



Pearson
English

International Certificate

Functions and Notions

Level 3

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Pearson English International Certificate Level 3 is designed to be aligned to Level B2 of the Common European Framework of Reference for Languages developed by the Council of Europe also known as 'Vantage Level'. The following represents the range of functions and notions that learners should be able to use to function effectively and efficiently at this level. The information has been reproduced with permission from the Council of Europe (reference DC/198/SL/CP dated 14 December 2010) from the *Vantage* specification (© Council of Europe, 2001). The full description has been published by Cambridge University Press and is also available on the Council of Europe website:

http://www.coe.int/t/dg4/linguistic/Vantage_CUP.pdf

Language functions

The Learner CAN impart and seek factual information

identifying and specifying

- with suitable gesture
 - this (one), that (one), these/those
- with indicating gesture e.g. pointing, nodding
 - him, her, them
- the (adj) one + adjunct phrase/ relative clause
- It's me/you/him/her/us/them/NP
- pronoun/NP + Be + NP

stating and reporting (describing and narrating)

- (sequences of) declarative sentences
- NP + say, think + complement clause
- NP + ask, wonder + indirect question
- there +Be +NP+ adjunct

correcting

- as with identifying and reporting sections above with contrastive stress
- correcting a positive statement
 - No + tag, with falling-rising intonation
 - negative sentence (fall-rise) + corrected
 - positive sentence (falling)
- correcting a negative statement
 - Yes + tag question (with falling-rising intonation)

- positive statement (with fall-rise auxiliary verb)

asking

- for confirmation or denial
 - interrogative sentences (with low-rising intonation), positive or negative
 - Please (can) you tell me whether...
- demanding confirmation or denial
 - interrogative sentences with low-falling intonation (+ yes or no)
- expecting confirmation
 - positive statement (falling) + negative tag (rising)
 - negative statement (falling) + positive tag (rising)
- demanding confirmation
 - positive statement (falling) + negative tag (falling)
 - negative statement (falling) + positive tag (falling)
- querying a statement
 - repeating statement with high rise or (more sceptical) fall-rise
 - question tag with high rise or (more sceptical) fall-rise
 - Are you quite sure (about that/ complement clause)?
- asking for a piece of information
 - wh-questions (event) what happened? (time) when? (place) where?(manner) how? (degree) how + gradable adj/adv

(reason) why?

- Wh is it + complement clause
- (Please) (can you) tell me + NP/wh clause

- seeking information
 - which?
 - (of a person) who?
 - (of a person's occupation, nationality, etc.) what?
 - (of possessor) whose?
 - (of things, etc.) what?
- asking for specification
 - what sort/kind of NP (+VP + NP)?
- expressing curiosity
 - I wonder (+ if-clause/wh-clause)
 - I'd like to know (+ if-clause/wh-clause)
 - question + I wonder (unstressed)?

answering questions

- confirming or disconfirming
 - Yes (+ positive tag)
 - No (+ negative tag)
 - I (don't) think so
 - I believe so/not
 - expressions of agreement/disagreement
 - expressions of probability/ignorance/ forgetting/certainty
- giving information
- time
 - temporal adverbs
 - temporal phrases
 - temporal clauses
- place
 - locative adverbs
 - locative phrases
 - locative clauses

- manner
 - manner adverbs
 - manner phrases
 - degree
 - adverb of degree +(adj/adv in question)
 - adj/adv expressing degree
 - reason
 - (because +) declarative sentence/ of + NP
 - identifying
 - see identifying and seeking above
- identifying a person
 - see identifying and seeking above
 - identifying a person's occupation, role, etc.
 - (personal pronoun + be +) NP denoting occupation, role, etc.
 - identifying the possessor
 - It's/they're + possessive pronouns
 - identifying a thing
 - (It's/they're +) NP (non-human)
 - specifying
 - (It's/they're) + NP
- questions asking for confirmation, information, identification and specification can be answered by expressions of ignorance
 - see asserting ignorance below

The learner CAN express and find out attitudes

attitudes to matters of fact

- expressing strong agreement
 - Exactly!
 - Certainly!
 - Absolutely!
 - Definitely!
 - Well said!
 - Yes, indeed
 - I quite agree
 - You can say that again
 - Spot on!
 - Just so

in public discussion

 - Hear, hear!
 - expressing agreement with a positive statement
 - Yes (+ positive tag)
 - Certainly/of course (+ tag)
 - That's right
 - That's correct
 - (more colloquial) OK
 - expressing agreement with a negative statement
 - No (+ negative tag)
 - Indeed not
 - Certainly not
 - Of course not
- expressing reluctant agreement
 - If you say so
 - I suppose so
 - No doubt
 - conceding a point
 - Good point
 - Fair enough
 - expressing agreement with reservations (use of falling-rising intonation)
 - I agree with you there
 - I don't disagree with you there
 - Up to a point, yes
 - That may well be so, but...
 - Yes (+ tag with fall rise)
 - I agree + complement clause (+ but)
 - Perhaps so, but...
 - demurring
 - Well
 - Tag question
 - I see what you mean (fall-rise)
 - expressing disagreement with a statement
 - I don't agree.
 - That's not right
 - You are wrong (there/about that)
- expressing strong disagreement
 - (Absolute) nonsense/rubbish
 - I couldn't agree less
 - No way!
 - How can you (possibly) say that/ such a thing
 - expressing disagreement with a positive statement
 - No (+ negative tag)
 - Not so
 - Certainly not
 - I don't think so
 - expressing disagreement with a negative statement
 - (Oh) yes (+ positive tag)
 - I think + positive statement (with contrastive stress)
 - expressing weak disagreement
 - I can't/don't altogether agree
 - I'm not so sure
 - I wonder (if that is so)
 - enquiring about agreement and disagreement
 - Do you agree?
 - What do you think?
 - statement and question tag (with rising intonation)

- inviting agreement
 - (statement +) OK? (with high rise)
 - statement + question tag (with falling intonation)
 - Don't you agree (+ that-clause)?
 - Don't you think (+ that-clause)?
 - Surely you agree (+ that-clause)
 - interrogative sentence with falling intonation
- inviting disagreement with a statement
 - Surely you don't think + that clause
- denying statements
 - That isn't true
 - That is (quite) untrue
 - I deny it
 - That is a (downright) lie
 - Nonsense!
 - Certainly/absolutely not
 - Not at all
 - (Most) certainly not
 - No (+ negative tag)
 - negative sentences

expressing knowledge, memory, belief

- expressing knowledge (or not) of a person, thing or fact
 - I (don't) know
 - I (don't) know + complement clause
 - I (don't) know + wh clause
 - I (don't) know + NP
- asking about knowledge
 - Do you know + NP?
 - Do you know about NP?
 - Do you know + complement clause?
 - Do you know + wh clause?
 - What do you know about + VP gerund?
 - Have you (ever) heard (+ of NP)?
 - Have you heard about NP?
 - Have you heard + complement clause?
 - Have you heard + wh clause?
 - You know (+ NP/ complement clause / wh clause) – tag question
- asserting ignorance
 - I've no idea
 - I haven't a clue
 - negative expressions in expressing

- knowledge (or not) of a person, thing or fact above
- expressing remembering or forgetting persons, things or facts or actions
 - I (don't/can't) remember + VP gerund
 - I (don't/can't) remember + wh clause
 - I (don't/can't) remember + complement clause
 - I (don't/can't) remember + NP
 - I forget (+ wh clause)
 - I've/haven't forgotten + to + VPinf
 - I've/haven't forgotten (+ NP)
 - I've/haven't forgotten + VP gerund
 - I've/haven't forgotten + wh clause
 - I've/haven't forgotten + complement clause
- enquiring about remembering or forgetting
 - Do(n't) you remember?
 - Do(n't) you remember +VP gerund
 - Do(n't) you remember + complement clause
 - Do(n't) you remember + wh clause
 - Do(n't) you remember + NP
 - Have (n't) you remembered/ forgotten?
 - Have (n't) you remembered/ forgotten + to + VPinf
 - Have (n't) you remembered/ forgotten + NP
 - Have (n't) you remembered/ forgotten + wh clause?
- reminding someone
 - Don't forget
 - (Please) remember/ don't forget + NP
 - (Please) remember/ don't forget + to + VPinf
 - (Please) remember/ don't forget + wh clause
 - (Please) remember/ don't forget + complement clause
- expressing degrees of certainty *con ident assertion*
 - in declarative sentences certainly, definitely, undoubtedly, beyond any doubt

- I am (quite/absolutely) certain/sure/ convinced (+ complement clause)
- declarative sentences with stressed do, be or auxiliary
- declarative sentences (+ tag) with low falling intonation
- I know (+ complement/\WH clause) *tentative assertion*
- NP – to seem/appear/look (+ to be) Adj/NP
- It seems/appears (to me) + complement clause
- It looks as if/ as though – statement
- perhaps/maybe (also in declarative sentences)
- I (don't) think/believe – so/ complement clause
- I'm not (quite/altogether) sure (+ but + tentative assertion)
- declarative sentence – I think, with low-rising intonation
- I could be wrong, but + tentative statement
- expressing uncertainty
 - I don't know (+ if-clause/ wh-clause)
 - I'm not (at all) sure (+ if clause/wh-clause/ complement clause)
 - I wonder (+ if-clause/wh clause)
 - I'm (very much) in two minds
- expressing doubt, incredulity
 - I don't/can't believe + it/ complement clause
 - I (rather) doubt + it/if-clause
 - Do you really think so/complement clause?
- expressing bewilderment
 - I'm puzzled
 - I'm (completely) baffled
 - This is beyond me
 - What does/can this mean?
 - Don't ask me
- enquiring about certainty
 - Are you sure (+ complement clause)

expressing modality

- expressing degrees of probability
 - (absolutely) certain(ly)
 - (most) probable/probably
 - NP + will/must (most) certainly/probably + VP
 - (quite) possible/possibly
 - NP + may/might/can/could –well/possibly/even/perhaps + VP
 - (highly) improbable
 - (totally) impossible
 - NP + cannot possibly/conceivably + VP
 - (not) (very) likely/(very) unlikely
 - NP + be + certain/likely + to + Vinf
 - it is certain/probable/likely/possible/impossible + complement clause
 - NP + will/must/may/might/can/cannot + VPinf
- enquiring about probability/possibility
 - be + NP certain/likely (+ to + VPinf)?
 - Is it certain/ probable/ likely/ possible/impossible + complement clause?
 - How certain/probable/likely/ possible is it complement clause?
 - Will/must/may/can + NP + VPinf?
- expressing necessity (including logical deduction)
 - necessary/necessarily in declarative sentence
 - NP + must/cannot + VPinf
 - so/therefore + declarative sentences
- denying necessity
 - It isn't necessarily so
 - unnecessary/not necessary/not necessarily in declarative sentences
 - it is not necessary (+ for NP) (to + VPinf)
 - NP + need not + VPinf
- enquiring as to necessity (including logical deduction)
 - Is that necessarily so?
 - necessary/necessarily (in interrogative sentences)
 - must/need + NP + VPinf?

- expressing obligation (for moral obligation see expressing moral obligation below)
 - NP + have to/must + VPinf
 - NP + must not +VPinf
- denying obligation
 - NP +do not have to/ needn't + VPinf
- enquiring about obligation
 - (wh) + do + NP + have to + VPinf
 - (wh) must + NP VPinf
- expressing ability to do something
 - NP + can + VPinf
 - NP + be + able to + VPinf
- denying ability to do something
 - NP + cannot/can't + VPinf
 - NP + be + not able/unable + to + VPinf
- enquiring about ability/inability to do something
 - interrogative sentences and wh questions corresponding to denying obligation and enquiring about obligation above
- expressing permissibility
 - NP + be + allowed (+adjunct)
 - NP + be + permitted (+adjunct)
 - NP + can/may + VPinf (+ adjunct)
- denying permissibility
 - NP + be + not allowed (+adjunct)
 - NP + be + not permitted (+adjunct)
 - NP + be (strictly) prohibited (+adjunct)
 - NP + must not + VPinf
 - NP + be + not supposed + VPinf
- enquiring about permissibility
 - interrogative sentences and wh questions corresponding to denying ability to do something and enquiring about ability to do something above

expressing and enquiring about volition

- expressing wishes/wants/desires
 - I'd like + NP
 - I'd like (NP) to + VPinf
 - I want + NP
 - I want (NP)to + VPinf
 - I wish + complement clause (note subjunctive were)
- expressing negative wishes/wants/desires
 - I'd like not to + VPinf
 - I don't want + NP
 - I don't want to + VPinf
 - I wish + negative complement clause
- enquiring about wishes/wants/desires
 - What would you like (+ adjunct)?
 - What would you like to do?
 - Would you like + NP
 - Would you like + NP/+ to + VPinf?
 - Do you want + NP
 - Do you want (+ NP) to + VPinf
 - What do you want?
 - Is there anything you want?
- expressing intentions
 - NP + be + going to + VPinf
 - NP + will + VPinf
 - NP + intend(s) to + VPinf
 - NP + be thinking of + VP gerund
- expressing negative intentions
 - NP + be + not going to + VP'inf
 - NP + won't + VPinf
 - NP + do + not intend to + VPinf
 - NP + be + not thinking of + VP gerund
- enquiring about intentions
 - interrogative sentences and wh questions corresponding to expressing intentions and expressing negative intentions above

expressing and enquiring about emotions

- expressing pleasure, happiness (with a smile, laughing, etc.)
 - That's lovely/wonderful/great/fine!
 - How nice/delightful!
 - I'm/ I feel so happy!
 - I'm really enjoying myself!
 - Bliss!
 - I'm delighted (very) glad/pleased (+to + VPinf/ complement clause)
 - It's a delight/ (great) pleasure + to + VPinf
- expressing unhappiness, sadness
 - Oh dear!
 - I don't feel (at all) happy/cheerful (today, etc.)
 - I feel/am feeling (very) unhappy/miserable/depressed/gloomy/sad
- enquiring about happiness/unhappiness
 - How are you (feeling) (today, etc.)?
 - Are you happy/pleased?
- enquiry about the cause of unhappiness/dissatisfaction/disappointment
 - What's the matter?
- exhorting someone not to be dejected
 - (Come on!) Cheer up!
 - It's not the end of the world!
 - Don't let it/them get you down!
 - Never despair!
 - Never mind!
 - Better luck next time!
- expressing regret/sympathy, condolence
 - Oh dear
 - What a shame/pity (+ complement clause)
 - It's a great shame/pity (+ complement clause)
 - I'm (so)(very) sorry (to hear + complement clause)

- expressing fellow-feeling, empathy
 - I know (just) how you feel
 - I (fully) sympathise
 - I feel just the same way
- expressing hope, expectation
 - I (do) hope + complement clause
 - I hope/am hoping to + VPinf
 - I (do) hope so
 - I (do) hope not
 - I am looking forward (greatly/very much) to + NP/VP gerund
 - I am very excited about + NP/VP gerund
- expressing disappointment
 - I'm/I feel (very) disappointed
 - That's a (great) disappointment (to me)
 - expressions and structures in expressing regret/sympathy, condolence above
- expressing fear/anxiety
 - Help!
 - I'm frightened/scared/terrified (to death) (of NP)
 - I'm afraid (+ complement clause)
 - I'm (too) afraid to + VPinf
 - I'm (rather) worried/anxious (about NP/complement clause)
- enquiring about fear/anxiety/worry
 - interrogative sentences and wh questions corresponding to expressing fear/anxiety above
 - Is something worrying you?
 - Is there something on your mind?
 - What's the matter?
 - What are you afraid of?
 - Why are you frightened/worried?
- expressing pain, anguish, suffering
 - Oh!/Ow!/Ouch!
 - That hurts!
 - You're hurting me!
 - I'm in (great) pain
 - My + NP [body part] hurts/is hurting/ is (very) painful/is aching
 - I've got a (bad) stomach/headache
 - I've got a (bad) pain in my [NP body part]

- enquiring about pain, anguish, suffering
 - Have you got a pain/(stomach-/headache)?
 - Does this/it hurt?
 - Are you in (great) pain?
 - When/where does it hurt?
 - Where is the pain?
- reassuring a worried or frightened person, comforting a sufferer
 - There, there
 - Don't be frightened (with low rise)
 - Don't worry (with low rising intonation)
 - It's (going to be) all right (with low rise)
 - Relax
 - Keep calm
- expressing relief
 - Whew!
 - Thank goodness (for that)!
 - What a relief!
 - That's a relief!
 - Well, that's that!
- expressing liking/affection
 - NP + be + (very) good/nice/pleasant
 - I like/enjoy + NP/VP gerund (very much)
 - I have a great liking for NP/VP gerund
 - I love/adore NP/VP gerund
 - I'm rather/quite/very fond of NP/VP gerund
 - I feel great affection for NP
- expressing dislike
 - Ugh!
 - NP/VP gerund + be + not (very/at all) good/nice/pleasant
 - NP + be + (rather/very) nasty/horrible/awful/unpleasant/bad
 - I don't like/enjoy NP/VP gerund (very much at all)
 - I hate/detest/dislike + NP/VP gerund
 - I (simply) can't stand NP/VP gerund

- enquiring about like and dislike
 - What do you think of NP/VP gerund?
 - Do you like/enjoy NP/VP gerund?
 - How do you like NP/VP gerund?
 - What do you (dis)like (doing)?
 - Who/what is your favourite NP?
 - What is your pet aversion?
- expressing preference
 - I prefer + NP/ VP gerund (+ to NP/VP gerund)
 - I('d) rather VPinf (than + contrastive element)
 - I like NP/VP gerund better than NP/ VP gerund
 - I think NP/VP gerund is preferable to NP/VP gerund
- enquiring about preferences
 - interrogative sentences and wh questions corresponding to enquiring about like and dislike above
 - Which do you prefer: NP/VP gerund or NP/VP gerund?
 - NP or NP?
 - Adj or Adj?
 - Prep or Prep?
 - Adv or Adv? etc.
- expressing satisfaction
 - Good!/fine!/excellent!
 - Just right!
 - demonstrative (+NP) +be (very) good/nice
 - demonstrative (+NP) +be just what I want(ed)/need(ed)/meant/had in mind

following dissatisfaction

 - That's much better
 - That's OK (now)
 - It's (quite) all right (now)
 - Right-ho
 - That'll do
 - That's (good) enough
- expressing dissatisfaction
 - declarative sentences (reporting cause of dissatisfaction)
 - I'm not satisfied/happy (with + NP)
 - I don't like/want this (+ NP)

- I don't like/want NP like this
 - NP + be + (still) not + right/good (yet)
 - This/these + be +not what I want(ed)/need(ed)/meant/had in mind/asked for
 - This/that will not do
 - This/that is not good enough
- enquiring about satisfaction/dissatisfaction
 - Is everything all right/OK/in order?
 - Are you (quite) satisfied/happy (with + NP)?
 - Do you like NP like this?
 - Is it all right/OK (now)?
 - Is this what you want(ed)/need(ed)/meant/had in mind/asked for?
 - How do you like/find NP?
 - Is anything the matter?
 - Is anything wrong?
 - What's the matter/problem?
 - What's wrong?
- complaining
 - I have a complaint (to make)
 - I'm sorry, but...
 - I don't want to complain, but...
 - expressions and structures as per expressing dissatisfaction above
- expressing bad temper
 - I'm in a bad mood/temper (just now/today)
 - I'm/I feel (rather/quite/very) cross/angry/livid/annoyed/irritated (with + NP/about+ NP)
 - NP + be (very) annoying/irritating/infuriating
 - it's enough to drive you mad/try the patience of a saint
- reacting to bad temper
 - Calm down!
 - Don't get so angry/worked up!
 - There's nothing to get angry about
 - There's no need to be so impatient/take offence
 - Don't take it to heart/the wrong way
 - It's a storm in a teacup
 - Don't make a mountain out of a molehill

- apologizing for bad temper
 - I'm sorry I lost control/patience/my temper
 - No hard feelings (I hope/trust)
- expressing interest
 - Really!
 - Fascinating!
 - Is that so!
 - Well, well
 - (How)(very) interesting!
 - I am (very) interested in NP/VP gerund
 - NP interest(s) me (greatly)
- expressing lack of interest
 - (How) boring!
 - I am (utterly) bored (by NP/VP gerund)
 - I am not/not very/not at all interested in NP/VP gerund
 - NP/VP gerund does not interest me (very much/ at all)
- expressing surprise

pleasant

 - Good Lord/heavens!
 - What a (nice) surprise! (with high fall)
 - How surprising! (with high fall)
 - Fancy that/ VP gerund! (with high fall)
 - Well, this is a surprise!
 - That is/I find that very surprising!
 - I'm surprised (to hear) (+ complement clause)

unpleasant

 - What a shock!
 - Oh, no!
 - How awful/ dreadful
 - That comes as a (complete) shock (to me)
- enquiring about surprise
 - Does(n't) that surprise you?
 - Is(n't) this/that what you expected/were expecting?
 - Are(n't) you surprised (+ complement clause)
 - Do(n't) you find it surprising (+ complement clause)

- expressing lack of surprise
 - Well? (with high rise)
 - Surprise, surprise (ironic)
 - Just what you might expect
- expressing indifference
 - So what!
 - I don't mind/care (+ if clause)
 - It is all the same to me
 - I couldn't care less
 - It is nothing to me
 - It leaves me cold
 - What is that to me?
- enquiring about indifference
 - Don't you care?
 - Is it nothing to you
(...complement clause)?
- expressing fatigue, resignation
 - I'm (rather/very) tired
 - I've had enough
 - I'm worn out
 - There's nothing (more) to be done
 - There's nothing (more) I can do
 - Leave it
- expressing gratitude
 - Thank you (so much/ very much (indeed))
 - (Many) thanks
 - It/that was (very/most) kind/nice/ good of you (to + VPinf)
 - I'm very grateful to you (for NP/VP gerund)
- reacting to an expression of gratitude
 - Thank you
 - Not at all
 - It is/was/has been a pleasure

expressing moral attitudes

- expressing moral obligation
 - NP + be (not) supposed to +VPinf
 - NP should(n't)/ ought (not) to + VPinf
 - It is (not) right/wrong to + VPinf
 - NP/VP gerund is(not) right/wrong
- expressing approval
 - (very) good
 - (That's) fine/excellent
 - Well done!
 - Good show!
 - I (strongly) approve (of + NP/noun clause)
 - NP + be (quite) right (to + VPinf)
- expressing disapproval, protest
 - Tut tut (clicks)
 - Bad show
 - That's/it's not very good/nice
 - You ought not to have done it/that
 - You shouldn't have done it/that
 - You ought to be ashamed of yourself
 - I (strongly) disapprove of NP/noun clause
 - I'm against/ not in favour of NP/VP gerund

in public meetings

- Shame!
- I (must) protest (against NP/VP gerund)
- enquiring about approval/ disapproval
 - (Is this) ok/all right?
 - How's this?
 - Do you approve (of + NP/VP gerund)?
 - What do you think of + NP/VP gerund?
 - How do you find NP/VP gerund?
- attaching/accepting blame
 - It's (all) NP's fault
 - NP + be + to blame (for NP/VP gerund)

- denying blame
 - It isn't/wasn't NP's fault
 - NP + be + not to blame (for NP/VP gerund)
 - NP + be (entirely) innocent
- apologizing, asking forgiveness
 - (I'm (so very) sorry (for NP/VP gerund))
 - Please forgive me (for NP/VP gerund)
 - I (do apologise (for NP/VP gerund))
- apologizing for disturbing somebody
 - I beg your pardon
 - Excuse me, please
- accepting an apology, granting forgiveness
 - Not at all
 - That's (quite) all right
 - It doesn't matter (at all/one bit)
 - Forget it
 - No problem
 - I forgive you
 - Let bygones be bygones

The learner CAN decide on and manage courses of action (suasion)

- suggesting a joint course of action (involving both speaker and addressee)
 - Let's + VPinf!
 - Shall we + VPinf?
 - We could/might/perhaps
 - What/how about + NP/VP gerund
 - We might (perhaps) + VPinf
 - Why not + VPinf?
 - Why don't we + VPinf?
- agreeing to a suggestion
 - Yes, let's
 - Why not (indeed)?
 - (That's a) (very) good idea
 - Certainly
- requesting someone to do something
 - urgent requests*
 - VP imperative
 - you must + VPinf (stress on 'must')
 - giving instructions and orders*
 - VP imperative
 - You + VP simple present
 - We shall/you will + VPinf
 - Will you + VPinf (please) (falling intonation)
 - more insistent*
 - Will you please + VPinf (falling)
 - VP imperative (please)
 - Do (please)VPinf (will you, unstressed)
- ordering goods/a meal/a drink/etc.
 - I'd like/give me/I'll have NP (please after last item only)
- asking someone for something
 - I'd (very much) like + NP (please)
 - Please may I have + NP
 - Can/could I have + NP (please)
 - Do you think I could have + NP please
- making polite requests
 - Please + VP imperative
 - VP imperative, please
 - Would/can/could you (be so kind as to) VPinf, please
 - Do/would you mind + VP gerund, please
- I wonder if/do you think you could (be so kind as to) (VPinf), please
- dropping hints for someone to act on
 - declarative sentences + tag (falling)
 - It would be nice + if-clause
 - I don't suppose + complement clause (falling rising)
- pleading
 - Please (high fall) + VP imperative (rising)
- asking for assistance
 - Help!
 - Can/could you help me, please?
 - Do you think you could give/lend me a hand?
- responding to a request
 - agreeing to a request willingly
 - Certainly
 - Willingly
 - With pleasure
 - It's a pleasure
 - Yes (of course) I will
 - agreeing with reservations
 - Yes with falling-rising intonation
 - Yes + if clause
 - Only + if clause
 - Not + unless-clause
 - agreeing with reluctance
 - Well all right
 - If you like
 - If I must
 - If you insist
 - I suppose I'd better
 - I don't mind
 - demurring
 - Well (with falling rising intonation)
 - I don't (really) know (if I can)
 - I'd like to (with fall-rise), but (+ declarative sentence)
 - I'll see (what I can do)
 - I can't promise
 - refusing
 - No way!
 - Sorry
- No. (I'm sorry but) I can't
- (I'm afraid) its impossible/ out of the question
- Not a hope
- I'm sorry, but I'm afraid I don't see how I can
- expressing defiance
 - defiance of an order
 - (Oh) no I won't
 - Never!
 - defiance of a prohibition
 - (Oh) yes I will
 - Just you try to stop me
 - defiance of a stated intention
 - Don't you dare!
 - Just you try!
 - Over my dead body!
 - No way!
 - offering assistance
 - Let me help you!
 - Can I help you?
 - Can/shall I give/lend you a hand?
 - Can I do anything to help?
 - Can I be of assistance?
 - What can I do for you?
 - Can you manage?
 - giving advice
 - You should + VPinf
 - You (really) ought to + VPinf
 - Why don't you + VPinf
 - If I were you I'd + VPinf
 - You could (always) try + VP gerund
 - giving warnings
 - VP imperative with falling-rising intonation
 - Watch out (for NP)
 - Don't + VPinf (with fall-rise) Mind + NP
 - declarative sentences with fall-rise
 - giving encouragement
 - Come on (- VP imperative)
 - Now then (+ VP imperative)
 - Keep it up!
 - Keep (on) + VP gerund

- asking permission
 - Can/could/may/might I(+ VPinf) (please)
 - Do you mind (+ if clause) (please)
 - Is it alright(+ if clause)
 - Do you think I could/might + VPinf (please)

granting permission

- granting permission willingly
 - Yes
 - Certainly
 - Please do
 - By all means
 - Of course
 - That's (quite all right (by me))
- granting permission with reservations
 - Yes (with falling-rising intonation)
 - (Yes +) if clause
 - (Yes +) provided + complement clause
 - Not + unless + clause
- granting permission with reluctance
 - If you must
 - I suppose so
 - I can't stop you, (can I?) (with falling intonation)
 - If you like (with low rise)
- advising not to do it*
 - You can if you like (with fall-rise on like)
 - expressions in agreeing with reluctance above
- demurring
 - expressions in demurring above
- refusing or withholding permission
 - No (+ negative tag)
 - Sorry (with fall-rise)
 - I'm afraid not
 - I'm sorry (with fall-rise) + but-clause
 - Not + adverbial(s)

- prohibiting someone from doing something
 - Don't (+ VPinf)
 - You mustn't/can't (+ VPinf)
- strongly expressed*
 - Don't you dare (+ VPinf)
- more formal*
 - I forbid you to + VPinf
 - I cannot allow you to + VPinf
- at a meeting*
 - I (must) veto this proposal
- offering to do something for someone
 - Can I do anything for you?
 - Can/shall I + VPinf (for you)?
 - Would you like me to + VPinf (for you)?
- pressing offers*
 - Do let me + VPinf (for you)
 - You must let me + VPinf (for you)
- offering somebody something
 - Would you like + NP?
 - Can I/let me offer you + NP
 - (Do) have + NP
 - How about + NP
- inviting someone to do something
 - (How) would you like to + VPinf
 - What/how about + VP gerund
- pressing invitations*
 - (Do +) VP imperative
 - You (simply) must + VPinf
- tentative invitations*
 - You wouldn't like to VPinf, would you?
 - I don't suppose you'd like to VPinf would you?

- declining an offer or invitation
 - firm refusal*
 - No, thank you
 - (I'm sorry but) I can't (+ VPinf)
 - It's very good/kind of you (to offer/invite us) + but clause
 - Unfortunately I can't (+ VPinf)
 - I'm afraid I can't (+ VPinf)
- demurring or weak refusal (inviting renewal of offer /invitation)
 - I don't think I really ought to
 - I don't want to put you to any trouble
 - Are you sure (+ complement clause)?
 - I don't really know whether I can
 - I'd like to but... (with fall-rise)
- enquiring whether an offer or invitation is accepted
 - Can/will you + VPinf (after all)? (with high rise)
 - Do you know (yet) whether you can/will + VP (after all)

The learner CAN socialise

- attracting attention

- Excuse me
- Hallo!
- I say

greeting people

- greeting strangers and acquaintances
 - Good morning/afternoon/evening (+ address form)
 - Hallo (less formal)

- greeting friends and close acquaintances
 - Hallo + address form
 - How are you? (stress on are)

informal

- How are you doing/keeping/getting on?

replying to a greeting

if in normal health

- (I'm) fine/very well (thank you).
How are you? (stress on you)
- (I'm) very well, thank you and how are you?

if in poor health

- well, so-so (thank-you).
How are you?

if recovering from an illness etc.

- (Much) better, thank you.
How are you?

address forms

- addressing a friend or relative
 - first name

- addressing an acquaintance
 - formal title (+family name)
 - honorific (Mr, Mrs, Miss) + family name
 - Sir + first name

- addressing a stranger (official, customer, member of the general public, etc.)

formal address

- formal title (Professor/Doctor/Officer/Captain, etc.)

- Sir/Madam

informal address

- no address form

terms of endearment

- (my) dear/darling/love

making introductions

- formal introductions

- address form + may I introduce + honorific
- address form + I'd like you to meet + first name + family name

- informal introductions

- address form + this is + first name
especially among young people on social occasions
- first name + meet + first name (+ reverse)

- introducing oneself

more formal

- (Good morning/afternoon/evening). How do you do? I'm/my name is + first name + family name

informal

- Hallo. I'm + first name (+ family name)

- when being introduced or when someone is introduced to you *formal*

- How do you do?

informal

- Hello
- It's good/ (I'm) (very) pleased to meet you

- enquiring whether an introduction is needed

- Do you know each other?
- address form + do you know + honorific/first name + family name
- I think you (two) know each other (don't you)
- Have you already met?

- making someone welcome e.g., on entry into someone's house

- Welcome!
- Do come in
- Make yourself at home

at a meal

- before eating

- no special greeting

- inviting guests to serve themselves

- Please help yourself

- proposing a toast

- Cheers
- Your (very) good health
- Here's to + NP

- congratulating someone

- (Many) congratulations
- Well done!
- Brilliant!

in sports

- Well + past participle

good wishes

- on someone's birthday

- Many happy returns (of the day)
- Happy birthday!

- at festival times

- Merry Christmas
- Happy New Year

- wishing someone success

- Good/the best of luck!
- Hope it/all goes well!
- Cross fingers!

- when someone is going out or on holiday
 - Enjoy yourself/yourselfes!
 - Have a good time!
- when parting from someone
 - All the best!
 - Keep well
 - Look after yourself
 - Take care
 - (Do) keep in touch
 - Let's be hearing from you
 - Have a good journey/trip/holiday

taking leave

- formal leave-taking
 - Good morning/afternoon/evening/night (+ address form)
(with low-rising intonation)
- informal
 - It's been nice meeting you
 - See you again soon
 - See you/be seeing you
(+ temporal adverbial)
 - Goodbye for now

- colloquial
 - So long
 - Bye-bye
 - Cheerio!
- if you are not expecting to meet again
 - Goodbye.

The learner CAN structure discourse

- opening
 - on formal occasions*
 - Ladies and Gentlemen!as
 - a participant in a meeting*
 - Mr/Madam Chairman
 - Chair (person) *informally*
 - Right (now)!
 - Ahem (sound of clearing one's throat)
 - Well (now)

introducing a theme

- at the start of a discourse
 - To begin/start with, I'd like to + VPinf
- introducing a topic
 - Now, I'd like to say something about + NP
- introducing a report/narrative or description
 - I'd like to tell you about NP
 - I'd like to tell you + wh clause
- introducing an anecdote
 - There was this NP
- expressing an opinion
 - As I see it + declarative sentence
 - In my opinion + declarative sentence

- (Personally) I think + complementary clause
- If you ask me + declarative sentence
- enumerating
 - In the first place... In the second place... etc.
 - First... second(ly) third(ly)... etc.
 - First... then... then etc.
 - and... and
 - For one thing...: for another
- exemplifying
 - for example
 - (in written texts) e.g.
 - for instance
 - etcetera (in writing, etc.)
 - and so on
- emphasizing
 - word order
 - use of adverbs of degree: especially/extremely/particularly/very (very), etc.
 - (please) note + NP/noun clause
 - It is important to + VPinf
 - I must emphasise/stress(the fact) + that-clause
- in speech
 - use of strong stress
 - use of high falling nucleus
 - use of fall-rise in subordinate groups

- in writing
 - N.B.
- emphasis in hand-or type-written texts
 - use of underlining
 - devices in in speech above, as appropriate
- emphasis in printed or word-processed texts
 - use of italics
 - use of bolding
 - use of capitals
- defining
 - that is/means (to say)
 - (in writing) i.e.
- summarising
 - to sum up
 - in brief...
 - to cut a long story short...
 - all in all...
- changing the theme
 - (Now) to change the subject
 - Now for something different
 - To pass on to something else
 - I have another point (to make)
- asking someone to pass to a new theme
 - I'd like to ask you something else

- asking someone's opinion
 - What do you think (about/of NP)
 - What is your opinion/view?
 - Where do you stand (on NP/this matter)?
 - How do you see it?
 - How does it look/seem from your point of view?
- showing that one is following a person's discourse
 - I see
 - Yes/No (with low rise)
 - Uh-huh (with low rise)
 - Really?
 - Oh!
 - Indeed
 - Tag questions
 - Is that so?
 - How interesting
- interrupting, asking for the floor
 - Excuse me
 - May I come in here?
 - May I say something?
 - One moment, please
 - Can/may I put my side of the case?
 - May I speak (now)?
- objecting/protesting
 - No. I'm sorry but...
 - I(must strongly) object!
 - I must protest (in the strongest possible terms)
 - That is (quite) unacceptable
 - I can't accept that
 - I can't let you get away with that
- asking someone to be silent
 - Sh!
 - Quiet, please

strongly expressed

 - Shut up!

colloquial

 - Pipe down!
- indicating a wish to continue
 - Just one moment/a minute please
 - Please let me finish
 - As I was saying
 - (Please) don't/do not interrupt
 - I have just one thing left to say

- encouraging someone to continue
 - (Do) go on (please)
- indicating that one is coming to an end
 - Finally
 - To finish/in conclusion, I should like to say...

closing

- at the end of a speech
 - Thank you for your attention
- at the end of a conversation
 - Well, it's been nice talking (to/with you)
 - see also taking leave section above

using the telephone

- opening the conversation by answering the call
 - giving the telephone number
 - Hallo?
 - Hallo, this is + personal name (speaking/here)
- response by initiator of call
 - personal name + here
 - Hello + address form + this is + own name (speaking)

if number unidentified

 - Hello. Is that personal name/ company etc.?
- asking for:
 - a person*
 - (Can I speak to) + personal name + please?
 - Could you put me through to + personal name + please?
- on extension
 - (Can I have) extension + number + please

verifying caller

 - Who is that calling, please?
- asking someone to wait
 - Hold the line, please
 - Just a moment please
 - The line/extension is engaged. Will you wait?
- asking whether one is heard and understood

- Hallo?
- Are you (still) there?
- Can you (still) hear me?

- announcing new call
 - I'll call back/again (+ temporal adverbial)
- signing off signals
 - I must go now
 - Thank you for calling
 - see good wishes and taking leave above

letters

- opening formulae
 - to strangers whose name is not known, companies, etc.*
 - Dear Sir/Madam
 - to acquaintances and named strangers*
 - Dear + honorific + family name
 - to family, friends and closer acquaintances*
 - Dear + first name (or nickname if appropriate)
 - My dear + first name
 - on terms of endearment only*
 - (My) dearest + first name
 - Darling (+first name)
- closing formulae
 - to strangers whose name is not known*
 - Yours faithfully + normal signature or printed form of signature
 - to acquaintances and named strangers*
 - Yours sincerely + normal signature + printed form of signature (if signature unrecognisable)
 - Yours sincerely + first name + family name
 - to family, friends and closer acquaintances*
 - friends*
 - (With) best wishes + first name only
 - close friends*
 - Yours ever
 - family and close friends*
 - (With) love (from)...
 - following terms of endearment only*
 - With (all my/very best) love
 - personalised endings

The learner CAN assure and repair communication

- | | | |
|--|---|---|
| <ul style="list-style-type: none"> • signalling non-understanding <ul style="list-style-type: none"> – Sorry (with high rise) – Sorry (with fall-rise)) I don't (quite) understand – (+ that word) – (+ that expression) – (+ what you said) – (+ repetition of item not understood) • asking for repetition of the whole utterance <ul style="list-style-type: none"> – I beg your pardon (with high rise)? – What did you say, please (with high rise on what)? – (Sorry) could you say that again (please)? – (Sorry) could you repeat that (for me), please? • asking for a repetition of a word or phrase <ul style="list-style-type: none"> – (Sorry +) Wh question (with high rise on wh word) – (Sorry +) indirect Wh question, including did you say (with high rise on wh word) • asking for confirmation of text <ul style="list-style-type: none"> – Did you say X? – Did you say "X" or "Y"? • asking for confirmation of understanding <ul style="list-style-type: none"> – Do you mean to say + that clause? • asking for definition or clarification <ul style="list-style-type: none"> – (Sorry) what does X mean? – What do you mean by X? – What is X (exactly)? – Could you explain that (for me, please)? • asking someone to spell something <ul style="list-style-type: none"> – Could you spell that (word) please? – How do you spell that (word) please? – How do/could you spell (spoken form), please? | <ul style="list-style-type: none"> • asking for something to be written down <ul style="list-style-type: none"> – Could you write that down (for me) please? – see also making polite requests above • expressing ignorance of a word or expression <ul style="list-style-type: none"> – I don't know how to say/express it – I don't know what you call it – I don't know the word in English – In (native language) we say 'X' • appealing for assistance in finding an expression <ul style="list-style-type: none"> – What is the English for (native language word)? – How do you say (native language word)? – use of hesitation fillers (see filling hesitation pauses below) with appropriate gesture • filling hesitation pauses while looking for a forgotten word or phrase <ul style="list-style-type: none"> – er... – you know... – now let me think... – just a moment... – what's the word for it... – how shall I put it... <p>substituting for a forgotten noun or name</p> <ul style="list-style-type: none"> • using a meaningless noun or name <ul style="list-style-type: none"> – what's-its/-his/-her/name – what-do-you(-me)-call-it – thingummy(jig) • paraphrasing <ul style="list-style-type: none"> – a/some kind/sort of + generic term (+ specifier) – something like + related term – something/generic term + relative clause • asking someone to speak more slowly <ul style="list-style-type: none"> – (Can/could you) speak (a little) more slowly, please – Not so fast/quickly, please | <p>what to do if the interlocutor does not understand</p> <ul style="list-style-type: none"> • repeating what one has said <ul style="list-style-type: none"> – 'X' (simply repeated as originally spoken) – 'X' (spoken more slowly and carefully) – I said 'X' – What I said was 'X' – I said + indirect speech form or close paraphrase – I told/asked you to + VPinf – I asked you + indirect (wh) question • spelling out a word or expression <ul style="list-style-type: none"> – pronouncing the sequence of letter names – X is spelt – You spell it • correcting oneself <ul style="list-style-type: none"> – (Sorry) no, not 'X', 'Y'! – No, I mean(t) 'Y' (not 'X') –or rather..... – That's not (exactly) what I meant – Let me try/start again • asking if you have been understood <ul style="list-style-type: none"> – Is that clear (now)? – Do you understand (now)? • supplying a word or expression <ul style="list-style-type: none"> – Do(n't) you mean X? – Perhaps you mean X? – I think you (probably) mean X? – X (perhaps)? |
|--|---|---|

General Notions

General notions for Threshold with recommended exponents

existential

- existence, non-existence
 - There is + NP
 - There is no + NP
 - There isn't any + NP
 - to exist, to become, to make, to create, to design, to produce; to destroy; to appear, to disappear
- presence, absence
 - here, not here, there, not there, away; present, absent; presence, absence
- availability, non-availability
 - to have (got)
 - There is (no) + NP
 - There isn't any + NP
 - available, not available; ready
- occurrence, non-occurrence
 - to happen, to occur, to take place; event, occurrence
- discovery, non-discovery
 - to find, to discover; to avoid, to miss; discovery

spatial

- location
 - noun*
 - location, place, position, site, situation
 - adverbs*
 - here, there, here and there, every where, somewhere, nowhere, (not) anywhere, where? wherever; inside, outside; in the east/north/south/west
 - verbs*
 - to be, to be situated, to lie
 - determiners*
 - this, that, these, those

- relative position

prepositions

- above, against, among, at, at the end of, at the back of, at the side of, before, behind, below, beside, between, in front of, inside, in the centre of, next to, on, opposite, outside, over, round, under, with where + sub-clause

adverbs and adverbial phrases

- above, below, at the end, at the back, at the side, behind, in the background, in front, inside, in the middle, in the centre, opposite, outside

verbs

- to cover, to overlap

- distance

- distant, far (away) (from), remote, near, in the neighbourhood (of), close (to),
 - ...away

- motion

nouns

- motion, movement

verbs

- to arrive, to come, to come along, to come + to NP, to enter, to drop, to fall, to flow, to get up, to go, to hurry, to leave, to lie down, to move, to pass, to quite to remove, to run, to stand still, to start, to step, to stop, to walk

- direction

- direction, destination

adverbs

- away, back, backward(s), (anti-) clockwise, down, downward(s), forward(s), in, inward(s), out, outward(s), to the left/right, straight on, up, upward(s), east, north, south, west

prepositions

- across, along, down, for, from, into, off, past, through, to, towards, up, away from

verbs

- to ring, to carry, to follow, to pull, to push, to put, to send, to take, to take away, to turn

- origin

- from, out of origin, root(s)

- arrangement

- before, after, between, among, first, last arrangement, pattern, set

dimensions

- size

adjectives

- big, deep, enormous, great, high, huge, large, little, long, low, narrow, shallow, short, small, tall, thick, thin, tiny, wide

verbs

- to become/get bigger, smaller, etc., to increase, to decrease, to grow, to shrink

nouns

- depth, height, length, size, thickness, width

- length

- centimetre, foot, inch, meter, kilometre, mile, millimetre, yard
 - long, short

- pressure

- heavy, light
 - high, low
 - pressure
 - to press

- weight

- to weigh
 - load, weight
 - gram(me)s, kilo, lbs, oz, ton(ne)
 - light/heavy

- volume
 - content; gallon, pint, litre
 - to contain
- space
 - big, small
 - room
- temperature
 - temperature, degree, zero, heat, cold

adjectives

 - chilly, cold, cool, hot, lukewarm, mild, warm

verbs

 - to boil, to burn, to freeze, to heat, to get cold/hot/warm

temporal

- points of time
 - (three) o'clock
 - (five) to/past (three)
 - a quarter to/past (three)
 - (sixteen) minutes to/past (three)
 - half past (three)
 - (3) a.m./p.m.
 - noon, midnight
 - 1500 (fifteen hundred),
 - 1518 (fifteen eighteen)
 - at ...
- divisions of time
 - moment, period, second, minute
 - quarter of an hour, half (an) hour, hour, day, week, fortnight,
 - month, year, century
 - season, spring, summer, autumn, winter
 - morning, afternoon, evening, night
 - weekend, holiday(s)
 - the names of the days of the week
 - names of the months
- indications of time
 - time
 - now, then, when?, whenever, soon, ago
 - today, tomorrow, yesterday, the day before yesterday, the day after tomorrow

- this morning/afternoon/evening/ week/month/year, tonight, last/ next + week/month/year
- at
- by
- on
- dates: (spoken) the first of June, (written) 1 June
- Christmas, Easter, the New Year
- duration

prepositions

 - during, for, since, throughout, till, until, not...till

verbs

 - to continue, to go on, to last, to take *adjectives*
 - long, short, quick

adverbs

 - always, for good
- earliness
 - early
- lateness
 - late
- anteriority
 - present perfect
 - past perfect
 - before + sub-clause
 - before
 - already
 - yet
 - earlier than
- posteriority
 - after + NP/sub-clause
 - afterwards
 - later (on)
 - later than
- sequence
 - first, then, next, finally
 - at last, later on, in the end, afterwards
- simultaneousness
 - when + sub-clause, while + sub-clause, as soon as + sub-clause, in the course of + NP, at the same time, in the meantime, meanwhile; instant(ly)

- future reference
 - NP + be going to
 - NP + shall/will
 - present continuous of verbs of motion
 - simple present (with adverbials of future time)
 - in
 - next week/month/year/Sunday, etc.
 - tomorrow, tonight, the day after tomorrow, this afternoon, immediately, soon, ultimately
 - future + N
 - the future
- present reference
 - simple present
 - present continuous
 - present perfect
 - at present, now, today, still
 - this morning/afternoon/year etc.
- past reference
 - simple past
 - past continuous
 - yesterday, the day before yesterday, formerly, just, just now, recent(ly), lately, of late, last week/month, etc. in the past, originally
- reference without time-focus
 - simple present
- delay
 - later,
 - delay
 - to be delayed
- speed
 - fast, rapid(ly), quick(ly), slow(ly)
 - miles/kilometres per hour
- frequency
 - always, (hardly) ever, frequent(ly), never, occasional(ly), (not) often, once, rarely, repeatedly, seldom, sometimes, twice, usually, daily, weekly, monthly, annual(ly), hourly; now and then; once every year
 - ...times a/per week/month etc
 - on weekdays/Sundays etc.
 - every hour/week/Sunday etc.

- continuity
 - *present continuous*
 - *past continuous*
 - *present perfect*
 - to continue, to go on
- intermittence
 - sometimes, not always, occasionally, on and off
- permanence
 - always, for ever, for good, permanent(ly)
- temporariness
 - for + NP
 - not always, temporary, temporarily
 - present continuous
 - past continuous
- repetitiousness
 - again, again and again, all the time, many times, several times
 - to repeat
- uniqueness
 - (only) once
- commencement
 - to begin/start
 - to go
 - since, from
 - at first, initial(ly)
 - beginning, start
- cessation
 - (to) end, (to) finish, (to) stop
 - till, until, to
- stability
 - to remain, to stay, to keep, to wait
- change, transition
 - to become, (to) change, to get, to interrupt, to turn, to vary
 - suddenly...

quantitative

- number
 - singular/plural
 - cardinal numerals
 - ordinal numbers
 - fractions
 - minus, plus
 - negative, positive
 - number
 - to count
 - about
 - approximately
 - exactly
 - another
- quantity

determiners

 - all, a lot of, any, hardly any, not any, both, each, enough, (a)few, (a) little, less, least, many, more, most, how much, how many, much, no, several, some, various
 - double, twice, half
 - extra, further, plenty (of)
 - per cent, sum, total, whole
 - to add, to subtract, to multiply, to divide
 - a cup,/bottle/glass/packet/ piece, etc. of
 - see dimension above
- degree
 - *comparative and superlative degrees of adjectives and adverbs*
 - enough, too..., very..., a bit, somewhat, a lot, much, almost, hardly, quite, slightly, absolutely, completely
 - such, even

qualitative

- physical
- shape

adjectives

 - circular, crooked, curved, oval, rectangular, round, square, straight

nouns

 - circle, curve, form, oval, rectangle, shape, square

- dimension
 - see dimension section above
- moisture, humidity
 - to dry, to (make) wet
 - humidity, moisture
- visibility, sight
 - NP + can(not) see + NP
 - NP + can(not) be seen
 - to look, to look at, to watch

nouns

 - look, glance, sight, darkness

adjectives

 - blind, light, dark, (in)visible
- audibility, hearing
 - NP + can(not) hear + NP
 - NP + can(not) be heard
 - to listen (to)

nouns

 - noise, silence, sound

adjectives

 - deaf, loud, noisy, silent, soft, quiet
- taste
 - to taste, flavour, taste

adjectives

 - bad, excellent, lovely, nice, bitter, salt(y), sweet, sour
- smell
 - to smell of
 - smell, odor, perfume

adjectives

 - bad, nice, pleasant, unpleasant
- texture

adjectives

 - hard, rough, smooth, soft, strong, weak
- colour
 - blue, black, brown, green, grey, orange, pink, purple, red, white, yellow
 - light, bright, dull, dark

- age
 - I am... (years old)
 - a(n) X year old boy/girl
 - How old are you (is he/she etc.)?

adjectives

 - adult, elderly, mature, middle-aged, old, young

nouns

 - baby, child, adolescent, teenager, adult; childhood, adolescence, maturity, old age, generation; week/month, year
 - to be under/over age, to come of age
- physical condition

verbs

 - to break, to cut, to (be) hurt, to die, to fasten, to fix, to recover, to repair, to put right, to look

nouns

 - death, health, life, sickness

adjectives

 - alive, all right, better, dead, fine, ill, well
 - in/out of order
- accessibility

verbs

 - to close, to enter, to get at, to go in, to open, to reach

adjectives

 - closed, open
- cleanness

verbs

 - to clean, to wash, (to) dust,(to) polish

adjectives

 - clean, dirty, dusty, neat, soiled

nouns

 - cleanness, dirt, mess

- material

nouns and adjectives

 - cotton, fur, linen, leather, nylon, silk, woollen, aluminium, brass, brick, cardboard, concrete, copper, glass, iron, metal, paper, plastic, polyester, steel, stone, wood(en); gold, platinum, silver
 - material, textile(s)
 - genuineness
 - false, genuine, imaginary, imitation, real
 - fullness
 - empty, full (of)
 - to empty, to fill
- evaluative
- value, price
 - How much + be?
 - to cost

nouns

 - price, value

adjectives

 - cheap, (in)expensive, high, low, valuable
 - quality

noun

 - quality

adjectives

 - bad, worse, worst, excellent, fine, nice, perfect, poor, pure, outstanding, terrible, wonderful

verbs

 - to deteriorate, to improve *adverbs*
 - badly, excellently, nicely, perfectly, poorly, purely, outstandingly, terribly, well, wonderfully
 - rightness/wrongness
 - NP + should (not) + VPinf
 - NP + ought (not) to + VPinf
 - right, wrong

- acceptability, unacceptability
 - That's all right
 - That's fine/nice
 - It's just/not quite what I wanted
 - I don't like it
 - I cannot accept...
 - I'm against...
 - satisfactory, unsatisfactory
- adequacy, inadequacy
 - NP + be all right, fine, just right
 - NP + be (not) enough
 - That will do
- desirability/undesirability
 - to like
- correctness/incorrectness

adjectives

 - better, (in)correct, false, faulty, right, true, wrong, OK

verbs

 - to be right, to be wrong, to put something right, to make something better
- successfulness, unsuccessfulness
 - to fail, to succeed, to try
 - failure, success
 - (un)successful
- utility, inutility
 - NP + can(not) use
 - helpful, practical, relevant, (not) useful, useless
- capacity/incapacity
 - NP + can(not)
 - NP + will/won't
 - NP + be (un)able to...
 - to enable
- Importance/unimportance
 - (not) important, unimportant, trivial
- normality/abnormality
 - (ab)normal, strange, ordinary, extraordinary, (un)usual, unique
- facility/difficulty
 - easy, difficult, hard
 - ease, difficulty

- discovery, non-discovery
 - to discover, to find; to avoid, to miss
- complexity, simplicity
 - complex, complicated, simple, simplicity, complexity
- convenience, inconvenience
 - convenient, inconvenient, convenience inconvenience
- generality, specificity
 - general, global; individual, particular, special, typical
 - to consist of
 - whole, part, detail, feature

mental

- reflection, intuition
 - verbs*
 - to believe, to be sure, to be certain, to change one's mind, to conclude, to consider, to hope, to ignore, to imagine, to know, to neglect, to overlook, to remember, to take into account, to think, to wonder
 - nouns*
 - belief, certainty, conclusion, hope, knowledge, opinion, thought, view
 - adverbs*
 - naturally, no doubt, of course, on second thoughts
- expression
 - verbs*
 - to answer, to apologise, to ask, to command, to communicate, to discuss, to forbid, to invite, to laugh, to recommend, to refer (to), to relate, to remark, to remind, to report, to respond, to request, to say, to speak, to suggest, to talk, to tell, to thank, to write
 - nouns*
 - answer, argument, communication, discussion, question, remark, report, statement, suggestion

relational

- spatial relations
 - see the spatial section above
 - temporal relations
 - see the temporal section above
 - action-event relations
 - agency
 - agent as subject
 - agent in by adjunct
 - agent in emphatic
 - objective/factive
 - objective as object
 - objective as subject of passive
 - factive as object
 - factive as subject of passive
 - dative
 - dative as indirect object
 - dative in to adjunct
 - dative as subject of passive
 - instrumental
 - instrumental in with adjunct
 - benefactive
 - benefactive in for adjunct
 - causative
 - to have
 - to make
 - place
 - see the spatial section above
 - time
 - see the temporal section above
 - manner, means
 - in this manner, in this way, like this, by means of, somehow, thus, badly, fast, hard, how? quickly, slowly, well, by + Ving
 - as
- #### contrastive relations
- equality/inequality
 - (not) the same (thing) (as...); (dis)similar, different (from), else, other, another

- correspondence
 - like, unlike, equal (to)
 - comparative degree + than
 - superlative degree
 - as... as
 - not so... as
 - to compare

possessive relations

- ownership, possession
 - possessive adjectives (my, your, etc.)
 - possessive pronouns (mine, yours etc.)
 - genitive singular of personal nouns
 - of adjuncts
 - *with* adjuncts, *without* adjuncts
 - to belong to..., to have (got), to get, to give, to keep, to obtain, to own, to possess
 - owner
 - own

logical relations

- conjunction
 - and, as well as, both... and, also, too, not... either, neither, nor, together
 - couple, pair, group
- disjunction
 - or, however, either... or, separate(ly), one by one, on the other hand
- inclusion/exclusion
 - with, without, except, including, excluding, to exclude, to include, to omit
- cause
 - why?
 - because + sub-clause, as + sub-clause
 - due to..., because of...
- effect
 - then..., so..., so... that
 - the result is...
 - consequence
 - consequently

- reason
 - why?
 - because + sub-clause, since + sub-clause
- the reason is...
- purpose
 - to (as in: He came to help me),

in order to..., the purpose is...

- condition, dependence
 - if + sub-clause, unless + sub-clause
 - in case of, on condition that...
 - to depend (on), dependent (on), independent (of)
 - dependence, independence

- focusing
 - about, on, as to, concerning, as regards, with regard to
 - only
- concession
 - thought, although, despite, in spite of, in fact

deixis

- definite

non-anaphoric	
personal pronouns (subject forms and object forms) possessive adjectives possessive pronouns as complement possessive pronouns as subject demonstrative adjectives and pronouns independent relative pronoun definite article interrogative pronouns interrogative adjectives adverbs	my, your, etc. This is mine (as in: Mine is better) this, that, these, those, such what (as in: What you say is true) the who, whom, whose, what, which whose, what, which here, there, now, then
anaphoric	
personal pronouns (subject forms and object forms) possessive adjectives possessive pronouns as complement demonstrative adjectives and pronouns relative pronouns reflexive/ emphatic pronouns reciprocal pronoun definite article adverbs propword substitute-verb	(as in: You take it, it's yours) who, whom, whose, which, that, omission of relative pronoun myself, yourself, etc each other the here, there, now, then, so one, ones do (as in: He asked me to help him and I did)
<ul style="list-style-type: none"> • indefinite indefinite article indefinite pronouns	a, an someone, somebody, no one, (not)...anybody, (not) anyone, nobody, each, everybody, everyone, something, (not)...anything, nothing, everything, all (as in: I want all of it), both (as in: I want both of them), some (as in: some of them went home), it (as in: it's raining), you (as in: it's a nice record if you like modern music) see quantative/quantity section above somewhere, nowhere, (not)... anywhere, sometimes, never, always person (as in: there are five persons present) man (as in: there were animals here before man came) people (as in: what do people think about the government?) thing (as in: what do you call that thing?) do (as in: what are you going to do tonight?)
indefinite determiners adverbs semi-deictics	

Topic-related tasks and lexicon

personal identification

Adult learners CAN describe themselves and others, stating names – with honorifics and titles as appropriate – and spelling them out if required, giving addresses and telephone numbers, date and place of birth, stating age, sex, marital status, religion, if any, and nation-ality; they can describe the composition of their family; they can say what they and others do or intend to do for a living – expressing their views and preferences on this and accounting for them; they can describe and discuss the appearance, character and personal-ity of other people; and they can elicit/understand similar information from others and discuss factual details, views and opinions as required.

house, home and environment

Learners CAN describe a house or flat and the rooms in it, refer to furniture, bedclothes and decoration, cost, services and amenities, describe regions, natural environment and geographical features, obtain/understand similar descriptions and references from others, exchange views on these matters, account for these views and discuss them with others.

daily life

Learners CAN describe their daily routines, at home and at work, can give information about income, schooling and prospects; obtain/understand similar information from others; exchange and discuss views on these matters.

free time, entertainment

Learners CAN say when they are free and what they do in their spare time, particularly with reference to hobbies and interests, public entertainment and private pursuits, mass media, sports and reading; they can obtain/understand similar information from others; they can make full use of the relevant facilities; they can exchange views on these matters and account for and discuss their likes and dislikes; they can characterise and describe events and experiences, including the progress of sporting-events and the contents of broadcasts, performances and reading-matter.

travel

Learners CAN use and refer to means of transport by road, rail, sea and air for business and holiday purposes and use accommodation for travellers; they can describe journeys, exchange views on ways of travelling and types of accommodation, express their preferences and account for them, discussing them as required.

relations with other people

The learners CAN refer to personal relations, participate in social life, deal with matters of correspondence, refer to club membership, refer to forms of government and politics, to matters of crime and justice, of war and peace, social affairs; they can exchange information and views on these matters with others, engage in discussions and account for their views.

health and body care

Learners CAN refer to matters of personal comfort, stating whether they feel well, are hungry, tired, etc, refer to matters of personal hygiene and obtain the articles, required, refer to matters of health and illness and describe what is wrong to a doctor or dentist, report accidents, refer to medical services and insurance; exchange information and views on these matters; engage in discussion and account for their views.

education

Learners CAN exchange information and views on educational matters, particularly types of education, school subjects and qualifications; they can engage in discussions on these matters and account for their views.

shopping

Learners CAN use shopping facilities, particularly obtaining foodstuffs, clothes and household articles, discuss prices, pay for things bought; they can exchange information and views on these matters, engage in discussions on them and account for their views.

food and drink

Learners CAN refer to and order various kinds of food and beverage, also in a restaurant, cafe, etc; they can exchange information and views on food, drink and places for eating and drinking; they can engage in discussions on these matters and account for their views.

services

Learners CAN refer to, inquire about, make use of and help others to make use of postal services, telephone, telegraph, bank, police, diplomatic services, car maintenance services and petrol stations.

places

Learners CAN ask the way and give strangers directions; they can engage in discussions on where places are and how to get there.

language

Learners CAN refer to foreign language ability and deal with problems of understanding, expression and correctness; they can exchange experiences and views on these matters, engage in discussions about them and account for their views.

weather

Learners CAN understand and report a weather forecast and exchange information and views on climate and weather conditions; they can engage in discussions on these matters and account for their views.

The additional requirements for Vantage Level mark the transition from Threshold Level to the present objective as a movement from the strictly personal and subjective to the more general interest and greater objectivity. If learners are to account for their views and discuss them with others this may involve:

- looking at their and others' views from a certain distance,
- analysing the issues involved,
- attempting a critical assessment of their own views and of alternative ones,
- weighing arguments,
- summarising the discussion,
- drawing conclusions,
- modifying or maintaining their point of view while supplying reasons for this, etc.

The more complex forms of interaction involved make a greater demand on communication strategies than was the case at Threshold Level. The additional requirement concerning 'describing/narrating complex events, etc' will have more direct consequences for the command of discourse strategies needed by the learners.

lexicon

Learners' progress after Threshold Level is marked by increasing individualisation and, consequently, divergence. While a common core may be distinguished in the development of their general foreign language ability their freedom to choose themes for higher level treatment to suit their own interests rules out any attempt on our part to predict exactly what specific notions and what exponents may be particularly useful to them, beyond, of course, those already included in the Threshold level specification.

What we can say with certainty is that, in order to carry out the tasks described for Vantage Level adequately, the learners will need to have a command of vocabulary that allows them to express themselves precisely and with some subtlety and to understand others doing so while being sensitive to shades of meaning, implications and overtones. This will imply a certain command of synonyms (different exponents for one and the same specific notion) and familiarity with situational (formal, informal, slang, etc.) and attitudinal features of vocabulary items (humorous, derogatory, etc.). All this means that the learners' command of vocabulary will have to be much greater at Vantage Level than it was at Threshold Level. In fact, vocabulary extension may well constitute the greater part of the learning-load required to pass from the earlier level to the present one.

We may give an indication of the scope of the vocabulary extension required by considering, for instance, the list of exponents recommended in Threshold level 1990 for theme 14, 'weather'. The list for this comparatively simple theme contains the following items only:

- | | | |
|----------------|-------------|-------------|
| - climate | - sunny | - fine |
| - fog | - snow | - rain |
| - storm | - snowstorm | - frost |
| - weather | - sunshine | - mild |
| - foggy | - to snow | - rainy |
| - gale | - lightning | - to freeze |
| - sun | - to shine | - shade |
| - mist | - ice | - to rain |
| - thunderstorm | | - wind |

In order to deal with this theme at Vantage Level the following additional items will be by no means superfluous (and, please note that this list may be easily expanded, that it contains no items which are far-fetched, outlandish or in any other way unusual, and that most of them occur regularly in, for instance, the daily weather forecasts of the B.B.C.):

- | | | |
|-----------------------|-----------------|--------------------|
| - moon | - to thaw | - muggy |
| - star | - breeze | - close (adj.) |
| - planet | - windy | - humid |
| - temperature | - blustery | - humidity |
| - drizzle | - severe (gale) | - chill |
| - to drizzle | - hurricane | - chilly |
| - to pour (with rain) | - blizzard | - weather forecast |
| - shower | - thunder | - low pressure |
| - dense (fog) | - bright | - high pressure |
| - visibility | - cloud | - anticyclone |
| - snowflake | - cloudy | - isobar |
| - hail | - overcast | - global warming |
| - black ice | - dull | - ozone layer |
| - frosty | - unsettled | - pollen count |
| - thaw | - murky | - air pollution |

Several further relevant items may be regarded as exponents of general notice such as hot, cold, dry, wet, and, regrettably, terrible, atrocious, and even diabolical.

Note that the above list is here given as a quantitative indication. It is not suggested that learners should necessarily draw up such lists, or should be provided with them, for the themes chosen by them. Whether this may be considered useful or not is a matter of pedagogical views and individual learning-habits.

Because the target-group for Vantage Level is essentially the same as that for Threshold Level it is likely that many learners may wish to expand their communicative ability particularly with regard to certain themes of general interest that were included in Threshold level.

As noted before, it is likely, however, that learners may wish to be able to deal with other themes as well. It is, of course, not feasible to provide specific guidance for every conceivable additional or alternative theme. By way of exemplification we confine ourselves to the further presentation of one possible additional theme, namely that of 'religion'. In the Threshold Level list this occurs only as a sub-theme of 'personal identification'. As a separate theme for Vantage Level, however, the requirements will be higher. The 'task' may be formulated as: "The learners can refer to major religions and religious practices; they can engage in discussions on these matters and give their own views, accounting for them as may be required."

However, the degree of skill envisaged for a Vantage Level theme will make it necessary to consider also items such as the following:

- | | | |
|---|---|--|
| <ul style="list-style-type: none">- (to) worship, worshipper- (to) pray, prayer- sermon- mass, church service, ceremony- altar- churchyard- cross- choir- clergyman, imam | <ul style="list-style-type: none">- monk, monastery- nun, convent- prophet- angel, devil- saint- heaven, hell- holy, sacred- bible, gospel, testament,
Koran, Talmud | <ul style="list-style-type: none">- sect- (to) sin- pilgrim, pilgrimage- crusade, crusader- Christmas, Easter, Whitsuntide- Church of England- Anglican- Presbyterian |
|---|---|--|