid") Prepositions (review) Word formation (from 'root' word) Didn't need to / needn't have – contrast 'd rather / 'd better – contrast Verb + prepositions Nouns + prepositions 	<ul style="list-style-type: none"> False friends (sensible/sensitive – actually/currently, etc.) Geographical descriptions Technology and tools Marketing Banking Politics Understanding newspaper language (using 'authentic' material) 	<ul style="list-style-type: none"> Advising and warning Stating and opinion Persuading Writing letters of complaint Writing business letters Writing letters requesting information Writing letters of application Writing summaries Writing a speech Graph description Note-taking Describing a photo (N.B. essential for the second part of the oral paper) Compositions in general Preparing a CV Giving advice Writing articles from headlines Account for and sustain opinions in a discussion, providing relevant explanations, arguments and comments Explaining a viewpoint on a topical issue, giving the advantages and disadvantages of various options Explaining an argument, making it clear that the counterpart must make a concession Speculate about causes, consequences, hypothetical situations Correcting mistakes if they've lead to misunderstandings

B2 – LEXICON + Revision of all appropriate items covered in previous levels

<ul style="list-style-type: none"> o Phrasal verbs (Revision of all phrasal verbs taught at previous levels is essential): o Be up (of time) o Be up to o Break out o Break up (from school) o Break up (relationships) o Bring about (cause to happen) o Bring in (a law) o Blow up o Build up (strength / business / housing) o Carry out (a survey/work/an/experiment) o Catch on (understand / become popular) o Change one's mind o Check up on o Come across (find unexpectedly) o Come round (regain consciousness / visit) o Come up (happen unexpectedly) o Come up with o Come up against o Crack down o Cut down on o Cut off (disconnected / become isolated) o Do away with 	<ul style="list-style-type: none"> o Fill up o Fit in o Freshen up o Get by (manage) o Get on (progress) o Go far o Go through (experience / review) o Go without o Help oneself to o Keep up with o Knock over o Lay off o Let down o Let off (steam) o Move on to (something else) o Pass out (faint) o Put off (distract / postpone) o Put up o Put up with o Run across/into (happen to meet/find) o Run down (criticise) o Run over o See through o Set off (leave)
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Phrasal verbs (continued)

- o Do without
- o Drink up
- o Drop off
- o End up
- o Set up
- o Show off
- o Slip up
- o Sort out (a problem)
- o Stand by (support / be in reserve)
- o Stand up to/for
- o Stop off (break a journey)
- o Sum up
- o Take after
- o Take back (retract)
- o Take down (write)
- o Take on (staff / work, responsibilities)
- o Take over
- o Talk at cross purposes
- o Talk rubbish
- o Talk shop
- o Tidy up
- o Turn down (refuse)
- o Turn up (appear)
- o Wear out (person / clothes)
- o Work out (a problem)
- o Wrap up (a meeting)

Idioms:

- o At loggerheads
- o On a shoestring
- o Be on cloud nine
- o Be long-winded
- o Be hard up
- o Be in a fix
- o Be in a tight corner
- o Be set in one's ways
- o Catch 22
- o Can't be bothered
- o Come again?
- o Come off it!
- o Come on!
- o Dirt cheap
- o Down in the dumps
- o Find (something) heavy-going
- o From Day One/scratch
- o Get off to a good/bad start
- o Get on one's nerves
- o Give someone the cold shoulder
- o Going great guns
- o Go to great lengths
- o It goes without saying, ...
- o I need it yesterday
- o It should be a two-way street
- o It will never fly
- o Have a change of heart
- o Have one's head in the clouds
- o Have one's head screwed on
- o High-flyer
- o Keep up with the Joneses
- o Jump in with both feet
- o Light at the end of the tunnel
- o Lay cards on the table
- o Let the cat out of the bag
- o Live and let live
- o Make a go of something
- o To moonlight
- o On the brink
- o Once in a blue moon
- o Out of turn
- o Paint the town red
- o Pay through the nose
- o Put one's foot down
- o Put one's mind to ...
- o Put one's back up
- o Put two and two together
- o Spread like wildfire
- o Two heads are better than one
- o Turn a hair
- o Turn over a new leaf
- o Watch one's step
- o Wear the trousers

General (This is just an idea of the kind of vocabulary students of this level are expected to use. It is impossible to cover all lexical fields here. This section should be further developed according to students' needs, ability and interests)

- o Newspaper language: choose from authentic headlines and articles (from different types of newspapers).
- o Prepositions + noun: *At + all costs / a loose end / the end / a guess / last / large / the latest / least / great length / random / a time / war. By + accident / chance / heart / mistake / sight. For + ages / a change / good / hire / once. In + agreement / common / command / the end / flames / flower / good hands / your own interest / the mood / the newspaper / pain / principle / some respects / revenge / safety / self-defence / uniform. On + business / a diet / duty / fire / holiday / loan / order / purpose / the radio / strike / television / good terms / time / trial / a visit. Out of + breath / focus / a job / luck / order / place / print / the question / sight. Under + age / control / discussion / repair. Without + a break / fail / success / warning.*
- o Noun + preposition: *destruction / drawing / photograph / picture / map / plan + of. Alternative/ answer / attitude / damage / devotion / introduction / invitation / reaction / reference + to. Admiration / demand / desire / dislike / need / reason / respect / responsibility / solution / substitute / taste + for. Agreement / attack / comment / effect + on. Connection / contact / link / relationship + with. Connection / contact / difference / link / relationship + between. Decrease / difficulty / fall / increase / rise + in.*
- o Adjective + preposition: *brave / careless / nice / kind / good / generous / intelligent / polite / silly / stupid of someone to do something. Afraid / (un)aware / ashamed / convinced / (in)capable / conscious / critical / envious / fond / frightened / full / jealous / proud / short / suspicious / tolerant / typical / terrified / tired of something/body. Angry / annoyed / furious about something / with somebody for doing something. Excited / happy / nervous / worried / upset etc. about something happening. Bored / fed up / pleased / (dis)satisfied / disappointed etc. with something. Good / bad / hopeless / brilliant, etc at something. Astonished / amazed / surprised / shocked etc. at / by something. Similar / married / engaged to. Interested in / keen on / dependent on / independent of / crowded with / famous for / responsible for / different from (or to).*
- o Other collocations: *Show sympathy / tolerance / patience / kindness; Jump for joy; liquid assets; vital assistance; exert absolute authority; the proper authorities; a firm attitude; Come from a deprived background; a delicate balance; a hard bargain; Break down cultural barriers; Get back to basics; outstanding bill; great bitterness; Absolve from blame; a strong bond; a total breakdown; Tax your brain; Assume a heavy burden; Get down to business; Drum up new business; Derive considerable benefit; an economic boom; a deep-rooted belief in / bias against; a thought-provoking book; deep affection / aversion / animosity; an unfair advantage; a binding agreement: out of control; a feasible alternative; a formal application; a heated argument; a hostile atmosphere; fruitful association*
- o Describing people: *broad/narrow-minded; blunt; witty; moody; bright; dumb; dim; (un)selfish; modest; easy-going; vain: nosy; wise; nasty; cheeky; clumsy; pushy; childish; spiteful; catty; thoughtful; arrogant; outgoing; mean; down-to-earth; bitchy; cocky; brainy; daft; (un)trustworthy; mousy; edgy; dreamy; ill-mannered; (un)reliable; naughty; spoilt; sheepish; ratty; well/badly behaved; a gossip; a big-head; a couch potato; a laugh; a coward; a snob; a liar; etc.*
- o Describing feelings: *ashamed; horrified; stunned; bitter; delighted; thrilled; ecstatic; heart-broken; fed up; lonely; in a rage; cross; furious; livid; stressed-out; confused; puzzled; mixed-up, etc.*
- o Describing clothes: *baggy; close-fitting; chic; with-it; scruffy; shabby*
- o Describing jobs: *badly/well-paid; challenging; monotonous; responsible; satisfying; stressful*
- o Work: *Form a company; Go into business; Join a company; Run a business; Set up a company; colleague; a temporary job; Be one's own boss; Be self-employed; Take time off*
- o Weather: *fine/heavy/torrential rain; light/scattered snow/rain/showers; overcast; stormy sky; rough/calm/choppy sea; strong/gale-force/light wind; thick/storm/angry-looking clouds; warm/glorious/brilliant/weak sunshine*
- o Stock phrases: *That's a difficult question to answer. / Come to think of it. / Up to a certain extent. / I see what you mean*
- o Proverbs: *A bird in the hand is worth two in the bush; Don't count your chickens (before they hatch); No use crying over spilt milk; Let sleeping dogs lie, etc.*
- o Similes and metaphors: *as thick as two planks; as thin as a rake, as quiet as a mouse, as cool as a cucumber; as quick as a flash; as red as a beetroot; as good as gold; as mad as a hatter; as deaf as a post etc.; skeleton in the cupboard; pour cold water on something; in a nutshell; as regular as clockwork*

Level C1

Revision of material covered in previous levels is essential!

A person at C1 level should: be able to express himself/herself fluently and spontaneously, almost effortlessly; have a good command of a broad lexical repertoire, allowing gaps to be readily overcome with circumlocutions; select a suitable phrase from a fluent repertoire of discourse functions; preface remarks in order to get the floor or to gain time; be skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.

GRAMMAR Revision of all items covered in previous levels	FUNCTIONS Revision of all items covered in previous levels
<ul style="list-style-type: none"> • Emphatic structures (e.g. <i>No sooner had I.../Under no circumstances must you... So thick was the fog, that ...</i>) • The future in the past • Adverb/verb collocations (e.g. strongly recommended/greatly appreciated/categorically denied etc.) • Conditionals (Revision and variations / mixed e.g. “were to” in type 2 to express remote responsibility etc.) • The use of “ever” for emphasis (Whatever, whenever, however, whoever etc.) • Modals (review) • Idioms (Revision of those taught at previous levels + as many other commonly used idioms as possible) • Phrasal verbs (Revision of those taught at previous levels + as many other commonly used phrasal verbs as possible) • Connectors and cohesive devices 	<ul style="list-style-type: none"> • Describing graphs and data • Describing a working environment or situation • Describing a photo (N.B. essential for the second part of the oral paper) • Giving opinions (for and against) • Analysing differences • Criticizing and praising • Recommending • Writing references • Writing reports • Presenting a company, product or service • Preparing a CV along with a letter of application • Understanding of newspaper language (The study of authentic material, e.g. newspaper / magazine articles, is strongly recommended.) • Talking about politics and bureaucratic language • Dealing with the unexpected • Understanding live broadcasts

C1- LEXICON + Revision of all appropriate items covered in previous levels		
<p>Phrasal verbs (Revision of all phrasal verbs taught at previous levels is essential):</p> <ul style="list-style-type: none"> o aim at o answer to o back down o back out of (withdraw from an agreement, etc.) o back up (help and support) o barge in o be carried away (with emotion) o be down with (caught an illness) o blare out (music) o black out (lose consciousness) o blow over (of storm) o bottle up (feelings) o branch out (develop in new areas) o bring forward (arrange to have earlier) o brush up (improve skill) o burst out (laughing) o come down on (criticise) o come in (useful) o come into (inherit) o come out (stain / news / secret / sun) o coop up o crack down o crack up o crop up o dawn on o did up (discover) o do away with o drag on o ease off o fall off (decrease) o feel up to o fish for o flare up o fool ... into o go down (of news) o go for (attack) o go under (of a company) o head for o hit it off o hit on (idea) o jump at 	<ul style="list-style-type: none"> o keep off (subject / rain or snow / not eat) o kick up (a fuss) o laugh off o live down o liven up o make out (pretend) o open up (talk openly) o own up o play down o rule out o shop around o sift through o simmer down o sink in o slip out o step up o storm out o strip down o tail back o tip off o tone down o water down o while away (time) o wind down <p>Idiom groups (These should be developed as much as possible)</p> <ul style="list-style-type: none"> o animal: e.g. <i>I smell a rat</i> o face / body: e.g. <i>put your foot in it</i> o clothes: e.g. <i>fit like a glove</i> o building: e.g. <i>talk to the wall</i> o driving: e.g. <i>take a back seat</i> o colours: e.g. <i>see red</i> o eating: e.g. <i>bite off more than you can chew</i> o life and death: e.g. <i>look like death warmed up</i> o mind: e.g. <i>give someone a piece of your mind</i> o mood: e.g. <i>be over the moon</i> o numbers: e.g. <i>be on cloud nine</i> o temperature: e.g. <i>a hot potato</i> o train: e.g. <i>a one-track mind</i> o water: e.g. <i>a drop in the ocean</i> etc. etc. etc. 	<p>General (This section should be developed as much as possible according to students’ needs, ability and interests)</p> <ul style="list-style-type: none"> o ‘subtle’ meanings: e.g. <i>glance, gaze, peep / grasp, hold, grab / walk, strut, stride, stroll</i> o verbs connected to the body: e.g. <i>swallow, burp, blink, blush, quiver, shudder</i> o proverbs: <i>a bird in the hand</i> o similes and metaphors: <i>as mad as a hatter.</i> o binomials: e.g. <i>ranting and raving / down and out / sink or swim</i> o text organisers: <i>as well as, in addition to, while, despite, nevertheless/none the less, as a result/accordingly, thus, hence, first of all ..., next, ..., finally ..., the first point, for one thing ... and for another ..., and besides, for example, ... in the case of ..., all in all</i> o commonly confused words: <i>effect/affect, lose/loose, specially/especially, stationery/stationary, principle/principal, insure/assure/ensure</i> o collocations: <i>out of/in the way, on strike, out of breath, act out of character, out of all proportion, on purpose, by accident, on good terms, one by one, all one, one-way affair, be no wonder, there’s no knowing, no business of yours, no matter how, no likelihood of, for this once, once in a while, once and for all, within reason / reach / the law / sight / a reasonable time, by the way / and large / no means / far / the time / all means / rights / chance / and by / myself, sole survivor, scattered population, a standing joke, common knowledge, high/low standard, a calculated risk, a significant increase, be an old hand, lapse of memory, a difference of opinion, a term of endearment, the price of failure, a matter of importance, a slip of the tongue, come from the heart, start from scratch, head to foot, the time being, any minute now, etc. etc. etc.</i> o newspaper language

Level C2 (Preparation for the "Master in English Language")

Revision of material covered in previous levels is essential!

GRAMMAR	FUNCTIONS
Revision of all items covered in previous levels	Revision of all items covered in previous levels
<ul style="list-style-type: none"> • Future forms (An overview and shades of meaning) • Nouns with a special meaning in the plural – <i>Good(s), damage(s), ground(s), etc.</i> • Pronouns One/You/They – (To replace the Passive) • Participle clauses (Present and Present – <i>I fell on the ice, injuring my arm/Two people, injured when their car crashed into a tree, were taken to hospital</i>) • Modals (Revision) • Complex passive constructions (e.g. He is believed to have absconded with the funds.) <p>Lexicon</p> <ul style="list-style-type: none"> • Idioms (Revision of those taught at previous levels + as many other commonly used idioms as possible) • Phrasal verbs (Revision of those taught at previous levels + as many other commonly used phrasal verbs as possible) • Proverbs • Colloquialisms • Collocations • Text organisers • Words with subtle differences in meaning • Newspaper language (The study of authentic material, e.g. newspaper / magazine articles / is strongly recommended) 	<ul style="list-style-type: none"> • Communication strategies • Negotiating • Persuading and being persuaded • Worrying, fearing, reassuring • Writing advertisements • Expressing surprise, irritation, anger, optimism, pessimism, satisfaction • Writing letters to a newspaper/magazine • Writing summaries of articles, contracts, graphs, figures • Writing reports of meetings, workshops, visits • Writing and giving speeches • Writing a CV along with a letter of application • Describing a photo (N.B. essential for the second part of the oral paper) • Understanding of newspaper language • Writing reports and memoranda • Collocations • Dealing with the unexpected • Understanding live broadcasts