



**EXPERIMENTAL JUNIOR HIGH SCHOOL  
OF THE UNIVERSITY OF MACEDONIA**

# **GRAMMAR REQUIREMENTS FOR LEVELS A2-C1**

This publication has made use of the [English Grammar Profile](#). This resource is based on extensive research using the Cambridge Learner Corpus and is part of the English Profile programme, which aims to provide evidence about language use that helps to produce better language teaching materials.

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# ADJECTIVES

## COMBINING

### FORM: BEFORE THE NOUN

[B1] Can use a comma to combine two adjectives used before the noun, following the usual order of adjective types.

#### Corrected Learner Examples

*It was the biggest TV in the bazaar, with its huge, black screen.*

*My house was built in 1864. It's an old, Victorian-style house.*

#### Uncorrected Learner Examples

*It was the biggest TV in bazaar with its huge, black screen.*

*My house has been build in 1864. It's an old, Victorian style house.*

#### Comments

L1 has a strong influence on order of adjectives. Because of this we haven't been able to capture a general view of the order in which adjectives emerge. We flag it for future study within a L1 comparative context.

### FORM: COMBINING COMPARATIVE ADJECTIVES WITH 'AND'

[B1] Can use 'and' to join a limited range of comparative adjectives. ► adjectives: comparatives

#### Corrected Learner Examples

*In the winter you can go to the fitness centre, there you can get stronger and fitter.*

*The cars will fly around the buildings like planes, and they will be faster and cheaper.*

#### Uncorrected Learner Examples

*In the winter you can go in the fitness center, there can you get stronger and fitter.*

*The car will fly around the buildings like planes and it they will be faster and cheaper.*

### FORM: COMBINING MORE THAN TWO ADJECTIVES

[B1] Can use commas and 'and' to join more than two adjectives, after 'be'.

#### Corrected Learner Examples

*Her name is Cassia, she is beautiful, intelligent, funny and very reliable.*

*He is tall, thin and not very handsome, but he is very nice and friendly.*

#### Uncorrected Learner Examples

*Her name is Cassia, she is beautiful, inteligent, funny and very reliable.*

*He is tall, thin and not very handsome, but he is very nice and friendly.*

### FORM: COMBINING THE SAME COMPARATIVE ADJECTIVE WITH 'AND'

[B1] Can use 'and' to repeat a comparative adjective to indicate change over time, usually after 'become' or get. ► adjectives: comparatives

### **Corrected Learner Examples**

*I could see how the fire was burning the door, and the room became hotter and hotter.  
I think that's a good question, because nowadays television is getting worse and worse, but there are still some good programmes.*

### **Uncorrected Learner Examples**

*I could see how the fire was burning the door and the room became hotter and hotter.  
Dear Paul, I think that's a good question because nowadays television is getting worse and worse, but there are still some good programmes: for example I like the quiz show called "Who wants to be a millionaire".*

## **FORM: COMBINING TWO ADJECTIVES WITH 'BUT'**

[A2] Can use 'but' to join a limited range of common adjectives, after 'be'.

### **Corrected Learner Examples**

*The weather was cloudy but fine.  
It was cheap but beautiful.*

### **Uncorrected Learner Examples**

*The weather was cloudy but fine.  
It was cheap but beautiful.*

## **FORM: COMPOUND ADJECTIVES**

[B1] Can use a limited range of compound adjectives ('good-looking', 'well-known')

### **Corrected Learner Examples**

*He was tall and good-looking.  
This programme is presented by "Gato Feobrando," a well-known comedy group.*

### **Uncorrected Learner Examples**

*He was tall and good-looking.  
This programme is presented by "Gato Feobrando," a well-known comedy group.*

[B2] Can use an increasing range of compound adjectives ('up-to-date', 'state-of-the-art')

### **Corrected Learner Examples**

*The selling point is that it contains the most up-to-date and state-of-the-art know-how, for instance a water-proof keyboard, information security system, etc. A survey of our customers last year indicated that over 70% of them are content with the user-friendly designs.  
...getting to work (in big cities) by car is more healthy for drivers but has a long-term effect on the environment and on us, in the end, as well.*

### **Uncorrected Learner Examples**

*The selling point is that it contains the most up-to-date and state-of-the-art know-how, for instance water-proof keyboard, information security system etc. A survey among our customers were launched last year, and the result indicated that over 70% of them are content with the user-friendly designs.  
In my opinion, from realistic point of view, getting to work (in big cities) by car is more healthy for drivers but has long-term effect on environment and on us, at the end, as well.*

[C1] Can use a wide range of compound adjectives ('open-minded', 'above-mentioned', 'well-to-do', 'jaw-dropping')

#### **Corrected Learner Examples**

*I would describe myself as an easy-going and open-minded person.*

*...we suggest investing a certain amount of money in the above-mentioned technical devices in order to achieve the financial target.*

*But as she does not live in a well-to-do family, Ola was never able to afford additional private lessons, for example.*

*If anyone has ever seen it, they would agree with me that it was THE most jaw-dropping road in the world.*

#### **Uncorrected Learner Examples**

*I would describe myself as an easy-going and open-minded person who doesn't find it difficult to talk about everything with everybody even with strangers.*

*Considering that our business is booming we suggest to invest a certain amount of money in the above-mentioned technical devices in order to achieve the financial target which is to increase our gross profit by 10%.*

*But as she does not live in a well-to-do family – she is half an orphan – Ola was never able to afford additional private lessons for example.*

*If anyone has ever seen it, they would agree with me that it was THE most jaw-dropping road in the world.*

### **FORM: PHRASES MODIFYING NOUNS**

[B2] Can use adjective phrases to modify nouns.

#### **Corrected Learner Examples**

*Besides, we could leave one day in the morning and travel by boat to a small and exotic island full of different and exotic species of birds that we could observe and photograph.*

*Emily Brontë succeeded in writing a romantic, psychological and tragic story, beautifully set in these mysterious moors.*

#### **Uncorrected Learner Examples**

*Besides we could leave one day in the morning and reach by boat to a small and exotic island full of different and exotic species of birds that we could observe and photograph.*

*Emily Bronte succeeded in writing a romantic, psychological and tragical story, beautifully set in these mysterious moors.*

## **COMPARATIVES**

### **FORM/USE: WITH '(SO) MUCH'**

[B1] Can use '(so) much' to modify and intensify comparative adjectives used predicatively after a verb, usually 'be'.

#### **Corrected Learner Examples**

*I think the teacher in the new class is much better than the last one.*

*The house is beautiful, and so much bigger than the previous one.*

#### **Uncorrected Learner Examples**

*I think the teacher is the new class is much better than the last one.*

*The house is beautiful and so much bigger than the previous one.*

**FORM/USE: WITH 'A (LITTLE) BIT'**

[B1] Can use 'a (little) bit' to modify comparative adjectives used predicatively after a verb, usually 'be'.

**Corrected Learner Examples**

*He's 15, a bit smaller than me, dark hair, brown eyes.*

*Our first lesson was a bit shorter, but very unusual.*

*She's a little bit older than me.*

**Uncorrected Learner Examples**

*He's 15, a bit smaller than me, dark hair, brown eyes.*

*Our first lesson was a bit shorter, but very unusual.*

*She's a little bit older than me.*

**FORM/USE: WITH 'A LOT'**

[B2] Can use 'a lot' to modify and intensify comparative adjectives used predicatively after a verb, usually 'be'.

**Corrected Learner Examples**

*In addition, remember that a bike, even a good one, is a lot cheaper than a car.*

*Don't you think it would be a lot easier for you to finish college first?*

**Uncorrected Learner Examples**

*In addition, remember that a bike, even a good one, is a lot cheaper than a car.*

*Don't you think it will be a lot easier for you to finish first collage, and it is not long left to your finall exams.*

**FORM/USE: WITH 'AND'**

[B1] Can use 'and' to repeat a comparative adjective to indicate change over time, usually after 'become' or 'get'. ► adjectives: comparatives

**Corrected Learner Examples**

*I saw everything become smaller and smaller.*

*I think that's a good question, because nowadays television is getting worse and worse, but there are still some good programmes.*

*Summer is coming. Days become longer and longer.*

**Uncorrected Learner Examples**

*I saw all the things become smaller and smaller.*

*I think that's a good question because nowadays television is getting worse and worse, but there are still some good programmes:*

*Days become longer and longer.*

**FORM/USE: WITH 'EVEN'**

[B1] Can use 'even' to modify and intensify comparative adjectives used predicatively after a verb, usually 'be' and 'get'.

### Corrected Learner Examples

*[talking about a series of films] I'm sure you've seen part one already, but part two was even better!*

*As I finished, my smile got even bigger.*

*I think that it is awful, because that means that in Spain it will be even hotter than it is now.*

### Uncorrected Learner Examples

*I'm sure you've seen part one already, but part two was even better !*

*As I finished, my smile got even bigger.*

*They said in the documentarie that in a few years the average temperature will rose some degrees, I think that it is awful, because that mean that in Spain it will be even hotter than it is now.*

### FORM/USE: WITH 'MUCH' + NOUN

[B2] Can use 'much' to modify and intensify comparative adjectives used attributively before countable and uncountable nouns.

### Corrected Learner Examples

*Although it is a second-hand computer which one of my colleagues sold me, it is a much better investment than the bicycle, I think.*

*I think the Majestic Hotel is too expensive, so what about a much cheaper hotel like the Plaza Hotel?*

*On the other hand, our grandparents had much fresher vegetables and meat they could trust, without BSE...*

### Uncorrected Learner Examples

*Although it is a second-hand computer, which one of my colleagues sold me, it is a much better investment than the bicycle, I think.*

*I think Majestic Hotel is too expensive so what about a much cheaper hotel like Plaza Hotel?*

*On the other hand, our grandparents had much fresher vegetables and meat they could trust, without BSE...*

### FORM/USE: WITH 'SLIGHTLY'

[B2] Can use 'slightly' to modify comparative adjectives to a small degree.

### Corrected Learner Examples

*I bought a new one, since the price of a second-hand one was slightly cheaper.*

*They have their own characteristics, but the food of restaurant A is slightly better than that of B.*

### Uncorrected Learner Examples

*I bought a new one since the price of a second-hand one was slightly cheaper than the price of a new one.*

*They have their own charateristic in food but the food of A restaurant is slightly better than that of B*

### FORM: + -ER

[A2] Can form comparative adjectives from adjectives of one syllable by adding '-er'.

### Corrected Learner Examples

*I played computer games with my older brother.  
The shirt was cheaper than the trousers.  
It is easy to use and it is smaller than the old one.*

### Uncorrected Learner Examples

*And I played some games with my family after this, I played computer games with my older brother.  
The shirt was cheaper than the trousers, it cost 32€ and the trousers 67€.  
It is easy to use and it is smaller than the old one.*

### Comments

Results at A2 are heavily dominated by Romance L1s.

### FORM: + -IER

[A2] Can form comparative adjectives with adjectives of two syllables ending in '-y' by changing the 'y' to an 'i' and adding '-er'.

### Corrected Learner Examples

*I like it because it's small and easier to use than other phones.  
The students were happier and there were lots of stories for their parents.*

### Uncorrected Learner Examples

*I like because it's small and easier to use than other phones.  
The students were happier and they were lots of stories for their parents.*

### FORM: BEFORE NOUNS

[A2] Can use comparative adjectives attributively, before nouns.

### Corrected Learner Examples

*I just watched a cricket match with my younger brother and my father.  
I bought the shoes and the t-shirt for my older brother's party.  
I want to take this course because I want to know more about computers, so that I can get a better job.*

### Uncorrected Learner Examples

*I just watched a cricket match with my younger brother and my father.  
I bought the shoes and the t-shirt for my older brother's party.*

### Comments

Predicative use (with verbs) tends to be lower level than attributive (with nouns) – unsurprisingly.

### FORM: COMPLEMENT OF 'BE'

[A2] Can use comparative adjectives as a complement of 'be'.

### Corrected Learner Examples

*Sam, It would be better if you came after 4.30 p.m.  
You can come by bus, it's easier.  
You need to wear shorts and a t-shirt so you are more comfortable.*



### Uncorrected Learner Examples

*Sam, it would be better if you come after 4.30 p.m. Remember to bring your guitar and the camera.*

*You can come by bus, it's easier.*

*You need wear shorts and a t-shirts so you are more comfortable.*

### FORM: DOUBLE CONSONANT + '-ER'

[A2] Can form comparative adjectives with adjectives of one syllable with a short vowel, by doubling the final consonant and adding '-er'

### Corrected Learner Examples

*The rooms are all very beautiful, but I prefer my room because it is bigger.*

*I bought lots of T-shirts because the weather is getting hotter.*

### Uncorrected Learner Examples

*The rooms are all very beautif but I prefer my room because it is bigger.*

*I bought lots of T-shirt because the weather is getting hotter and hotter.*

### FORM: ENDING IN '-E' + '-R'

[A2] Can form comparative adjectives with adjectives of one syllable ending in 'e', by adding '-r'.

### Corrected Learner Examples

*[talking about an alternative plan] I think it will be nicer.*

*You can come by boat, but I prefer to come by aeroplane because it is safer.*

### Uncorrected Learner Examples

*I think it will be nicer.*

*You can come by the boat but I prefere to come by airoplane because it is safer.*

### FORM: IRREGULAR

[A2] Can form irregular comparative adjectives.

### Corrected Learner Examples

*What colour do you think is better?*

*For further information, contact Joey Hung.*

### Uncorrected Learner Examples

*What colour do you think is better?*

*For further information, contact Joey Hung.*

### Comments

There is only a small number irregular comparative adjectives. 'Further' at this level is only used with 'information' or 'details' and may have been learnt as a fixed expression.

### FORM: WITH 'MORE'

[A2] Can form a range of comparative adjective phrases using 'more' + longer adjectives (usually three or more syllables).

### Corrected Learner Examples

*I think you must be more careful.*

*It was more expensive than the other clothes.*

### Uncorrected Learner Examples

*I think you must be more careful.*

*It was more expensive than the other clothes.*

#### FORM: WITH 'THAN'

[A2] Can use a comparative adjective with 'than' to compare two nouns or noun phrases. ► comparative clauses

### Corrected Learner Examples

*It's smaller than my old phone and I like it because it has bluetooth and it isn't very expensive.*

*The weather in Thailand was hotter than Vietnam, but I was alright!*

*My new mobile is more interesting than my old mobile.*

### Uncorrected Learner Examples

*It's smaller than my old phone and I like it because it has bluetooth and it isn't very expensive.*

*The weather in Thailand was hotter than Vietnam but I were alright!*

*My new mobile is more interesting than the old mobile.*

## MODIFYING

#### FORM: ADJECTIVE PHRASE + NOUN

[B1] Can use adjective phrases attributively, before a noun.

### Corrected Learner Examples

*... my boss told me that at 10.15 am I have a very important meeting.*

*... she's also a really good friend.*

### Uncorrected Learner Examples

*We wanted to meet us next Tuesday at 10am in front of the cinema but yesterday my boss told me, that at 10.15am I have a very important meeting.*

*I love being with her so much because everytime we see each other we can't stop laughing about everything we're going through; she's hilarious but she's also a really good friend.*

#### FORM: WITH 'ENOUGH'

[B1] Can use 'enough' to modify adjectives.

### Corrected Learner Examples

*My room is big enough, there is a lot of space, and for this reason I will buy a stereo.*

*I thought they had the same problem as me: we don't think our English is good enough.*

### Uncorrected Learner Examples

*My room is big enough and there is a lot of space and for this reason I will buy a stereo.*

*I thought they got the same problem as me, we don't think our English is good enough.*

### Comments

There are lots of errors with word order for this feature, e.g. ... 'you are enough responsible to stay for some days without your parents' – but at B1 the structure is there.

#### FORM: WITH 'ENOUGH' + 'TO'–INFINITIVE

[B2] Can use 'enough' after adjectives followed by 'to'–infinitive

### **Corrected Learner Examples**

*[talking about an arts festival] I was lucky enough to take part in it last November, and I enjoyed it immensely.*

*In my opinion young people at that age are not mature enough to decide by themselves what they want for their future.*

### **Uncorrected Learner Examples**

*I was lucky enough to take part in it last November, and I enjoyed it inmensly.*

*In my opinion young people at that age are not mature enough to decide by themselves what they want for their future.*

### **FORM: WITH 'QUITE A'**

[B1] Can form adjective phrases with 'quite a' + adjective.

### **Corrected Learner Examples**

*I been thinking about your last letter for quite a long time and I came to the following conclusion.*

*This is quite a difficult situation you have.*

*I personally think going to a large school is quite a good idea.*

### **Uncorrected Learner Examples**

*I been thinking about your last letter for quite a long time and I came to the following conclusion.*

*This is quite a difficult situation you have.*

*I personally think going to a large school is quite a good idea as it is in the centre of town, you probably could do some shoping afterward and it's more stuffs to do than the one in the countryside you know.*

### **FORM: WITH 'RATHER A'**

[B2] Can form adjective phrases with 'rather a' + adjective, often in formal contexts.

### **Corrected Learner Examples**

*Films tend to be rather a simple art, while books are a thing to be enjoyed in a calmer way.*

*I must confess that I'm rather a poor player.*

*I live rather a long way from work, about 10 km.*

### **Uncorrected Learner Examples**

*Films tend to be rather a simple art, while books are a thing to be enjoyed in a calmer way.*

*For the last ten years however, I had practically no opportunity or time to improve my ability and I must confess that I'm rather a poor player.*

*The best means of getting to work, is by car, for me anyway I live rather a long way from work, about 10 km.*

### **FORM: WITH 'TOO'**

[A2] Can use 'too' with common gradable adjectives.

### **Corrected Learner Examples**

*They aren't too expensive. They cost like £30.*

*I bought a jacket because the other one that I had was too small.*

### Uncorrected Learner Examples

*They aren't too expensive, They cost like £30.*

*I bought a jacket because the other one that I had was too small and a t-shirt to use in the summer.*

### FORM: WITH 'TOO' + 'TO'-INFINITIVE

[B1] Can use 'too' before adjectives followed by 'to'-infinitive.

### Corrected Learner Examples

*He always told me that he was too busy to write a letter to me, his wife.*

*We took two days to mend it, but the machine is too old to work well.*

### Uncorrected Learner Examples

*He always told me that he was too busy to write a letter to me, his wife.*

*We took two days to mend it, but the machine is too old to work well.*

### FORM: WITH 'TOO' + PREPOSITIONAL PHRASE

[A2] Can use 'too' + adjective + prepositional phrase

### Corrected Learner Examples

*I bought them because I noticed that most of my clothes were too small for me.*

### Uncorrected Learner Examples

*I bought them because I noticed that most of my clothes were too small for me.*

### FORM: WITH DEGREE ADVERBS

[A2] Can use adverbs of degree ('really', 'so', 'quite') with an increasing range of common gradable adjectives.

### Corrected Learner Examples

*It was sunny and really hot every day!*

*I'm so happy because we can have a party for my birthday together!*

*They are quite expensive.*

### Uncorrected Learner Examples

*It was sunny and really hot every day!*

*I'm so happy because we can have a party for my birthday together!*

*They are quite expensive.*

### FORM: WITH EXTREME ADVERBS

[C1] Can modify gradable adjectives with extreme adverbs of degree ('absolutely', 'extremely', 'incredibly', 'totally') to intensify their meaning.

### Corrected Learner Examples

*I am absolutely sure that it will attract even more attention.*

*Nowadays, it is extremely difficult to imagine how workers lived ten years ago, especially because of the incredibly fast evolution in technology.*

*I would make a totally new programme, in which the following points must be improved: ...*

### Uncorrected Learner Examples

*I am absolutely sure that it will attract even more attention.*

*Nowadays, it is extremely difficult to imagine how lived workers ten years ago, especially because of the incredibly fast evolution in technology.*

*In my opinion, I would make a totally new programme, in which the next points must be improved: make sure the hotel is really a luxurious one and with a good service; include real English food restaurants; get the best places for theatre or opera; don't program so much free time; prepare extra events in case of emergency.*

### FORM: WITH PREPOSITIONAL PHRASE

[A2] Can form adjective phrases with a very limited range of adjectives + a prepositional phrase.

### Corrected Learner Examples

*I think swimming is good for my body.*

*The house was full of people, my family and friends.*

### Uncorrected Learner Examples

*I think swimming is good for my body.*

*The house was full of people my family and friends.*

## POSITION

### FORM/USE: DEGREE ADJECTIVES BEFORE NOUNS

[B2] Can use a limited range of degree adjectives ('real', 'absolute', 'complete') before a noun to express intensity.

### Corrected Learner Examples

*When tourists arrive, there is no area to park. This is a real problem and our town is becoming very dangerous for children; every week there is an accident.*

*Making friends is easy but to get a real, true friend is hard.*

*Suddenly the lights went out and I found myself standing in complete darkness.*

*After the teacher had told us to start, there was absolute silence.*

### Uncorrected Learner Examples

*First of all, during the Summer, when tourists arrive, there is no area to park; this is a real problem and our town is becoming very dangerous for the children; every week there is an accident.*

*Making friends is easy but to get a real, true friend, is hard.*

*Suddenly the lights went out and I found myself standing in complete darkness.*

*After the teacher had told us to start, there was absolute silence.*

### Comments

This form/use is restricted to the attributive, ie before nouns – not verbs

### FORM/USE: LIMITING ADJECTIVES

[A2] Can use a limited range of adjectives ('main', 'only') that limit the noun that they go before.

### Corrected Learner Examples

*...the main reason is that I am practising the language.*

*But the only thing that I didn't like was the weather.*

### Uncorrected Learner Examples

*However the main reason is that I am practicing the language.*

*But the only thing that I didn't like was the weather, it was extremely cold in that season.*

### FORM: ADJECTIVES WITH PREFIX 'A-'

[B1] Can use adjectives with the prefix a- ('asleep', 'awake', 'alive', 'alone') predicatively only, after linking verbs.

### Corrected Learner Examples

*I was very nervous because I was alone at the bus station ...*

*On that night while I was watching TV, I was almost asleep, the door bell rang.*

*We went in the room and I was very happy that my father was still alive.*

### Uncorrected Learner Examples

*I was very nervous because I was alone at the bus station, I didn't know anybody, and the worst!*

*On that night while I was watching TV, I was almost asleep, the door bell rang, I became wondered.*

*We went in the room and I was very happy that my father was still alive.*

### FORM: ATTRIBUTIVE (WITH NOUNS)

[B1] Can use an increasing range of adjectives attributively, before a noun.► noun phrases

### Corrected Learner Examples

*The main character in the programme is a journalist who is visiting the town.*

*Dear Fiona, I see you are in a complicated situation, aren't you?*

*The first of them had long dark hair and the second one had short fair curly hair.*

*In the evening, we used to go to a famous restaurant where you can eat delicious local food.*

*I decided to see the "Zorro's Mask" because it's an amusing and entertaining action film and love-story.*

### Uncorrected Learner Examples

*The main character in the programme is a journalist who is visiting the town.*

*Dear Fiona, I see you are in a complicated situation, aren't you?*

*First of them had long dark hair and the second one had short fair curly hair.*

*In the evening, we used to go to a famous restaurant where you can eat delicious local food.*

*I decided to see the "Zorro's mask" because it's an amusing and entertaining action film and love-story.*

### FORM: ATTRIBUTIVE ONLY, TIME ADJECTIVES

[B2] Can use the adjectives 'present', 'future', 'former' before a noun.

### Corrected Learner Examples

*I think we all are very concerned about the present situation.*

*We would like to hear you talk about your novels, your work in general and about your future plans.*

*In the big hall, in former times, lots of parties took place.*

### Uncorrected Learner Examples

*I think we all are very concerned about the present situation.*

*Since we have the great honor to have you here today, we would like to hear you talking about your novels, your work in general and about your future plans.*

*In the big hall, in former times, lots of parties, which were very popular, took place.*

### Comments

This form is restricted to the attributive, ie before nouns – not verbs

### FORM: PAST PARTICIPLE AS ADJECTIVE

[C1] Can use the '-ed' form of a verb as an adjective, after a noun.

### Corrected Learner Examples

*First of all, I would recommend providing a wider range of films and introducing discussions after each film shown.*

*It is believed that if some improvements are made, the club will live up to the high standards required.*

### Uncorrected Learner Examples

*First of all, I would recommend providing wider ranpe of the films and introducing discussions after each film shown.*

*It is believed that if some improvements apply, the club will live up to the high standards required.*

### FORM: PREDICATIVE, WITH 'BE'

[A2] Can use an increasing range of adjectives predicatively, after 'be'.

### Corrected Learner Examples

*Yes, I am free Monday morning.*

*I love her because she is friendly.*

### Uncorrected Learner Examples

*Yes, I am free Monday morning and I want go to pool, for swimming.*

*I love her because she is friendly.*

### FORM: PREDICATIVE, WITH LINKING VERBS

[A2] Can use a limited range of adjectives predicatively, after linking verbs 'look' and 'feel'.

### Corrected Learner Examples

*It is black and it looks perfect.*

*I bought them because I feel comfortable when I am wearing these clothes.*

### Uncorrected Learner Examples

*It is black and it looks perfect.*

*I bought them because I feel comfortable when I am wearing these clothes.*

### FORM: WITH 'MAKE' AS OBJECT COMPLEMENT

[B1] Can use adjectives as object complement after 'make'.

### Corrected Learner Examples

*That's something that makes me angry!*

*... you should tell them that you don't want to make them sad but you really want to go on holiday with your friends.*

*Maria realised that being kind and trying to make other people happy is always the best way!*

### Uncorrected Learner Examples

*That's something that makes me angry!*

*Furthermore, you should tell them that you don't want to make them sad but you really want to go on holiday with your friends and that you have arranged it a long time ago, and that you don't want to miss this holiday.*

*The man thanks her and Maria also realised that being kind and trying to make other people happy is always the best way!*

## FORM: WITH PRONOUN

[B1] Can use an adjective or adjective phrase after pronouns like 'something', 'nothing', 'somewhere', 'nowhere'.

### Corrected Learner Examples

*I like cooking and I want to cook something special.*

*But something terrible happened next; I was so nervous that I stopped breathing!*

*There is nothing interesting on TV, nothing for teenagers.*

### Uncorrected Learner Examples

*I like cooking and I want to cook something special.*

*But something terrible happened next, I was so nervous that I stop breathing!*

*There is nothing interesting on TV, nothing for teenagers.*

## SUPERLATIVES

### FORM/USE: 'THE BEST' WITH NOUN AND PRESENT PERFECT

[B1] Can use 'the best' before a noun + present perfect to talk about a unique experience.

### Corrected Learner Examples

*It was the best birthday present I have ever had.*

*That is the best game I've ever played.*

### Uncorrected Learner Examples

*I can't describe the emotions and the feeling I had during the flight but I very well just like you know it was the best birthday present I have ever had.*

*That is the best game I've ever played.*

### FORM/USE: COMPLEX NOUN PHRASES

[A2] Can form a limited range of complex noun phrases with a superlative adjective + prepositional phrase, to talk about something unique. ► noun phrases ► clauses: comparison

### Corrected Learner Examples

*It is the biggest zoo in the world.*

*They were the happiest days of my life.*



### Uncorrected Learner Examples

*It's the biggest zoo in the world.*

*There were the happiest days of my life.*

### Comments

Note the different uses of superlative + in and superlative + of. We don't describe the difference here because it is about error, what learners can't do rather than can do. See EGT entry 77n.

[B1] Can form an increasing range of complex noun phrases with a superlative adjective + prepositional phrase, to talk about something unique. ► noun phrases

### Corrected Learner Examples

*Yesterday was the most exciting day of my life!*

*Well, exercise is undoubtedly the most important thing in our lives for our health.*

### Uncorrected Learner Examples

*Yesterday was the most exciting day of my life!*

*Well, excercise is undoubtelly the most important thing in our lives for our health.*

### FORM/USE: WITH 'BY FAR'

[B2] Can use the premodifer 'by far' to make a superlative adjective stronger.

### Corrected Learner Examples

*As you know, I've already visited almost fifty forests all over the world but I think this one is by far the most beautiful of all.*

*When I was a child, Christmas morning was by far the most exciting and happiest moment.*

### Uncorrected Learner Examples

*As you know I've already visited almost fifty forests all over the world but I think this one is by far the most beautiful of all.*

*When I was a child, Christmas morning was by far the most exciting and happiest moment.*

### FORM/USE: WITH 'IN' + NOUN

[A2] Can use prepositional phrases with 'in' + singular name of a place after a superlative adjective.

### Corrected Learner Examples

*It's the biggest room in the house.*

*I bought them because they are the cheapest clothes in the shop.*

### Uncorrected Learner Examples

*It's the biggest room in the house.*

*I bought them because they are the cheapest clothes in the shop.*

### FORM/USE: WITH 'OF' + NOUN

[A2] Can use a limited range of prepositional phrases with 'of' after a superlative adjective, to refer to one thing within a set or part of a set.

### Corrected Learner Examples

*My teacher said that it was the best project of all.  
I learned to surf, this was the best part of the trip.  
Hi, Ally. You will miss the best party of the year!*

### Uncorrected Learner Examples

*My teacher said that it was the best project of all.  
I enjoyed the trip because I like beach, I learn surfing this was the best part of the trip because  
was funny and hard and the people are very nice and very friendly.  
Hi, Ally You lose the best party of the year!*

### Comments

This is distinct from 'in' + noun which refers to place whereas of + noun refers to one of a set.

## FORM/USE: WITH NOUN AND POSTMODIFIER

[C1] Can use a postmodifier to make the superlative stronger in the structure superlative + postmodifier + noun.

### Corrected Learner Examples

*What is more, in order to increase sales of the new model to the highest possible level, the  
possibility of entering the Asian markets should be considered.  
I am fond of the idea of working in Central London. It absolutely is the best possible location ,  
I cannot deny that.  
It is not the shortest possible route, but the easiest for people with luggage.*

### Uncorrected Learner Examples

*What is more, in order to increase sales of the new model to the highest possible level, the  
possibility of entering the Asian markets should be considered.  
It absolutely is the best possible location, I cannot deny that.  
It is not the shortest possible route, but the easiest for people with luggage.*

### Comments

Useful teaching point: There are no examples of ever + noun in the CLC. e.g. 'The highest ever result' even at C2. In the CIC native speakers use noun + ever four times more than 'ever' + noun.

## FORM/USE: WITH POSTMODIFIER AND NOUN

[C1] Can use a postmodifier to make the superlative stronger, in the structure superlative + noun + postmodifier ('possible', 'ever', 'by far').

### Corrected Learner Examples

*... we want to present ourselves in the best way possible.  
...this cleansing gel will definitely produce good results in the shortest time possible.  
Achieving health by using her common sense and having fun while doing it is probably her  
greatest performance ever and, if elected, she could share that with the world.*

### Uncorrected Learner Examples

*Another main reason for us being such generous givers is that we want to present ourselves in the best way possible.*

*...this cleansing gel that will definitely produce good results in the shortest time possible.*

*Achieving health by using her common sense and having fun while doing it, is probably her greatest performance ever and if elected she could share that with the world.*

### FORM: 'ONE OF THE'

[B1] Can use 'one of the' before a superlative adjective, followed by a plural noun. ► noun phrases

### Corrected Learner Examples

*It was one of the best days of my life.*

*I recommend that you should go to Akihabara, which is one of the most famous places in Tokyo.*

### Uncorrected Learner Examples

*It was one of the best days of my life.*

*I recommend you should go to Akihabara, which is one of the most famous places in Tokyo.*

### FORM: 'THE BEST' WITH NOUN AND 'TO-' INFINITIVE

[B1] Can use 'the best' before a noun + 'to'-infinitive. ► clauses: comparative

### Corrected Learner Examples

*Summer is the best time to visit Poland.*

*I'm sorry but I'm afraid that I'm not the best person to ask about TV, because I'm up to my eyes at work and I don't have any time to spend watching TV.*

### Uncorrected Learner Examples

*Summer is the best time to visit Poland.*

*I'm sorry but I'm afraid that I'm not the best person to ask about TV, because I'm up to my eyes at work and I don't have any time to spend watching TV.*

### FORM: ELLIPSIS, WITH 'THE'

[A2] Can use 'the' with a limited range of superlative adjectives without a following noun, when the noun is understood.

### Corrected Learner Examples

*My relatives gave me presents but the computer game was the best.*

*But Mark's present was the most beautiful!*

### Uncorrected Learner Examples

*My relatives gave me presents but computer game was the best.*

*But Mark's present was the most beautiful!*

[B2] Can use '(one of) the' with an increasing range of superlative adjectives without a following noun, when the noun is understood.

### **Corrected Learner Examples**

*There have been so many embarrassing moments in my life. It's very difficult to pick the most embarrassing.*

*I'm not quite sure if I agree that the car is the greatest danger to human life today, but it sure is one of the greatest.*

*That period of my life was one of the worst.*

### **Uncorrected Learner Examples**

*It's very difficult to pick the most embarrassing.*

*I'm not quite sure if I agree that the car is the GREATEST danger to human life today, but it sure is one of the greatest.*

*That period of my life was one of the worst.*

## **FORM: WITH '-EST'**

[A2] Can form superlative adjectives with adjectives of one syllable with a short vowel, by doubling the final consonant and adding '-est'.

### **Corrected Learner Examples**

*... it's the biggest and oldest museum in Libya.*

*It's the biggest room in the house.*

### **Uncorrected Learner Examples**

*Dear Wendy, I am waiting for you in any time, you can go to the museum because it's the biggest and oldest museum in Libya.*

*It's the biggest room in the house.*

### **Comments**

The only correct examples of this at A2 are with 'biggest'.

[A2] Can form superlative adjectives by adding the suffix '-est', to adjectives of one syllable.

### **Corrected Learner Examples**

*... it's the biggest and oldest museum in Libya.*

*It was the cheapest in this shop!*

### **Uncorrected Learner Examples**

*Dear Wendy, I am waiting for you in any time, you can go to the museum because it's the biggest and oldest museum in Libya.*

*It was the cheapest in this shop!*

[A2] Can form superlative adjectives using the '-est' suffix, with adjectives of one syllable, and with two-syllable adjectives ending in -y.

### **Corrected Learner Examples**

*The easiest way to get my house is by Underground.*

*... you are the funniest person that I have ever seen!*

### **Uncorrected Learner Examples**

*The easiest way to get my house is by the Underground.*

*Everybody was there, but I miss you, because you are the funniest person that I have ever seen!*

**FORM: WITH '-ST'**

[A2] Can form superlative adjectives using the suffix '-st' to adjectives ending in '-e'.

**Corrected Learner Examples**

*I always watch the latest music videos from there.*

*I like it because it's the largest.*

*But the nicest thing at my party was my presents.*

**Uncorrected Learner Examples**

*I always watch the latest music video from there.*

*I like it because it's largest.*

*But the nicest thing in my party was my presents.*

**FORM: WITH 'MY' OR 'YOUR'**

[A2] Can form a noun phrase with 'my' or 'your' + superlative adjective + noun, with a limited range of nouns and contexts. ► noun phrases

**Corrected Learner Examples**

*I bought these clothes for my youngest brother ....*

*[talking about painting a room] Please wear your oldest clothes.*

**Uncorrected Learner Examples**

*I bought these clothers for my youngest brother because on next Sunday is his birthday.*

*I would like to start at 4:00 p.m. Please wear your oldest clothes.*

**FORM: WITH 'THE MOST'**

[A2] Can form superlative adjective phrases using 'the most', with longer adjectives of two or more syllables.

**Corrected Learner Examples**

*We love football competitions because here in Uruguay football is the most popular sport.*

*It is the most famous place in Edinburgh and it is interesting too.*

*The problem was that it was the most expensive mobile in the shop.*

**Uncorrected Learner Examples**

*We love footballs competitions because here in Uruguay the football is the most popular sport.*

*It is the most famous place in Edinburgh and it is interesting too.*

*The problem was that it was the most expensive mobile of the shop.*

**FORM: WITH 'THE'**

[A2] Can form a noun phrase with 'the' + superlative adjective + noun. ► noun phrases

**Corrected Learner Examples**

*It has the latest technology.*

*The best place is La Baule, which is Europe's biggest beach.*

**Uncorrected Learner Examples**

*It have the latest technology.*

*The best place is La Baule, which is European's bigges beach.*

### FORM: WITH DETERMINERS

[B1] Can form noun phrases with a range of determiners before a superlative adjective. ► noun phrases

#### Corrected Learner Examples

*There, people wear their best clothes.*

*Tomorrow I'm expecting a delivery of our latest catalogues.*

#### Uncorrected Learner Examples

*There, people wear their best clothes.*

*Tomorrow I'm expecting a delivery of our latest catalogues.*

### FORM: WITH NOUN AND 'TO-' INFINITIVE

[B2] Can use superlative adjectives before a noun + 'to'-infinitive. ► clauses: comparative

#### Corrected Learner Examples

*To be honest, I think that, to be in competition with other markets, we need to be updated and the easiest way to do it is to use computers.*

*For those people who don't work and can't afford a car, a bicycle is perhaps the cheapest way to travel in the city.*

#### Uncorrected Learner Examples

*To be honest, I think that to be in competition with other markets we need to be fast and up dated and the easiest way to do it is to use Computers.*

*For those people who don't work and they can't afford a car, a bicycle is cheaper and perhaps the cheapest way to travel for the city.*

## ADVERBS

### ADVERB PHRASES – FORM

#### FORM/USE: ADVERB + 'ENOUGH'

[C1] Can post-modify adverbs with 'enough to intensify'.

#### Corrected Learner Examples

*Surprisingly enough, Meal's management was very responsive.*

*Sadly enough, I wasn't able to find any job proposals for us myself, so I'll just have to speculate on the results of your work.*

*Luckily enough, we have a garden where we can cook over an open fire, and as the temperatures in June are rather enjoyable here in Sweden, it actually works.*

#### Uncorrected Learner Examples

*Surprisingly enough , Meal's management was very responsive.*

*Sadly enough, I wasn't able to find any job proposals for us myself, so, shamefully, I'll just have to speculate on the results of your work.*

*Luckily enough, we have a garden where we can cook over an open fire, and as the temperatures in June are rather enjoyable here in Sweden, it actually works.*

### Comments

Note the emergence of post-modification patterns at C1.

### FORM/USE: ADVERBS + PREPOSITIONAL PHRASES, HIGHLIGHT

[C1] Can post-modify adverbs with a complex prepositional phrase complement, to highlight information.

#### Corrected Learner Examples

*Luckily for you, I kept notes on everything we did, so I proudly present to you the top 4 of our course-days.*

*Unfortunately for some of them, the "holiday of their dreams" turned out to be rather nightmarish.*

*Especially in the period of 1999–2001, it shot up from 5 points to 7 points.*

*Probably in the next ten or more years, the engineering profession will be as much respected as it used to be twenty years ago.*

#### Uncorrected Learner Examples

*Luckily for you, I kept notes on everything we did, so I proudly present you the top 4 of our course-days.*

*Unfortunately for some of them the "holiday of their dreams" turned out to be rather nightmarish.*

*Especially for people like me from other cities it would make it easier to find the centre if you would include a small map into the packet.*

*Especially in the period of 1999–2001, it shop up from 5 points to 7 points.*

*Probably in the next ten or more years profession of an engineer will be as much respected as it used to be twenty years ago.*

### Comments

Note the emergence of post-modification patterns at C1.

### FORM: ADVERB + ADVERB

[A2] Can modify a limited range of adverbs of time, degree, and manner with other adverbs.

#### Corrected Learner Examples

*I love it so much.*

*I don't eat it very often, usually on Saturday.*

*I really need it right now because I'm waiting for a call from a department store.*

*[talking about running shoes] I usually run twice a week and I like them because they weigh only 120 grams, and I can run very fast.*

*I hope to fix the problem very quickly.*

#### Uncorrected Learner Examples

*I love it so much.*

*[about a favourite meal] I don't eat it very often, usually on Saturday.*

*I really need it right now because I'm waiting for a call from a department store.*

*[talking about running shoes] I usually run twice a week and I like them because they weight only 120 gr and I can run very fast.*

*I hope to fixiy the problem very quickly.*

[B1] Can modify an increasing range of adverbs with other adverbs.► adverbs and adverb phrases: types and meanings

### Corrected Learner Examples

*We get along quite well.*

*It will be really big and at first you will feel lonely, but there are so many people, you can find new friends really fast.*

*My style is almost always the same: light blue jeans, with a shirt and my old brown boots.*

*The pizza is just too good.*

*[about a film] It came out just yesterday.*

### Uncorrected Learner Examples

*We get along quite well.*

*It will be really big and at first you will feel lonely, but there are so many people, ... so you can find new friends really fast.*

*My style is almost always the same: light blue jeans, with shirt and my old brown boots.*

*The pizza is just too good.*

*[about a film] It's came out just yesterday.*

### Comments

At B2, there is little development in terms of the adverbs used to modify adverbs. Note, we predict a greater range in spoken data, particularly in intensifiers.

[C1] Can modify a wide range of adverbs with other adverbs.

### Corrected Learner Examples

*Even the beautiful, attractive cover and the extra Audio CD aren't enough to justify the slightly higher price, especially because the value of this game will drop extremely rapidly.*

*Firstly, we should get some TV airtime, to catch the attention of a large number of people effectively and achieve a substantial market penetration relatively quickly.*

### Uncorrected Learner Examples

*Even the beautiful, attractive cover and the extra Audio CD arent enough to justify the slightly lower price (21 £ at Dixon's), especially because the value of this game will drop extremely rapidly.*

*Firstly, we should air some TV spots, catching the attention of a large number of people effectively and we achieving a substantial market penetration relatively quickly.*

### Comments

By C1, we see some development, for example, 'perfectly well', 'extremely well', 'relatively quickly', but not much (cf. C1 entry). Note, we predict a greater range in spoken data, particularly in intensifiers

## FORM: COMPARATIVE

[B2] Can modify an adverb with a comparative structure.



### **Corrected Learner Examples**

*Obviously, you can get to work by car quicker and more comfortably than by bicycle.*

*Furthermore, you have to repair your car much more often than your bicycle – so it's quite probable that you are going to spend plenty of time in the garage.*

*The computer system is such a quick system that we can search and analyse information much more quickly than before.*

*If we could get 2 million euros to invest in the new product "Stop 'n' run", profits will rise even more sharply than they did last year.*

### **Uncorrected Learner Examples**

*Obviously, you can get to work by car quicker and more comfortably than by bicycle.*

*Furthermore, you have to repair your car much more often than bicycle – so it's quite probable, that you are going to spend plenty of time in garage.*

*Computers' system is such a quick system that we can search and analysis information much more quickly than before.*

*If we could get 2 million euros to invest in the new product "Stop 'n' run", profits will rise even more sharply than they already did during the last year.*

## **ADVERBS AND ADVERB PHRASES: TYPES AND MEANINGS**

### **FORM/USE: MODIFYING CLAUSES, STANCE**

[B1] Can use adverbs to modify clauses and sentences to indicate stance or attitude.

#### **Corrected Learner Examples**

*But, obviously, you prefer going with your friends because you will have a better time.*

*Luckily, I arrived in time.*

*I think you should walk with a friend, otherwise it could be boring.*

#### **Uncorrected Learner Examples**

*But, obviously, you prefer going with your friends because you will have a better time.*

*Luckily, I arrived in time.*

*I think you should walk with a friend, otherwise it could be boring.*

### **FORM: DEGREE, MODIFYING ADJECTIVES**

[A2] Can use a range of degree adverbs to modify common gradable adjectives.

#### **Corrected Learner Examples**

*I'm so happy because you can come!*

*[referring to a lost book] It's really important for me, because I need to do some homework.*

*But it is too expensive.*

#### **Uncorrected Learner Examples**

*I'm so happy because you can come!*

*[referring to a lost book] It's really important for me, because I need to do some homework.*

*But it is too expensive.*

### **FORM: DEGREE, MODIFYING ADVERBS**

[B1] Can use a limited range of degree adverbs to modify adverbs. ► adverb phrases: form

### **Corrected Learner Examples**

*We left really early on a Friday morning.*

*So I couldn't wait and I opened it very carefully.*

### **Uncorrected Learner Examples**

*We left really early on a Friday morning.*

*So I couldn't wait and I opened it very carefully.*

[C1] Can use an increasing range of degree adverbs to modify a range of adverb types. ► adjectives ► adverb phrases: form

### **Corrected Learner Examples**

*The attitude of young people today towards keeping fit and healthy has almost completely changed.*

*Moreover, making use of some techniques I practised in the How to Negotiate classes is something which happens to me quite frequently.*

*The mobile market is growing incredibly fast in Britain and your company is leading this process.*

*Recently, the charity organised a fun-raising day, which went reasonably well.*

### **Uncorrected Learner Examples**

*The attitude of young people today, towards keeping fit and healthy has almost completely changed.*

*Moreover, making use of some techniques I practised in the How to Negotiate classes, is something which happens to me quite frequently.*

*The mobile market is growing incredibly fast in Britain and that your company is leading this process.*

*Starting at sold units of 10M, then falling slightly down to 9M units, they finally peaked at 11 million units.*

## **FORM: DEGREE, MODIFYING COMPARATIVES**

[C1] Can use degree adverbs ('slightly', 'a bit', 'much') to modify comparatives.

### **Corrected Learner Examples**

*My Spanish is slightly more fluent than my English, because I lived in Spain longer than in England.*

*It will be a bit more expensive than the bus but it's safer and quicker.*

*Despite all the controversies between these two generations, the grandchildren shouldn't forget that their grandparents are much more experienced.*

### **Uncorrected Learner Examples**

*My Spanish is slightly more fluent than my English, because I lived in Spaine longer than in England.*

*It will be a bit more expensive than the bus but it's safer and quicker.*

*Despite all the controversies between these two generations, the grandchildren shouldn't forget that their grandparents are much more experienced.*

## **FORM: DEGREE, MODIFYING DETERMINERS**

[B2] Can use degree adverbs ('almost', 'very') to modify determiners. ► determiners

### **Corrected Learner Examples**

*Today, thanks to the Internet, I can work at home almost all the time, which is far more relaxing and less boring.*

*There are probably very few of us who have never been to a zoo.*

### **Uncorrected Learner Examples**

*Today, thanks to the Internet I can work almost all the time at home, which is far more relaxing and less boring.*

*There are probably very few of us who have never been in a zoo.*

## **FORM: DEGREE, MODIFYING NOUN PHRASES**

[B2] Can use degree adverbs to modify noun phrases. ► noun phrases

### **Corrected Learner Examples**

*It would be quite a formal meeting.*

*I live rather a long way from work, about 10 km.*

*[talking about a dog] After all, he is almost a human.*

### **Uncorrected Learner Examples**

*It would be quite a formal meeting.*

*I live rather a long way from work, about 10 km.*

*[talking about a dog] After all, he is almost a human.*

## **FORM: DEGREE, MODIFYING PRONOUNS**

[B2] Can use degree adverbs to modify pronouns. ► pronouns

### **Corrected Learner Examples**

*You can eat very well and pay almost nothing.*

*This is the most crowded place in my town and you can buy absolutely anything you like.*

### **Uncorrected Learner Examples**

*You can eat very well and pay almost nothing.*

*This is the most crowded place in my town and you can buy absolutely anything you like.*

## **FORM: MANNER, MODIFYING VERBS**

[A2] Can use a limited range of manner adverbs to modify verbs.

### **Corrected Learner Examples**

*I really liked it because all the candidates were professional and swam very fast.*

*I learned to use my phone very quickly and easily.*

### **Uncorrected Learner Examples**

*I really liked it because all the candidates were profesional and swam very fast.*

*I learned to use my phone very quickly and easily.*

[B1] Can use an increasing range of manner adverbs to modify verbs.

### **Corrected Learner Examples**

*You have to choose carefully.*

*My smile slowly disappeared as I finished my reading.*

*She looked at me seriously and said "Can you sing a song right now?"*

### Uncorrected Learner Examples

*You have to choose carefully.*

*My smile slowly disappeared as I finished my reading.*

*She looked at me seriously and said "Can you sing a song right now?"*

### FORM: TIME AND SEQUENCING, MODIFYING CLAUSES

[A2] Can use time and sequencing adverbs to modify clauses and sentences.

### Corrected Learner Examples

*Yesterday I went shopping and bought some clothes.*

*First we had dinner in my house and after we went to the pub.*

*I just heard about your accident.*

*I often eat it at weekends.*

### Uncorrected Learner Examples

*Yesterday I went shopping and bought some clothes.*

*First we had dinner in my house and after we went to the pub.*

*I just heard about your accident.*

*I often eat it at weekends.*

## ADVERBS AS MODIFIERS

### USE: CERTAINTY

[A2] Can use a limited range of adverbs ('maybe', 'perhaps') to indicate degrees of certainty.

### Corrected Learner Examples

*Or maybe we can walk to there, because it's not far from my house.*

*Perhaps I left it in your living room.*

[B1] Can use an increasing range of adverbs to indicate degrees of certainty.

### Corrected Learner Examples

*[talking about a film] And it will probably be on TV next month!*

*If I were you I'd certainly choose not to go with your parents.*

*I will definitely give you the bicycle by 5.30 pm or latest by 5.45 pm.*

[C1] Can use a wide range of adverbs to indicate degrees of certainty.

### Corrected Learner Examples

*It was undoubtedly an unforgettable experience.*

*Television programmes are undeniably a way of keeping ourselves well-informed and open to a special knowledge of every aspect of our lives.*

*I bought a skirt, a pair of jeans and a white dress, because I absolutely need new clothes for your party!*

### USE: DEGREE WITH VERBS

[A2] Can use a limited range of adverbs and adverb phrases ('so much', 'a lot') with verbs to indicate degree or intensity. ► determiners

### Corrected Learner Examples

*I am looking forward to seeing you so much!*

*We listened to music and we danced a lot too.*

[B1] Can use an increasing range of degree adverbs ('a little', 'a bit') with verbs to indicate degree or intensity. ► determiners

#### **Corrected Learner Examples**

*When I came to England, one year ago, I didn't know any English word, now I'm very happy because I don't speak very well but I can understand and speak a little.*

*I suggest you to take a little break of about one minute between hours and walk to relax a bit. I go to bed and I read just a little bit.*

#### **USE: DEGREE, 'REALLY REALLY'**

[B1] Can use 'really really' with verbs and adjectives for emphasis.

#### **Corrected Learner Examples**

*Oh, I really really like her very friendly and lovely smile.*

*I am not keen on football so, I think it is really really boring.*

#### **USE: DEGREE, WITH ADJECTIVES**

[A2] Can use a limited range of degree adverbs ('so', 'quite', 'too') to modify adjectives.

#### **Corrected Learner Examples**

*I went to Vinpearland. It's so beautiful.*

*It was quite expensive, it cost £100.*

*The weather was too hot.*

[C1] Can use a wide range of adverbs with adjectives to express degree or intensity.

#### **Corrected Learner Examples**

*It deals with the friendship between two completely different men.*

*It is extremely important that the project is finished before September.*

*The last thing I would like to mention is that you have lost a single passenger's luggage three times, which is totally unacceptable.*

#### **USE: FOCUS**

[A2] Can use a limited range of adverbs ('only', 'just') to focus on or point to something.

#### **Corrected Learner Examples**

*[talking about a class] It's only two hours.*

*It was only €70. It is pink. it looks very nice.*

*It was just £15.*

[B1] Can use an increasing range of focusing adverbs ('particularly', 'especially') to point to or highlight something. ► adverbs: position

#### **Corrected Learner Examples**

*I usually read in my free time but particularly in the evenings before I go to the bed.*

*As you know I love dolphins and all programmes about Nature and Wild life, especially the Discovery Channel.*

#### **USE: FREQUENCY**

[A2] Can use an increasing range of adverbs ('usually', 'often', 'never', 'weekly') to talk about frequency.

### Corrected Learner Examples

*People usually try to eat their breakfast between 7 and 9 am.*

*I have to pay weekly or monthly?*

*I often go to the Shanghai Museum.*

*You never remember anything!*

### Comments

Often and never appear at A1 in the EVP. While A1 students might recognise these words there is not enough evidence of successful grammatical use until A2.

### USE: LINKING

[A2] Can use a limited range of adverbs ('also', 'so', 'however') to show a relationship between two clauses or sentences.

### Corrected Learner Examples

*I also bought some t-shirts.*

*[talking about paint] I don't like green, so I decided to use blue, could you help me to paint my room?*

*Yesterday I bought some clothes: trousers and skirts ... However, the clothes were cheap.*

[B1] Can use an increasing range of adverbs ('therefore', 'furthermore', 'otherwise') to show a relationship between two clauses or sentences.

### Corrected Learner Examples

*You don't like city's with a lot of people. Therefore I suggest you go to a small school in the countryside, near your new home.*

*I decided to join these classes because I have to improve my reading, writing and speaking in English. Furthermore I want to write my thesis in an English-speaking country next year. (Austria; B1 THRESHOLD; 2002; German; Pass).*

*Please let me know if you can collect it otherwise I will ask my other Turkish friend.*

### USE: MANNER

[A2] Can use a limited range of manner adverbs and adverb phrases to modify how something happens.

### Corrected Learner Examples

*... both the players played well.*

*You must go straight, then turn left.*

*Some of them can swim very fast.*

*[talking about a bike] It's very colourfull, and it goes very quickly.*

[B1] Can use an increasing range of manner adverbs and adverb phrases to modify how something happens.

### Corrected Learner Examples

*They are like my sisters. We go everywhere together.*

*You are a sweet and caring guy and wherever you'll go, you'll fit in easily!*

*Of course you have to eat carefully.*

*Then I took a knife and opened it very carfully and slowly like there was something breakable in it.*

[B2] Can use a wide range of manner adverbs to modify how something happens.

#### **Corrected Learner Examples**

*She realises that he is a very dangerous man and that she should take his warning seriously.*

*Today I read the notice "Volunteers needed urgently " and I would like to be one.*

*As our parking space has been used illegally by the public, we will change our parking system.*

#### **USE: ORGANISING**

[B1] Can use adverbs as discourse markers to organise text. ► adverbs: position ► Discourse markers

#### **Corrected Learner Examples**

*Firstly, I advise you to visit both schools.*

*Firstly, we need a good expert to run the course.*

*Secondly, good materials are needed.*

*What's more, this topic is very useful, it could offer so many professional suggestions .*

*Finally , in my opinion, this topic is very interesting.*

*My boss' talk will be about the advantages and drawbacks which overseas sells bring . Actually , he is very interested in this subject because our company is trying to expand and sell abroad.*

#### **USE: PLACE**

[B1] Can use an increasing range of adverbs and adverb phrases ('near', 'far away', 'upstairs', 'downstairs') to indicate place.

#### **Corrected Learner Examples**

*You can't go far away because I don't think your parents want to pay for it.*

*He went downstairs.*

*After the film we went to a shop nearby for lunch and after that we went to a park and played all sorts of games.*

#### **USE: SEQUENCING**

[A2] Can use a limited range of adverbs and adverb phrases ('first', 'then', 'after that') to order segments of discourse.

#### **Corrected Learner Examples**

*First we had a dinner in a very expensive restaurant, then we went to a disco.*

*We can meet at 6 pm at my house, and then we can get to the sports centre by bus.*

*[talking about a children's party games] First, we played housie and blind man's bluff. After that a magician showed us a lot of magic tricks.*

#### **USE: STANCE**

[A2] Can use a limited range of adverbs ('actually', 'unfortunately', 'of course', 'I'm sorry') to indicate an attitude or viewpoint.

#### **Corrected Learner Examples**

*It's very nice that you're going to help me to paint my bedroom. Actually I want you to decide what colour that my room should be.*

*Unfortunately, my team lost.*

*[talking about a watch] It costs €450 and of course it is black. You know black is my favorite color.*

*I'm sorry you can't find it.*

[B1] Can use an increasing range of adverbs ('completely', 'obviously', 'clearly', 'actually', 'luckily', 'honestly', 'sadly', 'basically', 'obviously', 'hopefully') to indicate an attitude or viewpoint.

#### **Corrected Learner Examples**

*I am completely sure.*

*It's obviously much more fun to go on vacation with your friends, but your parents will be sad and worry about you all the time you're gone.*

*I am clearly a fashion victim and it's not a fault.*

*Actually she's my best friend I met her this year when the school started.*

*Luckily my cousin is now recovering of his illness and all my family is really happy.*

*I don't watch a lot of TV, sadly I don't have time.*

*Surely it depends where your family goes, and where you are going to go with your friends!*

[C1] Can use a wide range of stance adverbs (simply, truly, surely, apparently, naturally, surprisingly, inevitably, literally, exceptionally, frankly, clearly, amazingly, wisely, admittedly) to indicate an attitude or viewpoint, often in clause initial position.

#### **Corrected Learner Examples**

*Obviously everybody has the right to be on a strike.*

*We can't truly blame ourselves for this unlucky beginning.*

*Apparently someone made a mistake writing the details I gave over the phone.*

*Naturally, I inclined towards the second option.*

*Luckily for me, I stayed with a kind and helpful host family but they lived four miles from the school.*

### **USE: TIME**

[A2] Can use a limited range of adverbs ('yesterday', 'just', 'now', 'already',) to refer to the timing of an event.

#### **Corrected Learner Examples**

*Yesterday I went shopping.*

*I've just seen your mail.*

*I am working very hard now because I want to earn some money.*

*[talking about a film] I've already seen it.*

#### **Comments**

Yesterday is at A1 in the EVP While there is evidence of use of yesterday at A1, there are only 10 hits in the CLC for yesterday at A1 in comparison with 8655 at A2. While students might recognise it at A1 it may be that exam tasks at A1 are not encouraging use of it.

[B1] Can use an increasing range of adverbs to refer to the timing of an event.

#### **Corrected Learner Examples**

*Dear Kate, I went to the cinema with a new friend recently.*

*I immediately called her to see if everything was O.K.*

[B2] Can use a wide range of adverbs and adverb phrases to refer to the timing of an event.



### Corrected Learner Examples

*I look forward hearing from you shortly and I thank you in advance.*

*It sounded like a muffled laugh, and she instantly recognised it as her mother's.*

*It isn't the job you will do permanently.*

*You know it's very difficult to decide what to buy if you need both things simultaneously.*

*The trend that has appeared rather recently and is very common among young people nowadays is named "casual chique".*

## POSITION

### FORM/USE: FRONT POSITION, INVERSION WITH 'NEVER'

[B2] Can use 'never' in front position followed by an inverted subject (most commonly 'I') + main verb verb, to give focus.

### Corrected Learner Examples

*Never have I seen such a realistic and impressive film before.*

*Never had I thought that my parents would do this to me.*

### FORM: DEGREE, BEFORE ADJECTIVES

[A2] Can use an increasing range of degree adverbs before an adjective.

### Corrected Learner Examples

*I'm so glad you are coming.*

*They are quite expensive.*

*The only bad thing is, it was too cold!*

### Comments

General note about adverbs: By A2, the position of adverbs has been grasped but there are still a lot of persistent word order errors, peaking at B1, for example, *.I bought yesterday a new T-Shirt.* (A2 WAYSTAGE; 2008; Greek; Pass), *I enjoyed very much my holiday.* (2665686\_1; KETfS; Uruguay; A2 WAYSTAGE; 2009)||Note on spoken data: we anticipate that spoken data would reveal other adverb patterns which we're not seeing in the written data, e.g. initial-position negative adverbs + inversion and the development of mid-position 'comment' adverbs (I stupidly left my keys at home)

### FORM: DEGREE, END POSITION

[A2] Can use degree adverbs in end position.

### Corrected Learner Examples

*I miss you a lot.*

*I am looking forward to seeing you so much!*

### FORM: END POSITION, MANNER

[A2] Can use manner adverbs in the usual end position.

### Corrected Learner Examples

*Please answer me quickly because there are only eleven tickets.*

*My house is opposite the train station so you can find it easily.*

### Comments

We suspect that with more spoken data we would see a much greater preponderance of adverbs (and prepositional phrases) in end position.

### FORM: FRONT POSITION

[A2] Can use an increasing range of adverbs in front position.

#### Corrected Learner Examples

*[talking about taking a language course] However I can study only on Monday, Tuesday and Wednesday, because I am working in the restaurant.*

*Perhaps I left it in your living room.*

*Just wait right at the door, I will be there.*

### FORM: MID POSITION

[A2] Can use adverbs in mid position between the subject and the main verb and after modal verbs, auxiliary verbs and 'be'.

#### Corrected Learner Examples

*I bought it because it is very pretty, but it wasn't expensive, I only spent thirty pounds!*

*We also eat rice every day.*

*Yes, I have finally bought a mobile phone.*

*We can also go to the meeting on Saturday evening.*

*Nick, I would really like to help with the concert.*

### FORM: SENTENCE ADVERB, FRONT POSITION

[A2] Can use evaluative, viewpoint and sequencing adverbs outside the clause, in front position, as a cohesive device to link to a previous statement in a preceding clause.

#### Corrected Learner Examples

*It's very nice that you're going to help me to paint my bedroom. Actually I want you to decide what colour that my room should be.*

*Unfortunately, my team lost.*

*First, I bought one pair of shoes that cost €50 and then I bought a dress that cost me €75.*

#### Comments

We would expect to see greater use of adverbs as response tokens or short responses in spoken data.

## CLAUSES

### COMPARATIVES

#### FORM/USE: 'AS ... AS'

[B1] Can use '(not) as' + adjective/adverb + 'as' to introduce a clause (often with a substitute auxiliary verb) to talk about two things being equal or unequal in some way.

#### Corrected Learner Examples

*When I come back from the hospital, I will try to cover the work as much as I can.*

*The weather is the best, it is not as cold as I expected, it is just perfect.*

*Now I've bought a computer and I'm not watching T.V. as often as I did.*

*I really don't like trousers as much as you do.*

**FORM/USE: 'RATHER THAN' + PHRASE**

[B1] Can use 'rather than' + noun phrase or prepositional phrase to stress one element in a comparison.

**Corrected Learner Examples**

*Use the stairs rather than the lift, the bike rather than the tube and whenever you've got enough time, try running around the neighbourhood in the morning before going to work.*  
*Well, to me, it's better going to a large school, rather than a small one.*  
*Eat healthy foods rather than fatty foods.*

**FORM/USE: 'THE BEST (THAT)'**

[B1] Can use 'the best (that)' followed by a clause with the present perfect to talk about something unique.

**Corrected Learner Examples**

*It's the best place that I have ever seen.*  
*Well, the best decision that I've ever made was the decision to go to France for a year.*  
*I think that's why this was the best decision I've ever made.*

**FORM/USE: NON-FINITE AFTER 'THAN'**

[B1] Can use 'than' + a limited range of non-finite clauses (with -ing), forming the second part of a comparison after a comparative adjective

**Corrected Learner Examples**

*Well, if I were you I would go to a small school in the countryside because it's less complicated than going to a large school in a town.*  
*But if they refuse, you should go with your friends, because it will be more interesting than spending your holiday with parents.*  
*Going away with friends will be more fun than sitting at home, so you should go with them.*

**FORM/USE: SUPERLATIVE ADJECTIVE (+ 'THAT')**

[B2] Can use a superlative adjective (+ noun) (+ 'that') followed by a clause to talk about something unique.

**Corrected Learner Examples**

*It was probably the best comedy that anyone could ever have made; however, to the ones who were in the cinema, it didn't seem like a comedy but a horror film.*  
*In my opinion this is the worst thing that can ever happen.*  
*That is the clearest thing I can remember.*  
*We have developed a new micro processor which is the fastest and smallest that exists at the moment.*

**FORM: 'AS IF' OR 'AS THOUGH' + FINITE CLAUSE**

[B2] Can use 'as if' or 'as though' + finite clause to introduce a second clause as a comparison.

**Corrected Learner Examples**

*Her heart beat extremely fast, as if it was going to burst out of her chest.*  
*I saw my mate crawling on the floor as if he was looking for something.*  
*Everything was so familiar, so close, as though he had never left the place.*

### Comments

as if is much more frequent than as though

### FORM: 'BE LIKE' + NOUN OR PRONOUN

[A2] Can use 'be' + 'like' + noun or pronoun.

### Corrected Learner Examples

*I like her because she is like me.*

*When you get to the station, you'll take "The Funiculaire." It's like a little train.*

### FORM: 'RATHER THAN' + NON-FINITE CLAUSE

[B2] Can use 'rather than' + a non-finite clause to stress one element in a comparison.

### Corrected Learner Examples

*If you prefer watching TV rather than reading, you have to be critical: you mustn't in any way accept everything, every image that passes in front of your eyes.*

*I would say that we are keen on walking in the mountains rather than going on a shopping trip to Edinburgh.*

*So, at night they are mostly tired and it's much easier to sit down in front of the television set rather than take a book and read it.*

*I would prefer to sleep in tents rather than stay in rooms.*

### FORM: 'SO' + ADJECTIVE + 'THAT' CLAUSE

[B1] Can use 'so' + adjective + 'that' clause.

### Corrected Learner Examples

*I was so tired that I didn't have the strength to stand up and ask him for a photograph.*

*I was so nervous that when the teacher talked to me, I shouted to answer him!*

### FORM: 'THE SAME' (+ NOUN) + 'AS' + CLAUSE

[B2] Can use 'the same' (+ noun) + 'as' + clause.

### Corrected Learner Examples

*Maybe I'll do the same thing as you did.*

*She was the same as I remembered her, long-haired and green-eyed.*

*Some people say that friendship today is not the same as it used to be.*

### Comments

The clause following 'as' is often a short form.

### FORM: 'THE SAME' (+ NOUN) + 'AS' + PRONOUN OR NOUN

[B1] Can use 'the same' (+ noun) + 'as' + pronoun or noun.

### Corrected Learner Examples

*I wasn't the only one in my class, there were many others at the same level as me.*

*In my opinion it's better to be with people who are the same age as you.*

*You like the same things as your friends.*

*When I read your letter, it reminded me of a problem I had ... and which was almost the same as yours.*

### FORM: 'TOO' + 'TO'-INFINITIVE

[B1] Can use 'too' + adjective + 'to'-infinitive.

### Corrected Learner Examples

*First of all, I think you are too young to go on holiday by yourself.*

*He always told me that he was too busy to write a letter to me.*

#### FORM: ADJECTIVE + 'ENOUGH' + 'TO'-INFINITIVE

[B2] Can use 'enough' after adjectives followed by 'to'-infinitive.

### Corrected Learner Examples

*In my opinion young people at that age are not mature enough to decide by themselves what they want for their future.*

*I think I am responsible enough to handle this job.*

#### FORM: COMPARATIVE ADJECTIVE + 'THAN' + NON-FINITE CLAUSE

[B2] .||Can use than + an increasing range of non-finite clauses (to-infinitive, reduced clause) forming the second part of a comparison after a comparative adjective||

### Corrected Learner Examples

*It is much easier to be single than to have a partner.*

*Due to the provisions and considerations of the contract which was never revised, I think that arbitration is more appropriate than to file an action in court against the tenant.*

*It performs better than expected and attracts many new customers, especially during the week.*

#### FORM: FINITE AFTER 'THAN'

[B1] Can use 'than' + a finite clause forming the second part of a comparison after a comparative adjective

### Corrected Learner Examples

*I wish our schools could become better than they are.*

*He is almost 60 years old, but he's faster than you can imagine.*

*The price of the delivery company we are now using is a little bit higher than we expected.*

*The floor is dark but the walls are white, so the room seems to be bigger than it is really.*

#### FORM: LINKING VERB + 'LIKE' OR 'SIMILAR TO'

[B1] Can use linking verbs + 'like' or 'similar to'.

### Corrected Learner Examples

*Some people have told me that I look like a pop star when I wear it.*

*First he heard a disconcerting noise that sounded like a gun shot and then he saw a man running away holding a gun.*

*It smelled like roses.*

*Everything seemed tiny and small from above and I felt like a bird.*

*Your story is similar to my last dream.*

*The weather is sunny and hot, it's similar to Valencia's weather.*

### Comments

There are examples with 'be like' at A2 and then a broadening of use with other linking verbs at B1.

#### FORM: SENSE VERBS + 'AS IF' OR 'AS THOUGH' + FINITE CLAUSE

[B1] Can use verbs of the senses + 'as if' or 'as though' + finite clause.

### Corrected Learner Examples

*I was excited and I felt as if I was a bird.*

*So when you enter the restaurant you feel as if you are in Italy.*

*I think I will have to buy an umbrella because it looks as if it'll rain.*

*I got your letter last Friday, and it looks as if you've got a problem.*

*I enjoyed it a lot because as it was built many years ago. I felt as though I was in the year 1830!*

### Comments

As if examples are much more frequent than as though examples

### FORM: SUPERLATIVE ADVERB 'BEST' + CLAUSE

[C1] Can use 'the best' as a superlative adverb + pronoun + ellipped 'can' or 'could'.

### Corrected Learner Examples

*I'm sorry to say that she is not the best of cooks but she tries the best she can.*

*On Thursday I did the best I could.*

*However, to make sure that we offer the best we can, we would be grateful if you gave us a grant.*

### Comments

Most instances follow the form [verb] + 'the best' + [pronoun] + ['can/could'] (main verb ellipped)

## CONDITIONAL

### FORM/USE: 'IF I WERE YOU' + 'WOULD', FUTURE, IMAGINED SITUATION

[B1] Can use 'if I were you' and 'would' in the main clause often in the context of advice or opinion-giving.

### Corrected Learner Examples

*Well, if I were you I would go to a small school in the countryside because it's less complicated than going to a large school in a town.*

*If I were you, I would talk to everybody and tell them when are you free, and spend the summer with both friends and parents.*

*[deciding between two holiday options] If I were you, I would accept both of them.*

### FORM/USE: 'IF' + 'SHOULD', FORMAL, POLITE

[C1] Can form subordinate conditional clauses with 'if you should', in polite, formal contexts.

### Corrected Learner Examples

*If you should have any concerns about my choice, please tell me.*

*If you should have any problems, you can go to an information booth and you will be told which train you have to take to Hassau.*

*If you should get lost, don't hesitate to call us.*

*If you should have any further questions do not hesitate to contact us.*

### Comments

Many but not all main clauses which follow 'if' + 'should' are imperatives, particularly in business contexts.

**FORM/USE: 'IF' + PAST PERFECT + 'WOULD HAVE' + '-ED', IMAGINED SITUATION, REGRET|(THIRD CONDITIONAL)**

[B1] Can form conditional subordinate clauses with 'if' + past perfect simple and 'would have' + '-ed' in the main clause, to talk about imagined situations in the past, often with regret.

**Corrected Learner Examples**

*If they had not been there, I would have been very lonely.*

*If I hadn't gone to these horse-riding lessons, I wouldn't have lost my watch.*

*I realise that if I hadn't agreed with my parents to go to the concert I wouldn't have met Britney Spears.*

**Comments**

This is often taught at B2 but there is sufficient evidence in the CLC to show that learners are successfully using it at B1.

**FORM/USE: 'IF' + PAST PERFECT + MODAL VERBS IMAGINED SITUATION, REGRET**

[C1] Can form conditional subordinate clauses with if + the past perfect simple and modal verb + 'have' + '-ed' in the main clause, to talk about imagined situations in the past, often with regret.

**Corrected Learner Examples**

*All this could have been avoided, if the plan had been more flexible.*

*Several statements in the newspaper could have been avoided, if the writer had taken notice of the income results which were sent along with the other facts from the charity day.*

*However, I think I could have learned more if more individual tuition had been available.*

*I wrote this article referring to my own experience in London, hence I might have had a different opinion if I had gone to another city or country.*

**Comments**

could have +-ed is the most frequent form in the main clause after would have + -ed. There are very few examples with might have + -ed|Note on punctuation: many grammar books stress that when the if clause precedes the main clause, it must use a comma. We cannot establish a consistent competency for this (and punctuation in general). It seems too idiosyncratic. L1 can be a skewing factor

**FORM/USE: 'IF' + PAST SIMPLE + 'COULD', FUTURE, IMAGINED SITUATION**

[B1] Can form conditional subordinate clauses with 'if' + past simple, and 'could' in the main clause to talk about an imagined situation, often in the context of suggesting.

**Corrected Learner Examples**

*If you wanted to do some outdoor activities, we could go fishing or even walking through the green fields.*

*If you arrived in town the day before, we could arrange accommodation for you at the nearest Hotel.*

**FORM/USE: 'IF' + PAST SIMPLE + 'WOULD', FUTURE, IMAGINED SITUATION|(SECOND CONDITIONAL)**

[B1] Can form conditional subordinate clauses with 'if' + past simple, and would in the main clause, to talk about an imagined situation, often in the context of advice or opinion-giving.

### Corrected Learner Examples

*Maybe it would be more fun if you went with your friends.*

*If you went on holiday with your friends, where would you go?*

*But, if I was able to move, I would like to live near the coast, because I love the sea, I like sunbathing and swimming.*

### FORM/USE: 'UNLESS', EXCEPTIONS

[B1] Can use 'unless' + present simple to talk about an exception, with present and future reference.

### Corrected Learner Examples

*I think I am going to pay by cash, unless you accept credit cards.*

*If I were you I'd go to work on foot, unless it's far away from your house.*

*But unless you do some sports activities you will gain a lot of weight.*

### FORM/USE: ELLIPTED 'IF NOT', ALTERNATIVE

[B1] Can use 'if not' as a conditional clause to offer an alternative to refer to a previous direct or indirect 'yes-no' question where the answer might be 'no?'. ▶

### Corrected Learner Examples

*Is the Sheraton Hotel ok for you? If not, call me as soon as possible.*

*Do you work on Sundays? If not, you could do exercise on Sundays.*

*I hope it's ok for you. If not, call me on my mobile phone.*

### FORM/USE: ELLIPTED 'IF SO', CONFIRMING

[B1] Can use 'if so' as a conditional clause to refer a previous direct or indirect 'yes-no' question where the answer might be 'yes?'. ▶ Clauses coordinated

### Corrected Learner Examples

*Do you think we could have an extra class? If so, I'd like to do it to cover the work I'll miss.*

*Is it possible to pay by credit card? If so, which ones do you take?*

### FORM/USE: PRESENT CONTINUOUS 'IF' CLAUSE , PLANS & ADVICE

[B1] Can use 'if' + present continuous or 'going to' to introduce a possible plan, with modal verbs or imperatives in the main clause to give advice.

### Corrected Learner Examples

*Billy, if you are moving you should think a lot, first you have to go and see the two schools.*

*However, if you are looking for fun and excitement, I would go for the city.*

*But if you are going to live in a town you should choose the large school.*

*In addition, if you are going to travel, please choose your partner very carefully.*

### FORM/USE: PRESENT SIMPLE 'IF' CLAUSE + 'WILL', FUTURE, LIKELY OUTCOME (FIRST CONDITIONAL)

[B1] Can use 'if' + present simple to introduce a possible future condition, with 'will' in the main clause to talk about a likely result.

### Corrected Learner Examples

*I talked to my parents and I think if you tell them your reasons, they will accept it.*

*I'm sure your parents will be happy if you go with them.*

*If you live in the countryside you will see beautiful nature.*



### Comments

Note on punctuation: many grammar books stress that when the 'if' clause precedes the main clause, it must use a comma. We cannot establish a consistent competency for this (and punctuation in general). It seems too idiosyncratic. L1 can be a skewing factor.

### FORM/USE: PRESENT SIMPLE 'IF' CLAUSE + MODAL, FUTURE, POSSIBLE OUTCOME

[B1] Can use 'if' + present simple to introduce a possible future condition, with modal verbs in the main clause, to talk about a possible result. ► modality

### Corrected Learner Examples

*I think that it would be very good if you start going to the gym or you start cycling.*

*I would be very glad if you come and visit us.*

*If you come to Brazil you can stay at my home.*

### Comments

L1 users frequently use combinations of different tenses and forms in the if-clause and main clause, as shown in these examples. The traditional second conditional form can be seen below.

### FORM/USE: PRESENT SIMPLE 'IF' CLAUSE, REAL CONDITIONS

[A2] Can use 'if' + present simple with present simple, 'can' or imperative in the main clause to refer to things that are true now or very likely to happen.

### Corrected Learner Examples

*If I have spare time I always read a book.*

*If you need to contact me, here is my number: 07938776341, so just call me.*

*If you need some help I'm here to organise the meeting or to make the invitations.*

*You can get to my house if you take the number 35 bus.*

*If you need more information, call me.*

### Comments

If' + present simple + 'will' with future reference doesn't properly emerge until B1. ||In ELT coursebooks there is a tendency to simplify this 'real conditions' structure to one pattern, 'If' + 'Present simple', 'Present simple' ('If you heat water, it boils') usually called 'the zero conditional'. The reality is that there are many more structures that express real conditions.

### FORM/USE: SUBORDINATING CONJUNCTIONS, CONDITIONS

[B2] Can use conditional subordinate clauses with a range of conjunctions ('as long as', 'provided') + present simple or present continuous, with future reference.

### Corrected Learner Examples

*As long as it involves children I'd be delighted to work for you during the summer.*

*If you're really eager to learn age doesn't really matter as long as you're willing to learn.*

*My client will most certainly ask for compensation covering all losses incurred, unless you manage to find out where the goods are.*

*Finally, I am pleased to inform you that we would like to offer a 10% discount provided you reserve office space for eighteen months.*

*Providing we implement the suggested actions I believe we can increase sales within the next six months, overcoming the current situation caused by the international situation.*

*I would suggest that you might bring a city map in case you lose your way.*

### Comments

While unless is a B1 lexical item in the EVP and taught at B1, its conditional use is not established until B2. Note also that unless is very error prone at B1. |Note on punctuation: many grammar books stress that when the if clause precedes the main clause, it must use a comma. We cannot establish a consistent competency for this (and punctuation in general). It seems too idiosyncratic. L1 can be a skewing factor

### FORM: 'IF' + PRESENT SIMPLE

[A2] Can form conditional subordinate clause with 'if' + present simple.

#### Corrected Learner Examples

*It is 3 hours long, and if you want to pass it you will have to study very hard, it is very difficult.*  
*If you buy a gift for me, please buy a book, because I love to read.*  
*If you agree, we can go shopping after the film.*

### Comments

At A1, there are instances of 'if' + present, mostly with 'need' and 'want' but they are limited to a narrow range of L1s and many have errors. Most are suggestions and offers, e.g. 'If you need my help, you can call me.' There are examples of 'if' + present + 'will' at A2 but they are mostly limited to Romance L1s and very often not appropriate. |Note on punctuation: many grammar books stress that when the 'if' clause precedes the main clause, it must use a comma. We cannot establish a consistent competency for this (and punctuation in general). It seems too idiosyncratic. L1 can be a skewing factor

### FORM: ELLIPTED 'IF' CLAUSE

[C1] Can form ellipted 'if' clauses with 'if' + '-ed' form.

#### Corrected Learner Examples

*Furthermore I found little rooms where an employee could take a short nap if needed.*  
*Meals are served, if requested, three times a day, unless picnic lunches are needed.*  
*Women who want to start a career more often decide to be single or, if married, don't devote much time to the family.*

### FORM: INVERTED CONDITIONAL CLAUSE, 'SHOULD'

[C1] Can introduce a conditional subordinate clause with 'should' + inverted subject.

#### Corrected Learner Examples

*Should you require any further information about the program or any other detail please do not hesitate to ask for it.*  
*Should there be a lack of mutual understanding a break-up is unavoidable.*

### FORM: PRESENT SIMPLE 'IF' CLAUSE + IMPERATIVE

[A2] Can use 'if' + present simple, with an imperative in the main clause.

#### Corrected Learner Examples

*If you find it, call me.*  
*If you want to come, just tell me.*

### USE: 'IF' CLAUSE + IMPERATIVE, HEDGING

[A2] Can use an 'if-' clause ('if you want', 'like', 'prefer') to soften the directness of imperatives, offers or suggestions.

### Corrected Learner Examples

*Bring some films if you want.*

*Call me if you like.*

*Please, come here wearing a white T-shirt and a skirt, or shorts if you prefer.*

*If you want I can help you with the music.*

*If you like, you could bring some drinks.*

*We can go by bus or if you prefer we can go in my car.*

### Comments

In these cases, the 'if' clause doesn't need to be there. It serves to soften the imperative. Note on punctuation: many grammar books stress that when the 'if' clause precedes the main clause, it must use a comma. We cannot establish a consistent competency for this (and punctuation in general). It seems too idiosyncratic. L1 can be a skewing factor.

## COORDINATED

### FORM/USE: 'NEITHER ... NOR', EMPHASIS

[B2] Can combine two main clauses of the same type using 'neither' in front or mid position, followed by 'nor' to introduce the second clause, for emphasis.

### Corrected Learner Examples

*We neither walk nor do exercises.*

*They neither got married nor had children.*

*We should neither eat too much, nor eat too.*

### Comments

The writer chooses this structure so as to add emphasis. The less emphatic alternative to 'We neither walk nor do exercises' is 'We don't walk or do exercises'.

### FORM/USE: 'NOT ONLY ... BUT (ALSO)' WITH INVERSION, FOCUS

[C1] Can combine clauses using 'not only' in front position followed by an inverted first clause + ... 'but (also)' to introduce the second clause, to give focus.

### Corrected Learner Examples

*And not only did they come for the most popular sports, such as football and basketball, but many other less known activities were very well attended.*

*Not only was he helpful but the students had the opportunity to watch videos and listen to music.*

*Not only has the cost improved, but also the value for money.*

### FORM/USE: 'NOT ONLY ... BUT (ALSO)', FOCUS

[B2] Can combine clauses using 'not only' in mid position of the first clause followed by ... 'but (also)' to introduce the second clause, to give focus.

### Corrected Learner Examples

*The atmosphere was friendly, not only because it wasn't too crowded, but also because the waiters always help you.*

*I really like it; not only because it is nice and colourful but because I spent most of my childhood summers there.*

**FORM/USE: MULTIPLE MAIN CLAUSES, INSTRUCTIONS**

[A2] Can combine multiple main clauses, with commas and conjunctions expressing order, often to give instructions or directions.

**Corrected Learner Examples**

*Your house is near to mine so turn down the 5th street and then go straight almost all the way. When you see the purple street turn there, then go to the left to the Red street, that is my street, my house is 17.*

*You start at your house, go straight ahead, then turn right.*

**Comments**

This is common in informal spoken language in NS data.

**FORM/USE: MULTIPLE MAIN CLAUSES, NARRATIVE**

[B1] Can combine multiple main clauses with a range of conjunctions, often in a narrative context.

**Corrected Learner Examples**

*By the time his mother arrived home, the suitcase was still lost, so Larry decided to tell her the truth, but then his mother showed him his suitcase and told Larry that he left it in the car.*

*If you want to go somewhere with your friends then do it and promise your parents that you will go with them the next holidays, or arrange a family day with them, because then your parents will know that you love them and that they are still very important to you.*

**Comments**

This is common in informal spoken language in NS data.

**FORM: 'EITHER ... OR'**

[B1] Can combine two main clauses of the same type using 'either' in front or mid position, followed by 'or' to introduce the second clause.

**Corrected Learner Examples**

*Regarding your future plans, we would like to know which city you are going to move to, so that if we get the chance, we can either visit you or write to you.*

*In my opinion, you should either ask your parents if you can invite a few friends, or ask them to share your holidays.*

*You can either go to the gym or attend some special classes where you get gentle exercises.*

*I thought: "Either I talk to her now or I won't be able to talk to her anytime!"*

**FORM: COMBINING CLAUSES OF THE SAME TYPE**

[B1] Can combine clauses of the same type, main or subordinate, finite or non-finite, with conjunctions.

**Corrected Learner Examples**

*You will have a great time with your friends, because I know they are going to the seaside and staying in a hotel near the sea.*

*They chose our school because it's very modern and there are a lot of students.*

*Otherwise, if you want to relax and see your friend, the countryside will be the best.*

*You asked for my advice about either going on holiday with your parents or staying with your friends.*

### Comments

There is a greater range of clauses that are being combined at B2. | For example: But it is a deciding question if animals are held to widen our human understanding and for instance to create new remedies to cure people from illnesses or if they are held just to amuse the people. (561803\_2; FCE; Germany; B2 VANTAGE; 1993; German)

## DECLARATIVE

### FORM/USE: AUXILIARY 'DO', FOR EMPHASIS

[B1] Can use the auxiliary verb 'do' in an affirmative declarative clause, for emphasis and affirmation.

#### Corrected Learner Examples

*Yes, I do have a favorite restaurant.*

*I do miss you.*

*I do apologise for the change but I can't be there on the 28th of June.*

*After all, you did say that you wanted go somewhere with your friends.*

### FORM: NEGATIVE DECLARATIVE WITH 'HAVE'

[A2] Can form a simple negative declarative clause with auxiliary 'have' + 'not' or 'n't' and 'have' + 'not' or 'n't (got)'

#### Corrected Learner Examples

*I haven't eaten Italian food for a long time.*

*... now I haven't got any money.*

*I bought them because I hadn't got any clothes for summer.*

### Comments

At A2 there are mainly present tense forms of have with contracted 'n't'; it's enough to show that they have mastered the form.

### FORM: NEGATIVE DECLARATIVE, MODAL AUXILIARY VERBS

[A2] Can form a simple negative declarative clause with modal verb + 'not' or 'n't'.

#### Corrected Learner Examples

*I know you couldn't come to my party so I want to tell you about my presents and party.*

*I can't wait to see you and tell you the rest.*

*You won't have to bring anything.*

*When I worked in the sushi bar, I could not eat lunch and dinner at the normal time.*

*Sometimes I ate lunch at 3pm and dinner was at 11pm.*

*Once you have started, you will not want to stop.*

### Comments

This shows when learners have a general understanding of how to form a negative statement with a modal. See individual modal verb profiles for details about each individual modal verb form and use.

## IMPERATIVES

### FORM/USE: 'DO NOT', EMPHASIS

[B2] Can use 'do not' for emphasis or in formal contexts.

### **Corrected Learner Examples**

*Do not forget to have a break at lunchtime and try to eat your meal whenever possible in a silent room.*

*Do not hesitate to contact me should you need further information.*

### **FORM/USE: 'DO', EMPHASIS**

[B1] Can use 'do' + base form of a main verb, for emphasis or in formal contexts.

### **Corrected Learner Examples**

*Do write back and let me know all your news.*

*Do let me know your views on this.*

*Do follow the instructions.*

### **FORM/USE: 'LET ME', FOCUS**

[B1] Can use an imperative clause with 'let me' + base form of a main verb, as a focusing device, to introduce something

### **Corrected Learner Examples**

*Let me tell you my story.*

*Let me explain something.*

*Let me answer your question.*

### **FORM/USE: 'LET' + THIRD PERSON PRONOUN, PERMISSION, ORDER**

[C1] Can use an imperative clause with 'let' + 'him/her/them' + base form of a main verb, to give permission or allow something or instruct someone to allow something.

### **Corrected Learner Examples**

*Try to play chess with him whenever you can and remember: Let him win!*

*While in London, they want to do their shopping there, so let them have more free time to do that.*

*If she wants to study away from home, please, let her go.*

### **FORM/USE: 'LET'S NOT', SUGGESTION**

[B2] Can use 'let's not' + base form of a main verb to make a suggestion.

### **Corrected Learner Examples**

*Let's not lose track of each other again!*

*Let's not forget that zoos actually help us keep dying species alive ....*

*Let's not make the situation more complicated with companies and things like that.*

### **FORM/USE: 'LET'S', SUGGESTION**

[A2] Can use 'let's' + base form of a main verb, for first person plural imperatives to make a suggestion.

### **Corrected Learner Examples**

*The concert will be in Canecão. Let's go!!!*

*Let's go to the town centre, it is an interesting place.*

*Let's meet at half past four.*

### **FORM/USE: DON'T 'LET' + PRONOUN, PERMISSION, ORDER**

[C1] Can use an imperative clause with 'let' + 'him/her/them' + base form of a main verb, to disallow something or instruct someone to disallow something.

### Corrected Learner Examples

*Don't let them spend all their free time in front of the TV.*

*Don't let him go out alone, because he may not feel well.*

### FORM/USE: IMPERATIVE + 'AND' CONDITIONAL

[C1] Can use imperatives to introduce a condition followed by 'and' to introduce a consequence of the condition.

### Corrected Learner Examples

*See one of them and you'll want to see them all.*

### FORM/USE: NEGATIVE

[A2] Can form a negative imperative with the auxiliary verb 'do' + 'n't' + base form of a main verb, to give advice, instructions or orders.

### Corrected Learner Examples

*Don't tell Lucy, please.*

*Don't bring your children please.*

*Don't worry, I'll be there.*

### Comments

No results for short form 'don't' as an imperative answer.

### FORM: AFFIRMATIVE

[A2] Can form an affirmative imperative with the base form of a main verb.

### Corrected Learner Examples

*Goodbye. Write soon.*

*Bring your swim-suit for the swimming pool.*

*Call me if you need anything.*

### USE: CLOSINGS

[A2] Can use the imperative to give instructions, often at the end of a letter or when saying goodbye to someone.

### Corrected Learner Examples

*Email or phone me.*

*Write to me soon. Take care.*

*Come soon.*

### USE: EMPHASISING AN INSTRUCTION

[A2] Can use negative imperative after an instruction, for emphasis.

### Corrected Learner Examples

*Our house is next to the school and my home is opposite the post office. Don't forget.*

*We'll meet at my house at 3 o'clock. Don't be late!*

### USE: INSTRUCTIONS

[A2] Can use the imperative to give instructions.

### Corrected Learner Examples

*Take a taxi to the Petrol station then call me.*

*The easiest way to get to my house is by Underground. Take line 14 and then change to line 8.*

*Walk a little bit more and then you arrive.*

*Wear an apron over your clothes.*

*Bring some money with you.*

*Take a yellow bus near Green Park at 5.45 pm. Remember to bring your camera!*

### USE: INVITATION

[B1] Can use the imperative to make an offer or an invitation.

### Corrected Learner Examples

*Come and visit us after the New Year, we've got so much to talk about.*

*Come and stay with us this weekend!*

### Comments

This is more likely in spoken contexts. There is no evidence of imperative form with indefinite subject, e.g. someone tell me, everyone stand still etc.

### USE: POINTING, IN FORMAL CONTEXTS

[C1] Can use imperatives to point within or to a document within formal contexts, often academic.

### Corrected Learner Examples

*See enclosed brochure.*

*As you requested in your memo, I have spent the past few days gathering information from the six students involved in our programme (see above).*

*Look at the graph of the Agricultural sector 1991–2001.*

## INTERROGATIVES

### FORM: 'WH-' INTERROGATIVE, SUBJECT

[B1] Can form questions with a 'wh-' word as subject, without an auxiliary verb.

### Corrected Learner Examples

*What happened?*

*Who cares?*

*Who knows?*

### Comments

Results dominated by Spanish/ Portuguese. Note that these are generally spoken forms.

### FORM: 'WHICH', 'WHOSE'

### Comments

There are no examples in the whole CLC of 'which/whose' + subject noun + verb e.g. 'Which horse won? Whose phone rang?'

### FORM: AFFIRMATIVE 'WH-' INTERROGATIVE

[A2] Can form 'wh-' interrogative clauses with a 'wh-' word as object.



### **Corrected Learner Examples**

*When are you coming here?*

*What have you bought?*

*And what must I bring?*

*When can we meet?*

*Where did you go?*

*How do you feel?*

### **Comments**

Examples with 'When' and 'What' are the most frequent. Examples with 'Why are' + negative ('why don't ...', 'why didn't') examples.

### **FORM: AFFIRMATIVE INTERROGATIVE**

[A2] Can form interrogative clauses ('yes/no' forms) of main lexical verbs with auxiliary 'do'.

### **Corrected Learner Examples**

*Do you remember Julie?*

*Did you buy a new mobile phone?*

### **Comments**

No correct examples at A2 with pronouns other than 'you' for 'yes/no' questions. Probably due to lack of spoken data.

### **FORM: AFFIRMATIVE INTERROGATIVE, WITH AUXILIARY 'BE/HAVE'**

[A2] Can form interrogative clauses ('yes/no' forms) with auxiliary 'be' and 'have'.

### **Corrected Learner Examples**

*Are you going to the new art class?*

*Have you got a new dress for the party?*

### **Comments**

No correct examples at A2 with pronouns other than 'you' for 'yes/no' questions. Probably due to lack of spoken data.

### **FORM: AFFIRMATIVE INTERROGATIVE, WITH MODAL AUXILIARY VERBS**

[A2] Can form interrogative clauses ('yes/no' forms) with modal auxiliary verbs.

### **Corrected Learner Examples**

*Would you like to come with me?*

*Will you go with me?*

*Can I come tomorrow to collect it?*

*Shall we meet at 7.30 pm?*

### **FORM: INTERROGATIVE + ADVERB**

[B1] Can form interrogative clauses with an adverb in mid position, between the subject and the main verb.

### **Corrected Learner Examples**

*Have you ever been to Marseille?*

*What kind of books do you usually read?*

*Do you still remember my best friend?*

#### FORM: NEGATIVE 'WH-' INTERROGATIVE

[A2] Can form negative 'wh-' interrogative clauses.

##### Corrected Learner Examples

*Why don't we watch a film?*

*Why didn't you come with me?*

*Why don't you ask Jennifer to go with you?*

*Why couldn't you come? It was fun.*

##### Comments

No examples of other 'wh'-words in the CLC, which may be due to the lack of spoken data.

#### FORM: NEGATIVE INTERROGATIVE

[A2] Can form negative interrogative clauses.

##### Corrected Learner Examples

*Isn't it great?*

*Don't you like pizza?*

*[Talking about a car] I bought one. Didn't I tell you?*

#### FORM: NEGATIVE INTERROGATIVE + ADVERB

[B2] Can form negative interrogative clauses with an adverb in mid position, between the subject and the main verb.

##### Corrected Learner Examples

*Money – hasn't it always been one of the most important problems for students?*

*Why don't you ever listen to me?*

*Haven't you ever heard about the photographer Donatella and the painter Christian?*

### PHRASES/EXCLAMATIONS

#### FORM/USE: NEGATIVE INTERROGATIVE

[B2] Can use the negative interrogative form of an auxiliary verb to express surprise or enthusiasm.

##### Corrected Learner Examples

*Wouldn't it be wonderful!*

*Doesn't that sound excellent to you?!*

##### Comments

No evidence of other auxiliary verbs in this structure. Very low frequency because of lack of spoken data.

#### FORM: 'HOW' + ADJECTIVE

[B1] Can use 'How' + adjective.

##### Corrected Learner Examples

*How exciting!*

*How terrible!*

*How amazing! This is my first flight in a hot-air balloon.*

#### FORM: 'HOW' + ADJECTIVE + CLAUSE

[B1] Can use 'How' + adjective + clause.

### Corrected Learner Examples

*How lucky you are to have visited that exhibition!*

*How lovely to get your letter.*

### FORM: 'WHAT A PITY' + ('THAT') CLAUSE

[A2] Can use 'What a pity' + ('that') clause.

### Corrected Learner Examples

*What a pity that you didn't come.*

*What a pity you lost the information about the new art class.*

### FORM: 'WHAT A ...!'

[A2] Can use 'What a' + noun phrase and 'What a' + noun phrase + clause.

### Corrected Learner Examples

*What a brilliant idea.*

*What a nice present I have!*

*What a great afternoon I had yesterday!*

## RELATIVE

### FORM/USE: 'THE REASON WHY', FOCUS

[B1] Can use defining relative clauses with 'why' after 'reason', to give an explanation and for focus.

### Corrected Learner Examples

*The reason why I love it is that it's quite original because it's about a woman who can see ghosts.*

*This is the reason why we are changing our working hours.*

*This is the main reason why it is so famous and popular as well.*

### FORM/USE: 'THE' + NOUN + 'WHO/THAT', FOCUS

[B1] Can use defining relative clauses, 'the person who/that, the thing that, the (only) one who/that' as a focusing device.

### Corrected Learner Examples

*The thing that was great is that the weather was really warm and it didn't rain.*

*The thing that I love most is going to the shops.*

*The person who sat next to me was her.*

*The person who called me was my best friend.*

### Comments

There is not a great spread of L1s. Very romance language dominated.

### FORM/USE: 'WHEN', FOCUS

[B1] Can use defining relative clauses with 'when' to define nouns relating to time.

### Corrected Learner Examples

*The day when he had to go back to Korea, I could not stop myself crying.*

*I really remember the day when I lost my suitcase in the airport.*

*I was in the class at the time when they made the movie, so you will be able to see me on TV.*

**FORM/USE: DEFINING, WITH 'WHOSE'**

[B2] Can use defining relative clauses with 'whose', to give more information about relationship.

**Corrected Learner Examples**

*I visited several primary schools in Canberra and had opportunities to teach not only*

*Australian children but also Vietnamese children whose parents immigrated to Australia.*

*Mary is a young lady whose parents had died and she had nobody else but an aunt to live with.*

**FORM/USE: SENTENCE, EVALUATIVE**

[B2] Can use a relative clause to refer to a whole clause or sentence, often to express an opinion or evaluation or give a reason.

**Corrected Learner Examples**

*It is now possible to send a letter and receive an answer within ten minutes, which is a good thing if you want to buy a house, a car etc.*

*In addition, zoological gardens allow us to get to know the lifestyles of some animals better, which is very important from the point of view of their protection.*

*I have also visited the dance shows and the art exhibitions, as well as the talks by writers, which were all really brilliant.*

**Comments**

This is much more frequent in informal spoken language.

**FORM: DEFINING, OBJECT, WITH 'THAT'**

[A2] Can use a defining relative clause with 'that' as the object.

**Corrected Learner Examples**

*The team that I like is called 'The Monkeys', but Paty prefers 'The Walls'.*

*I bought some clothes that I will need for my trip to Greece.*

*Please, wear clothes that you can get dirty; use old clothes, okay?*

**FORM: DEFINING, OBJECT, WITH 'WHICH'**

[A2] Can use a defining relative clause with 'which' as the object.

**Corrected Learner Examples**

*I came to your house yesterday with the computer game which I borrowed from Mayank.*

*The coffee-cup which my good friend gave me is pretty.*

*Sorry, I can't do anything to help because I will try again to pass an exam which I failed last year.*

*The colour which I prefer is pink, so we will use pink.*

**FORM: DEFINING, OBJECT, WITH 'WHO/THAT'**

[B1] Can use a defining relative clause with 'who' or 'that' as the object.

**Corrected Learner Examples**

*My friends are the people who I love most.*

*They filmed two actors who I don't really know arguing and kissing after it.*

*It was Sarah, a girl who I met in Spain on my holiday last year.*

*We are going with my friends Paolo and Ontorio, the guys who you met yesterday.*

*So I sent a letter to the school and they have sent me the details of the people that I'm going to stay with.*

**FORM: DEFINING, SUBJECT, WITH 'WHICH'**

[A2] Can use a defining relative clause with 'which' as the subject.

**Corrected Learner Examples**

*At the end of the game, the KASAS sang to Hagas a piece of music which makes me cry.*

*Suzanna watched with me and she cried alot.*

*You should wear clothes which can get dirty.*

*I bought a t-shirt which has a picture of a car on it and I bought a shirt for my brother.*

**FORM: DEFINING, SUBJECT, WITH 'WHO'**

[A2] Can use a defining relative clause with 'who' as the subject.

**Corrected Learner Examples**

*It's about a girl who went to the war when she was 22 years old.*

*I'd like a pen-friend who really likes music and reading.*

*I can tell you that I agree with people who think that Stonehenge is magic place.*

**FORM: DEFINING, WITHOUT PRONOUN**

[A2] Can use a defining relative clause, without a relative pronoun.

**Corrected Learner Examples**

*My friends said the clothes I wore were very old, and they didn't like them.*

*All my friends gave me a present but the one I liked best was John's.*

*Here I have the information you want.*

*[talking about video calls] You can see the person you are calling LIVE!!!*

**FORM: NON-DEFINING, OBJECT, WITH 'WHICH'**

[A2] Can use a non-defining relative clause with 'which' as the object.

**Corrected Learner Examples**

*The best of all was a marble statue which my aunt gave me.*

*Thanks for your letter which I received a few days ago.*

**Comments**

NB, though learners at A2 are forming non-defining relative clauses, errors with commas persist into B levels.

**FORM: NON-DEFINING, OBJECT, WITH 'WHO'**

[B1] Can use a non-defining relative clause with 'who' as the object.

**Corrected Learner Examples**

*What I liked most was the friend I made there, a green-eyed chubby boy, who I played with till dinner time, when I had to go home.*

*She turned around and, she couldn't believe it, it was an old classmate Tom, who she hadn't seen for ages!*

**FORM: NON-DEFINING, SUBJECT, WITH 'WHICH'**

[A2] Can use a non-defining relative clause with 'which' as the subject,.

### Corrected Learner Examples

*I bought it in Peter's Mobile shop, which is near to my home.*

*I've been to Cardiff which is the capital city of Wales.*

*I visited a museum and an exhibition which were really excellent.*

*I bought two shirts, which cost £20 and four sweatshirts, which were a little expensive.*

*The mobile phone is green, which is my favourite colour.*

### Comments

There's very infrequent use of commas with non-defining relative clauses at A2. Even though relative clauses are usually taught from B1 onwards, there are over 500 instances of relative clause with 'which' alone at A2.

### FORM: NON-DEFINING, SUBJECT, WITH 'WHO'

[A2] Can use a non-defining relative clause with 'who' as the subject.

### Corrected Learner Examples

*I watched it with my brother who was also interested in sports.*

*It's given by Jenny who is one of my best friends.*

*I want my mobile before this afternoon because my parents who are in Japan will call me.*

### Comments

There's very infrequent use of commas with non-defining relative clauses at A2. Even though relative clauses are usually taught from B1 onwards, there are over 400 instances of relative clause with 'who' alone at A2.

### FORM: NON-DEFINING, WITH 'WHOSE'

[B2] Can use non-defining relative clauses with 'whose', to give additional information.

### Corrected Learner Examples

*And I was initially employed to be an entrance assistant, whose job was to keep the queue under control as well as keeping the area clean.*

*I was at the concert when I met a friend of mine whose job is to organise shows like that.*

### FORM: PRONOUN + PREPOSITION

[B2] Can use defining relative clauses and non-defining relative clauses ending in a preposition, with 'who/which/that' as the complement of the preposition.

### Corrected Learner Examples

*Thank you very much for having provided us with valuable information about your finance services, which we are greatly interested in.*

*I would like to do some painting, which I am quite good at.*

*They have three wonderful children who I love to play with.*

*He was involved in a case that he had nothing to do with!*

### FORM: WITH 'WHERE', PLACE

[B1] Can use defining relative clauses with 'where' to define nouns referring to place.

### Corrected Learner Examples

*The city where I live is very nice and extremely charming.*

*But if they are going to a place where you go every year you should go with your friends, you will have more fun.*

*We went to the area where I used to live when I was a child near the Highlands.*

### FORM: WITH 'WHOSE NAME'

[B1] Can use defining and non-defining relative clauses with 'whose name'.

### Corrected Learner Examples

*We have a new employee whose name is Mary Watts.*

*It was a very famous football player, whose name was known all over the world.*

*I have many friends but I'll tell you about my best friend, whose name is Nicos.*

*He has got a friend whose name is Robert.*

*The man whose name I can't remember, wrote a serious looking message.*

## SUBORDINATED

### FORM/USE: '-ING' CLAUSE

[B2] Can use a non-finite clause, introduced by '-ing' before a main clause, to give more information.

### Corrected Learner Examples

*Having no choice, I sat down on a bench which was in the middle of the road to wait for the rain to stop.*

*Using his best smile, Paul asked her if he could sit beside her.*

*Having analysed the data I have concluded that CTP Translations would suit our company best.*

### Comments

Note negative pattern develops at C1: 'Not knowing the North of London very well it took me quite a long time to get there.' Note also the examples of the perfect form as well, here and below.

### FORM/USE: 'IF' CLAUSES, CONDITIONS

[A2] Can use a finite subordinate clause with 'if', before or after a main clause, to introduce conditions. ► clauses: conditionals

### Corrected Learner Examples

*I would be very happy if you visit me in Dublin.*

*I will come see you on Friday if it's ok with you.*

*If you want to come, just tell me.*

### Comments

Mostly 'if' + 'you' at A2.

### FORM/USE: 'NOT' + '-ING' CLAUSE

[C1] Can use a non-finite clause, introduced by 'not' + '-ing', to give more information.

### Corrected Learner Examples

*Not knowing the North of London very well it took me quite a long time to get there.  
A nine-member family living peacefully in 19th-century England is suddenly shocked by the untimely death of the mother. Not having accepted his wife's death, the father, George, deeply depressed, is left alone to raise his seven children.*

### FORM/USE: CONDITIONS

[B2] Can use a finite subordinate clause, before or after a main clause, with conjunctions to introduce conditions. ► clauses: conditionals

### Corrected Learner Examples

*Unless something is done many people will die.  
Getting to work by car is comfortable and faster unless you are caught in a traffic jam.  
Provided the weather is fine, you could also go swimming or take a tour through our beautiful town.  
I agree with you that your house will certainly be too small and I like your suggestion to book the Majestic Hotel, provided it will not be too expensive.*

### Comments

While 'unless' is a B1 lexical item in the EVP and taught at B1, its conditional use is not established until B2. Also note that 'unless' is very error prone at B1.

### FORM/USE: CONTRAST

[B1] Can use a finite subordinate clause with conjunctions ('even though, (al)though, while if') to introduce contrast, before or after a main clause.

### Corrected Learner Examples

*You should come with your sister even though you would rather be alone.  
Even though I am currently quite busy, I will be very glad to take part in the Conference dinner.  
Although he was famous, I didn't like him.  
Though we are not studying at the same school now, we always keep in touch.  
The main actor is my favorite actor, although I can't remember his name.  
I think going on holiday with your parents won't be very much fun, while if you go with your friends you will enjoy yourself much more.*

### Comments

Note even though is at B2 in EVP and commonly taught for First Certificate but there are 109 instances on pass-level scripts at B1. Note that while with the meaning of contrast is low frequency overall, with the dominant meaning relating to time. As vocabulary evolves, whereas and whilst are used at B2.

### FORM/USE: INVERSION

[C1] Can introduce a subordinate clause with inverted 'should/had/were' + subject + verb, in formal contexts.



### Corrected Learner Examples

*Should you need any further assistance, do not hesitate to contact me.*

*Had we known that before we could have taken more money with us.*

*Were I able to travel to any place and time, I would probably choose the Greece of more than two thousand years ago.*

### FORM/USE: NON-FINITE WITH '-ED' CLAUSES, FOCUS

[C1] Can use a non-finite subordinate clause with an '-ed' form, before a main clause, to give focus.

### Corrected Learner Examples

*Compared to the campsite job this one has its advantages.*

*Based on the assessment above, I strongly recommend that we should take some action to improve the store.*

*Given all the inconveniences explained above I expect compensation from your company and if I do not hear from you within ten days I will have to contact my solicitors and take further steps.*

*Based in Zurich with departments all over Europe we reach almost 150 million people.*

### Comments

There are examples of this pattern at B2 but they are predominantly business. Note that 'compared to' is a chunk that can be learnt as a unit.

### FORM/USE: NON-FINITE WITH '-ING'

[B1] Can use a non-finite subordinate clause with 'before' and 'after' + '-ing', before or after a main clause, to refer to time.

### Corrected Learner Examples

*Instead I buy books once a month and I read them in the evening before going to bed.*

*We can relax after working hard at school.*

*Before going back home we ate a hot meal in a beautiful restaurant called "Palladium".*

*After having breakfast I started doing my homework.*

### Comments

The non-finite clauses occur much more frequently after the main clause than before it.

[B2] Can use a non-finite subordinate clause with 'after' + 'having/being' + '-ed' form, before a main clause, to refer to past time.

### Corrected Learner Examples

*After having worked for many hours, you'll probably be tired.*

*After having left you, we reached Dublin and we stayed there for four days and then we made a tour of Ireland.*

*After being given the pass you'll be able to take as many pictures you like.*

### FORM/USE: PURPOSE

[A2] Can use a non-finite subordinate clause with 'to', to introduce purpose.

### Corrected Learner Examples

*To get to my house you'll have to take the 5th avenue and go 6 streets to the left and at the bottom you'll see another street, go 3 streets to the right and there you'll find my house.*

*To reach my house, you just have to go to the book shop and turn left.*

*To contact me you can call me on my mobile phone.*

### Comments

Note there are many examples at A2 relating to directions, due to the frequency of this type of task at A2.

### FORM/USE: PURPOSE, RESULT

[B1] Can use a finite subordinate clause with conjunctions ('so (that), in order that') to introduce purpose and result, after a main clause.

### Corrected Learner Examples

*I think it is important to write about this topic so that young students and other people who are working with business, can get some inspiration.*

*Could you please give me some extra exercises so that I can cover the work I missed?*

*Please contact me if you need accommodation so I can book it for you.*

*If you come, please bring your camera in order that we can take some photos.*

### Comments

In order that is not very frequent.

### FORM/USE: REASON

[B1] Can use a finite subordinate clause with conjunctions to introduce reasons, after a main clause.

### Corrected Learner Examples

*I prefer to speak on 14 July, as I have got another appointment on the next day.*

*I am going to be absent from my English class next week, as I am travelling to Italy.*

*Unfortunately I will not be able to go to your class tomorrow since I have an appointment with the doctor.*

*A budget of €10,000 is approved to replace our old copier machine, since it is not working properly.*

### FORM/USE: TIME

[A2] Can use a finite subordinate clause with time conjunctions, before or after a main clause.

### Corrected Learner Examples

*I feel comfortable when I am wearing these clothes.*

*When I bought my computer, the price was 1000 pounds.*

*When you are outside my home, phone me.*

*Mike and I were watching it while we were eating pizza.*

### FORM: NON-FINITE AFTER 'IF'

[C1] Can use non-finite clauses after 'if'. ► 'clauses: conditionals'

### Corrected Learner Examples

*Please do not hesitate to ask for further assistance if needed.*

*Finally, there are some suggestions that, if taken, could improve the schools' academic standards.*

*There are plenty of taxis, of course, but they are very expensive, if compared with London taxis.*

### Comments

This is usually followed with an ellipted clause. There is a sharp increase in this structure at C1 but enough evidence to put it here.

## CONJUNCTIONS

### COORDINATING

#### FORM/USE: 'BOTH ... AND' WITH NOUNS

[B1] Can use 'both ... and' to combine noun phrases, to give emphasis.

#### Corrected Learner Examples

*I felt sorry for you because both friends and family are very important and having to pick one is very hard.*

*As a result of our aggressive and successful expansion strategy, both our market share and the number of our staff are increasing tremendously.*

*Argentina has both wonderful country landscapes and excellent towns to enjoy.*

#### Uncorrected Learner Examples

*I felt sorry for you because both friends and family are very important and the decision of picking one is very hard.*

*As a result of our aggressive and successful expansion strategy, both our market share and the number of our staff are increasing tremendously.*

*Argentina has both wonderful country landscapes and excellent town places to enjoy.*

#### FORM/USE: 'BOTH ... AND' WITH PHRASES AND CLAUSES

[B2] Can use 'both ... and' to combine phrases and clauses, often for emphasis.

#### Corrected Learner Examples

*And we have won a high reputation both at home and abroad.*

*A lot of people think that television can both entertain and educate.*

*Why not buying some extra beer and sell them on the beach? So, I could both get some enjoyment and make some money. So that was I did.*

#### Uncorrected Learner Examples

*And we have won high reputation both at home and abroad.*

*A lot of people think that television can both entertain and educate.*

*So, I could both get some enjoyment and make some money.*

#### FORM/USE: 'NEITHER ... NOR'

[B2] Can use 'neither ... nor' to connect two words, phrases or clauses, often to give emphasis or focus.

### **Corrected Learner Examples**

*Neither you nor I would like that.*

*We can neither eat nor drink during the lessons.*

*I have neither climbed nor surfed before, so that would be very exciting for me.*

### **Uncorrected Learner Examples**

*Neither you nor I would like that.*

*We can neither eat nor drink during the lessons.*

*I have neither climbed nor surfed before, so that would be very exciting for me.*

### **FORM/USE: 'NOT ONLY ... BUT ALSO'**

[C1] Can use 'not only ... but also' to combine phrases and clauses, often for focus or emphasis.

### **Corrected Learner Examples**

*This book is not only a guide to the history of music but also a compendium of theory.*

*In addition to that, if we move to the new premises, we can not only solve the above problems, but also gain other benefits such as a better environment.*

*If we go back in time we will see that the difference between the old and the modern films is not only the number produced but also the content.*

### **Uncorrected Learner Examples**

*This book is not only a guide of the History of Music but also a compendium of theory as it includes subjects as Harmony, Accustics or information on instruments.*

*In addition to that, if we move to the new premises, we can not only solve the above problems, but also gain other benefits such as better environment.*

*If we go back in time we will see that the difference between the old and the modern films, it not only in the number of their production but also the content.*

### **FORM/USE: 'NOT ONLY ... BUT ALSO' WITH INVERSION**

[C1] Can use inverted auxiliary 'do' + the subject after 'not only', to give focus.

### **Corrected Learner Examples**

*Indeed, not only did they teach us useful knowledge, but they also organised practical exercises to ensure that we had assimilated all the information.*

*Furthermore, not only do I speak (and write) in fluent English, but I also speak French, Spanish and Portuguese.*

*For me, not only do extreme sports provide satisfaction of achievement, but they also help you to express yourself.*

### **Uncorrected Learner Examples**

*Indeed, not only did they teach us useful knowledge, but they also organised practical exercices to assure that we had assimilated all the information given.*

*Furthermore, not only do I speak (and write) influent English, but I also speak French, Spanish and Portuguese.*

*For me, not only do extreme sports provide satisfaction for your achievement, but they also help you to express yourself.*

### **FORM/USE: 'PLUS' WITH CLAUSES**

[B1] Can use 'plus' to connect clauses and sentences, often to point out a positive addition or advantage.

### **Corrected Learner Examples**

*I would be more than pleased to receive you at home, it's not too big, but we could have a lot of fun, plus you won't have to pay a thing!*

*It's around 200 so it's pretty cheap for a good game. Plus, it's really addictive and fun!*

*It will be fun because everyone is going to be there. Plus, the park is the best place for a picnic, we can run and just have fun!*

### **Uncorrected Learner Examples**

*I would be more than pleased to receive you at home, it's not too big, but we could have a lot of fun, plus, you won't have to pay a thing!*

*It's around 200 so it's pretty cheap for a good game.*

*Plus, the park is the best place for a picnic, we can run and just have fun!*

## **FORM/USE: 'YET', CONCESSIVE**

[C1] Can use '(and) yet' to combine phrases and clauses to introduce a contrast, often unexpected.

### **Corrected Learner Examples**

*In the face of these recent events, our department also reviewed the contract with ProLine International, and found some interesting yet unpleasant details.*

*This college is famous for its art teachers and very skilled students, and yet it does not have its own gallery.*

*The host family was carefully selected, yet it was four miles away from school.*

### **Uncorrected Learner Examples**

*In the face of these recent events, our department also reviewed the contract with ProLine International, and found some interesting, yet unplasant details.*

*This college is famous for it art teachers and very skilled students and yet it does not have its own gallery.*

*In spite of the fact that the host family was carefully selected yet it was four miles away from school.*

## **FORM: 'EITHER ... OR'**

[B1] Can use 'either ... or' to connect two words, phrases or clauses.

### **Corrected Learner Examples**

*The men wear suits, either white or black, and the bride and women wear special long dresses, usually the same colour.*

*We can go either to the beach or to the inner part of Uruguay which is mainly a huge meadow.*

*I'll either write or phone you soon.*

*You can either go to the gym or attend some special classes, where you do gentle exercises.*

### **Uncorrected Learner Examples**

*The men wear suits, either white or black, and the bride and women wear special long dresses, usally with the same collar.*

*We can go either to the beach or to the inner part of Uruguay wich is mainly a huge meadow.*

*I'll either write or phone you soon.*

*You can either go to the gym or attend some special classes, where you get gentle exercises.*

[C1] Can use 'either ... or' to combine more complex strings of clauses and sentences.

### Corrected Learner Examples

*And finally, about the present, you have two options; either you get something typical from your country, which they may like because you know how much they like collecting things from all over the world, or I get something from the wedding list store and sent it to them with your name on it and we can sort it out when you arrive here.*

### Uncorrected Learner Examples

*And finally, about the present, you have two options; either you get something typical from your country, which they may like because you know how much they like collecting things from all over the world, or I get something from the wedding list store and sent it to them with your name on it and we can sort it out when you arrive here.*

## FORM: 'PLUS' WITH NOUNS

[B1] Can use 'plus' as coordinating conjunction, often in relation to numbers.

### Corrected Learner Examples

*In my house we are six people, my mother, my father, my sister and my two brothers, plus my two cats, which are members of the family too.*

*It cost me £2,500 plus the taxes.*

*At the moment I pay 550 pounds monthly plus bills.*

### Uncorrected Learner Examples

*In my house we are six people, My mother, My father, my sister and my two brothers, plus my two cats which are members of the family too*

*It cost me £2,500 plus the taxes.*

*At the moment I pay 550 pounds monthly plus bills.*

## FORM: COMPLEX ADDING

[B1] Can use a range of conjunctions ('and, but, or, so, then') to combine more complex strings of clauses and sentences.

### Corrected Learner Examples

*I was scared and closed the window, but I couldn't sleep, so a few minutes later I opened the window again, but they were gone.*

*Then we went to his limousine and we went to his studio and he was singing "Thriller" then I heard a strange voice, I woke up, and there was my mom waking me up.*

### Uncorrected Learner Examples

*I was scare and closed the window, but I couden't sleep so few minut later I opened window again, but they were gon.*

*Then we went to his limosine and we went to his studio and he was singing "Thriller" then I heard a strange voice, I woke up, and there was my mom waking me up.*

## SUBORDINATING

### FORM/USE: FOCUS

[C1] Can use 'whatever', 'wherever', 'however', etc. as a subordinating conjunction, at the beginning of a sentence, to give focus.

### **Corrected Learner Examples**

*Whatever you choose, you'll probably have to share it with other people.*

*Whatever the cause of the fall in the standard of your services is, we would strongly recommend that you take all the necessary measures to make sure that this won't happen again.*

*Wherever you go, you find shops, hotels and pubs which are full of tourists.*

*Whoever we appoint, he/she should be a well-qualified, educated and flexible person.*

### **Uncorrected Learner Examples**

*Whatever you choose, you'll probably have to share it with other people.*

*Whatever the cause of the fall in the standard of your services is, we would strongly recommend that you take all the necessary measures to make sure that this won't happen again.*

*Wherever you go, you find shops, hotels and pubs, which are full of tourists.*

*Whoever we appoint, he/she should be a well qualified, educated and flexible person.*

### **FORM: COMPLEX**

[B2] Can use more complex subordinating conjunctions ('as long as, as soon as, in order that, despite the fact that, due to the fact that, as if, as though') to introduce a subordinate clause.

### **Corrected Learner Examples**

*As far as I am concerned, keeping animals in zoos is not cruel as long as the zoos keep to certain rules concerning the conditions the animals have to be kept in.*

*I decided to go to Paris as soon as I finished university.*

*The jazz, rock and classical concerts were really entertaining except that there were some concert halls which were too small for the audience.*

*So take a rest in your hotel, in order that you can be prepared for your packed schedule.*

*To sum up, the festival was successful, so I hope most people enjoyed the festival despite the fact that there were some problems with the poor sound system, and so on.*

*Due to the fact that the mass of cars pollute the cities and the environment, we are forced to give up our city habits and learn to be more sensible by using public transportation.*

*From the window of my room I could see her every night, as if she was the great mother of the sky.*

*Everything was so familiar, so close, as though he had never left the place.*

### Uncorrected Learner Examples

*As far as I am concerned keeping animals in zoos is not cruel as long as the zoos keep to certain rules concerning the conditions the animals have to keep up with.*

*Thank you for your time, and We're looking forward to hearing from your opinion. faithfully yours </original\_answer> <original\_answer> IT WAS DANGEROUS, BUT I KNEW I HAD TO DO IT ...BECAUSE Since always I'd gotten the idea of travel abroad and experience others people's life and cultures, so I decided to go to Paris as soon as I finished university.*

*The jazz, rock and classical concerts were really entertaining except that there were some concert halls too small for the audience: I'm sure that you can find bigger halls for next year. So take a rest in your hotel, in order that you can be prepared for your full scheduled days.*

*To sum up, the festival was successful, so I hope most people enjoyed the festival despite the fact that there were some problems with the poor sound system, and so on.*

*Due to the fact that the mass of cars pollute the cities and the environment, we are forced to give up our city habits and learn to be more reasonable by using public transportation.*

*From the window of my room I could see her every night, as if she was the great mother of the sky. (588860\_1; FCE; Portugal; B2 VANTAGE; 1993; Portuguese; Pass)Everything was so familiar, so close, as though he never left the place.*

### FORM: SIMPLE

[A2] Can use a limited range of simple subordinating conjunctions ('if, when, so, while') to introduce a subordinate clause.

### Corrected Learner Examples

*But if you don't take your car, you can rent a bike in the park too.*

*If I need a camera, I will use my mobile phone.*

*My father bought it for me when he saw my grades at school.*

*When you buy a pair of shoes, the second pair is free.*

*My father said that I should use green, but I don't like green, so I decided to use blue.*

*All of us were dancing while my father sang my favourite song.*

### Uncorrected Learner Examples

*But if you don't take your car, you can rent a bike in the park too.*

*If I need a camera, I will use my mobile phone.*

*My father bought it for me when he saw my grades at school.*

*When you buy a pair of shoes the second pair is without money so they all cost £25.*

*My father said that I should use green, but I don't like green, so I decided to use blue, could you help me to paint my room?*

*All of us were dancing while my father sang my best song: Ali, Ahmed, Nora and other friends were there.*

[B1] Can use an increasing range of simple subordinating conjunctions ('as, after, before since, until, although, whether, so (that), though') to introduce a subordinate clause.



### **Corrected Learner Examples**

*In fact, I have to buy a desk, as I don't have one.*

*I usually read during the afternoon after I have finished my homework.*

*Before going out in the centre, we went to a pub in order to eat something together, but I didn't see my boyfriend because he stayed at home.*

*I haven't seen him since we were at school.*

*I'm really sorry that I'm not available to attend this since I'll be in China for an important meeting with a customer.*

*But I didn't remember my ring until I got back home.*

*Although the holiday was fantastic, I wished that you were with us.*

*My parents also want me to go on holiday with them this summer, although I want to stay with my friends.*

*There were lots of people waiting for us though we had never met them before.*

*You gave it to me so that I could fix it!*

### **Uncorrected Learner Examples**

*In fact, I have to buy a desk, as I don't have one.*

*I usually read during the afternoon after I have finished my homework.*

*Before going out, in centre, we went to a pub in order to eat something togheter, but I didn't see my boyfriend because he was staying at home.*

*I haven't seen him since we were at school.*

*I'm really sorry that I'm not available to attend this since I'll be in China for an important meeting with a customer.*

*But I didn't remember my ring until I came back at home.*

*There was also onther peopl from many cantries visiting this place. becuas it is famus for holidays spicialy cycling ones Although the holiday was fantastice, I wishid that you were with us.*

*My parents also want me to go on holiday with them this summer, although I want to stay with my friends, but I go with them, because it will be the last time I'm able to.*

*There were a lots of people waiting for us though we had never seen them before.*

*You gave it to me so that I could fix it!*

[B2] Can use a wide range of simple subordinating conjunctions ('once, whereas, unless, except (that) provided (that)'), to introduce a subordinate clause.

### **Corrected Learner Examples**

*Believe me, once you have tried it, you'll never give it up.*

*Once you become an employee, you'll get discounts on books and CDs.*

*Some of us find it very useful whereas others still have difficulty in accepting technology as a valuable thing for everyone.*

*Getting to work by car is comfortable, and faster unless you are caught in a traffic jam.*

*Unless the situation improves, we will be forced to try a new supplier.*

*Whenever I walk down the street, I always want to go into every shop.*

*I can't say that I've changed much, except that now I'm blond!*

*It offers special services for students provided you show your student card.*

*Also, provided that some customers are always in the shops, the electricity is not really "wasted".*

### Uncorrected Learner Examples

*Believe me, once you have tried it, you'll never leave it.*

*Once you become an employee you'll get discounts on books and CDs.*

*Some of us find it very useful, whereas others still have difficulty in accepting technology as a valuable thing for everyone.*

*Getting to work by bicycle is good solution but only in case of good weather and getting to work by car is comfortable and faster unless you are caught in a traffic jam.*

*Unless the situation improves we will be forced to try a new supplier.*

*I can't say that I changed much, except that now I'm blond!*

*It offers special services for student, such as a welcome drink and a cheap price for the room provided you show your student card.*

*Also, provided that some customers are always in the shops, the electricity is not so much "wasted".*

## DETERMINERS

### ARTICLES

#### FORM/USE: 'THE MORE ... THE MORE ...'

[B2] Can use the in comparative phrases 'more', 'less', 'worse', 'better ... the more', 'less', 'worse ...' to talk about one thing that is affected by another. ► comparative clauses

#### Corrected Learner Examples

*[talking about how watching TV is bad for you] I mean that you can watch one or two hours a day but the more you watch, the worse you become.*

*The better education you have, the better opportunities you can get.*

#### Uncorrected Learner Examples

*I mean that you can see one or two hours a day but the more you see the worse you become.*

*The better education you have the better opportunity you can get.*

#### FORM/USE: 'THE OTHER'

[B1] Can use 'the other' with a singular noun to refer to the second or the opposite of two things, and with a plural noun to refer to one of a set of things. ► pronouns ► noun phrases

#### Corrected Learner Examples

*She saw his blue jacket in a shop on the other side of the street.*

*I moved to this house because the other house was very small, and my brother and I have to share a bedroom.*

*We need a new distribution company, because the other companies are very expensive.*

*In the first lesson we did some games in English, so I met all the other people in the class.*

### Uncorrected Learner Examples

*Just before she wanted to return to the café she saw his blue jacket in a shop on the other side of the street.*

*I move to this house because the other house was very small, and my brother and my have to shear a bedroom.*

*He lives at the other end of the city.*

*We need a new distribution company, because the other companies are very expensive.*

*At the first lesson we did some games in English, so I met all the other people in the class.*

*I think that's a good election, because black is a colour that can be use with all the other colors, like red, white, etc.*

### FORM/USE: 'THE' + ADJECTIVES, SPECIFYING

[A2] Can use 'the' + adjectives in a noun phrase, to specify.

#### Corrected Learner Examples

*My house is opposite the new café.*

*For the first class you need to bring color pens and papers.*

*I think it's on the red sofa.*

#### Comments

There are a lot of incorrect examples at A2 with 'the next', as in 'I'll see you the next Monday.'

### FORM/USE: NO ARTICLE

[B1] Can use no article before an increasing range of singular and plural nouns when referring to things in general.

#### Corrected Learner Examples

*Education in the future will change in a good way.*

*But remember this: friends are important, but they are not for life. Your family will always be there to support you.*

*Yes, sometimes I like shopping for clothes.*

#### Uncorrected Learner Examples

*Education in the future will change in a good way.*

*Yes, sometimes I like shopping for clothes.*

### FORM: 'ANOTHER' |

[B1] Can use 'another' with singular nouns. ► pronouns ► determiners

#### Corrected Learner Examples

*Every 5 minutes, he makes another great joke.*

*Maria cried, but after a few minutes, she dried her tears and said: "Tomorrow will be another day!"*

#### Uncorrected Learner Examples

*Every 5 minutes, he makes another great joke.*

*"... Maria cried, but after a few minutes, she dried his tears and said: "Tomorrow will be another day!"*

### FORM: 'THE' + SUPERLATIVES

[A2] Can form a noun phrase with 'the' + superlative adjectives + noun.

### Corrected Learner Examples

*It has the latest technology.*

*The best place is La Baule, which is Europe's biggest beach.*

*It was the most expensive mobile phone in the shop.*

### Uncorrected Learner Examples

*It [have] has the latest technology.*

*The best place is La Baule, which is European's biggest beach.*

*It was the most expensive mobile phone in the shop.*

### FORM: PREPOSITION + NO ARTICLE

[B1] Can use no article before an increasing range of nouns in some fixed expressions with prepositions.

### Corrected Learner Examples

*The weather is very cold at night.*

*This programme will be shown on television next Friday.*

### Uncorrected Learner Examples

*I feel very cool at here, but the weather is very cold at night.*

*This programme will be shown on television next Friday.*

### USE: DIFFERENT (WITH 'ANOTHER')

[B1] Can use 'another' to talk about something different.

### Corrected Learner Examples

*I'm sorry but I won't be able to go to the English class tomorrow because I'll go to Maldonado to see my mother that is ill. But I can go another day to cover the work I've missed.*

*Personally I think that it is better to stay at another hotel such as a Holiday Inn.*

### USE: ONE MORE (WITH 'ANOTHER')

[B1] Can use 'another' to talk about something additional.

### Corrected Learner Examples

*Dear Mary, I spent a week in Dubai and I am going to spend another week in Al Ain.*

*In 'Master' they've got excellent pasta, which is another reason why I love the restaurant.*

### Uncorrected Learner Examples

*Dear Mary, I spent a week in Dubai and I am going to spend another week in Al Ain.*

*I like it because the food is great, and it is beautiful inside. My favourite food is pasta. In 'Master' they've got excellent pasta, which is another reason why I love the restaurant.*

## DEMONSTRATIVES

### FORM: 'THAT'

[A2] Can use 'that' with singular nouns. ► noun phrases ► pronouns: demonstrative

### Corrected Learner Examples

*I also want to see that film.*

*I know we have that course in our college.*

### FORM: 'THESE'

[A2] Can use 'these' with plural nouns. ► noun phrases ► pronouns: demonstrative

### Corrected Learner Examples

*I bought these clothes because they weren't expensive.*

*I bought these things because they were perfect.*

*I bought them because I love these colours.*

### FORM: 'THIS' WITH UNCOUNTABLE NOUNS

[A2] Can use 'this' with uncountable nouns. ► noun phrases ► pronouns: demonstrative

### Corrected Learner Examples

*I found this information in: www.artschool.com,*

*My mother told me that this food is healthy food and good for me.*

### FORM: 'THOSE'

[A2] Can use 'those' with plural nouns. ► noun phrases ► pronouns: demonstrative

### Corrected Learner Examples

*The cost of those clothes was £300.*

*I love to play those instruments.*

### USE: 'THAT', ALREADY MENTIONED

[A2] Can use 'that' to refer to something which has already been mentioned. ► noun phrases ► pronouns: demonstrative

### Corrected Learner Examples

*Yesterday, I went shopping to Collesione for clothes. I bought a skirt and a T-shirt, because we have a party this week. They were very cheap. They cost £10. You should go that shop.*

*I want do another course, like Maths. I want to study that course because I will do some exams in June and I need some help with Maths.*

*The colour is blue and I like that colour because it's my favourite.*

### USE: 'THAT', POINTING

[A2] Can use 'that' to talk about or point to things which are further away in time and space from the speaker or writer

### Corrected Learner Examples

*Placeholder row, lack of spoken data*

### USE: 'THESE' POINTING||

[A2] Can use 'these' to refer to places and things from the speaker's or writer's point of view.

### Corrected Learner Examples

*Placeholder row, lack of spoken data*

### USE: 'THESE', ALREADY MENTIONED

[A2] Can use 'these' to refer to things with immediate relevance or which have already been mentioned. ► noun phrases ► pronouns: demonstrative

### Corrected Learner Examples

*... you can visit the Old Museum, the Green Park, the old bridge and old church. These places are very old.*

*I bought a swimsuit, shorts, t-shirts and sunglasses. I'll need these things because it's summer time.*

*The first jeans I wanted were cheaper, but too small. These jeans are better and they're pretty good for me.*

### USE: 'THIS' POINTING

[A2] Can use 'this' in an increasing range of contexts to refer to places and things from the speaker's or writer's point of view. ► noun phrases ► pronouns: demonstrative

### Corrected Learner Examples

*I am writing this letter to tell you about my favourite birthday present, which was a laptop.*

*You can contact me by calling me on this number 07939187752.*

*Would you like to buy this book?*

### USE: 'THIS', ALREADY MENTIONED

[A2] Can use 'this' to refer to something with immediate relevance which has already been mentioned. ► noun phrases ► pronouns: demonstrative

### Corrected Learner Examples

*Could you send someone who can check where the problem is and try to do something about this problem.*

*Many people gave me presents. My mother gave me a dress. I like it best because it is beautiful. The colour of this dress is beautiful.*

*[talking about a house for rent] It is in Colindale, in the North of England. The rent is about £1000. If you are interested this house, please call me on my mobile phone.*

### USE: 'THIS', PAST

[B1] Can use 'this' with time and date words to refer to the past.

### Corrected Learner Examples

*Hi Mark, Thank you for your lovely letter which I received this morning.*

*It was the best decision I've ever made. It happened this summer.*

### USE: 'THOSE', ALREADY MENTIONED

[A2] Can use 'those' to refer to things which have already been mentioned. ► noun phrases ► pronouns: demonstrative

### Corrected Learner Examples

*I went shopping for clothes yesterday. I bought some jumpers and trousers. I bought those clothes because I'm going to Japan next Friday and there the weather is cold.*

*It is black and pink, I like those colours very much.*

### USE: POINTING

[A2] Can use 'this' in an increasing range of contexts to refer to places and things from the speaker's or writer's point of view. ► noun phrases ► pronouns: demonstrative

### Corrected Learner Examples

*I am writing this letter to tell you about my favourite birthday present which was a laptop.  
You can contact me by calling me this number 07939187752.  
Would you like to buy this book?*

### Comments

The lack of spoken data means that there are no examples of situational deictic demonstratives with these, those or that where speakers are pointing / referring to things and people within their context. e.g Who's that man? Are these shoes yours? Look at those dogs

### USE: THOSE POINTING

[A2] Can use 'those' to talk about or point to things which the speaker or writer perceives to be further away in time and space.

### Corrected Learner Examples

*Placeholder row, lack of spoken data*

## POSSESSIVES

### FORM: 'ITS'

[B2] Can use possessive determiner 'its' before nouns to refer to a singular inanimate subject or object.

### Corrected Learner Examples

*It was the biggest TV in the bazaar with its huge, black screen.  
The journey was quite long but Verona is a great city, with its buildings and churches.  
They've chosen my school because of its size.*

### Comments

Lots of error using 'his' instead of 'its' up until B2.

### FORM: 'ONE'S'

[C1] Can use 'one's' to indicate possession, referring to people in general.

### Corrected Learner Examples

*Living in Greece, I have had a chance to realise how much tourism can affect one's life.  
After one has spent enough time away from one's parents and has a personality of one's own, it is definitely possible to move in with one's parents.  
In my opinion, this process depends on one's ability to open another way of communicating apart from one's mother language.*

### FORM: 'THEIR'

[B1] Can use possessive determiner 'their'. ► noun phrases ► possessive pronouns

### Corrected Learner Examples

*They were having the time of their lives, watching all the animals the zoo had, but when they returned to their car, they saw that someone was stealing Paul's suitcase.  
They filmed the artists and their work.  
I couldn't see their faces.*

### Comments

These possessives are very L1 influenced. For example there is only 3% error with 'their' at B1 but almost 50% of those are Romance languages.

### FORM: IRREGULAR PLURAL NOUN + 'S'

[B1] Can use 's' after irregular plural nouns to indicate possession.

#### Corrected Learner Examples

*When I go out with my friends, I actually like wearing clothes that attract people's attention.  
The second reason is: it is too far from the children's school and, unfortunately, I haven't got a car.*

### FORM: OF + NOUN PHRASE 'S'

[B2] Can use 's' after a noun phrase with of to indicate possession.

#### Corrected Learner Examples

*Actually, I know a great one and they can make a little discount for us because the owner is a friend of my father's.*

### Comments

This feature is very low frequency in the CLC.

### FORM: PLURAL NOUN + 'S'

[B2] Can use 's' after plural nouns to indicate possession.

#### Corrected Learner Examples

*I decided to spend the rest of my holiday in my parents' house, near the sea.  
So, if you want to study animals' behaviour, try to do it without changing the real circumstances in which they act!*

### FORM: SINGULAR NOUN + 'S'

[A2] Can use 's' after singular or proper nouns to indicate possession.

#### Corrected Learner Examples

*It's very important for me because it's my sister's jacket.  
I'll wear them at Linda's party.*

### FORM: WITH QUANTIFYING DETERMINERS + 'OF'

[A2] Can use quantifying determiners + possessive determiners + 'of' + noun. ► noun phrases

#### Corrected Learner Examples

*All of my friends were there.  
I bought some T-shirts and jeans, because some of my clothes are too small for me.  
Bring some of your DVDs.  
But after that I saw that I spent all of my money!  
I spent a long time receiving presents, all of my family were here.*

### USE: GENERIC 'THEIR'

[B2] Can use 'their' before nouns to refer to a generic body or group of people expressed as a singular subject. ► generic pronouns



### Corrected Learner Examples

*... yet everyone has their preference for one or another.*

*Everyone has their own opinion.*

*IBM is a very important customer for us and they ordered 10,000 colour copies which show their new product.*

## QUANTITY

### FORM/USE: WITH UNCOUNTABLE NOUNS

[B1] Can use quantifying determiners with uncountable nouns, often in informal and/or spoken contexts ('a little', 'a bit of' and 'a little bit of').

### Corrected Learner Examples

*I went with my friends so we could spend a little time together.*

*I had a bit of free time, so I took the bus and I went to my friend's house.*

*I just watch a little bit of TV when I come home from school.*

### Comments

Note that these determiners can be used with uncountable nouns only.

### FORM: 'EITHER', 'NEITHER' + 'OF' + DETERMINER WITH PLURAL NOUNS

[C1] Can use 'either' and 'neither' + 'of' with plural noun phrases or pronouns. ► pronouns

### Corrected Learner Examples

*Either of the measures is recommended and those measures are bound to enhance the company's competitive power.*

*Of course if you are not at all interested in sports, neither of these games will be of any interest to you.*

*However, you forgot to add that neither of us could foresee the rise in the price of wheat.*

### FORM: 'EITHER', 'NEITHER' WITH SINGULAR NOUNS

[C1] Can use 'either' and 'neither' with singular nouns.

### Corrected Learner Examples

*Second, we would draw your attention to the fact that neither party could foresee or predict the recent rise in the price of wheat.*

*In the Czech Republic, somewhere between those two extremes, either way is possible.*

*This way, the toilet can be accessed easily from either floor.*

### Comments

Note that these determiners can be used with singular nouns only.

### FORM: 'LITTLE/FEW'

[B2] Can use modifier + 'little' + uncountable nouns and modifier + 'few' + countable nouns, to indicate a lack of something or not as much as expected of something. ► adverbs

### Corrected Learner Examples

*I spend very little time outside, and I know I do not have enough stamina and strength.*

*We are sick of working hard for so little money.*

*There are so few animals living on the earth today and the pandas have so few places left to live and to eat, so we must try helping these animals.*

**FORM: 'MANY' WITH PLURAL NOUNS, INTERROGATIVE**

[B1] Can use 'many' with plural nouns in interrogative contexts.

**Corrected Learner Examples**

*Have you got many friends in England?*

*[talking about TV] How many channels are there in Britain?*

**Comments**

There is very little evidence of interrogative use because of the lack of spoken data. It may be that in spoken data we see this at lower levels.

**FORM: 'MANY' WITH PLURAL NOUNS, NEGATIVE**

[A2] Can use 'many' with plural nouns in negative contexts.

**Corrected Learner Examples**

*There are n't many tickets.*

*I bought them because I have n't got many winter clothes.*

**FORM: 'MUCH' WITH UNCOUNTABLE NOUNS, INTERROGATIVE**

[B1] Can use 'much' with uncountable nouns in interrogative contexts.

**Corrected Learner Examples**

*How much television do you watch?*

*Do you watch much TV?*

**Comments**

There is very little evidence of interrogative use because of the lack of spoken data. It may be that in spoken data we see this at lower levels.

**FORM: 'MUCH' WITH UNCOUNTABLE NOUNS, NEGATIVE**

[A2] Can use 'much' with uncountable nouns in negative contexts.

**Corrected Learner Examples**

*But we didn't have much money, so we didn't buy many things.*

*I want to sell the television because I haven't got much time to watch it.*

**FORM: 'SO MANY' WITH PLURAL NOUNS**

[A2] Can use 'so many' and 'too many' with plural nouns.

**Corrected Learner Examples**

*We played so many games, like dog and bone, four corners, and many more.*

*We visited so many places, mostly monuments. The weather was perfect.*

*I know, I bought too many things but I liked all of them.*

**FORM: 'SO MUCH', 'TOO MUCH' WITH UNCOUNTABLE NOUNS**

[B1] Can use 'so much' and 'too much' with uncountable nouns.

**Corrected Learner Examples**

*Hello Marina. Unfortunately I have so much work at the moment that I can't help you.*

*My neighbours are making too much noise.*

### Comments

Although there is evidence at A2 with so much fun there is not enough evidence of generalised use with other nouns. e.g. 'I had so much fun'. (2668084\_1; KETfs; Vietnam; A2 WAYSTAGE; 2009; Vietnamese; Pass) |

### FORM: DETERMINER + 'OF' + DETERMINER

[A2] Can use a range of quantifying determiners + 'of' + determiner ('all of', 'some of', 'both of', 'many of', 'any of', number + 'of', 'each of'). ► pronouns: quantity

#### Corrected Learner Examples

*I spent all of my money!*

*Some of my friends gave me books.*

*The competition was very tough because both of the teams were good.*

*Many of my relatives and friends had come.*

*I enjoyed the party. I had invited five of my friends and my family.*

*Without a library card you can't take any of the books with you.*

[B1] Can use an increasing range of quantifying determiners + 'of' + determiner ('half of', 'enough of', 'none of',). ► pronouns

#### Corrected Learner Examples

*In my opinion you should spend half of your holiday with your parents and the other half with your friends: I think this would be the best thing to do.*

*Anyway that's enough of my news!*

*Although I knew which kind of dress I wanted, none of the stores had it.*

### FORM: MODIFYING

[B1] Can modify determiners with adverbs. ► adverbs

#### Corrected Learner Examples

*Because almost all of the programmes are stupid.*

*His name is Richard and since we were just little kids, we've spent nearly every day together.*

### FORM: WITH PLURAL AND UNCOUNTABLE NOUNS

[A2] Can use a range of quantifying determiners ('some', 'any', 'no', 'more', 'a lot of') with both plural nouns and uncountable nouns.

#### Corrected Learner Examples

*I think we should bring some water to drink.*

*I bought them because I don't have any clothes for the summer and I need them!*

*The weather was great. There were no clouds.*

*I want to see that film but I have no time today because I have more work at home.*

*If you want more details, you can call this number.*

*We will meet at my house at 10.15, so we will have more time in the club.*

*We danced, played games and had lots of fun.*

### Comments

Note that these determiners can be used with both plural and uncountable nouns, but not singular nouns; Note also that although some and a lot of are being used at A1 it is only with plural nouns; It is at A2 that they start to be used with with uncountable nouns as well as plural nouns. See note at A1.

[B1] Can use an increasing range of quantifying determiners with both plural nouns and uncountable nouns ('most', 'enough', 'plenty of', 'loads of').

#### **Corrected Learner Examples**

*I'm convinced that most people watch too much TV these days.*

*If you haven't got enough credit on your phone, we can meet at 11 am at the bookshop.*

*I think if we meet at 8 pm, we'll have plenty of time to buy the tickets and some drinks.*

*We went to loads of beautiful places.*

#### **FORM: WITH PLURAL NOUNS**

[A2] Can use an increasing range of quantifying determiners with plural nouns ('all', 'both', 'a few').

#### **Corrected Learner Examples**

*This notice is for all students: we are going to have a concert at school.*

*It was exciting as both teams played well, but India won the match.*

*I'm just writing to say hello, and to tell you a few things.*

#### **Comments**

Note that these determiners can only be used with plural nouns.

[B1] Can use a wide range of quantifying determiners with plural nouns ('several', 'millions of', 'a few of').

#### **Corrected Learner Examples**

*So several days ago we received a complaint.*

*I took it and wished to have millions of dollars.*

*They interviewed a few of the students, the teachers and the headmistress.*

#### **Comments**

Note that these determiners can be used with plural nouns only.

#### **FORM: WITH SINGULAR NOUNS**

[A2] Can use an increasing range of quantifying determiners with singular nouns ('each', 'an', 'one' and numbers).

#### **Corrected Learner Examples**

*The new art class starts next Monday and each class is about 1 hour long.*

*Yesterday I bought three t-shirts: one blue t-shirt, one pink t-shirt and one yellow t-shirt.*

*We have an extra ticket and are wanting you to come.*

#### **Comments**

Note that these determiners can be used with singular nouns only. Note that the use of 'an' as an indefinite article with non-specific reference appears at A1 (see Determiners Articles). At A2 we see an being used here with a numeric reference.

#### **USE: HYPERBOLE**

[C1] Can use determiners in hyperbole, often in informal contexts ('millions of', 'loads of', 'tons of').

### Corrected Learner Examples

*My kitchen is absolutely cramped. I love cooking and despite the fact that I have no space, I managed to fit in a table as well as millions of cookbooks and all the necessary kitchen tools. I'm going to make loads of cookies this year and will give them in nice little boxes to my family and friends.*

*I received tons of plastic ducks every time I had my birthday or some kind of celebration.*

## DISCOURSE MARKERS

### DISCOURSE MARKERS IN WRITING

#### FORM/USE: 'AS YOU KNOW', ORGANISING, MARKING SHARED KNOWLEDGE

[A2] Can use 'as you know' as a discourse marker of shared knowledge.

#### Corrected Learner Examples

*I can't come to your wedding because, as you know, I live in England and on Thursday 18th July I'm going to take the FCE exam.*

*As you know, my parents are leaving home tomorrow night to go to Spain.*

#### FORM/USE: 'SO', SUMMARISING, INFORMAL

[A2] Can use 'so' as a discourse marker to summarise, usually in informal contexts.

#### Corrected Learner Examples

*So, what do you think?*

*[talking about not being able to make it to a party] I have got an appointment with my dentist.*

*So, I'm really sorry about that and I'm getting so sad.*

*I'll be free at 15.00. So, I'll be at your house at 15.30.*

#### Comments

Occurrences of 'so', as a topic changer, are much more common in spoken language, e.g. 'So, anyone interested in going for lunch?'

#### FORM/USE: ADVERBS, STANCE

[B1] Can use adverbs as discourse markers to indicate an attitude or viewpoint.

#### Corrected Learner Examples

*Unfortunately, they filmed only the building and the garden, not the students!*

*Actually, I do not have much time to watch television.*

*Surprisingly, the suitcase was Lucy's.*

#### Comments

There is evidence of this use at A2 but more convincing at B1.

#### FORM/USE: COMPARING

[B2] Can use a range of phrases as discourse markers to introduce a comparison.

### Corrected Learner Examples

*[talking about celebrating New Year] But some countries celebrate on other dates too, like they have Chinese New Year according to their calendar. Likewise, in Nepal New Year is celebrated on 1st of Baishak, which is the start of a new year according to the Nepalese calendar.*

*This group is expected to decrease considerably in the next fifty years. Similarly, the population of children are likely to drop to 11.5% in 2050.*

*When you read a letter from someone, you can imagine and almost feel the emotions of that someone. In the same way, when you read a book, you can feel the author's sensations, travel to distant places or participate in adventures only possible in your imagination.*

### FORM/USE: ORGANISING, ADDING

[B1] Can use a range of words and phrases as discourse markers to add information.

### Corrected Learner Examples

*Moreover the health of our staff and customers is essential.*

*In addition it is wonderful to see the prize that the winner gets at the end, sometimes it is money or a nice holiday.*

*Besides, you're 18 years old and you aren't a baby.*

*What is more, you could go to "Estadio Centerano" to watch football matches and to Maroias to go horseriding.*

*Furthermore, I think that you should do some small exercises during your break, for example you could go running in the morning and evening.*

### Comments

Note that there are 54 instances of items such as 'moreover', 'in addition' and 'besides' at A2; they are mostly from Romance languages, especially French learners. At B1, the frequency is 1,500 and across a wider L1 range.

### FORM/USE: ORGANISING, CONTRASTING

[B1] Can use a range of phrases as discourse markers to introduce contrasting statements.

### Corrected Learner Examples

*On the one hand going to a large school is better for making friends, but on the other hand I think you can learn better in a small school.*

*My new teacher, on the contrary, understands us and I think she is skilful, because during the first lesson she organised a game.*

### Comments

There is evidence of use of other contrasting phrases: 'in contrast' at B2 and 'conversely' at C2.

### FORM/USE: ORGANISING, MARKING NEW KNOWLEDGE, INFORMAL

[B1] Can use 'you see', 'the thing is' as discourse markers to mark new knowledge, usually in informal contexts.

### Corrected Learner Examples

*You see, in the park, you can enjoy fresh air?*

*The thing is, if I could move I'd go to the countryside.*

### FORM/USE: ORGANISING, OPENINGS AND CLOSINGS, FORMAL

[B2] Can use a range of phrases as discourse markers to open and close texts and point to conclusions, often in formal contexts.

### Corrected Learner Examples

*To begin with, I want to ensure that you are going to have a great time with us.*

*For a start, we have lived with books for thousands of years while television is only half a century old.*

*In conclusion, if people in zoos look after the animals, it isn't cruel to keep an animal in zoo.*

*To sum up, I think that whether you use a car or a bicycle depends on several aspects: where you live, when you work, the weather, and also the kind of job you do.*

*In summary I would like to say that the majority of students is willing to help with cleaning, collecting the rubbish or even giving up their cars.*

### FORM/USE: SEQUENCING

[B1] Can use sequencing adverbs as discourse markers to organise text.

### Corrected Learner Examples

*Firstly, we need a good expert to run the course. Secondly, good materials are needed.*

*? Secondly, I know you like a healthy life so if you don't eat too much candy and unhealthy food, you can keep fit easily. And lastly, please believe in yourself, I know you can do it, and don't give up the exercise?*

*Finally, I would be grateful if you would arrange a car from this airport.*

*First of all, I must tell you that it always depends on how badly you want to do something.*

### FORM/USE: SUMMARISING, FORMAL

[B2] Can use a range of phrases as discourse markers to summarise.

### Corrected Learner Examples

*Thus, I would be very grateful if you would send me clear explanations of the following points: firstly, I would like you to specify what ?the normal price? is, and therefore what would be the cost of two nights.*

*Consequently, visiting zoos can help people learn about nature.*

*Hence, there is a great need to improve the situation of those animals so that their life would not become life imprisonment.*

*Therefore, we are likely to enter the market as a pioneer, which will have a lot of benefits.*

### Comments

Even though 'in sum' and 'To sum up' have a summarising function they are very much markers of closings. 'Thus', 'Hence', etc. have more of a clausal summarising function.

### FORM/USE: TEXTUAL REFERENCE

[C1] Can use a range of phrases as discourse markers to point to other parts of a text.

### Corrected Learner Examples

*As mentioned above, it might be possible to negotiate better contracts for your company.*

*I hope this brief note has convinced you to start this club. As mentioned earlier, I have already asked for information.*

*So as shown above, I recommend TELECARS to be our car services supplier because it offers all we need.*

### Comments

As mentioned above/below etc. occurs only 5 times at B1, 35 times at B2 but mostly German speakers. There are no examples of As previously mentioned at C1 and only 1 at C2.

# FOCUS

## FOCUS

### FORM/USE: 'IT' + 'BE' ADJECTIVE + 'THAT' CLAUSE

[B1] Can use 'it' + 'be' + adjective + 'that'-clause for focus.

#### Corrected Learner Examples

*It's great that you have got a new job!*

*It's true that there are one or two programmes that are interesting or funny, but the rest... they're horrible!*

*It's important that you are happy.*

*It is really sad that you have to move to a different area.*

### FORM/USE: 'THE REASON (THAT)', 'THE PLACE (WHICH)' + CLAUSE, SUBJECT

[B2] Can use 'The reason (that)', 'The place (which)' + clause as subject + 'be' for focus. ►  
Relative clauses

#### Corrected Learner Examples

*The reason I am writing is to suggest a few things about our holidays.*

*The reason that I never continued taking lessons is that my school-work became too heavy and the costs of lessons were too expensive for me as a student.*

*The place you need is called "Academiuta".*

*The place we appreciated the most was the Cap Frehel, where nature is still wild and the birds feel at home.*

*The place which has impressed me most of all in my life is Abastumani. (Georgia (Republic of); B2 VANTAGE; 1997; Russian; Pass).*

#### Comments

The thing/person is structure is covered in the relative clauses profile at B1 level, (e.g. The person who sat next to me was her). By B2, a wider range of forms are used as subject.

### FORM/USE: 'THE THING/ FACT/ POINT/ PROBLEM IS (THAT)'

[B2] Can use 'The thing, fact, point, problem, or reason + is (that)' for focus.

#### Corrected Learner Examples

*The reason is I like children, I have experience of looking after disabled people and I like to do things like volunteering.*

*The problem is I know myself, I am always late when I have to leave my house so I need a car to go faster.*

*The fact is that not all animals are able to deal with this.*

*The fact is science needs computers to increase knowledge and businesses need them like the air we breathe.*

*It is true that a lot of accidents are caused by cars. The point is that the car itself does not cause the accident.*

*The thing is, Alison is an eleven-year-old girl who has been, together with her father, left behind by her mother when she was just three.*



### FORM/USE: 'WH-'CLEFT CLAUSE, TITLES

[C1] Can use 'Wh-'cleft clauses as titles or subtitles, to point to something that follows, for focus.

#### Corrected Learner Examples

*Why I think this is a good idea*

*People are sensitive, and when they hear about charities, they always want to help.*

*Why you should choose that event*

*If you fund this event, you will gain in two ways: firstly you will help needy people, and secondly you will be admired.*

*The aim of this is to find out why our biggest customer stopped purchasing from our company.*

*How I investigated. First I started looking on the internet in general.*

*How we could benefit in terms of sales*

*This drink will be taken by athletes of any kind.*

### FORM/USE: 'WHAT' CLEFT CLAUSE

[C1] Can use 'What' + noun or pronoun + verb phrase as subject + 'be', for focus.

#### Corrected Learner Examples

*What we need is a strong publicity campaign, directed at young people.*

*What everyone loved were the special effects and we were very impressed by the use of advanced technological innovations.*

*What companies care about is money and football players help them to earn it.*

*What tourists want is to see the most typical things in England, not a hamburger restaurant or a London musical from the back row in the gallery.*

*What students learn are mostly facts and theories.*

*What I found particularly fascinating about this story is that it is still exciting and thrilling, despite the plot being rather easy to follow.*

### FORM/USE: FIXED EXPRESSIONS, FRONTING

[C1] Can use fixed expressions in the front position for focus.

#### Corrected Learner Examples

*At the end of the day everything is up to you!*

*All in all, the activity week was a nice experience for both students and teachers.*

*All things considered, I would recommend the third proposal as it seems to me that it covers most of the points the students have been complaining about.*

*When it comes down to it, who does not like such a surprise?*

*When you think about it, can we afford a flat in Central London and still have something left with a basic salary?*

#### Comments

Note prepositional phrases are used in a literal sense from A2 (e.g. 'In my house', 'there will be a party'). By C1, there is widespread use of fixed expressions, many of which are prepositional phrases, being used non-literally for focus.

### FORM/USE: FRONTING, ADVERBS

[B1] Can use adverbs in the front position for focus.

### Corrected Learner Examples

*That's my diary, the dearest thing I had. Here I wrote how I felt, what I did, who I met and all my problems.*

*Quickly I opened the envelope, took out a white piece of paper and started to read.*

*Suddenly, the door opened.*

*Outside, it wasn't a sunny day any longer, it was raining a lot.*

### FORM/USE: IMPERATIVES

[C1] Can use imperatives as pointing devices within texts for focus.

### Corrected Learner Examples

*Note the disadvantages of this transfer.*

*Notice the difference in the salary.*

*See the written instructions on the phone for complete instruction.*

### FORM/USE: NON-FINITE WITH '-ED' CLAUSES

[C1] Can use a non-finite subordinate clause with an '-ed' form, before a main clause, for focus, often in formal, academic or business contexts.

### Corrected Learner Examples

*Compared to other European capitals, there has been a lot done to make riding a bike less dangerous and more comfortable in Berlin.*

*Outlined below are some essential reasons which justify my choice and should be seriously considered.*

### FORM/USE: PREPOSITIONAL PHRASES, FRONTING

[A2] Can use prepositional phrases in the front position for focus.

### Corrected Learner Examples

*In the morning, I go to the beach.*

*In my country, the most popular food is Paella, which is a kind of rice with seafood, really tasty.*

*From your house, take the first turning on your left after the roundabout.*

## FUTURE

### FUTURE CONTINUOUS

#### FORM: AFFIRMATIVE

[B1] Can use the affirmative form with 'will' and 'shall'.

### Corrected Learner Examples

*However, I shall be attending class the day after tomorrow and I shall cover the work I miss by copying it from John.*

*We will be waiting for you at the River's Café at 6.30.*

### Uncorrected Learner Examples

*However, I shall be attending class the day after tomorrow and I shall cover the work I miss by copying it from John.*

*We will be waiting for you at the River's Café at 6:30.*

### FORM: AFFIRMATIVE WITH 'WILL'

[A2] Can use the affirmative form with 'will'.

### Corrected Learner Examples

*I'll be waiting for you.*

*We will be starting at 12 o'clock this afternoon.*

### Uncorrected Learner Examples

*I'll be waiting for you.*

*We will be starting at 12 o'clock this afternoon.*

### Comments

Although it is surprising to see this structure at A2, there is a lot of clustering around certain collocations (e.g. 'will be waiting'), and therefore there is enough evidence of its successful use in simple contexts concerning time and place to merit its inclusion at A2.

### FORM: NEGATIVE WITH 'WILL'

[B1] Can use the negative form with 'will' ('won't').

### Corrected Learner Examples

*I would like you to know that I won't be attending your English class next week.*

*I won't be coming because my family and I are going on a tour of London.*

### Uncorrected Learner Examples

*I would like you to know that I won't be attending your English class next week.*

*I won't be coming because my family and I are going on a tour of London.*

### Comments

There are no results in the CLC of the negative form of 'shall'.

### FORM: QUESTIONS

[B2] Can use 'yes/no' and 'wh-' question forms with 'will'.

### Corrected Learner Examples

*Will they be holding any activities at night?*

*Will I be needing any money?*

*What will you be doing in a few years if now you don't even try to do anything?*

### Uncorrected Learner Examples

*Will they be holding any activities at night?*

*Will I be needing any money.*

*What will you be doing in few years if now you don't even try to do anything.*

### Comments

There is no evidence at any level to show use as politeness strategy due to the lack of spoken data.

### **USE: EXPECTATIONS WITH 'MIGHT' OR 'MAY'**

[C1] Can use the future continuous with 'might' or 'may' to talk about an event or activity potentially in progress at a specified or understood time in the future.

#### **Corrected Learner Examples**

*As far as I'm concerned, we should definitely do some additional publicity, particularly for the new offerings which might be coming up.*

*For example, your boss may be calling at 10 pm asking you to prepare a report for next day's meeting.*

#### **Uncorrected Learner Examples**

*As far as I'm concerned, we should definitely do some additional publicity, particularly for the new offerings which might be coming up.*

*For example, your boss may be calling at 10 pm asking you to prepare a report for next day's meeting.*

### **USE: FUTURE ARRANGEMENTS**

[A2] Can use the future continuous with 'will' to talk about an event or action in progress at a specified time in the future.

#### **Corrected Learner Examples**

*Tomorrow please come at 4.30 pm because I'll be working before.*

*Tomorrow I'll be studying in the morning, so you can come at 2.*

#### **Uncorrected Learner Examples**

*Tomorrow please come at 4.30 pm because I'll be working before.*

*Tomorrow I'll be studying on the morning, so you can come at 2:00 or when you finish lunching, I think you should bring some CDs of your collection.*

### **USE: POLITENESS**

[B2] Can use the future continuous with 'will' as a polite question form, in place of the present simple or future simple.

#### **Corrected Learner Examples**

*Will I be needing any money?*

#### **Uncorrected Learner Examples**

*Will I be needing any money.*

#### **Comments**

Use of this structure as a politeness strategy is very low frequency in CLC. It shows use of the structure as a pragmatic device. Examples in the CIC include 'How long will you be staying?' 'Will you be needing anything else?'

## **FUTURE EXPRESSIONS WITH BE**

### **FORM: 'BE ABOUT TO'**

[B2] Can use the present forms of 'be' + 'about to'.

### **Corrected Learner Examples**

*You are not going to believe what I am about to tell you!*

*I'm in a hurry, my class is about to begin.*

*They are to offer the spectators a view of the variety and the beauty of the world we are surrounded by and which we are about to destroy.*

### **Uncorrected Learner Examples**

*You are not going to believe what I am about to tell you!*

*I'm in a hurry, my class is about to begin.*

*They are to offer the spectators a view of the variety and the beauty of the world we are surrounded by and which we are about to destroy.*

### **Comments**

No results for negative form.

### **FORM: 'BE DUE TO'**

[B2] Can use the present form of 'be' + 'due to'.

### **Corrected Learner Examples**

*I am afraid that July is the only appropriate month, because I am due to start work in August.*

*As some of the members of our team are due to be present at a sales promotion programme next Friday, the marketing meeting once scheduled for next Friday is postponed to next Saturday.*

### **Uncorrected Learner Examples**

*I am afraid that July is the only appropriate month, because I am due to start work in August.*

*As some of the members of our team are due to be present at a sales promotion programme next Friday, the marketing meeting once scheduled for next Friday is postponed to next Saturday.*

### **Comments**

No results for negative form. Although B2 seems like a very high level for this feature, there is not enough evidence in the corpus to put it any lower.

### **FORM: 'BE TO'**

[B2] Can use the present form of 'be' + 'to'.

### **Corrected Learner Examples**

*Dear Erica, I am sorry that I cannot attend the meeting at head office as expected, as I am to go on a business trip to New York then.*

*He is to come to Athens next Friday.*

### **Uncorrected Learner Examples**

*Dear Erica, I am sorry that I can not attend the meeting at head office as expected, as I am to go on a business trip to New York then.*

*He is to come to Athens next Friday.*

### **USE: IMMEDIATE FUTURE WITH 'BE ABOUT TO'**

[B2] Can use 'be about to' to talk about the immediate future, often with 'just'.

### Corrected Learner Examples

*I know what you 're about to answer, and moreover you might be right;*

*We're about to introduce a new identity card system in our company.*

*My company has a high reputation for manufacturing healthy foods and we are just about to launch a newly-developed healthy snack for children which requires financial backing urgently.*

### Uncorrected Learner Examples

*I know what you're about to answer, and moreover you might be right; but I'm sure that you don't choose the right option when you work fourteen hours a day.*

*We're about to introduce a new identity card system in our company.*

*My company has a high reputation for manufactorying healthy foods and we are just about to launch a newly-developed healthy snack for children which requires financial backing urgently.*

### Comments

Although there is evidence of this feature at B1, most of those are Business English or occur only in data from Spanish learners.

## USE: OBLIGATIONS AND INSTRUCTIONS WITH 'BE TO'

[B2] Can use 'be to' talk about future obligations and to give instructions.

### Corrected Learner Examples

*[talking about gorillas] We have no right to do so, because they are to be respected as much as any other living form on this planet!*

*They are to have their passports with them.*

*You're to sit in front of the TV and just watch the film.*

### Uncorrected Learner Examples

*We have no right of doing so, because they are to be respected as much as any other living form on this planet!*

*They are to have their passports with them.*

### Comments

No examples with 'be to' for formal events and occasions, e.g. 'The President is to open the new library.'

## USE: SCHEDULES

[B2] Can use 'be due to' and, more formally, 'be to' talk about things that are scheduled or expected.

### Corrected Learner Examples

*Our annual conference for HR managers is due to take place on 10 December 2010.*

*However, the demand for products is still estimated as 'normal' and is due to increase within the next 6 months.*

*I am sorry but we are to leave a bit earlier – at about 16.00.*

### Uncorrected Learner Examples

*Our annual conference for HR managers is due to take place at 10 December 2010.*

*However, the demand for products is still estimated as „normal“ and is due to increase within the next 6 months.*

*I am sorry but we are to leave a bit earlier – at about 16:00.*

## FUTURE IN THE PAST

### USE: 'BE ABOUT TO'

[B2] Can use the simple past form of 'be' + 'about to' (often with 'just') to talk about the immediate future from a point in the past.

### Corrected Learner Examples

*Two days before, I told him that our father was about to buy a brand new car.*

*When I was about to answer the question, I realised that it was not as easy as I had thought.*

*Dear Helen, Believe it or not, I was just about to write you a letter when I received yours.*

*Just as we were about to climb through the broken window, a policeman arrived on the scene.*

### USE: 'BE GOING TO'

[B1] Can use the simple past form of 'be' + 'going to' to talk about the future from a point in the past. ► 'be going to'

### Corrected Learner Examples

*She was going to return it but she saw something very strange, her number was on the screen.*

*She didn't know what was going to happen.*

*We were going to meet two days later in the square next to the centre.*

### USE: 'BE ON THE POINT OF'

[B2] Can use the simple past form of 'be' + 'on the point of' + '-ing' to talk about things that were expected to happen soon after a point in the past.

### Corrected Learner Examples

*In addition, when I was on the point of leaving the office, another phone rang.*

*In fact he simulated his death to escape from the police, who were on the point of catching him for a penicillin racket.*

### Comments

This structure is very low frequency in both CLC and CEC

### USE: 'WOULD'

[B1] Can use 'would' to talk about the future from a point in the past.► 'would'

### Corrected Learner Examples

*I've just bought a new dress, and a beautiful black T-shirt. When I saw them, I thought they would be great for tonight's party.*

*... we thought that the film would be horrible because of the title but when the film started, the story was beautiful and Mauricio and I liked it a lot.*

*As I saw the advert, I knew it would be a lovely birthday present.*

## FUTURE PERFECT CONTINUOUS

### FORM: AFFIRMATIVE

[B2] Can use the affirmative form with 'will'.

#### Corrected Learner Examples

*This summer I will have been working for three years for my company ...*

#### Uncorrected Learner Examples

*This summer I will have been working for three years for my company and last month I was promoted to the Environment Department where I was allowed to use the "Save the Planet" project to take part into the competition.*

#### Comments

Very low frequency item. No results for contracted forms

### FORM: NEGATIVE

#### Comments

No results for negative form or question form, probably due to lack of data

### USE: LOOKING BACK FROM A POINT IN THE FUTURE

[B2] Can use the future perfect continuous to look back to the past from a point in the future and to emphasise the duration of an activity or event.

#### Corrected Learner Examples

*Now I am staying in Hastings in England and this month, I will have been studying English for seven months.*

*I think I could have a holiday just in July because I will have been working for my company for one year by the end of the June.*

#### Uncorrected Learner Examples

*Now I stay in Hastings in England and by this month, I will have been studying English for seven months.*

*I think, I could have an holiday just in July because I will have been working in my previous company for one year by the end of the June and I will have a one month holiday period from my company.*

## FUTURE PERFECT SIMPLE

### FORM: AFFIRMATIVE

[B2] Can use the affirmative form with 'will'.

#### Corrected Learner Examples

*I'm sure I will have learned today's lesson by the next lesson.*

*It seems that the decorative role of clothes will have disappeared by the year 2050.*

#### Uncorrected Learner Examples

*I'm sure I will have learned today's lesson by the next lesson.*

*It seems that the decorative role of clothes will have disappeared by the year of 2050.*

#### Comments

There is no evidence in the CLC of the future perfect simple with 'shall' rather than 'will'.



## FORM: NEGATIVE

[B2] Can use the negative form with 'will'.

### Corrected Learner Examples

*I think that the best time for me to visit Scotland would be in July, because I will not have finished my university exams by June.*

*[talking about a cycling trip] Once we have finished, it we won't have done more than 40 km, and there are just another 10 to get to the Lakeside Inn.*

### Uncorrected Learner Examples

*I think that the best time for me to visit Scotland would be in July, because I will not have finished my university exams by June.*

*Once we have finished it we won't have done more than 40 km and there are just another 10 to get to the Lakeside Inn.*

## FORM: WITH ADVERBS

[C1] Can use the future perfect with adverbs (in the normal mid-position).

### Corrected Learner Examples

*If you have ever read a fairytale by Hans Christian Andersen you will surely have discovered why this man is so famous worldwide.*

*However, sales will possibly have fallen to 5000 units again by the end of the year.*

### Uncorrected Learner Examples

*If you have ever readen a fairytale by Hans Christian Andersen you will surely have discovered why this man is so famous worldwide.*

*However, sales will possibly have fallen to 5000 units again by the end of the year.*

## USE: ASSUMPTIONS

[C1] Can use the future perfect simple with 'will' to make assumptions about the present, particularly with 'you'.

### Corrected Learner Examples

*As you will have heard, this year's work experience programme in Britain was in general a success.*

*All of this is because her book will have included the cultural traditions that go with the dishes.*

### Uncorrected Learner Examples

*As you will have heard, this year's work experience programme in Britain was in general a succes.*

*All of this, is because her book will have included the cultural traditions that go with the dishes.*

## USE: EVENTS COMPLETED IN THE FUTURE

[B2] Can use the future perfect simple with 'will' to talk about something which is expected to be completed (or not completed) by a certain point in the future.

### **Corrected Learner Examples**

*There is no problem if you want to leave at 4.30 pm as the match will have finished by that time.*

*First of all, if you go to work by bicycle every day, at the end of the month you will have saved more money because you won't have spent it buying petrol.*

### **Uncorrected Learner Examples**

*There is no problem if you want to leave at 4.30p.m. as the match will have finished by this time.*

*First of all, if you goes to work by bicycle every day, at the end of the month you will have saved more money because you won't have spent it buying petrol.*

## **USE: POLITENESS**

[C1] Can use the future perfect simple with 'will' as a politeness strategy, often in formal contexts.

### **Corrected Learner Examples**

*[from a formal letter] I hope I will have reassured you.*

### **Uncorrected Learner Examples**

*I hope I will have reassured you.*

### **Comments**

This is very low frequency in the learner data.

## **FUTURE SIMPLE (WITH WILL AND SHALL)**

### **FORM: AFFIRMATIVE 'SHALL'**

[A2] Can use the affirmative form 'shall' with 'I' and 'we'.

### **Corrected Learner Examples**

*I shall come with you.*

*We shall take a bus to the sports centre.*

*We shall go together next year!*

### **FORM: NEGATIVE 'SHALL'**

[C1] Can use the negative form 'shall not'.

### **Corrected Learner Examples**

*However, we shall not forget to mention the legal and social consequences of such a merger to the average employees.*

*Therefore, my client shall not release you from the agreement, which is binding upon both parties.*

### **Comments**

There are only 2 occurrences of 'shan't' in the whole of the CLC, one at B1 and one at C2, therefore this form has been omitted. It may be more a feature of spoken data.

### **FORM: NEGATIVE 'WILL'**

[A2] Can use the negative forms 'will not' and 'won't'.

### **Corrected Learner Examples**

*Without them I will not be able to play football.*

*Can you come at 7 o'clock? I won't be at home before.*

### **FORM: QUESTIONS**

[A2] Can use the question forms of 'will' and 'shall'.

### **Corrected Learner Examples**

*Will you come?*

*And what shall I bring to the party?*

### **USE: FIXED PLANS WITH 'WILL'**

[B1] Can use 'will' to talk about fixed plans, often with timetabled times and dates.

### **Corrected Learner Examples**

*The work will start at 8 a.m. and finish at 2 p.m. The new schedule starts on 1 June.*

*I won't be able to get there at the time we agreed.*

### **USE: OFFERS WITH 'SHALL'**

[A2] Can use 'shall I' to make offers.

### **Corrected Learner Examples**

*Shall I wait for you?*

*Shall I buy you one?*

### **USE: PLANS AND INTENTIONS WITH 'WILL'**

[A2] Can use 'will' to ask about plans and intentions.

### **Corrected Learner Examples**

*Will you have a mobile phone?*

*Will you come by train?*

### **USE: PREDICTIONS WITH 'WILL'**

[B1] Can use 'will' and 'll' to make predictions.

### **Corrected Learner Examples**

*It will be hotter because of global warming.*

*But, if you go on holiday with your parents, there are some advantages too: you will not have money problems and your parents will not worry about you too much!*

*I won't live here in the future, because in March I'm moving to Lima, to study at the university.*

### **USE: REQUESTS WITH 'WILL'**

[A2] Can use 'will' to make requests.

### **Corrected Learner Examples**

*Will you come tomorrow at 6.35 pm to my house?*

*[talking about a parcel] Will you send it for me?*

### **USE: SUGGESTIONS WITH 'SHALL'**

[A2] Can use 'shall we' to make suggestions.

### Corrected Learner Examples

*Shall we go to my friend's house to get it?*

*Shall we go there together?*

#### USE: WILLINGNESS WITH 'WILL'

[A2] Can use 'will' to express willingness.

### Corrected Learner Examples

*My mother will drive us there.*

*... and my elder sister will help us too.*

#### USE: IMMEDIATE PLANS WITH 'SHALL'

[B1] Can use 'shall' with 'I' and 'we' to talk about plans and intentions.

### Corrected Learner Examples

*I promise that I shall cover all the work and give it to you tomorrow.*

*After that, I shall go to the beach.*

*We shall have a meeting regarding this next week.*

## FUTURE WITH BE GOING TO

#### FORM: AFFIRMATIVE

[A2] Can use the affirmative form.

### Corrected Learner Examples

*[about some new jeans] I 'm going to wear them on holiday.*

*It is going to start at half past four.*

*[about the weather] It's going to be hot.*

*We are going to take a taxi to get to the sports centre.*

### Uncorrected Learner Examples

*I'm going to wear them on holiday.*

*It is going to start at half past four.*

*It's going to be hot.*

*We are going to take a taxi to get to the sports centre.*

#### FORM: NEGATIVE

[B1] Can use the negative form.

### Corrected Learner Examples

*I am not going to go to school tomorrow.*

*Also you can do whatever you want because there is not going to be an adult there to stop you.*

### Uncorrected Learner Examples

*I am not going to go to school tomorrow.*

*Also you can do whatever you want because there is not going to be an adult there to stop you.*

### Comments

Results here and elsewhere with 'be going to' are dominated by Romance language speakers.

## FORM: PAST

[B1] Can use the past form of 'be' + 'going to'. ► future in the past

### Corrected Learner Examples

*When we realized it was going to be an extremely hot day, we took water.*

*We were going to meet at 11.30 am but instead we will meet now at 2.30 pm at the same place.*

### Uncorrected Learner Examples

*When we realized it was going to be an extremely hot day we took water.*

*We were going to meet at 11:30 am but instead of it now we will meet at 2:30pm at the same place.*

## FORM: QUESTIONS

[A2] Can use the question form.

### Corrected Learner Examples

*What are you going to wear?*

*What colour paint are we going to use?*

*Are you going to come tomorrow evening?*

### Uncorrected Learner Examples

*What are you going to wear?*

*What colour paint are we going to use?*

*Are you going to come tomorrow evening?*

## FORM: WITH ADVERBS

[B1] Can use 'be' + 'going to' with a limited range of adverbs, after the auxiliary be form, in the normal mid position.

### Corrected Learner Examples

*I know that I 'm never going to forget this moment.*

*Although we are really happy with your new and, maybe, better job, we are really going to miss you.*

### Uncorrected Learner Examples

*I know that I'm never going to forget this moment.*

*Although we are really happy with your new and, maybe, better job, we are really going to miss you.*

[C1] Can use 'be' + 'going to' with an increasing range of adverbs (particularly adverbs of certainty) in the normal mid position.

### **Corrected Learner Examples**

*Mario Soares is already an old man, nearly 70, who is probably going to finish his active political life in 2 or 3 years.*

*As the new store is going to be the first and only one in Moscow, and, to make matters worse, it is going to be located close to our most successful outlet, it is undoubtedly going to have a detrimental effect on our company.*

*Additionally, many British people stay at "Tall Trees Campsite", so I guess we would be forced to speak English all the time, which is also great because it is surely going to help us to improve our English skills.*

### **Uncorrected Learner Examples**

*Mario Soares is already an old man, nearly 70, who is probably going to finish his active political life in 2 or 3 years.*

*As the new store is going to be the first and only one in Moscow, and, to make matters worse, it is going to be located close to our most successful outlet, it is undoubtedly going to have a detrimental effect on our company.*

*Additionally, many British people stay at "Tall Trees Campsite", so I guess we would be forced to speak English all the time, which is also great because it is surely going to help us to improve our English skills.*

### **USE: FUTURE IN THE PAST**

[B1] Can use the past form of 'be going to' to refer to the future from a point in the past. ►  
future in the past

#### **Corrected Learner Examples**

*She didn't know what was going to happen.*

*We were going to meet two days later in the square next to the centre.*

#### **Uncorrected Learner Examples**

*She didn't now what was going to happen.*

*We were going to meet two days later in the square next to the centre.*

### **USE: INTENTIONS**

[A2] Can use the affirmative and question forms of 'be going to' talk about plans and intentions.

#### **Corrected Learner Examples**

*I'm going to use pink paint.*

*My mum is going to take us by car.*

*What time are you going to come? And what are you going to bring?*

#### **Uncorrected Learner Examples**

*I'm going to use pink paint.*

*My mum is going to take us by car.*

*What time are you going to come? and what are you going to bring?*

[B1] Can use the negative form of 'be going to' to talk about plans and intentions.

### Corrected Learner Examples

*I'm not going to be able to meet you next Tuesday, because I have to go to the dentist at 5.30.*

*I'm sure I'm not going to live in Kutná Hora forever.*

### Uncorrected Learner Examples

*I'm not going to be able to meet you next Tuesday, because I have to go to the dentist at 5.30.*

*I'm sure I'm not going to live in Kutná Hora forever.*

### USE: PLANS IN THE PAST

[B1] Can use the past form of 'be going to' (often followed by 'but') to talk about a plan, sometimes one that may have changed.

### Corrected Learner Examples

*We were going to get married two months ago but we broke up and I really didn't know why.*

*We were going to have a cup of coffee on Tuesday morning, do you remember?*

### Uncorrected Learner Examples

*We were going to get married two months ago but we broke up and I really didn't know why.*

*We were going to have a cup of cofee on Tuesday morning, do you remember?*

### USE: PREDICTIONS

[B1] Can use 'be going to' with an increasing range of verbs to make predictions.

### Corrected Learner Examples

*I think you're going to like it.*

*And don't you think you are going to miss your parents?*

*I think I am going to enjoy that class.*

*I think that I am not going to sleep tonight because tomorrow is an exciting and interesting day.*

*As a matter of fact, apart from teenagers programmes and children's cartoons, there is not much to watch, and this is not going to teach you many things about life!*

### Uncorrected Learner Examples

*I think you're going to like it.*

*And don't you think you are going to miss your parents?*

*I think I am going to enjoy that class.*

*I think that I am not going to sleep tonight because tomorrow is an exciting and interesting day.*

*As a matter of fact, except teenagers programms and childreen's cartoons, there is not much to watch, and this is not going to teach you many things about life!*

### USE: PREDICTIONS WITH 'BE'

[A2] Can use 'be going to' with 'be' to make predictions.

### Corrected Learner Examples

*I think this Saturday is going to be a nice day.*

*It's going to be fantastic.*

*It is going to be great fun.*

*You should wear comfortable clothes because you are going to be hot.*

### Uncorrected Learner Examples

*I think this Saturday is going to be a nice day.*

*It's going to be fantastic.*

*It is going to be a great fun.*

*You should wear comfortable clothes because you are going to be hot.*

### USE: REPORTING

[B1] Can use the past form of 'be going to' as the reported form. ► reported speech

### Corrected Learner Examples

*Fortunately, he was told his boss was going to be a bit late, so he had some time to go back home.*

*I was very worried but at the end he called me and told me he and his family were fine and that he was going to arrive tomorrow.*

### Uncorrected Learner Examples

*Fortunately, he was told his boss was going to be a bit late, so he had some time to go back home.*

*I was very worried but at the end he called me and told me he and his family were fine and that he was going to arrive tomorrow.*

## PRESENT CONTINUOUS FOR FUTURE USE

### FORM: WITH 'AS SOON AS'

[B1] Can use the present simple with 'as soon as' to refer to the future.

### Corrected Learner Examples

*I'm planning to move as soon as I finish college because job opportunities in my area aren't good.*

*I will let you know as soon as I get the exact date.*

### Uncorrected Learner Examples

*To say the truth, I'm planning to move as soon as I finish college because job opportunities in my area aren't good around here, though I know I'm going to miss my friends and my family a lot.*

*we are expecting the film to be shown next weekend, I will let you know as soon as I get the exact date.*

### FORM: WITH 'BY THE TIME'

[C1] Can use the present simple with 'by the time' to refer to the future.

### Corrected Learner Examples

*... by the time he gets home, he will just want to go straight to bed.*

*By the time you arrive the information office at the airport will be closed, as at 11.00 o'clock a full day strike will start.*

### Uncorrected Learner Examples

*By the time he gets home, he will just want to go straight to bed.*

*By the time you arrive the information office at the airport will be closed as at 11.00 o'clock a full day strike will start.*



## Comments

Note that there aren't many time conjunctions – they are quite a closed set, but their use with the present simple for future does develop as you move up the levels.

### FORM: WITH 'WHEN'

[A2] Can use the present simple with 'when' to refer to the future.

#### Corrected Learner Examples

*I'll tell you more when I meet you.*

*Can you, please, call me when you find it?*

#### Uncorrected Learner Examples

*I'll tell you more when I meet you.*

*Can you, please, call me when you find it?*

### USE: 'HOPE'

[A2] Can use the present simple with 'I hope' to talk about hopes and wishes for the future.

#### Corrected Learner Examples

*I hope you enjoy your holiday too.*

*I hope you come to visit me soon.*

#### Uncorrected Learner Examples

*I hope you enjoy your holiday too.*

*I hope you come to visit me soon.*

### USE: FUTURE ARRANGEMENTS

[A2] Can use the present continuous with a limited range of verbs to talk about future arrangements.

#### Corrected Learner Examples

*I'm working this Saturday and Sunday morning.*

*We are having the meal at 7pm.*

*They are going back on 20th July.*

#### Uncorrected Learner Examples

*I'm working this Saturday and Sunday morning but you can come on Sunday evening at 5:00.*

*We are having the meal at 7.00 pm.*

[B1] Can use the present continuous with an increasing range of verbs to talk about future arrangements.

#### Corrected Learner Examples

*I'm attending my grandmother's funeral tomorrow.*

*We're expecting a child very soon.*

*The movie is starting at 8 o'clock.*

#### Uncorrected Learner Examples

*We are expecting a child very soon therefore would be great to have at least one room more.*

*The movie is starting at eight o'clock.*

[B2] Can use the present continuous with a wide range of verbs to talk about future arrangements.

**Corrected Learner Examples**

*We're throwing a party for fun on 5th January.*

*She is joining the course on Friday.*

**Uncorrected Learner Examples**

*We are throwing a Party for fun on the fith of January 2004.*

*She is joining the course on Friday and likes it very much.*

**USE: QUESTIONS ABOUT THE FUTURE**

[A2] Can use the present continuous with a limited range of verbs to ask about future plans.

**Corrected Learner Examples**

*[talking about a Rolling Stones concert] Are you coming?*

*[talking about a party] It starts at 6. When are you coming?*

*[asking about holidays] Where are you going?*

**Uncorrected Learner Examples**

*Are you coming?*

*It starts at 18:00. When are you coming?*

*Where are you going?*

[B1] Can use the present continuous with an increasing range of verbs to ask about future plans.

**Corrected Learner Examples**

*Are you visiting my country on your next holiday?*

*Why are you moving to a different area?*

**Uncorrected Learner Examples**

*Are you visiting my country next holiday?*

*And why are you moving to a different area?*

[B2] Can use the present continuous with a wide range of common verbs to ask about future plans.

**Corrected Learner Examples**

*So are you planning to visit Japan then?*

*When is the festival starting and when is it finishing?*

*What kind of seminar materials are you providing?*

**Uncorrected Learner Examples**

*So are you planning to visit Japan then!?*

*Can you write me when is the festival starting and when is it finishing?*

*What kind of seminar materials are you providing?*

**Comments**

Note that the range of verbs increases, but only across common verbs that are associated with lower levels. There is very little lexical development going on, which could be related to task effect.

## USE: SUGGESTIONS, OBLIGATION

[C1] Can use the present simple after speech act verbs expressing suggestions and obligation.

### Corrected Learner Examples

*We would suggest that our management takes a closer look.*

*I recommend that we go to the theatre in Ginza where "Miss Saigon" is on.*

*Moreover, we insist that the agreement between you is legally binding ....*

### Uncorrected Learner Examples

*I recommend that we go to see the theatre in Ginza where "Miss Saigon" is on.*

*Moreover, we insist that the agreement between you is legally binding so without the consent of United Wheat Shippers you can't release yourself from the obligations to it and my client is not going to give you such consent.*

## USE: TIMETABLES AND PLANS

[A2] Can use the present simple to talk about timetabled events in the future.

### Corrected Learner Examples

*[Talking about a film] It begins on 8 o'clock in the evening.*

*The class is on Monday. It starts at 6:00 pm and finishes at 7:00 pm.*

### Uncorrected Learner Examples

*It begins on 8 o'clock in the evening.*

*The class is on Monday. It starts at 6:00 pm and finishes at 7:00 pm.*

# MODALITY

## ADJECTIVES

### FORM/USE: 'IF'-CLAUSE + 'POSSIBLE', POLITENESS

[B1] Can use 'if-' clauses + 'possible', as a politeness strategy.

### Corrected Learner Examples

*If it is possible I would like to pay by credit card.*

*If possible, please re-deliver the same goods right now.*

*I'm not free at 6 so I'd change it to 9 if it's possible.*

*If it's possible, could you send the cards to my office in London?*

*I would prefer the 15th of July if it is possible.*

*The opening hours are quite convenient but, if possible, I would like the pool to open a bit earlier – at 8.30 am, for example.*

### Uncorrected Learner Examples

*If it is possible I would like to pay by credit card.*

*If possible, please re-deliver the same goods through another road line right now.*

*I'm not free at 6 so I'd change it to 9 if it's possible.*

*If it's possible, could you send the card's to my office in London?*

*I would prefer the 15th of July if it is possible.*

*The opening hours are quite convenient but, if possible, I would like the pool to open a bit earlier – at 8.30 am, for example.*

### Comments

In spoken language especially, 'if it is possible' is sometimes tagged on after a statement and often ellipsed to 'if possible'.

### FORM/USE: 'IT' + 'BE' + ADJECTIVE + INFINITIVE, HEDGING, EMPHASIS

[B1] Can use 'it' + 'be' + adjective + 'to' + infinitive, to make an assertion more or less direct.

#### Corrected Learner Examples

*Our sales department staff are heavily involved in several international projects, so it is necessary to improve their foreign language skills.*

*But sometimes it's essential to do what your parents want you to do.*

*In the centre of town it is possible to do more activities after school.*

*[talking about a computer problem] It was impossible to install the system.*

#### Uncorrected Learner Examples

*It seems clear to me that swimming is good for the whole body.*

*It is obvious that some people prefer reading books.*

*It is possible that we can be educated by TV.*

*It seems obvious that it is not necessary.*

### Comments

This structure avoids the use of a personal subject + modal verb, therefore making the assertion less direct, e.g. it's essential to do what your parents want ... vs You have to do what your parents want ... There is a tendency to use It is possible/ necessary to instead of a modal verb – this could be due to L1 transfer.

### FORM/USE: 'IT' + LINKING VERB + ADJECTIVES + ('THAT') CLAUSE, FOCUS

[B2] Can use 'it' + linking verb + adjective + ('that') clause as a focusing device.

#### Corrected Learner Examples

*It is clear that we can't live without computers today.*

*It seems obvious that this oil comes from the gas station.*

*Computers became part of the human life style because they help us to make our lives easier, but it is clear that we should never depend on machines to handle our lives.*

*Due to the introduction of a new staff appraisal form, it is crucial that you take part.*

*It's obvious you can't ride forty kilometres twice a day, unless you're very sporty.*

*It is essential that you know the advantages of our new product in order to sell this bag efficiently.*

#### Uncorrected Learner Examples

*You are bound to leave for home with plenty of good memories.*

*They are unlikely to arrive on Friday.*

*We are sure to increase our turnover and at least our profit.*

*Whenever money is involved, some problems are likely to happen.*

*She was sure to have heard a shot.*

*[Talking about animals in zoos] They're obliged to live in small and uncomfortable cages.*

### FORM/USE: 'IT' + LINKING VERB + ADJECTIVES + CLAUSE, HEDGING

[B2] Can use 'it' + linking verb + adjective + ('that') clause to make an assertion less direct.

### **Corrected Learner Examples**

*It does not seem possible that we can live without any private life.*

*It is likely that by reading books we will learn some new words and phrases so that we will be able to write better.*

*It is possible that only one computer will do this.*

### **Uncorrected Learner Examples**

*It does not seem possible that we can live without any private life.*

*It is likely that by reading books we will learn some new words and phrases so that we will be able to write better.*

*It is possible that only one computer will do this.*

## **FORM/USE: MODIFYING ADJECTIVES, EMPHASIS**

[C1] Can modify adjectives with adverbs, often for emphasis.

### **Corrected Learner Examples**

*It is painfully obvious that it will rescue our city from the pollution and fumes that cars are producing.*

*[talking about stolen goods] It is highly unlikely that the goods can vanish from your warehouse without that being noticed.*

### **Uncorrected Learner Examples**

*It is painfully obvious that it will rescue our city from pollution and fumes that cars are producing.*

*[Talking about stolen goods] It is highly unlikely that the goods can vanish from your warehouse without being noticed.*

## **FORM/USE: MODIFYING ADJECTIVES, HEDGING**

[C1] Can modify adjectives with degree adverbs, often to make an assertion less direct.

### **Corrected Learner Examples**

*If you want to come earlier or if there's a public transport strike (which is quite probable), you will have to take a taxi.*

*It is almost certain that we'll have fights in the future but we will probably overcome them.*

### **Uncorrected Learner Examples**

*If you want to come earlier or if there's a strike of public transport (which is quite probable) you will have to take a taxi.*

*It is almost certain that we'll have fights in the future but we will probably overcome them.*

## **FORM: 'BE' + 'SURE' + CLAUSE**

[A2] Can use 'I' + 'be' + 'sure' + clause.

### **Corrected Learner Examples**

*I'm sure I can beat you at chess.*

*I am not sure what I want to do but I am sure we will find something to do.*

*I'm sure that you will love it.*

### Uncorrected Learner Examples

*I'm sure I can beat you in chess.*

*I am not sure what i want to do but I am sure we will find something to do.*

*I'm sure that you will love it.*

### Comments

There are only examples with 'I am sure' at A2 and elsewhere. 'We are sure' emerges at B2. 'We are certain' come in at C1. First person use is to be expected as one usually makes assertions in the first person, unless reporting.

### FORM: 'IT' + 'BE' + 'IMPORTANT' + CLAUSE

[B1] Can use 'it' + 'be' + 'important' + ('that') clause.

### Corrected Learner Examples

*It's important that you take breaks and don't work all the time.*

*It's important that you eat healthy food.*

*I think it's important that you analyze each point to decide what to do.*

### Uncorrected Learner Examples

*It's important that you make breaks and don't work all the time.*

*It's important that you make breaks and don't work all the time.*

*It's important that you eat healthy food.*

*I think it's important that you analyze each point to decide what to do.*

### Comments

Important is not considered a modal adjective but the structure (important + (that) clause) creates the modal meaning. At this level the grammatical structure is there, but it is not until B2 that there is a robust and widespread use of the structure with adjectives expressing both obligation and degrees of certainty.

### FORM: 'IT' + 'BE' + ADJECTIVE + 'FOR' + OBJECT + INFINITIVE

[B1] Can use 'it' + 'be' + adjective + 'for' + object + 'to' + infinitive.

### Corrected Learner Examples

*If you have to choose between two schools, I think it's important for you to know what they're like.*

*It's impossible for me to meet with you at six o'clock.*

*It is important for everyone to attend this meeting.*

*[talking about not missing class] It's essential for me to go because I think I can't study physics by myself.*

### Uncorrected Learner Examples

*Our sales department staff is heavily involved in several international projects, so it is necessary to improve their foreign language skills.*

*But sometimes it's essential to do what your parents want you to do.*

*At the other side in the centre of town it is possible to do more activities after school.*

*[talking about a computer problem] It was impossible to install the system.*

### FORM: 'IT' + LINKING VERB + ADJECTIVES + CLAUSE

[B2] Can use 'it' + linking verb + adjective + ('that') clause.

### Corrected Learner Examples

*It seems clear to me that swimming is good for the whole body.*

*It is obvious that some people prefer reading books.*

*It is possible that we can be educated by TV.*

*It seems obvious that it is not necessary.*

### Uncorrected Learner Examples

*If you have to choose between two schools I think it's important for you to know how they are.*

*It's impossible for me to meet with you at six o'clock.*

*It is important for everyone to attend this meeting.*

*[Talking about not missing class] It's essential for me to go because I think I can't study physics by myself.*

### FORM: SUBJECT + 'BE' + ADJECTIVE + 'TO' + INFINITIVE

[B2] Can use pronoun or noun + 'be' + adjective + 'to' + (past) infinitive.

### Corrected Learner Examples

*They are unlikely to arrive on Friday.*

*We are sure to increase our turnover and at least our profit.*

*Whenever money is involved, some problems are likely to happen.*

*If you see a movie, it is likely to have been made with computers.*

### Uncorrected Learner Examples

*It is clear that we can't live without computers today.*

*It seems obvious that this oil comes from the gas station.*

*Computers became part of the human life style because they help us to make our lives easier, but it is clear that we should never depend on machines to handle our lives.*

*Due to the introduction of a new staff appraisals form it is crucial that you take part.*

*It's obvious you can't ride twice a day forty kilometers, unless you're a great sportive.*

*It is essential that you know the advantages of our new product in order to sell this bag efficiently.*

## ADVERBS

### FORM/USE, 'POSSIBLY', POLITENESS

[B1] Can use 'could' + subject + 'possibly' to make requests more polite.

### Corrected Learner Examples

*Could I possibly see you at 3.30?*

*Could you possibly recommend what action should be taken?*

### Uncorrected Learner Examples

*Could I possibly see you at 3.30?*

*Could you possibly recommend what action should be taken?*

### FORM/USE: 'NOT NECESSARILY'

[C1] Can use 'not necessarily' to express a possible exception to a general perception, i.e. not in every case.

### Corrected Learner Examples

*As a conclusion, I want to say that while what we wear doesn't necessarily define who we are, it does play a big part in it.*

*This is not necessarily the way the older generation would see it though.*

### Uncorrected Learner Examples

*As a conclusion, I want to say that, while what we wear doesn't necessarily define who we are, it does play a big part in it.*

*This is not necessarily the way the older generation would see it though.*

## FORM/USE: EMPHASIS

[B1] Can use an increasing range of adverbs, for emphasis.

### Corrected Learner Examples

*If I were you I'd certainly choose not to go with your parents.*

*I will certainly ring you on Friday.*

*Well, with the job you've got, you obviously can't keep fit.*

*For these reasons, I definitely recommend staying in a city.*

### Uncorrected Learner Examples

*If I were you I'd certainly choose not to go with your parents.*

*I will certainly ring you on Friday.*

*Well, with the job you got, you obviously can't keep fit.*

*For these reasons, I definitely recommend staying in a city.*

### Comments

All of these are adverbs with an epistemic meaning. See C1 FORM/USE: ADVERBS, 'NOT NECESSARILY' for information on 'necessarily'.

## FORM/USE: MID POSITION, HEDGING OR EMPHASIS

[A2] Can use adverbs in mid position or after main verb 'be', to modify an assertion, either through hedging or emphasis. ► adverbs: position

### Corrected Learner Examples

*It is probably in the sitting room on the table.*

*You should probably wear a T-shirt and shorts, with sneakers.*

*[talking about painting] It's definitely going to get messy.*

### Uncorrected Learner Examples

*It is probably in the sitting room on the table.*

*You should probably wear a T-shirt and shorts, with sneakers.*

*[Talking about painting] It's definitely going to get messy.*

### Comments

Although there is an example here at A2 of modal verb + modal adverb ('You should probably wear a T-shirt'), the evidence is only with 'should probably' at this level. There is strong evidence at B1 for other modal verbs + modal adverbs.

## FORM/USE: MODAL VERB + MODAL ADVERB, HEDGING OR EMPHASIS

[B1] Can use modal verb + modal adverb to modify an assertion, either through hedging or emphasis.



### Corrected Learner Examples

*Next year you can surely go somewhere with your friends.*

*You should probably bring sun block, because it's going be hot, and some food of course.*

*In my opinion if you decided to go to a large school in the centre of town, you would certainly meet a lot of cool people and you'd probably find it great.*

### Uncorrected Learner Examples

*Next year you can surely go somewhere with your friends.*

*I know that you are a calm and also shy person, so you may probably prefer going to a small school.*

*You should probably bring a sun block lotion, because it's going be hot, and some food of course.*

*In my opinion if you decide to go tot a large school in the centre of town, you would certainly meet a lot of cool people and you'd probably find it great.*

## FORM/USE: RESPONSE TOKENS

[C1] Can use 'not necessarily' as a short response.

### Corrected Learner Examples

*Presents. Strips, bows, paper-wrapping. Thinking of Christmas? Not necessarily.*

### Uncorrected Learner Examples

*Presents. Strips, bows, paper-wrapping. Thinking of Christmas? Not necessarily.*

### Comments

There is very little evidence of this because of the lack of spoken data.

## FORM: CLAUSE POSITION

[A2] Can use adverbs of certainty and possibility ('maybe', 'perhaps'), before a clause or ellipited clause. ► adverbs: position

### Corrected Learner Examples

*I think I left my phone there, maybe in your kitchen.*

*Maybe we could visit that park you told me about or play at your house.*

*I want to buy new trousers and, perhaps, a T-shirt.*

*There you can dance, eat, drink and meet new friends (or perhaps a girlfriend).*

*Perhaps it's in the kitchen under the table.*

### Uncorrected Learner Examples

*I think I left my phone there, maybe in your kitchen.*

*Maybe I can help you somthing, maybe you need help for example.*

*Maybe we could visit that park you told me about or play at your house.*

*I want to buy new trousers and, perhaps, a T-shirt.*

*There you can dance, eat, drink and meet new friends (or perhaps a girlfriend).*

*Perhaps it's in the kitchen under the table.*

*Perhaps you should bring another clothes.*

## CAN

### FORM/USE: PAST NEGATIVE, DEDUCTIONS

[C1] Can use 'can't' or 'cannot have' + '-ed' to make deductions.

### Corrected Learner Examples

*I live with my partner and we can't have used so much electricity.*

*...it cannot have been such a disappointment.*

*The air-conditioning cannot have been working properly as the coach was too cold.*

### FORM: NEGATIVE QUESTIONS

[B1] Can use the negative question forms in main clauses and question tags.

### Corrected Learner Examples

*Can't you go with your parents some time and with your friends later?*

*Why can't she visit them alone and I can relax at the beach?*

*You can ask your parents what they think you should do, can't you?*

### FORM: PASSIVE

[C1] Can use 'can' in passive reporting clauses in a more formal impersonal style (e.g. for reports and academic contexts), such as 'It can be said that', 'It can be argued (that)', 'It can be concluded that', 'It can be considered'. ► passives

### Corrected Learner Examples

*It can be argued, looking at the figures, that the company should consider withdrawing from the heater market.*

*Taking everything into account, it can be concluded that the current training course is very useful for our company.*

*As for marriage and relationships, it can be said that women who have a job, nowadays, do not quit it after marriage.*

### FORM: WITH ADVERBS

[B1] Can use 'can' with a limited range of adverbs (including 'also', 'always', 'even', 'just', 'only', 'really', 'still') in the normal mid position after the modal verb. ► adverbs

### Corrected Learner Examples

*You can also write postcards and letters to your friends.*

*I can only tell you what I think about it, because you have to decide.*

*I can't even remember the girl's face.*

*The trouble is that I can't really afford it.*

[B2] Can use 'can' with an increasing range of adverbs (including 'easily', 'hardly', 'now', 'probably', 'sometimes', 'still') in the normal mid position after the modal verb or after the subject in questions. ► adverbs

### Corrected Learner Examples

*In case you need them, I can easily provide references.*

*On the other hand you can hardly imagine an evening when you are sitting in your armchair, the tea is on the table and you are reading your favourite novel on a computer screen.*

*As you read her book, you can probably imagine what kind of personality she has got, and after finishing it, you will be more cheerful than before.*

[C1] Can use a wide range of adverbs with 'can' in the normal mid position after the modal verb). ► adverbs

### Corrected Learner Examples

*Only those who live with their relatives can fully understand how essential is the role of your parents, sisters, aunts...*

*Miss Sylvia Ann Powers is a good friend of mine for over six years, so I can honestly say that I know her personality fairly well.*

### Comments

Adverb use really increases at the C levels, not in terms of the range of different adverbs but the frequency of their use.

### USE: EMPHASIS

[C1] Can use expressions with 'can' or 'can't' to give focus or add emphasis, such as 'as you can see', 'I can't say', 'I can tell you that', 'as you can imagine', 'I can say that', 'I can assure you that'.

### Corrected Learner Examples

*So, as you can see, there are no serious consequences for us, so far.*

*I can't say I was very impressed with the level and the way the classes were given.*

*About my country, I can tell you that we went through a great number of wars in the last century...*

### USE: GENERAL TRUTHS AND TENDENCIES

[B1] Can use 'can be' to talk about general truths and tendencies.

### Corrected Learner Examples

*... spending an entire summer without your friends can be very boring.*

*Sitting all day long in front of a computer can be very stressful.*

*The centre of town can be more dangerous and noisy.*

[B2] Can use 'can' to talk about general truths and tendencies.

### Corrected Learner Examples

*...some young people can feel bored when they have to walk a lot and look at [...] very old things.*

*Too much work can cause "stress" and heart problems.*

### USE: GUESSES AND PREDICTIONS

[B2] Can use the negative forms of 'can't' and 'cannot' to guess, predict and deduce.

### Corrected Learner Examples

*You look very pale and you can't be feeling well.*

*I think that it can't be true.*

*[talking about someone suspected of being a criminal] He can't be; he is too young.*

*It cannot be any good for these animals to be taken away from their natural surroundings.*

### USE: PERMISSION

[A2] Can use 'can' to give and refuse permission or talk about what is forbidden.

### Corrected Learner Examples

*You can wear anything you want.*

*You can't bring your mobile phone.*

*You cannot wear jeans or flip-flops.*

## USE: REPROACHES AND APPEALS

[B2] Can use negative forms of 'can' to make reproaches or appeals.

### Corrected Learner Examples

*You can't forget your friends.*

*...he can't go on behaving like this.*

*Please, listen, you can't go on studying so hard.*

*You have to realise that you cannot work all the time: your body needs some rest.*

*Can't you see how exhausted you are?*

## USE: SURPRISE

[B1] Can use 'can you believe' to express surprise.

### Corrected Learner Examples

*They invented a robot which plays football, can you believe this?*

*It cost me £50! Can you believe that! It was expensive but worth it!*

## COULD

### FORM: AFFIRMATIVE

[A2] Can use the affirmative form.

### Corrected Learner Examples

*You could come by bus, and we could meet at the bus station.*

*We could go to the museum near Cibeles.*

### FORM: NEGATIVE

[A2] Can use the negative form.

### Corrected Learner Examples

*[talking about a party] Too bad you couldn't come.*

*I couldn't close the window.*

*?he was ill, so he could not go to the game.*

### FORM: PAST

[B2] Can use 'could' have + '-ed'.

### Corrected Learner Examples

*In fact it could have been dangerous but it became funny and also an embarrassing moment in my life!*

*What could have happened?*

*I must confess that our teacher couldn't have picked anyone better to do it.*

### FORM: QUESTIONS

[A2] Can use the question form.

### Corrected Learner Examples

*Could you help me?*

*Could we meet on Friday afternoon?*

## USE: ABILITY

[A2] Can use the negative form of 'could' to talk about inability.

### Corrected Learner Examples

*[talking about the key to an office] I couldn't work without it.*

*I couldn't buy the T-shirt because it was too expensive, but the other things were very nice and quite cheap, so I bought them.*

[B1] Can use the affirmative form of 'could' to talk about ability.

### Corrected Learner Examples

*? she could hear a man talking, he was giving her orders?*

### Comments

In both the NS data and the learner data, past ability with affirmative 'could' is relatively low freq. The negative form 'couldn't' for (in)ability is much more common.

### USE: CRITICISM

[C1] Can use 'could have' + '-ed' form to express disapproval or criticism.

### Corrected Learner Examples

*Since your travel company chose a hotel that far from the city, I think that you could have arranged entertainment at the hotel.*

*? for the money they had paid, you could have given them a better service (hotel, restaurant and evening entertainment).*

### USE: PAST POSSIBILITY

[B2] Can use affirmative 'could' have + '-ed' to talk about past possibility.

### Corrected Learner Examples

*Alice was disappointed that her mother could have phoned her but she did not.*

*I think that all these problems could have been avoided and that asking my money back is the best way of forgetting that evening.*

*I was grateful to them because the ticket was so expensive that I couldn't have bought it.*

### USE: PAST SPECULATION

[B2] Can use 'could have' + '-ed' to speculate about the past.

### Corrected Learner Examples

*I thought perhaps a thief could have entered my house.*

*? she could have ruined everything I had been preparing for almost four weeks.*

*If he had mugged her, who could have saved her?*

### USE: PERMISSION

[B1] Can use 'could I' to seek permission.

### Corrected Learner Examples

*I am in the basketball team of my school and tomorrow there is an important game. Could I take the class that I will miss on Saturday?*

*?my mother went to the shop and bought the game. She said: "David, I have got something for you" ? I said, ?Could I play with it now, please??*

### USE: POSSIBILITY

[B1] Can use 'could' to talk about possibility.

### Corrected Learner Examples

*But believe me, it could be really fun to have a talkative person as your friend, he or she will give you good laugh at anytime!*

*Could this really happen? Could he really be there, in that dark café ??*

### USE: REGRET

[B2] Can use 'could have' + '-ed' to talk about regrets.

### Corrected Learner Examples

*I wish I could have stayed, especially to help the children.*

*[someone reflecting on their performance as part of a team at work] I could have listened more to my team members and learned from the experienced ones.*

### USE: REPORTED SPEECH

[B2] Can use 'could' as the past form of 'can' in reported speech.

### Corrected Learner Examples

*I told them I couldn't go because I didn't have money, I wasn't honest!*

*The woman said she could put me up if I wanted, and led me to a house nearby.*

### USE: REQUESTS

[A2] Can use 'could' to make requests.

### Corrected Learner Examples

*Could you help me to paint my bedroom?*

*I left my umbrella in your house yesterday. ? Could you bring it to school tomorrow, please?*

### USE: SUGGESTIONS

[A2] Can use 'could' with a limited range of verbs to make suggestions.

### Corrected Learner Examples

*We could have dinner after that, if you want.*

*If you want to visit an interesting place near Paris, you could go to Versailles.*

*We could take the bus, or we could ask my parents to take us there.*

[B1] Can use 'could' with an increasing range of verbs to make suggestions.

### Corrected Learner Examples

*?you could become a member of a gym.*

*We could meet in the nice cafe next to your house and have a coffee.*

*I'm afraid that I need to change the time of our meeting. Could it be at 5.30 pm?*

## DARE

### FORM/USE: 'I DARE SAY'

[C1] Can use the fixed expression 'I dare say' to say that something is probably true.

### Corrected Learner Examples

*I feel that I have a huge responsibility trying to choose only one option, but I dare say that the last option may be the best one.*

*I must express my concern about some facilities, like the student study centre and the canteen, which I dare say needs improvement.*

### Comments

See comment at B2 'affirmative'

### FORM: AFFIRMATIVE

[B2] Can use affirmative form dare + infinitive without to.

#### Corrected Learner Examples

*I can cook if you dare eat it!*

### Comments

LOW FREQUENCY ITEM. There is very little use of 'dare' as a semi-modal in CLC even at C2 level. Most examples are dare as main verb not functioning as a modal verb. |At C level there is lots of evidence of 'dare' + 'to' inf and lots of errors with 'dare' + '-ing'

### FORM: NEGATIVE

[B2] Can use negative form dare not and daren't + infinitive without to.

#### Corrected Learner Examples

*[talking about a restaurant] But many local people dare not go to Lily, because it is too expensive.*

### Comments

LOW FREQUENCY ITEM: There are very few examples of 'dare not' and 'daren't' in the CLC. See also comment at B2 'affirmative'.

### FORM: QUESTION

[C1] Can use the question form.

#### Corrected Learner Examples

*Dare we run the risk of even one child or adult turning to violent crime because they think it is ok?*

### Comments

See comment at B2 'affirmative'

### USE: 'HOW DARE ...!'

[C1] Can use 'how dare ... !' to express disapproval or offense about something

#### Corrected Learner Examples

*How dare people say that we don't practice sport!  
... how dare you say that this event was a complete failure!*

### Comments

See comment at B2 'affirmative'

### USE: BRAVADO

[B2] Can use semi-modal 'dare' to talk about being brave enough to do something.

#### Corrected Learner Examples

*Some people object that I have to put up with the rain and other inconveniences, but I think that they are rather jealous because they daren't give up their car.*

## Comments

LOW FREQUENCY ITEM: There are very few examples of 'dare not' and 'daren't' in the CLC. See also comment at B2 'affirmative'

## EXPRESSIONS WITH BE

### FORM/USE: 'BE MORE/LESS LIKELY', COMPARISON

[B2] Can use '(much) more/less' to modify 'likely' in a comparison.

#### Corrected Learner Examples

*In case of an accident, one is more likely to be badly injured when riding a bicycle.  
Since they are more and better educated when they leave school at 18 years old, their minds are more mature and they are more sensible. They are more likely to have better jobs and a better life, and much less likely to cause problems to other people.*

#### Uncorrected Learner Examples

*In case of an accident one is more likely to be badly injured when riding a bicycle.  
Since they are more and better educated when they leave school at 18 yrs old, their minds are more mature, they are more likely having better jobs and better life and much less likely to cause crimes and proplems to other people.*

### FORM/USE: 'WILL BE ABLE TO'

[A2] Can use 'will' + 'be able to' + infinitive to talk about possibility and ability.

#### Corrected Learner Examples

*Will you be able to come this time?  
[talking about contact lenses] Without them I will not be able to play football.  
If you need a musical instrument, I can bring my guitar but unfortunately I won't be able to play it because I have never learned it.*

#### Uncorrected Learner Examples

*Will you be able to come this time?  
[talking about contact lenses] Whithout them I will not be able to play football.  
If you need a musical instrument, I can bring my guitar but unfortunately I won't be able to play it because I have never learn it.*

## Comments

There are also four instances of 'would be able to' at A2, compared to over 70 instances of 'will be able to'.

### FORM/USE: HEDGING

[C1] Can use 'be' + 'not' + adjective + 'that-' clause to make an assertion less direct.

#### Corrected Learner Examples

*[talking about a town near a dump where people cannot open their windows] I am not certain that they have got used to it.  
[talking about distractions while studying] It's not likely that you'll make progress.  
As you can see, I'm really in favour of this plan but I'm not sure that the council has anticipated everything.*



### Uncorrected Learner Examples

*[Talking about a town near a dump where people cannot open their windows] I am not certain that they have got used to it.*

*[Talking about distractions while studying] It's not likely that you'll make progress.*

*As you can see, I'm really in favour of this plan but I'm not sure that the council has anticipated everything.*

### FORM/USE: IMPERATIVE

[B2] Can use the imperative form 'be sure to', to express obligation.

### Corrected Learner Examples

*If you cannot attend, be sure to inform me in advance.*

*Be sure to contact me for any further information.*

### Uncorrected Learner Examples

*If you cannot attend, be sure to inform me in advance.*

*Be sure to contact me for any further information.*

### Comments

There are no instances of the imperative with 'certain' in the CLC. This tallies with the NS data where there is only one instance of Be certain to in the BNC written.

### FORM: 'BE' + ADJECTIVE + 'THAT'

[B2] Can use 'be' + 'obvious/sure/likely/certain' followed by a 'that'-clause.

### Corrected Learner Examples

*It is about 1000 years old, so I am sure that you will find it fascinating to see it.*

*It was obvious that I would be late to work.*

*It is likely that by reading books we will learn some new words and phrases so that we will be able to write better.*

*It is certain that our state-of-the-art LCD will be well received and make great profits.*

### Uncorrected Learner Examples

*It is about 1000 years old, so I am sure that you will find it fascinating to see it.*

*It was obvious that I would be late at my work.*

*It is likely that by reading books we will learn some new words and phrases so that we will be able to write better.*

*It is certain that our state-of-the-art LCD will be well received and make great profits.*

### Comments

Examples here are with both a human subject 'I am sure that' and 'it' + adjective, for example 'It's obvious that', since the grammatical pattern is the same.

### FORM: 'BE' EXPRESSIONS

[B1] Can use a limited range of expressions with 'be' + infinitive ('be allowed to', 'be supposed to', 'be able to') with present and past forms of 'be' and with modal 'will'.

### Corrected Learner Examples

*First of all, if you are allowed to go out of the building in your break, you should do it.*

*Perhaps you will be allowed to go on holiday with your friends next year.*

*The film is supposed to start at 7.00 pm so we'd better meet at 6.30 pm. See you there!*

*I was supposed to be meeting my friend Laura but she didn't come.*

*I am sorry but I am not able to meet you next Tuesday.*

*We were able to choose the songs ourselves and so I liked them very much.*

### Uncorrected Learner Examples

*First of all if you are allowed to go out of the building in your break you should do it.*

*Perhaps you will be allowed to go on holiday with your friends next year.*

*The film is supposed to start at 7.00 pm so we'd better meet at 6:30 p.m. See you, there!*

*I wasn't supposed to be here I was supposed to be meeting my friend Laura but she didn't come.*

### Comments

Note interesting use of future in the past I 'wasn't supposed to be here I was supposed to be meeting my friend Laura but she didn't come'. (France; B1 THRESHOLD; 2009; French; Pass)

### FORM: 'BE' EXPRESSIONS + INFINITIVE

[B2] Can use the full range of expressions with 'be' + infinitive ('be likely to', 'be due to', 'be meant to', 'be bound to', 'be sure to', 'be certain to', 'be obliged to') with present and past forms of 'be' and with modal 'will' .

### Corrected Learner Examples

*People who read books are likely to be more knowledgeable.*

*I'm bound to feel nervous.*

*According to our new marketing strategy, we are sure to increase our turnover and our profit.*

*[talking about a new job] I am due to start on Monday 4 June.*

*I would like to inform you that as of 1st of June all operational staff will be obliged to use identity cards.*

*Sleepy and unwilling to take part of the conference, I was obliged to spend the evening listening to the soft voice of a man who was famous for his boring performances.*

### Uncorrected Learner Examples

*People who read books are likely to be more knowledgable since they get informed.*

*I'm bound to feel nervous.*

*According to our new marketing strategy we are sure to increase our turnover and at least our profit.*

*[talking about a new job] I am due to start on Monday 4 June.*

### FORM: MODAL WITH 'BE ABLE TO'

[B1] Can use a range of modal verbs + 'be able to' + infinitive.

### Corrected Learner Examples

*After finishing school, you might be able to hang out with your friends.*

*If we could meet in Switzerland, we should be able to finish the project on the 20th June.*

*I'd be able to take walks without even worrying about inhaling polluted air.*

### Uncorrected Learner Examples

*After finishing school, you might be able to hang out with your friends.*

*If we could meet in Switzerland, we should be able to finish the project on the 20th June.*

*I'd be able to take walks without even worrying about inhaling polluted air.*

### Comments

Possibly due to the range of tasks, many of the examples are found in the context of business exams at B1. The range of examples is greater in general exams at B2.

### USE: 'BE ABLE TO', PAST

[B1] Can use 'was able to', 'were able to' to talk about facts in the past.

### Corrected Learner Examples

*[about a bus journey] She was able to get a good seat and she unexpectedly got to school early.*

*... sales had increased recently because of the good performance of our staff so we were able to improve the quality of our products ...*

### Uncorrected Learner Examples

*[about a bus journey] She was able to get a good seat and she unexpectedly got to school early.*

*We were able to choose the songs ourselves and so I liked them very much.*

*... sales had increased recently because of the well performance of our staff so we were able to improve the quality of our products ...*

### USE: 'BE ALLOWED TO', PERMISSION

[B1] Can use 'be allowed to' to talk about permission.

### Corrected Learner Examples

*My mother went with me on this trip because I wasn't allowed to go by myself.*

*You won't be allowed to do what you want and you won't enjoy yourself.*

### Uncorrected Learner Examples

*My mother went with me on this trip because I wasn't allowed to go by myself.*

*Perhaps you will be allowed to go on holiday with your friends next year.*

*You won't be allowed to do what you want and you won't enjoy yourself.*

### USE: 'BE BOUND TO', CERTAINTY

[B2] Can use 'be' (+ modifier) 'bound to' to talk about something certain or inevitable.

### Corrected Learner Examples

*I assure you that it is bound to be popular with different clients, especially young people and white-collar workers.*

*It is hardly possible to catch a cold when travelling by car in rain which is almost bound to happen while riding a bicycle.*

*To sum up, where many people get together, problems are bound to arise.*

### Uncorrected Learner Examples

*I assure you that it is bound to be popular with different clients, especially those young people and the white-collar.*

*It is hardly possible to catch a cold when travelling by car in rain which is almost bound to happen while riding a bicycle.*

*To sum up, where many people get together, problems are bound to arise.*

### Comments

Note that at B2 learners can modify these adjectives, for example, 'almost bound', 'quite certain'...

### USE: 'BE DUE TO', 'BE TO', SCHEDULES

[B2] Can use 'be due to' and, more formally, 'be to' to talk about things that are scheduled or expected.

### Corrected Learner Examples

*I have attached the ... company law directive enacted 2 years ago and which is due to be implemented by 2008.*

*The programme was due to start at midday.*

*I am sorry that I cannot attend the meeting at head office as expected, as I am to go on a business trip to New York then.*

*I was to take exams in two weeks and had to study hard.*

### Uncorrected Learner Examples

*I have attached the ... company law directive enacted 2 years ago and which is due to be implemented by 2008.*

*The programme was due to start at midday*

*I am sorry that I can not attend the meeting at head office as expected, as I am to go on a business trip to New York then.*

*I was to take exams in two week and had to study hard ...*

### Comments

The 'be to' form is very low frequency in the CLC and the NS corpus.

### USE: 'BE FORCED TO', OBLIGATION

[B2] Can use 'be forced to' to talk about an unnamed obligation, where the circumstances are beyond the control of the speaker/writer.

### Corrected Learner Examples

*I don't like to be forced to do something that I don't want to do.*

*Due to decreasing sales over the last months, we are forced to cut the budget.*

### Uncorrected Learner Examples

*I don't like to be forced to do something what I don't want to do.*

*Due to decreasing sales over the last months we are forced to cut the budget*

### USE: 'BE LIKELY TO', PROBABILITY

[B2] Can use 'be' (+modifier) 'likely to' to talk about probability.

### **Corrected Learner Examples**

*And whenever money is involved, some problems are likely to happen.  
I am very likely to make mistakes which I would like to avoid.*

### **Uncorrected Learner Examples**

*And whenever money is involved, some problems are likely to happen.  
I am very likely to make mistakes which I would like to avoid.*

### **USE: 'BE MEANT TO', IDEAL STATES**

[B2] Can use 'be meant to' to talk about ideal states.

### **Corrected Learner Examples**

*Animals are meant to be free, and man should be very careful about interfering with nature.  
Primary school is meant to be there so that you build all the basics of your education.*

### **Uncorrected Learner Examples**

*Animals are meant to be free, and man should be very careful to interfere with nature.  
Primary school is meant to be there so that you built all the basics of your education.*

### **Comments**

There are 2.6 per million occurrences of 'be meant to' in CLC but in BNC there are only 0.2 per million occurrences.

### **USE: 'BE OBLIGED TO', OBLIGATION**

[B2] Can use 'be obliged to' to talk about an external obligation, especially in institutional contexts.

### **Corrected Learner Examples**

*The Sales Representatives are obliged to participate.  
By January 2 everybody is obliged to have a parking permit when using the company car park.  
They were obliged to give up their house.*

### **Uncorrected Learner Examples**

*The Sales Representatives are obliged to participate.  
By January 2 everybody is obliged to have a parking permit when using the company car park.  
They were obliged to give up their house.*

### **Comments**

There are a lot of instances of be obliged to where the grammatical structure is correct but is being used incorrectly to talk about a self-imposed obligation, e.g. I am obliged to admit having already caught a cold. Not obliged to doesn't appear until C1, probably due to lack of opportunity of use. We are not obliged to stay in the office waiting for calls. (SfLL2; C1; Arabic)

### **USE: 'BE SET TO', ASSERTION**

[C1] Can use 'be set to' to talk about strong assertion about the future, especially in institutional contexts.

### **Corrected Learner Examples**

*The turnover of our company is set to increase dramatically after the establishment of the e-shop, which itself requires little investment.  
The population of children is set to plummet to 11.5% and that of working people also to 46.2% in 2050.*

### **Uncorrected Learner Examples**

*The population of children (0 to 14) is set to decrease to 37% and the population of senior citizens is set to increase to 5.7%*

*This report is set to compare TELECARS and STREETLIGHT CABS in order to select a proper taxi firm for our company.*

### **Comments**

This pattern is used especially in business contexts.

### **USE: 'BE SUPPOSED TO', HEARSAY**

[B2] Can use 'be supposed to' to talk about hearsay or supposition.

### **Corrected Learner Examples**

*That woman is supposed to have killed her husbands (at least two), because she wanted their money.*

*The lake is supposed to be very beautiful.*

### **Uncorrected Learner Examples**

*That woman is supposed to have killed her husbands (at least two), because she wanted their money.*

*The lake is supposed to be very beautiful.*

### **USE: 'BE SUPPOSED TO', OBLIGATION, EXPECTATION**

[B2] Can use 'be supposed to' to talk about expectation or obligation.

### **Corrected Learner Examples**

*However, the show is only on the 14th of March, the same day we are supposed to go to a Science Museum.*

*Our travels are supposed to provide us with pleasure, knowledge and new experiences.*

*I have bought some disks but I don't know what I am supposed to do with them.*

*I was supposed to explain to them what they had to do.*

### **Uncorrected Learner Examples**

*However, the show is only on the 14th of March the same day we are supposed to go to a Science Museum.*

*Travels are supposed to provide us with pleasure, knowledge and new experiences.*

*I have bought some disks but I don't know what I am supposed to do with them.*

*I was supposed to explain to them what they had to do.*

### **USE: 'BE SUPPOSED TO', PAST EXPECTATION**

[B1] Can use 'was supposed to', 'were supposed to' to refer to past or future arrangements which may not have happened or may change.

### **Corrected Learner Examples**

*I am really sorry, but I will have to make some changes to my trip. I was supposed to arrive on 11th June 2003, but I will arrive the next month.*

*It was supposed to be on Tuesday at 1.00pm.*

*We were supposed to meet at noon with some friends, but they called her to ask if we could meet at the restaurant.*

### Uncorrected Learner Examples

*I am really sorry, but I will have to make change for my trip, I was supposed to arrive on 11th June 2003, but I will arrive the next month.*

*It was supposed to be on Tuesday at 1:00pm.*

*We were supposed to meet at noon with some friends, but they called her to ask if we could meet at the restaurant.*

### USE: 'BE SURE/CERTAIN TO'

[B2] Can use 'be sure to', 'be certain to' to talk about certainty.

### Corrected Learner Examples

*A person that will act in that way is sure to be successful.*

*Furthermore, by bicycle, you don't spend your time in traffic-jams and you are sure to arrive at work on time.*

*The market for this product is not yet fully developed, but we are certain to attract more and more people, especially students.*

### Uncorrected Learner Examples

*A person that will act in that way is sure to be successfull.*

*Furthermore, by bicycle, you don't spend your time into traffic-jams and you are sure to arrive at work in time.*

*The market of this product is not yet fully developed, but we are certain to attract more and more people, especially students.*

## HAVE (GOT) TO

### FORM/USE: 'I HAVE TO ADMIT'

[B1] Can use the fixed expression 'I have to admit' for emphasis.

### Corrected Learner Examples

*I have to admit that I watch a lot of TV, specially movies and soap operas, I love them.*

*I have to admit that it is a very difficult choice.*

### FORM: AFFIRMATIVE

[A2] Can use the affirmative forms.

### Corrected Learner Examples

*This weekend I have to go to a party.*

*We'll meet at four o'clock because my mom has to go to the Shopping Centre then.*

*You have got to bring a cap for the sun.*

*For the art lessons we've got to bring a rubber, two pencils and some colour pencils.*

### FORM: INFINITIVE

[B1] Can use 'have to' as an infinitive form.

### Corrected Learner Examples

*I am going to have to buy new curtains.*

*I'm sorry to have to change the time of our meeting next Tuesday.*

*I'd hate to have to choose between family and friends.*

### FORM: NEGATIVE

[A2] Can use the negative forms.

### Corrected Learner Examples

*You don't have to bring many things with you.*

*About the transport, you do not have to worry as my daddy can drop us at the sports centre.*

*We haven't got to bring anything with us.*

### FORM: QUESTIONS

[A2] Can use the question forms.

### Corrected Learner Examples

*What do you have to wear?*

*What do we have to bring?*

*Do you have to wear a skirt?*

*Have you got to bring a pencil?*

### Comments

LOW FREQUENCY ITEM. There are very few instances of the question form at any level, possibly due to task effect or absence of spoken data.

### USE: OBLIGATION

[A2] Can use 'have (got) to' to talk about obligations.

### Corrected Learner Examples

*The concert starts at midnight but we have to go before then because we have got to buy our tickets.*

*You have to bring your swimming costume.*

### USE: SUGGESTION

[B2] Can use 'you (have) got to' to make a strong suggestion.

### Corrected Learner Examples

*If you think you have seen almost everything in this world, you've got to see this museum.*

*[talking about a famous actor] You have to see at least one of her films ... I think if you haven't seen her films, you haven't lived at all!*

*You have to relax. You should try to live. You don't know what's going on around you.*

*The main thing to remember is that there many possibilities but you have to try to find them and not just say: "I want to work and earn money".*

## MAY

### FORM/USE: 'MAY WELL'

[C1] Can use 'may well' to give emphasis to something unexpected.

### Corrected Learner Examples

*I think they may well come to an agreement on these payment problems.*

*In general a week's work experience is a good way for a high school student to get familiar with the world of work. It may well be that after leaving school they become our employees.*

### FORM/USE: PAST AFFIRMATIVE

[B2] Can use 'may have' + '-ed' to talk about possibility in the past.



### Corrected Learner Examples

*I think that he may have forgiven me for that accident ... !*

*As you may have noticed, there has been a delay setting up the new computer system.*

*[talking about buying something online] Another disadvantage is that you may have received the wrong size or colour.*

*Now, you may have seen your beautiful blue vase is not in your room any more; I broke it ...!*

### FORM/USE: PAST NEGATIVE

[C1] Can use 'may not have' + '-ed' to talk about possibility in the past.

### Corrected Learner Examples

*The percentage of Dutch people eating a big, hot breakfast may not have been as high as of English people, but it has certainly reduced.*

*Apart from the income from both partners, it helps them meet other people thereby acquiring other skills they may not have obtained by staying or working from home.*

### FORM: AFFIRMATIVE

[A2] Can use the affirmative form.

### Corrected Learner Examples

*[talking about clothes] So I may need them.*

*I think it may be dirty.*

### FORM: NEGATIVE

[B1] Can use the negative form.

### Corrected Learner Examples

*I knew I may not meet him again.*

*I realise that may not be the best way of resolving your problem.*

*They may not even have internet in the countryside!*

### FORM: QUESTIONS

[B1] Can use the question form with 'I'.

### Corrected Learner Examples

*May I give you a short presentation on 17th December?*

*May I ask you about my accommodation?*

*May I ask you if our company will receive the usual 10% discount?*

### FORM: WITH ADVERBS

[B1] Can use 'may' with a limited range of adverbs (most commonly 'also') in the normal mid-position after the modal verb. ► adverbs

### Corrected Learner Examples

*I may also ask you for another favour....*

*Why don't you try going to the gym before work? It may also help you release stress?*

[B2] Can use 'may' with an increasing range of adverbs (most commonly 'even', 'only', 'already', 'never', 'just', 'sometimes') in the normal mid-position after the modal verb. ► adverbs

### Corrected Learner Examples

*When you're reading books, you may even find words you don't know and if you're an interested person, you will try to find out what it means, thus improving your vocabulary. Think of all the children living in cities, they may never get the chance to come near any animals at all.*

### USE: COMMAND

[B2] Can use 'may I' to make a polite request, command or suggestion in formal contexts.

### Corrected Learner Examples

*May I have your attention please?*

*May I ask you to use e-mail or postal services whenever possible?*

*In terms of how we are going to travel around while we are there, may I suggest that we use the two bicycles that are at the house?*

### USE: FOCUSING

[B2] Can use 'may' in phrases such as 'you may know', or 'as you may have' + '-ed' to focus the reader on shared knowledge.

### Corrected Learner Examples

*I usually take more than one book because, as you may know, it takes many hours to get there.*

*As you may have heard, I am going to change to the engineering department.*

*As you may have understood, the best opportunity to take photos will be during the performance, but you might also find backstage photos interesting.*

### USE: OPINION

[B2] Can use 'may ... but' to express an unexpected point of view.

### Corrected Learner Examples

*This may surprise you but I've managed to lose some weight, which I'm proud of.*

*[talking about cleaning musical instruments] You may think that it is quite boring but it is not.*

### USE: PERMISSION

[B1] Can use 'may I' to ask for permission.

### Corrected Learner Examples

*May I be your guide while you stay here?*

*May I borrow your bike?*

### Comments

There are lots of examples of 'may' being used at A2 in a permission context which are structurally correct but pragmatically wrong, e.g. 'You may come to my house at 6 p.m.'

### USE: POLITE REQUEST

[B2] Can use 'may I' to make a polite request for permission.

### Corrected Learner Examples

*Sir, may I come in?*

*May I ask you if your special offer will be still available in September?*

*May I speak to Miss Wright, please?*

## USE: POSSIBILITY

[A2] Can use 'may' to talk about weak possibility referring to the present and the future.

### Corrected Learner Examples

*[talking about an important document] It may be in our room inside my bag.*

*... bring some money with you. We may need it.*

*[talking about buying clothes for the summer] And the weather may be hot.*

## MIGHT

### FORM: AFFIRMATIVE

[A2] Can use the affirmative form.

### Corrected Learner Examples

*The weather might be hot and sunny.*

*I think it might be in your bedroom.*

### FORM: NEGATIVE

[B1] Can use the negative form.

### Corrected Learner Examples

*I like to wear a shirt and pants. It might not be very fashionable, it might look simple, but that's the way I like it.*

*I think that people watch too much TV these days and in a way this mightn't be such a good thing.*

### FORM: PAST AFFIRMATIVE

[B1] Can use 'might have' + '-ed'.

### Corrected Learner Examples

*[talking about an unusual sound] It might have been our neighbours' cat.*

*They might have been right, but I don't agree with them.*

*He might have seen us.*

*In years past, you might have gone straight from school to your family's farm or joined your parents in the factory they worked in.*

### FORM: PAST, NEGATIVE

[C1] Can use 'might not have' + '-ed'.

### Corrected Learner Examples

*First of all, not 45 but only 35 stalls were promised, meaning the disappointment you mentioned might not have been as bad as you, or whoever gave you the information, thought it was.*

### FORM: QUESTIONS

[C1] Can use the question form.

### Corrected Learner Examples

*Could it be possible that your company sent me the wrong bill, or might it be the bill from the last person who lived in my house?*

*Might it not be a good idea to change the travel company you are working with next time?*

### USE: CONSOLING OR JUSTIFYING

[C1] Can use 'might' followed by 'but' to console or justify.

#### Corrected Learner Examples

*The argument that fashion reflects people's attitudes and behaviour might sound superficial, but on closer examination it turns out to be true.*

*The idea of going to work-out to keep fit might be tedious sometimes but the majority of young people are interested in taking up an activity these days.*

*All in all, it might not have been a huge success, but people enjoyed themselves.*

*You might not have been able to "change the world" but maybe you have made a difference to one or two people.*

### USE: FOCUS

[B1] Can use 'might' in phrases, such as 'as you might know', 'have already heard', to focus the reader on shared knowledge.

#### Corrected Learner Examples

*As you might know, nobody came here until Wednesday afternoon.*

*As you might know, I've been very busy recently taking my exams.*

*As you might have noticed, I broke your beautiful vase which was in the hall.*

*As you might have already heard, there is a delay with the setting of the new computer system.*

### USE: POLITE CRITICISM

[C1] Can use the question form to make polite criticisms and suggestions.

#### Corrected Learner Examples

*Last but not least, might it not be wise if you had more trips ...?*

*Also might I suggest that we have more exiting publicity for the club?*

*As for the musicals running in London, might I suggest that you arrange for seats where one can both see and listen?*

### USE: POSSIBILITY

[A2] Can use 'might' to talk about weak possibility.

#### Corrected Learner Examples

*My dad isn't working that day, he might take us.*

*[talking about something that is missing] It might be on the computer table.*

### USE: POSSIBILITY IN THE PAST

[B1] Can use 'might have' + '-ed' to talk about possibility with a past reference.

#### Corrected Learner Examples

*Many things might have led to these changes.*

*I thought that a burglar might have broken into our house.*

[C1] Can use 'might not have' + '-ed' to talk about possibility with a past reference.

### Corrected Learner Examples

*The survey, mentioned in the local newspaper yesterday, might not have asked an accurate sample of people.*

*Even though things might not have gone as you expected or as you would like them to have, we have to remind you we are dealing with charity here.*

### USE: REPORTED SPEECH

[B1] Can use 'might' as the past form of 'may' in indirect reports.

### Corrected Learner Examples

*... my parents said it might be the last holiday where we are all together.*

*[talking about a lottery ticket] Lisa thought it might be a lucky one so she showed it to her Dad.*

### USE: SUGGESTIONS

[B1] Can use 'might' to make polite suggestions and give advice.

### Corrected Learner Examples

*The park is a great place for picnic. It has lots of trees, a beautiful view and fresh air. You might need to bring some food and drink.*

*I really don't know what you should do, but I think that you might talk with your parents.*

## MUST

### FORM: AFFIRMATIVE

[A2] Can use the affirmative form.

### Corrected Learner Examples

*You must wear your sports shoes and you must also bring your racket!*

*I must be back at 10.15.*

### FORM: ELLIPSIS

[B1] Can use 'must' with the following verb ellipsed where the previous main verb is understood.

► ellipsis

### Corrected Learner Examples

*You must! It's amazing!*

*To sum it up, right now, I take care of her because I must!*

[B1] Can use ellipsed 'must' without a subject. ► ellipsis

### Corrected Learner Examples

*[at the end of a letter] Must go now.*

*Must be really difficult for you.*

### Comments

Ellipsis is more typically found in spoken language than written language.

### FORM: NEGATIVE

[A2] Can use the negative forms.

### Corrected Learner Examples

*... you mustn't forget to buy some strawberry juice for us.*

*You must not wear a white colour shirt, you can only wear a dark colour shirt.*

### FORM: PAST AFFIRMATIVE

[B2] Can use 'must have' + '-ed'.

### Corrected Learner Examples

*When I realized that he must have forgotten, I called him up.*

*We had lots of fun learning how to ski. It was pretty hard at the beginning. I must have fallen about fifty times.*

### FORM: QUESTIONS

[B2] Can use the question form.

### Corrected Learner Examples

*Is it possible to use the prize next year or must I cancel my trip to India?*

*Finally, how much money must I bring with me?*

### Comments

Example no.2: note that NS would more commonly use should in this context

### FORM: WITH ADVERBS

[B1] Can use 'must' with a limited range of adverbs (most commonly 'also') in the normal mid position after the modal verb. ► adverbs

### Corrected Learner Examples

*I must also do the FCE practice test because I will have the FCE test soon.*

*... first you must always watch what you eat ...*

[B2] Can use 'must' with an increasing range of adverbs (including 'all', 'never', 'strongly', 'first') in the normal mid position after the modal verb. ► adverbs

### Corrected Learner Examples

*To sum up, we must all act immediately because the existence of humanity may be in danger.*

*But there is one, just one thing we must never forget: we have to be authentic.*

*[talking about a guide book] In addition I must strongly recommend you add something about nightlife.*

### USE: CONCESSIONS

[B2] Can use the fixed expression 'I must admit' or 'you must admit' to express concession.

### Corrected Learner Examples

*On the other hand you must admit that not all ready-made meals taste really good and often they are not as healthy as fresh ones.*

*However, I must admit that I completely agree with Chris and consider the mountain road too daring to try.*

### USE: DEDUCTIONS AND CONCLUSIONS

[B1] Can use 'must' to guess and deduce, most commonly with 'it must be', or 'you must be'.

### Corrected Learner Examples

*Second, it must be boring for you to sit at a computer all day.  
[talking about moving to another town] You must be so nervous.*

### Comments

This is a good example of a meaning which is much more common in the native speaker corpus than in the learner corpus. This is almost certainly because of teaching sequences: ELT classes overwhelmingly teach 'must' for obligation.

[B2] Can use the perfect form of 'must' to make deductions about the past.

### Corrected Learner Examples

*Of course, India must have changed a lot since Jules Verne wrote his book, but I think that its charm remains.  
I must have looked awful because she asked me whether I was all right.*

### USE: EMPHASIS

[B2] Can use the fixed expression 'I must say' to give emphasis, usually about something positive.

### Corrected Learner Examples

*I must say that I'm most delighted to have you here with us, Mr. Saramago, and it's with enormous pleasure that my students will hear your words.  
As I like music a lot I went to as many concerts as possible, and I must say that they were superb.*

### USE: INVITATIONS

[B1] Can use 'must' to make invitations.

### Corrected Learner Examples

*You must come and stay in our house too.  
You must come and see this restaurant!*

### USE: OBLIGATION AND NECESSITY

[A2] Can use 'must' with a limited range of pronouns ('I' and 'you') to talk about obligation and necessity.

### Corrected Learner Examples

*[talking about a mobile phone] It is very important to me because I must call my parents.  
I will be at school, so you must arrive at 3 pm. You must take your towel, jeans and t-shirt with you.  
I mustn't be late.  
You mustn't forget your swimsuit.*

[B1] Can use 'must' (with a wide range of pronouns and nouns) to talk about obligation and necessity.

### Corrected Learner Examples

*[talking about something the speaker has found] She took it and said we must go and find him.  
Your parents must learn to let you live your own life ...*

[B2] Can use 'must' to ask about obligation and necessity.

#### **Corrected Learner Examples**

*Is it possible to use the prize next year or must I cancel my trip to India?*

*Finally, how much money must I bring with me?*

#### **USE: RULES**

[B2] Can use the negative forms of 'must' to talk about what is not permitted.

#### **Corrected Learner Examples**

*You must not hit them or punish them without good reason if you do not want them to become your worst enemy.*

*They must not write on the walls.*

*In school for example, you mustn't talk during lessons, and you have to be on time.*

#### **USE: SUGGESTIONS**

[B1] Can use 'must' to make strong, encouraging suggestions.

#### **Corrected Learner Examples**

*This club has been opened for just two weeks. I mean we must see it.*

*[talking about a day out] We must do that again, don't you think?!*

*Rome is really fantastic and you must go there!*

### **NEED**

#### **FORM: NEGATIVE**

[B2] Can use the negative form.

#### **Corrected Learner Examples**

*You needn't worry about where we can stay.*

*... when I send an e-mail, I need not worry about the time.*

*You needn't go out jogging in the evening because you have already had your exercise.*

#### **Comments**

Use of 'need' as a lexical verbs appears at lower levels (see EVP), but this profile looks only at 'need' as a semi-modal. 'Needn't' and the question form are both very low frequency. There are no examples with affirmative 'need'.

#### **FORM: PAST, NEGATIVE**

[C1] Can use 'needn't have' + '-ed'.

#### **Corrected Learner Examples**

*You needn't have bought me anything!*

*However, you needn't have bothered so much.*

#### **USE: OBLIGATION AND NECESSITY**

[B2] Can use 'needn't to' talk about a lack of obligation.

#### **Corrected Learner Examples**

*I like summer so much because the weather is hot and we needn't wear a jacket.*

*[talking about preparing for a party] As for the music, you needn't worry about it.*



## OUGHT

### FORM/USE: DESIRED STATES, WITH 'THERE OUGHT TO BE'

[C1] Can use 'there ought to be' to talk about desired states of affairs.

#### Corrected Learner Examples

*The rooms were dirty, there was no room service and there ought to be a lift since the rooms were on the 4th floor.*

*... we came to the conclusion that there ought to be some changes to the club's publicity.*

*I think there ought to be more excursions and guided tours.*

### FORM/USE: EMPHASIS, WITH 'REALLY'

[C1] Can use 'ought to' with 'really' to add emphasis.

#### Corrected Learner Examples

*Moreover, you really ought to ask for details about the timetable they've set for schooling hours, just to be sure that it fits the way of studying you are accustomed to.*

*This is what almost everyone thinks, but we really ought to think a little bit more about it.*

*One really ought to know the interests, wishes and demands of the receiver.*

### FORM/USE: PAST, AFFIRMATIVE

[C1] Can use 'ought to have' + '-ed' to refer to desired states of affairs in the past.

#### Corrected Learner Examples

*Another point, which I think ought to have been better managed, was the boat trip on the Thames.*

*However, the expert that I have consulted claims that this kind of polluted water is the most common consequence when placing gas stations and the government ought to have known that.*

*We were taken by surprise, when we didn't get a tour guide. We ought to have booked one!*

#### Comments

No results for negative past form or ellipted past form (I didn't leave early but I ought to have.)

### FORM: AFFIRMATIVE

[B1] Can use the affirmative form.

#### Corrected Learner Examples

*I think you ought to go on holiday with both of them.*

*Oh, I'm sorry, my mum's calling and I ought to go.*

### FORM: ELLIPSIS

[B2] Can use 'ought to' without a following verb where the previous main verb is understood. ► ellipsis

#### Corrected Learner Examples

*Otherwise some students would not get as much specialised help as they ought to.*

#### Comments

This is a very low frequency form in both the learner and native speaker data.

### USE: ADVICE

[B1] Can use 'ought to' with 'you' to give advice.

### Corrected Learner Examples

*Then, if you'd rather go with your friend, you ought to talk to your parents first, and tell them what you think about it.*

*I think that you ought to play tennis or football at the weekend.*

#### USE: DESIRED STATES

[B2] Can use 'ought to' to talk about desired states of affairs.

### Corrected Learner Examples

*Furthermore, we ought to take care of our health by going on trips to not unpolluted places as often as possible.*

*Of course not all zoos are as good as they ought to be, but today we know so much about the different animals that they don't have to get bored in the zoo and we're able to provide them with the environment they prefer.*

*There shouldn't be any rubbish dumps, all the rubbish ought to be recycled.*

#### USE: LIKELIHOOD

[C1] Can use 'ought to' to talk about something which is likely.

### Corrected Learner Examples

*... the fundamental function of accounting software is to record the numerous ordinary business activities, which may improve the efficiency of the company. Besides, it ought to provide useful information in decision-making.*

*You ought not to be hungry.*

## SHALL

#### FORM: AFFIRMATIVE

[A2] Can use the affirmative form.

### Corrected Learner Examples

*We shall start tomorrow at 2 o'clock.*

*I shall be free on Sunday at 6 o'clock in the evening.*

#### FORM: NEGATIVE

[C1] Can use the negative form.

### Corrected Learner Examples

*This way, students shall not die of boredom or feel that their stay was useless.*

*Secondly, supplier contracts shall not be omitted.*

*This is, as I mentioned in my letter, only in the event I shall not be able to pick you up at the airport.*

### Comments

There are only 2 occurrences of "shan't" in the CLC, one at B1 and one at C2. Neither are great examples so we have decided not to include them. This may be a spoken language feature.

#### FORM: QUESTIONS

[A2] Can use the question form.

### Corrected Learner Examples

*Shall we meet at half past 4 in front of my house?*

*What time shall I come? And what shall I bring to the party?*

### Comments

Note that questions are typical of spoken language than written. There will be much more evidence of shall in questions in spoken data.

## USE: COMMANDS AND INSTRUCTIONS

[C1] Can use 'shall' to express commands in very formal contexts.

### Corrected Learner Examples

*We therefore need to insist that the agreement is binding and that the contract shall be fulfilled.*

### Comments

This form is very low frequency in both learner and native speaker data.

## USE: OFFERS

[A2] Can use 'shall I' to make offers.

### Corrected Learner Examples

*Shall I go and buy some cake and crackers?*

*The tickets cost €25. Shall I buy you one?*

## USE: PLANS AND INTENTIONS

[B1] Can use 'shall' to talk about plans and intentions, particularly in formal contexts.

### Corrected Learner Examples

*I promise that I shall cover all the work and give it to you tomorrow.*

*Remember that we shall meet inside the bar.*

*I apologise for having to miss tomorrow's English class as my cousin's wedding will be taking place ... I shall be attending class the day after tomorrow.*

## USE: SEEKING ADVICE

[B1] Can use 'shall' to seek advice.

### Corrected Learner Examples

*What shall I buy for her wedding?*

*[a student writing to a teacher] I am really sorry but I have to travel to Argentina for health reasons. What shall I do with next week's work?*

## USE: SUGGESTIONS

[A2] Can use 'shall' with 'we' to make suggestions.

### Corrected Learner Examples

*Tomorrow evening there is Laura Pausini's concert in Turin. Shall we go?*

*Shall we go to a Korean restaurant after the film?*

## SHOULD

### FORM/USE: AFTER 'IF' CLAUSES

[C1] Can use 'should' after 'if' to talk about possible situations in the future.

### Corrected Learner Examples

*If you should change your mind and prefer to take a taxi, you can do it outside the airport by calling this number: 3570.*

*If something should happen, call 112, the local alarm number.*

### FORM/USE: INVERSION

[C1] Can use 'should' with an inverted subject to refer to possible situations, in formal contexts.

### Corrected Learner Examples

*Should you need any further information, don't hesitate to contact us.*

*Should you withhold any important information or documentation, this could stop any payment to you.*

### FORM/USE: QUESTION TAGS

[B1] Can use the question tag form 'shouldn't' + pronoun to make suggestions and ask for opinions.

### Corrected Learner Examples

*When you come back, we should rent some movies, shouldn't we?*

*I think I should write about the history of our company, shouldn't I?*

### FORM: 'SHOULD BE' + '-ING'

[B2] Can use 'should be' + '-ing'.

### Corrected Learner Examples

*Well, you should be bouncing up and down with joy (just kidding)!*

*These are the reasons that I believe we should be reading books instead of watching television in our free time and I believe many people believe the same thinks as I do.*

### FORM: AFFIRMATIVE

[A2] Can use the affirmative form.

### Corrected Learner Examples

*You should come at 6 o'clock.*

*Someday we should go there together.*

*We should buy 2 tickets.*

### FORM: ELLIPSIS

[B2] Can use 'should' and 'shouldn't' without a following verb where the previous main verb is understood.

### Corrected Learner Examples

*Well, have you ever checked your blood pressure? I think you should.*

*John spent the rest of the day thinking about what he should do. in fact, he wanted to answer and meet her again, but he knew that he shouldn't.*

### FORM: NEGATIVE

[A2] Can use the negative form.

### Corrected Learner Examples

*You shouldn't miss it.*

*It is a new flat, so there shouldn't be any problems.*

*I think you should not wear your favourite clothes because they may get dirty.*

### FORM: PAST AFFIRMATIVE

[B1] Can use 'should' have + '-ed'.

### Corrected Learner Examples

*You should have been with us.*

*I knew I should have written before.*

### Comments

This structure is usually found/taught at B2 level but we have enough evidence to show it being used successfully at B1.

### FORM: PAST NEGATIVE

[B1] Can use 'should have' + '-ed'.

### Corrected Learner Examples

*I have an appointment. I know I shouldn't have taken it during school time but I had no other choice.*

### Comments

This structure is usually found/taught at B2 level but we have enough evidence to show it being used successfully at B1, albeit with low frequency.

### FORM: QUESTIONS

[A2] Can use the question form.

### Corrected Learner Examples

*Should I wear special clothes?*

*It's going to be in São Paulo. Should we go by plane?*

### USE: ADVICE

[A2] Can use 'should' to give advice.

### Corrected Learner Examples

*It was only €70. It is pink. It looks very nice. My advice, you should buy this.*

*...on Monday, you will have to stay in this class for six hours so you should bring something to eat because you will be hungry.*

*You should take some money, because the ticket costs £4.00.*

### USE: EXPECTATIONS

[B2] Can use 'should be' + '-ing' to talk about expectations.

### Corrected Learner Examples

*The computer systems should be working again once you restart them.*

*However, I think that the situation should be improving in the next 6 months, especially during the third quarter of the year.*

*[talking about wedding protocol] The groom should be waiting at the entrance for the bride.*

**USE: IDEAL OR DESIRED SITUATIONS**

[B1] Can use 'should' to talk about ideal or desired situations.

**Corrected Learner Examples**

*British people should eat more vegetables and fruit and avoid fast food!*

*I think everyone should learn to cook, you never know when you need to cook.*

**USE: LIKELIHOOD**

[B1] Can use 'should' to talk about what is likely to happen.

**Corrected Learner Examples**

*[talking about an event] It should be a good day!*

*...the weather is still warm, so we should be able to visit the beaches and go sightseeing in the evenings.*

**USE: NARRATIVE DEVICE**

[B1] Can use 'you should have' + '-ed' to emphasise points in a story.

**Corrected Learner Examples**

*You should have heard the noise.*

*You should have seen my face, I was so happy.*

**USE: OBLIGATION**

[B2] Can use 'should be' + '-ing' to talk about present general obligation.

**Corrected Learner Examples**

*Wild animals should be running free but I think that zoos today have an important role in keeping them alive.*

*Moreover if a car driver has drunk too many alcoholic drinks or is tired he shouldn't be driving.*

**USE: REGRET**

[B1] Can use 'should have' + '-ed' to talk about regrets or undesirable situations in the past.

**Corrected Learner Examples**

*You should have been there with me, I had a great time.*

*I opened the envelope and read the letter. He had written that he was sorry and that he should not have done it.*

**USE: SUGGESTIONS**

[A2] Can use 'should' to make suggestions.

**Corrected Learner Examples**

*I think we should meet at 2 pm, and my mother will take us there so don't worry.*

*I think you should meet me around 4 pm at my house.*

*You should bring your guitar.*

**USE: THANKING**

[B1] Can use 'you shouldn't have' (+ '-ed') in polite acceptance of a gift.

**Corrected Learner Examples**

*Thank you for the present you sent me, you shouldn't have!*

*Thank you for the money, you shouldn't have sent it.*

## USED TO

### FORM: AFFIRMATIVE|

[B1] Can use the affirmative form.

#### Corrected Learner Examples

*I used to share my room with my brother.*

*When I was a little girl, we used to be together all the time.*

### FORM: ELLIPSIS

[B2] Can use 'used to' without a following verb where the previous main verb is understood. ► ellipsis

#### Corrected Learner Examples

*She doesn't travel as much as she used to.*

*I must admit that they did sound quite a lot better than they used to.*

### FORM: NEGATIVE

[B1] Can use the negative forms 'didn't use to' and 'didn't used to'.

#### Corrected Learner Examples

*We didn't use to talk to each other.*

*But this year I've met lots of new people that I didn't used to talk to, like Monica and Nina.*

### FORM: QUESTIONS

[C1] Can use the question form.

#### Corrected Learner Examples

*[talking about a change in eating habits] What did we use to eat?*

#### Comments

Questions form generally are low frequency in the CLC as they are more common in spoken language than written.

### USE: NO LONGER TRUE

[B1] Can use 'used to' to talk about repeated actions or states in the past that are no longer true.

#### Corrected Learner Examples

*When I was I child, I used to go to a small school and I enjoyed it very much.*

*...and she used to come to my house and play computer games with me.*

*I didn't use to laugh much but since the day we met, I'm always happy.*

## WILL

### FORM/USE: AFTER 'IF', FUTURE SITUATIONS

[A2] Can use 'will' in the main clause after an 'if-' clause to talk about possible future situations. ► conditionals

#### Corrected Learner Examples

*If I need a camera, I will use my mobile phone.*

*And if my mum can, she will fetch you.*

*If you can help me, I will be very happy.*

**FORM: NEGATIVE**

[A2] Can use the negative forms.

**Corrected Learner Examples**

*Don't worry, you won't need anything apart from some pencils and your art book.  
I hope it will not be boring!*

**FORM: QUESTIONS**

[A2] Can use the question form.

**Corrected Learner Examples**

*Will you be at home?  
I'm happy because I'll see you tomorrow, but what time will you be here?*

**USE: FIXED PLANS**

[B1] Can use 'will' to talk about fixed plans in the future, often with timetabled times or dates.

**Corrected Learner Examples**

*Mr Miller, the Sales Director, will visit us next Thursday.  
I'm sorry, but I won't be able to attend your class tomorrow ....*

**USE: HABITUAL AND TYPICAL**

[C1] Can use 'will' to talk about something which is typical or habitual.

**Corrected Learner Examples**

*The abundance of ingredients required in any recipe will result normally in a spicy but nutritious dish, a dish that will usually contain some kind of sauce made of hot pepper, tomatoes, garlic and onion, some kind of meat and also some vegetables.  
She will often knock on the door to see you.  
Go to lots of beautiful places that you won't usually be able to go to with a car, such as riversides.*

**USE: PLANS AND INTENTIONS**

[A2] Can use 'will' to ask about plans and intentions.

**Corrected Learner Examples**

*Will you come by bus?  
Will you come with any friends?*

**USE: PREDICTIONS**

[B1] Can use 'will' to make predictions.► question tags

**Corrected Learner Examples**

*I think that in 20 years' time it will be bigger than it is, because my town is growing very fast.  
All your life, you'll be able to look at your parents, but as soon as you finish your school, it'll be harder to meet your old friends.  
But you're right, without much sport practice you'll soon put on weight, won't you?*

**USE: REQUESTS**

[A2] Can use 'will' to make requests in a limited range of contexts.



### Corrected Learner Examples

*Will you come with me?*

*Will you be able to visit some museums with me?*

[B2] Can use 'will' (particularly 'Will you please') to make requests and commands in a wide range of contexts.

### Corrected Learner Examples

*Will you please send me his name, address and telephone number.*

*Will you please inform me about the exact payment.*

*Will you pay attention!*

### Comments

Note that for Business English candidates this use first appears at B1.

## USE: WILLINGNESS, OFFERS

[A2] Can use 'will' to talk about willingness and offers

### Corrected Learner Examples

*My mother will get us there, and she will bring us to my house after too.*

## WOULD

### FORM/USE: AFTER 'IF' CLAUSES

[B1] Can use 'would' in the main clause of a conditional sentence to talk about an imagined situation, often in the context of advice or opinion-giving.

### Corrected Learner Examples

*It's your decision but if I had the chance, I would go with my friends.*

*If you decided to go to the country school, you'd probably have more attention as a student.*

*If I were you, I would not watch TV all the time.*

*If I were able to move, I wouldn't move because I think this street is perfect.*

### FORM: AFFIRMATIVE

[A2] Can use the affirmative form.

### Corrected Learner Examples

*I'd love to have a pen-friend in Japan.*

*[talking about what day to go to the cinema] I would prefer Sunday afternoon.*

### FORM: NEGATIVE

[A2] Can use the negative forms.

### Corrected Learner Examples

*[talking about clothes] You wouldn't believe how much they cost!*

*I think we would not need much money.*

### FORM: PAST AFFIRMATIVE

[B1] Can use 'would have' + '-ed'.

### Corrected Learner Examples

*I did not think my friend Janis would have done that.*

*That answer would have changed my life.*

### FORM: PAST NEGATIVE

[B1] Can use 'would not have' + '-ed' or 'wouldn't have' + '-ed'

#### Corrected Learner Examples

*Without your help, I wouldn't have got this result.*

*Had it not been for that day, she would not have met George.*

### FORM: QUESTIONS

[B1] Can use question forms.

#### Corrected Learner Examples

*Would you let me know what you think?*

*Would you please do me a favour? Could you go and collect the clothes for me?*

*Think of the fun you will have with your friends, the whole day hanging around, playing sports, eating ice cream. Wouldn't that be wonderful?*

*I think it would be fantastic, wouldn't it?*

### FORM: QUESTIONS WITH 'LIKE'

[A2] Can use the question form 'would you like'.

#### Corrected Learner Examples

*Sarah, would you like to play tennis this evening?*

*I'm going to a concert on Saturday. Would you like to go with me?*

*I want to watch the film, would you like to come with me?*

#### Comments

We might expect to see this at A1 – but a lack of spoken data and task effect may explain why there is no evidence at A1.

### FORM: WITH ADVERBS

[B1] Can use an limited range of adverbs with 'would', including 'really', 'probably', 'certainly', 'definitely'. ► adverbs

#### Corrected Learner Examples

*I hope you will come soon, and I think that you would really enjoy it because is something different of what you are used to.*

*More over in my opinion it would probably be the best idea to choose the biggest school ...*

*I would definitely choose to live by the sea side!*

[C1] Can use an increasing range of adverbs with 'would', including 'strongly', 'easily', 'especially', 'actually', 'absolutely', 'gladly' ► adverbs

#### Corrected Learner Examples

*Considering the aspects of our education system, and the results of my research, I would strongly recommend the following changes to be made.*

*Because of her wide and excellent experience with small children I believe that Nascha would easily fit into a family with small children.*

### USE: FUTURE IN THE PAST

[B1] Can use 'would' to talk about the future in the past.

### **Corrected Learner Examples**

*I've just bought a new dress, and a beautiful black T-shirt. When I saw them, I thought they would be great for tonight's party.*

*... we thought that the film would be horrible because of the title but when the film started, the story was beautiful and Mauricio and I liked it a lot.*

*And she asked me if I would play the game with her against her cousin and her friend on Saturday.*

### **USE: HABITUAL PAST**

[B2] Can use 'would' to talk about habitual actions and events in the past.

### **Corrected Learner Examples**

*[talking about a job that the speaker did last year] In my opinion I worked very hard. I would spend a lot of hours at work.*

*[from a story about pirates] At night they would go to the rocky seaside and light a fire in order to deceive the boats and let them crash on the rocks.*

### **USE: IMAGINED SITUATIONS**

[A2] Can use 'would' to talk about imagined situations.

### **Corrected Learner Examples**

*I was thinking of painting my bedroom blue. It would look awesome. It would be fun there.*

### **USE: IMAGINED SITUATIONS IN THE PAST**

[B1] Can use 'would' to talk about imagined situations in the past. ► conditionals

### **Corrected Learner Examples**

*The next week I would have flown to Miami to meet George Clooney.*

*If I were in your shoes I would have chosen the school which is in the centre of town...*

*If you hadn't helped me, I wouldn't have known how to do that homework project.*

*If I had gone with uncomfortable shoes, I wouldn't have danced all the time.*

### **USE: INDIRECTNESS**

[B1] Can use 'would' with verbs such as 'advise', 'imagine', 'recommend', 'say' to be less direct.

### **Corrected Learner Examples**

*I'd advise you to go with your friends because I bet you'll have so much fun!*

*If you want my opinion, I'd recommend the countryside because I think that the city in my country is very noisy.*

*Finally, I'd say that you should talk with your parents and your friends to decide.*

*If you have decided to move, I would say that it is better for you to choose the large school in the centre of the town.*

### **USE: POLITE REQUESTS**

[B1] Can use 'would' to make polite requests, often in the fixed expression 'would you mind'.

### Corrected Learner Examples

*Would you tell me about your room in your next letter, please?*

*Would it be possible for you to meet me later that day, around 7?*

*I had forgotten I have an appointment with my dentist at that time, so, would you mind if we met at 5 o'clock instead of meeting at 4 o'clock?*

*We are supposed to have a barbecue for lunch, would you mind bringing a salad?*

### USE: REPORTED SPEECH

[B1] Can use 'would' as the past form of 'will' in reported clauses.

### Corrected Learner Examples

*She accepted the invitation and she said that she would come on the 21st of June.*

*I felt better when he said that he would be in Fenerbahce.*

*He told me I would like it and he was right!*

### USE: SUGGESTIONS WITH 'IT WOULD BE'

[A2] Can use 'it would be' to make suggestions.

### Corrected Learner Examples

*[talking about a jazz concert] It would be very good if you came with me.*

*It would be nice to bring your new computer game and some clothes.*

*It would be perfect if you arrived at 7.20.*

### USE: WILLINGNESS IN THE PAST

[B1] Can use the negative forms of 'would' to talk about willingness in the past.

### Corrected Learner Examples

*We had to leave without you because the bus driver wouldn't wait.*

*[talking about a guitar] It was all that I wanted in life but my parents would not allow me to buy it.*

### USE: WISHES AND PREFERENCES

[A2] Can use 'would' with a wide range of verbs to talk about wishes and preferences.

### Corrected Learner Examples

*I would prefer to go on Sunday, because on Sunday I have no school.*

*[talking about going to see a film] I'd prefer to see it tomorrow.*

*Bring your new CD! I'd love to hear it!*

## NEGATION

### NEGATION

#### FORM/USE: 'NEITHER ? NOR'

[B2] Can use 'neither ? nor' to connect two words, phrases or clauses, often to give emphasis or focus.

### Corrected Learner Examples

*Neither you nor I would like that.*

*We can neither eat nor drink during the lessons.*

*I have neither climbed nor surfed before, so that would be very exciting for me.*

### FORM/USE: 'NEVER', INVERTED FRONT POSITION, FOCUS

[B2] Can use 'never' in front position followed by an inverted subject (most commonly 'I') + main verb, to give focus.

### Corrected Learner Examples

*Never have I seen such a realistic and impressive film before.*

*Never had I thought that my parents would do this to me.*

### FORM/USE: 'NOT ONLY ? (BUT) ALSO' WITH INVERSION

[C1] Can use auxiliary 'do' + inverted subject after 'not only', to give focus.

### Corrected Learner Examples

*Not only was it in a wonderful location, with extraordinary views, but it was also very accessible and the shops were really near.*

*Not only do they have the biggest turnover overall, they also managed to increase it constantly from 2000 to 2002.*

### FORM/USE: 'NOT' + STANCE ADVERB, HEDGING

[C1] Can use 'not' + stance adverb, often in a mid position, to soften the directness of a statement.

### Corrected Learner Examples

*This is not necessarily the way the older generation would see it, though.*

*Being a passionate student of the English language, you do not necessarily need a teacher to guide you through the meanders of English.*

*I'm not sure what exactly they would expect us to do at the campsite, but organising the entertainment is not really my thing.*

*Personally, I do not actually think that this relationship will change.*

### Comments

In the majority of cases, 'not necessarily' is used.

### FORM/USE: 'NOT', EMPHASIS

[B2] Can use uncontracted 'not' for emphasis or in formal contexts.

### Corrected Learner Examples

*Do not take on too many assignments at a time.*

*I cannot agree with you Mr Brown.*

*Keeping them in zoos will not help them.*

### FORM/USE: 'WHATSOEVER', EMPHASIS

[C1] Can use 'whatsoever' after a negative form for emphasis.

### Corrected Learner Examples

*This means that nothing shall change for the employees, there shall be no implication whatsoever for their rights stipulated in their employment contracts.*

*Organising the entertainment would be rather fun, whilst waiting tables would be boring and we have no experience whatsoever.*

### FORM: 'DO', IMPERATIVES

[A2] Can form negative imperatives of main verbs with 'don?t' + main verb. ► Clauses: imperatives

### Corrected Learner Examples

*Don't forget your electric guitar.*

*Don't be late.*

### FORM: 'NEITHER OF', 'NONE OF' + PRONOUN

[B2] Can use negative forms 'neither of' and 'none of' + pronoun or noun phrase with the affirmative form of the verb.

### Corrected Learner Examples

*Neither of us is liable in this case.*

*Moreover, none of my friends are interested therefore there is no one I can talk to.*

*We even met a French group and as none of them spoke English, we stayed with them to translate what they were asked.*

### FORM: 'NONE', SUBSTITUTION

[C1] Can use negative pronoun 'none' to substitute for subject and object pronouns or noun phrases. ► pronouns: substitution

### Corrected Learner Examples

*In fact, there are none, but the hills that do exist can be dubbed mountains – just because there are none...*

*Concerning your question about any special requirements of some students – I am glad that I am able to tell you that there are none this year.*

*Problems when using English? None.*

### FORM: 'NOT ALL', 'NOT EVERY'

[C1] Can use 'not with indefinite pronouns 'everyone' and 'everything' and determiners 'every', 'all'.

### Corrected Learner Examples

*Not everyone likes sports or music.*

*Not everything was as good as we expected.*

*Not all students, though, can attend the centre as it is not always open, and their lessons finish at 5 pm, the closing time of the centre.*

*Not all of us have got the fighting spirit to visit the gym regularly, but many of us would like to have a healthy look.*

*Not every cyclist is a danger to the public as most of them obey all rules and respect other road users.*

### FORM: 'NOT', NON FINITE AND ELLIPTED CLAUSES

[B1] Can use 'not' before a non-finite or ellipted clause.

### Corrected Learner Examples

*But every time a small envelope arrived, I ripped it open as fast as I could. Not this time.*

*I would like to apologise for not being able to attend on Friday 13th June for my visit.*

*The picnic will be held in the park three kilometres away from the city center so it will be quiet and not crowded.*

*Well, I think it will be better for you to go to a large school in the centre of the town and not to the small school.*

### FORM: ADVERBS

[B1] Can use adverbs 'ever', 'never', 'yet', 'still' in negative contexts.

### Corrected Learner Examples

*Nobody will ever know who that man was.*

*I stayed there for two weeks and it never rained.*

*I haven't decided yet.*

*But I still don't believe her.*

### FORM: AUXILIARY VERB 'DO', PAST

[A2] Can form negative statements of main verbs in the past simple with 'didn?t' + main verb. ► past simple

### Corrected Learner Examples

*It was very sad that you didn't come to my birthday party but it's ok.*

*I didn't spend a lot of money: only £143.*

### FORM: AUXILIARY VERBS 'BE', 'HAVE', PAST

[B1] Can form negative statements of main verbs in the past continuous and past perfect with auxiliary verbs 'be' and 'have' + 'not/n't'. ► past continuous ► past perfect

### Corrected Learner Examples

*It was raining for seventy two hours and it wasn't going to stop.*

*I hadn't expected to receive a letter from her.*

### FORM: AUXILIARY VERBS 'BE', 'HAVE', PRESENT

[A2] Can form negative statements of main verbs in the present continuous and present perfect with 'be' and 'have' + 'not/n't'. ► present continuous ► present perfect

### Corrected Learner Examples

*The gas is not working.*

*The window is broken and is not closing.*

*Now, I haven't got any money, but I am really happy!*

*I haven't tidied my room since I bought this mobile.*

*We have not got hot water so the water is very cold.*

### Comments

The majority of instances of 'be + not' are in the uncontracted form. The majority of the 'have + not' instances are in the contracted form 'haven?t' (and most with 'I')

### FORM: DETERMINERS 'ANY', 'MUCH', 'MANY'

[A2] Can use determiners 'any', 'much' and 'many' with nouns in negative contexts. ► Determiners: quantity

### Corrected Learner Examples

*I bought them because I didn't have any shirts or hats.*

*I have only spent £25 because I haven't much money.*

*I'm in Bilbao, and here I haven't got many things to do.*

### FORM: DETERMINERS 'NO'

[A2] Can use determiner 'no' with nouns. ► Determiners: quantity

### Corrected Learner Examples

*I bought these clothes because I need them for my new job, but now I have no money because they cost £250.*

*I had no clothes to wear at John's party, so I went shopping yesterday.*

### FORM: MENTAL PROCESS VERBS + CLAUSE

[B1] Can use the negative forms of mental process verbs ('I don't think', 'I don't believe') followed by a complement clause, where the negative form is in the mental process verb rather than the complement clause.

### Corrected Learner Examples

*But I don't think it'll help you.*

*I don't think I'll live here forever because I intend to move to Curitiba, a southern city of my country.*

*I don't believe that the suitcase will be returned to me.*

### Comments

This is as opposed to 'I think it won't help' or 'I think I won't live here forever?' or 'I believe that the suitcase won't be returned to me'.

### FORM: MODAL VERBS

[A2] Can use negative forms of modal verbs. ► modal verbs

### Corrected Learner Examples

*I'm sorry I can't come to your wedding because I am very sick.*

*Sorry but I won't be in town on Wednesday 17th.*

*You shouldn't wear formal clothes.*

### FORM: PRONOUNS

[A2] Can use a limited range of determiners as pronouns and indefinite pronouns in negative contexts. ► Pronouns: quantity

### Corrected Learner Examples

*I bought a shirt, because I haven't got any.*

*As regards close friends, I don't have many.*

*Come at 5.00 pm. Don't bring anything.*

### Comments

At A2 'nothing' is frequently used in error instead of 'anything'.

[B1] Can use an increasing range of indefinite pronouns in negative contexts.



### Corrected Learner Examples

*I said I had nothing, but he didn't believe me.*

*I haven't seen anything yet.*

*I didn't tell anyone about this story at first.*

### FORM: QUESTIONS

[B1] Can use negative question forms in main clauses and question tags. ► questions

### Corrected Learner Examples

*Can't you go with your parents some time and with your friends later?*

*Don't you think it's fun?*

*Aren't you excited about it?*

*You're free on Saturday, aren't you?*

*I think it would be fantastic, wouldn't it?*

### USE: FORMAL

[C1] Can use '(very) few' meaning 'not many' to refer to people in formal written contexts, often reports or surveys.

### Corrected Learner Examples

*They were sent to Britain to improve their English but few had any real contact with the language.*

*English is the most spoken language nowadays and although most of the people can speak a bit of English, very few speak it in the right way.*

*The Greeks have always been a tortured folk; everyone tried to conquer them, but few managed.*

### USE: SEEKING AGREEMENT

[B1] Can use negative questions and question tags to involve the listener/reader by seeking agreement or checking something.

### Corrected Learner Examples

*Isn't it marvellous?*

*Don't you think it's fantastic?*

*You love books, don't you?*

## NOUNS

### NOUN PHRASES

#### FORM/USE: 'SUCH (A)' + ADJECTIVE + NOUN

[B1] Can form noun phrases with 'such a' + adjective + singular noun and 'such' + adjective + plural noun, to give emphasis.

### **Corrected Learner Examples**

*It was so terrible because I've never been in such a terrible situation.*

*So it was really funny to hear from her after such a long time.*

*Thank you for giving me such a fantastic birthday present.*

*Also, we both liked to read and that was why we were such good friends.*

*I had never worn such high heels before.*

### **Uncorrected Learner Examples**

*It was so terrible because I've never been in such a terrible situation.*

*So it was really funny to hear from her after such a long time.*

*Thank you for giving me such a fantastic brithday present.*

*Also, we both liked to read and that was why we were such good friends.*

*I had never worn such high heels before.*

### **FORM/USE: 'THE THING ...'**

[B1] Can use the noun phrase 'The thing' in front position, with a clause complement, to give focus to something.

### **Corrected Learner Examples**

*The thing I enjoyed most about it was a new computer game.*

*The thing I prefer there is the swimming-pool, because I have met someone there.*

### **Uncorrected Learner Examples**

*The thing I enjoyed most about the it, was a new computer game.*

*The thing I prefer there is the swimming-pool, because I have met someone there.*

### **FORM/USE: 'WH-' CLEFT, FOCUS**

[C1] Can form complex noun phrases with 'wh-' cleft clauses, followed by 'be', to give focus.

### **Corrected Learner Examples**

*What everyone loved were the special effects and we were very impressed by the use of advanced technological innovations.*

*What companies care about is money and football players help them to earn it.*

*What tourists want is to see the most typical things in England, not a hamburger restaurant.*

*What students learn are mostly facts and theories.*

### **Uncorrected Learner Examples**

*What everyone loved were the special effects and we were very impressed by the use of advanced technological innovations.*

*What companies care about is money and football players help them to earn it.*

*What tourists want is to see the most typical things in England, not a hamburger restaurant or a London's musical in the back row in gallery.*

*What students learn are mostly full of facts and theories.*

### **FORM/USE: NOUN PHRASES WITH SUPERLATIVES**

[B1] Can use a clause with a present perfect or past perfect as a superlative noun phrase complement, to talk about uniqueness.

### Corrected Learner Examples

*It has the best promenade I have seen.*

*The best book I've read is "The Da Vinci code".*

*It was the best decision you had ever made.*

*We enjoy going shopping, walking and talking hour after hour – She's the funniest person I've ever known!*

### Uncorrected Learner Examples

*It has the best promenade I have seen.*

*The best book I've read is "The Da Vinci's code".*

*It was the best decision you had ever made.*

*We enjoy going shopping, walking and talking hour after hour – She's the funniest person I've ever known!*

*In the practise match I played against the greatest goalkeeper which I've ever seen.*

### FORM/USE: POSSESSIVE 'S' WITHOUT NOUN

[B1] Can omit the noun after possessive 's' to talk about a place which is familiar to the speaker and listener.

### Corrected Learner Examples

*Last week I left my clothes at the dry cleaner's and I can't collect them.*

*I have to go to the dentist's.*

*I'll be picking you up at eight o'clock near the McDonald's, OK?*

*I'm going to be absent from the English class next week, because I am going to the doctor's.*

*It's next to your grandma's.*

### Uncorrected Learner Examples

*In last week I left my clothes at the dry cleaner's and I can't collect them.*

*I have to go to the dentist's.*

*I'll be picking you at eight o'clock near the McDonald's, OK?*

*I'm going to be absent from the English class next week, because I am going to the doctor's.*

*It's next to your grandma's.*

### Comments

This is a feature more associated with spoken language to talk about places which are familiar to the speaker and the listener. Therefore, their frequency is not very high in written data and it is something to check further in spoken learner data.

### FORM: COMPLEX NOUN PHRASE WITH POSSESSIVE 'S' + NOUN

[B1] Can form complex noun phrases with noun phrase + 'of' + noun phrase + possessive determiner 's' + noun phrase.

### Corrected Learner Examples

*I ran to the street and I saw the window of my neighbour's car was broken.*

*The subject of my boss's talk will be IT skills.*

*My friend Ronald had been chosen to play the role of James Bond's son!*

*My best friend is called Sindi and we met at my brother's birthday. She is the sister of my brother's girlfriend so he invited her as well.*

*The delivery date should be the day of my friend's birthday.*

### Uncorrected Learner Examples

*I ran to the street and I saw the window of my neighbour's car was broken.*

*The subject of my boss's talk will be about IT skills.*

*My friend Ronald had been chosen to play the role of James Bond's son!*

*My best friend is called Sindi and we met at my brother's birthday. She is the sister of my brother's girlfriend so he invited her as well.*

*The delivery date should be the day of my friend's birthday.*

### FORM: COMPLEX NOUN PHRASES WITH ADJECTIVES

[B1] Can form an increasing range of complex noun phrases with more than one adjective.

#### Corrected Learner Examples

*The Northeast is so beautiful and it's famous because of its white sandy beaches and the coconut trees.*

*Last weekend I went to São Paulo to buy some winter clothes. I bought a white hooded jacket, a blue jumper, black gloves and a beautiful blue scarf.*

*Inside there were three samples of a nasty purple liquid.*

*I know your company are offering an exciting new service in our area.*

*He had beautiful green eyes, short, curly, red hair and he was wearing an elegant black suit with a red tie.*

*You can walk along the streets and eat typical Spanish food in good restaurants.*

#### Uncorrected Learner Examples

*The Northeast is so beautiful and it's famous because of its white sandy beaches and the coconut trees.*

*Last weekend I went to São Paulo to buy some winter clothes, I bought a white hooded jacket , a blue jumper, black gloves and a beautiful blue scarf.*

*Inside there were three samples of a nasty purple liquid.*

*I know your company are offering an exciting new service in our area.*

*He had beautiful green eyes, short, curly, red hair and he was wearing an elegant black suit with a red tie.*

*You can walk along the streets, and eat typical spanish food in good restaurants.*

### FORM: COMPLEX NOUN PHRASES WITH ADJECTIVES COMBINED WITH 'BUT'

[B2] Can form an increasing range of complex noun phrases with more than one adjective combined with 'but'.

#### Corrected Learner Examples

*I am very lucky, because I was born in a small but beautiful city called Neuva Helvecia.*

*As a result, in order to find out which is the most important, you need to ask yourself a simple but tricky question that no man would like to be asked.*

*The smoke in the air had a strong but good smell.*

*I will be on business in London to sign a contract with a new but significant customer at that time.*

### Uncorrected Learner Examples

*I am very luckily, because I was born in a small , but beautiful city called Neuva Helvecia.*

*As a result, in order to find out which is the most important you need to ask yourself a simple but tricky question that no man would like to be asked.*

*The smoke in the air had a strong but good smell.*

*Dear Erica I am sorry that I can not attend the meeting at the head office since I will be on business in London to sign a contract with a new but significant customer at that time.*

### FORM: COMPLEX NOUN PHRASES WITH ADVERBS + ADJECTIVES

[B1] Can form complex noun phrases with adverb + adjective + noun.

### Corrected Learner Examples

*It took us a very long time but it was a great fun!*

*They made really good friends.*

### Uncorrected Learner Examples

*It took us a very long time but it was a great fun!*

*They made really good friends.*

### FORM: DETERMINER + NOUN

[A2] Can form simple noun phrases by pre-modifying nouns with an increasing range of determiners.

### Corrected Learner Examples

*There are so many shops, you can play games, eat food like Chinese food.*

*I had so much fun!*

*I spent too much money, five hundred euros, but I don't mind because they are beautiful!*

*I visited a lot of museums and I went shopping.*

*All of our classmates were there and some of my cousins too.*

### Uncorrected Learner Examples

*There are so many shops, you can play games, eat food, like Chinese food.*

*I had so much fun!*

*I spent too much money, five hundred euros, but I never mind because they are beautiful!*

*I visited a lot of museums and I went shopping.*

*All of our classmates were there and some of my cousins too.*

### FORM: DETERMINER + UNCOUNTABLE NOUN

[A2] Can form simple noun phrases with a limited range of determiners + uncountable nouns.

### Corrected Learner Examples

*The food was delicious and the music was great.*

*The weather was so cold.*

*I phoned for more information two days ago.*

*[talking about a book] It is very important because I need to do some homework in it.*

### Uncorrected Learner Examples

*The food was delicius and the music was great.*

*The weather was so cold.*

*I phoned for more information at 33333333 two days ago.*

*[talking about a book] It is very important because I need to do some homework in it.*

### Comments

There is a growth in the number and range of determiners being used at higher levels, but this is a development in relation to determiners rather than nouns of Determiners: quantity; Nouns: uncountable.

#### FORM: FRIEND + 'OF' + POSSESSIVE DETERMINER + NOUN

[B1] Can form noun phrases with 'a friend of' or 'friends of' + possessive determiner + noun.

#### Corrected Learner Examples

*He is a friend of my husband.*

*I just thought they were friends of my neighbour who were going to visit him.*

#### Uncorrected Learner Examples

*He is a friend of my husband.*

*I just thought they were friends of my neighbour who were going to visit him.*

#### FORM: INDEFINITE PRONOUNS

[B1] Can form noun phrases with an indefinite pronoun + adjective or clause.

#### Corrected Learner Examples

*We see each other every day and do something different every day.*

*You could bring something to drink.*

*But then there is nothing special to eat.*

#### Uncorrected Learner Examples

*You could bring something to drink.*

*But then there is nothing special to eat.*

*We see eachother everyday and do something different everyday.*

#### FORM: NOUN + 'OF' + POSSESSIVE DETERMINER + NOUN

[B2] Can form noun phrases with noun + 'of' + possessive determiner + noun + 's', particularly with 'friend' or 'friends'.

#### Corrected Learner Examples

*Actually, I know a great one and they can make a little discount for us because the owner is a friend of my father's.*

#### Uncorrected Learner Examples

*Actually, I know a great one and they can make a little discount for us because the owner is a friend of my father's.*

### Comments

This is more typical in spoken language. There is only one example in the CLC of this at B2 level and one at C2 level.

#### FORM: NOUN + 'OF' + POSSESSIVE PRONOUN

[B1] Can form noun phrases with noun + 'of' + possessive pronouns.

### Corrected Learner Examples

*... we always did everything together and couldn't stop laughing as she told me many funny stories and I told her lots of silly mistakes of mine.*  
*A colleague of mine has told me about a Swiss hotel in London.*  
*I was looking for something special to do for my last week off and some schoolmates of mine invited me to join the cycling holiday.*  
*I'm a fan of his, he is my favorite singer.*  
*I want this dream of mine to come true.*

### Uncorrected Learner Examples

*... we always did everything together and couldn't stop laughing as she told me many funny stories and I told her lots of silly mistakes of mine.*  
*A colleague of mine has told me about a Swiss hotel in London.*  
*I was looking for something special to do for my last week off and some schoolmates of mine invited me to join the cycling holiday.*  
*I'm very happy to receive another letter of yours.*  
*I want this dream of mine to come true.*

### Comments

There are many instances at A2 but almost all are limited to 'friends of mine'.

### FORM: NOUN + PREPOSITIONAL PHRASES

[B1] Can form complex noun phrases by using a prepositional phrase after the main noun in a noun phrase.

### Corrected Learner Examples

*It was a beautiful red dress with blue flowers on the back.*  
*Yesterday a TV company came to our school to make a film about Bavarian pupils.*  
*I don't spend too much time in front of the television, I just watch it twice a week and on Sundays morning.*  
*I received your letter and you asked me about the future of my town.*  
*I have to travel to Montevideo to see my doctor because I'm having some problems with my health.*

### Uncorrected Learner Examples

*It was a beautiful red dress with blue flowers on the back.*  
*Yesterday a TV company came to our school to make a film about Bavarian pupils.*  
*I don't spend too much time in front of the television, I just watch it twice a week and on Sundays morning.*  
*I received your letter and you asked me about the future of my town.*  
*I have to travel to Montevideo to see my doctor because I'm having some problems with my health.*

### Comments

At this level there are examples both of complements and post-modifiers.

### FORM: NOUN PHRASE WITH POSSESSIVE 'S WITHOUT NOUN

[C1] Can form complex noun phrases with noun phrase + 'of' + noun phrase + possessive determiner 's', omitting the noun where it is previously mentioned.

### Corrected Learner Examples

*Our after-sales team now is perceived as faster, more qualified, friendlier and more efficient than our competitors'.*

*You cannot have peace and quiet in your own home, as your hour of peacefulness might considerably differ from your neighbours'.*

*I think it would be better to include a student's view of the college, not only a teacher's.*

### Uncorrected Learner Examples

*Our after-sales team now is perceived as faster, more qualified, friendlier and more efficient than our competitors'.*

*You cannot have peace and quiet in your own home, as your hour of peacefulness might considerably differ from your neighbours'.*

*I think it would be better to include a student's view of the college, not only a teacher's.*

### Comments

Note that at B1, learners can use this structure deictically to refer to a place which is mutually understood ('I went to the doctor's'), whereas this can-do is about reference to something previously mentioned rather than something understood.

## FORM: NOUN PHRASE, NOUN PHRASE

[B1] Can put two noun phrases together (in apposition) to refer to the same person or thing, usually separated by commas.

### Corrected Learner Examples

*Mr Miller, the Sales Director, will visit us next Thursday.*

*Yesterday my boyfriend and I decided to go on a cycling holiday to visit some places in the country near Eboli, the town where we live.*

*She has come with me and two more friends, Peter and Gorha.*

*I spoke with her and she looks really happy, although a little sad because her best friend, Alison, did not pass the exam.*

*A new employee, Mary Watts, has just joined our company.*

### Uncorrected Learner Examples

*Mr Miller, the Sales Director, will visit us next Thursday.*

*Yesterday my boy-friend and I decided to go on a cycling holiday to visit some places of the country near Eboli, the town where we live.*

*She has come with me and two more friends, Peter and Gorha.*

*I spoke with her and she looks really happy, althought a little sad because her best friend, Alison, did not pass the exam.*

*A new employee, Mary Watts has just joined our company.*

## FORM: NOUN PHRASES WITH ADJECTIVES

[A2] Can pre-modify noun phrases with a limited range of more than one adjective.

### Corrected Learner Examples

*I bought a beautiful pink skirt and a white top.*

*Lysiane is taller than me and she has short black hair.*

*It is a beautiful old city and there is the old wall around the city.*

*I left my small white bag.*

*Don't forget to wear old, comfortable clothes.*



### Uncorrected Learner Examples

*I bought a beautiful pink skirt and a white top.*  
*Lysiane is taller than me and she has short black hair.*  
*It is a beautiful old city and there is the old wall around the city.*  
*I left my small white bag.*  
*There is lovely large livingroom.*  
*Don't forget to wear old, comfortable clothes.*

### Comments

Though we say "limited", there are over 3,000 examples; however, they are limited to physical description (possibly by virtue of task at this level), e.g. 'big', 'small', 'nice', 'lovely', 'beautiful', and colours. Also, very often they are missing an article.

### FORM: POSSESSION WITH 'S' + NOUN

[A2] Can use possessive determiner 's' with a singular noun.

### Corrected Learner Examples

*It's my sister's jacket.*  
*I bought a red tie because next Sunday it will be my father's birthday.*  
*Yesterday about 8 pm, when I was coming back home from a shop, I saw two men near my neighbour's car.*

### Uncorrected Learner Examples

*It's my sister's jacket.*  
*I bought a red Tie because next Sunday it will be my father's birthday.*  
*Yesterday about 8p.m, when I was coming back home from a shop I saw two men near my neighbour's car .*

### Comments

There are instances of 's at A1 but they are limited to 'friend's name'.

### FORM: POSSESSION WITH PLURAL NOUNS + '

[B2] Can form noun phrases with plural nouns + ' + noun.

### Corrected Learner Examples

*He had promised that he would go to his grandparents' house this afternoon.*  
*Our company is a digital company with 15 years' experience.*  
*It is essential to introduce special offers to get customers' attention.*

### Uncorrected Learner Examples

*He had promised that he would go to his grandparents' house this afternoon.*  
*Our company is a digital company with 15 years' experience.*  
*It is essential to introduce special offers to get customers' attention.*

### FORM: POSTMODIFYING WITH ADJECTIVE PHRASE

[B2] Can form complex noun phrases by using adjective phrases as postmodifiers to give more information about the noun.

### Corrected Learner Examples

*Besides, we could leave one day in the morning and go by boat to a small and exotic island full of different and exotic species of birds that we could observe and photograph.*

*Emily Brönte succeeded in writing a romantic, psychological and tragic story, beautifully set in these mysterious moors.*

### Uncorrected Learner Examples

*Besides we could leave one day in the morning and reach by boat to a small and exotic island full of different and exotic species of birds that we could observe and photograph.*

*Emily Brönte succeeded in writing a romantic, psychological and tragic[al] story, beautifully set in these mysterious moors .*

## FORM: WITH RELATIVE CLAUSE AS COMPLEMENT

[A2] Can form complex noun phrases by using a defining relative clause as a complement to a noun phrase. ► Clauses: relative

### Corrected Learner Examples

*The mobile phone which I bought yesterday is brilliant.*

*The person who gave me it was my father.*

*The last day when we can see the movie is Thursday.*

*I want to invite you to a pop concert that is going to take place in the National Stadium.*

*The music that I like is Rock & Roll.*

### Uncorrected Learner Examples

*The mobile phone which I bought yesterday is brilliant.*

*The person who gave me it was my father.*

*The last day when we can see the movvie is Thursday.*

*I want to invite you to a pop concert that is going to take place in the Nacional Stadium.*

*The music that I like is Rock & Roll.*

### Comments

At A2 there is evidence of both defining and non-defining relative clauses used after a noun. The defining clauses are complements of the noun. The non defining clauses are post-modifiers.

## FORM: WITH RELATIVE CLAUSE AS POSTMODIFIER

[A2] Can post-modify noun phrases by using a non-defining relative clause. ► Clauses: relative

### Corrected Learner Examples

*She's in a volleyball team like me, but we're not in the same one. She was for the other team, which lost.*

*You can always visit our Shopping Centre, which is one of the biggest in Brazil.*

### Uncorrected Learner Examples

*She's in a volleyball team like me, but we're not in the same. She was for the other team, which lost .*

*You can always visit our Shopping Centre, which is one of the biggest in Brazil.*

## USE: NOMINALISATION, FORMALITY

[C1] Can use nominalised forms in academic or business contexts, to make something more formal.

### Corrected Learner Examples

*As indicated by the charts, the output in state-owned industry increased by 12% in 2000. With reference to foreign-invested industry, it recorded fluctuations in industrial output increases throughout three years.*

*It stood at 14% in 2002, then dropped by 2% in 2001. 2002 brought a significant growth in the output and recorded 19%.*

*We could say that things have been altered by the advances of science and culture in general, like the rest of the world.*

### Uncorrected Learner Examples

*As indicated by the charts, the output in state-owned industry increased by 12% in 2000. With reference to foreign-invested industry, it recorded fluctuations in industrial output increases throughout three years.*

*It stood at 14% in 2002, then dropped by 2% in 2001. 2002 brought a significant growth in the output and recorded 19%.*

*We could say that things have been altered by the advances of science and culture in general, like the rest of the world.*

### Comments

This type of nominalised form is typical in formal contexts in CIC.

## PLURAL

### FORM: COLLECTIVE NOUNS

[B1] Can use collective nouns, usually with a singular verb, but also with a plural verb depending on whether the noun is perceived as a single group or collection of individuals.

### Corrected Learner Examples

*The staff is friendly and polite with guests and there are many sports activities.*

*After the spring break the whole staff have to start work at 7.15 am.*

*A TV company has decided to make a film in my high school because it's a normal secondary school.*

*The crew were very interested in what the new school looked like and they were amazed at the colours we used to paint it.*

*Our company is interested in your company's services.*

### Uncorrected Learner Examples

*The staff is friendly and polite with guests and there are many sport-activities.*

*After the spring break the whole staff have to start the work at 7.15 am.*

*A TV company has decided to make a film in my highschool because it's a normal secondary school.*

*The crew were very interesting in how the new school looked like and they were amazed about the colours we used to paint it.*

*Our company is interested in your company's services.*

### Comments

There is evidence of collective nouns at A2 especially 'team' and to a lesser degree 'company'. The majority of the 600+ uses of 'team' were in response to one KET exam question (Q9) in 2007.

## FORM: IRREGULAR PLURAL NOUNS

[A2] Can form some irregular plural nouns.

### Corrected Learner Examples

*It was a sale and I bought some clothes for my children.*

*I ate fish and seafood, it was delicious.*

*She has black eyes, a beautiful round face and nice teeth.*

*The floor in the kitchen has many holes and I think there are mice.*

### Uncorrected Learner Examples

*It was sale and I bought some clothes for my children.*

*I ate fish and seafood, it was delicious.*

*She has black eyes, a beautiful round face and nice teeth.*

*The floor in the kitchen has many wholes and I think there are mice.*

## FORM: NOUNS ONLY USED IN THE PLURAL

[A2] Can use nouns that only have a plural form, with plural agreement.

### Corrected Learner Examples

*I bought them because I feel comfortable when I am wearing these clothes.*

*The clothes are very cheap in this shop.*

*The jeans were expensive, but the other things were very cheap.*

*Please wear some shorts and a shirt.*

*I left my glasses in your house last night. I need them, because I can't see anything.*

### Uncorrected Learner Examples

*I bought them because I feel comfortable when I am wearing these clothes.*

*The clothes are very cheap in this shop.*

*The jeans were expensive, but the other things were very cheap.*

*Please wear some shorts and a shirt.*

*I left my glasses in your house last night. I need them, because I don't see anything.*

### Comments

There is evidence of these nouns at A1 but with a lot of agreement error. The competency is relative to learners' vocabulary size at A2. As their repertoire grows, so does their competency in respect of using nouns that only have a plural form. E.g. by B2, they can use abstract plural-only forms 'outskirts', 'savings', 'surroundings', 'belongings'.

## FORM: PLURAL '-ES'

[A2] Can form plurals by adding '-es' to countable nouns ending in '-o', '-ch', '-s', '-sh', '-x' or '-z'.

### **Corrected Learner Examples**

*The art classes after school are on Tuesdays.*

*Then I bought five different dresses.*

*You have to bring your pencil, oil paint, some paint brushes, and the teacher will give you a palette.*

*Usually it is meat and potatoes or special dishes.*

*Bring some sandwiches and drinks.*

*A box of Dairy milk and 2 boxes of pens.*

*We have to bring paintbrushes of different sizes ?*

### **Uncorrected Learner Examples**

*The art classes after school are on Tuesdays.*

*Then I bought five different dresses.*

*You have to bring your pencil, oil paint, some paint brushes, and the teacher will give you a palet.*

*Usually it is meat and potatoes or special dishes.*

### **FORM: PLURAL '-IES'**

[A2] Can form plurals of countable nouns ending in a consonant plus '-y', by changing the 'y' to 'i' and adding '-es'.

### **Corrected Learner Examples**

*I have a lot of hobbies.*

*There were lots of activities to do.*

*I bought some jeans and costumes because I have a lot of parties this month.*

### **Uncorrected Learner Examples**

*I have a lot of hobbies.*

*There were lots of activities to do.*

*I bought some jeans and costumes because I have a lot of parties this month.*

## **TYPES**

### **FORM '-ING' FORMS, ABSTRACT NOUNS**

[C1] Can use the '-ing' form of verbs as abstract nouns.

### **Corrected Learner Examples**

*Learning English has its rewards too.*

*Advertising seems to be very important to promote a new product.*

*Teaching is terribly challenging and demanding.*

### **Uncorrected Learner Examples**

*Learning English has its rewards too.*

*Advertising seems to be very important to promote a new product.*

*Teaching is terribly challenging and demanding.*

### **FORM '-ING' FORMS, SUBJECT**

[B2] Can use the '-ing' form of verbs as nouns in subject position.

### Corrected Learner Examples

*Working until midnight every evening is not reasonable. Working late is not the solution and it is even dangerous.*

*Also, think about stress. Driving in a city is stressful.*

*First of all, Wicklow Mountains Centre is the perfect place for climbing. Climbing is our favourite hobby and, I think, we will have a good time.*

*Many people say that they just don't have time for thinking about their health. Living in today's world demands spending a lot of time working.*

### Uncorrected Learner Examples

*Working until midnight every evening is not reasonable . Working late is not the solution and it is even dangerous.*

*Also, think about stress . Driving in a city is stressful.*

*First of all, Wicklow Mountains Centre is the perfect place for climbing . Climbing is our favourite hobby and, I think, we will have a good time.*

*Many people say that they just don' have time for thinking about their health. Living in today's world demands spending a lot of time on working.*

### FORM: '-ING' FORMS, OBJECT

[A2] Can use the '-ing' forms of verbs as nouns, in object position, to refer to activities.

### Corrected Learner Examples

*There we did a lot of things like swimming from the beach and going shopping.*

*I prefer dancing, but on Saturday I'd like to go to a jazz concert.*

*I practised windsurfing and scuba diving.*

### Uncorrected Learner Examples

*There we did a lot of things like swimming in the beach and going shopping.*

*I prefer dancing, but on Saturday I'd like to go to a concert of jazz.*

*I practised windsurfing and scuba diving.*

### Comments

Lots of evidence of '-ing' words as activities where Ss are listing things that they like. They are no usable here as they are likely to have been learnt as like/love/hate +-ing

### FORM: COMMON NOUNS

[B1] Can use an increasing range of common nouns.

### Corrected Learner Examples

*When you're swimming you exercise all of your body.*

*You just have to send me your design and I'll do the rest.*

*My heart was hurt and nobody will repair the damage.*

### Uncorrected Learner Examples

*When you're swimming you exercise all your body.*

*You just have to send me your design and I'll do the rest.*

*My heart was hurt and nobody will repair the damage.*

### Comments

Noun development is related to vocabulary development cf. The English Vocabulary Profile.

## UNCOUNTABLE

### FORM: CONTAINERS, QUANTITY EXPRESSIONS

[A2] Can refer to an individual example or quantity of an uncountable noun using words for containers and countable items.

#### Corrected Learner Examples

*We have to bring a bottle of water, trainers and a T-shirt or top.*

*You must bring with you two pencils, one rubber and a piece of paper.*

*I have a piece of news.*

*I can drink a cup of tea in a café.*

#### Uncorrected Learner Examples

*We have to bring a bottle of water, trainers and a T-shirt or top.*

*In the class you must bring with you two pencils, one rubber and a piece of paper.*

*I have a piece of news.*

*I can drink a cup of tea in a café.*

### FORM: NO ARTICLE

[B2] Can use uncountable nouns without a definite article to refer to an abstract thing in general.

#### Corrected Learner Examples

*Television is more attractive because it has moving images.*

*Music was her life, not only a hobby.*

*Look at it this way, the more you work in school, the more you will achieve in your job.*

*Education is important to prevent you from being a dog on a leash!*

*Language can be learned slowly and reflects the culture and tradition of the country. Language even plays an important role in the tourist industry.*

#### Uncorrected Learner Examples

*Television is more attractive because it has moving images.*

*Music was her life, not only a hobby.*

*Look at it this way, the more you work in school the more you will achieve in your job.*

*Education is important to prevent you from being a dog on a leash!*

*Language can be learned slowly and reflects the culture and tradition of the country .*

*Language even plays an important role in tourist industry.*

#### Comments

Note the abstract use here compared to the type of examples you find at A2, e.g. 'The music is going to be loud' – which refers to a specific concrete instance. Common errors with uncountables persist at B2 and increase with lexical growth, e.g. 'informations', 'advices', 'equipments', 'transports', 'knowledges', 'works', 'spendings', 'trainings', 'homeworks', 'researches', 'furnitures', 'behaviours', 'damages'. Learner example: 'Please send me all the informations and the application.'

### FORM: UNCOUNTABLE NOUNS

[A2] Can use a limited range of uncountable nouns.

### Corrected Learner Examples

*I listen to music, I watch TV and I talk to my friends.*

*The weather there was cold.*

*Come to my house at 4.30 pm so we have time to get ready.*

*I ate a lot of meat.*

*Do you have any furniture in this room?*

*Bring some money with you.*

### Uncorrected Learner Examples

*I listen to music, I watch TV and I talk to my friends.*

*The weather there was cold.*

*Come to my house at 4:30 pm so we have time to get ready.*

*I ate a lot of meat ...*

*Do you have any furniture in this room?*

*Bring some money with you.*

### Comments

There are some instances of uncountable nouns at A1 but they are very few. The most common errors (at A1) are: 'homeworks', 'breads', 'houseworks'|Learner examples: (1) 'I don't like homeworks.' (2) 'She looks after the children every day. Then she does the houseworks in her house.' (3) 'You can buy all types of fruits, sauces, breads.' Common errors persist at A2 and increase with lexical growth, e.g. 'informations, musics, papers, loves, homeworks'. Learner example: (1) 'I have some informations about the art class.' (2) 'You have to bring a pen and some papers.'

[B1] Can use an increasing range of uncountable nouns.

### Corrected Learner Examples

*I think the countryside is better than the town centre, people get on more easily with each other.*

*Well, I love shopping for clothes because I love fashion.*

*I hope you can help me to find new accommodation as soon as is possible.*

*Firstly, you can admire lovely architecture and visit a museum about our history.*

### Uncorrected Learner Examples

*I think the countryside is better than the town centre, people get on easier with each other.*

*Well, I love shopping for clothes because I love fashion.*

*I hope you can help me to find new accommodation as soon as is possible.*

*Firstly, you can admire lovely architecture and visit museum about our history.*

### Comments

Errors persist with the most common items, e.g. 'informations', 'equipments', 'homeworks', 'advices', 'furnitures', 'countrysides', 'works', 'softwares', 'trainings'. Learner examples: (1) 'I'm looking forward to hearing from you if you require further informations.' (2) '250 of them are very young and they need a lot of trainings.'

[C1] Can use a wide range of uncountable nouns, particularly referring to abstract concepts.



### Corrected Learner Examples

*I appreciate that your company is concerned about safety and has installed safety belts in every coach but they do not help much when they are all broken.*

*Above all, the administration is not very efficient.*

*He will go with another two members in his department who are likely to be the core workforce and who are eager to broaden their vision.*

*Through that we can develop more humanity, solidarity, tolerance and respect among people of different countries.*

### Uncorrected Learner Examples

*I appreciate that your company is concerned about safety and has installed safety belts in every coach but they do not help much when they all are broken.*

*Above all, the administration is not very efficient:*

*He will go with another two members in his department who are likely to be core workforce and who are eager to broaden their vision.*

*Through that we can develop more humanity, solidarity, tolerance and respect among the people of the different countries.*

### Comments

Errors increase with the most common items and with determiners, e.g. 'informations', 'transports', 'trainings', 'equipments', 'advices', 'knowledges', 'softwares', 'researches', 'furnitures', 'tuitions', 'spendings', 'accommodations', 'feedbacks', 'congestions'. Learner examples (1) 'I have knowledges of foreign languages such as English (written and spoken fluently), little knowledges of French.' (2) 'The three computers were acquired in order to replace the out-of-date equipments that were used by the General Manager.' At C2 errors decrease generally but persist with the most common items. Learner example: 'Reading these books is very interesting, as many advices are hidden inside.'

### FORM: WITH 'THE'

[A2] Can use uncountable nouns with 'the' to talk about something specific.

### Corrected Learner Examples

*The music is going to be loud, since it's rap.*

*The weather was absolutely fine.*

*If you can't find the information about the new art class after school, please call me.*

### Uncorrected Learner Examples

*The music is going to be loud, since it's rap.*

*The weather was absolutely fine.*

*If you can't find the information about the new art class after school, please call me.*

### FORM: WITH DETERMINERS, QUANTITY

[A2] Can use uncountable nouns with a limited range of quantity words and phrases including 'some', 'any', 'a lot of', 'more'. ► Determiners: quantity

### Corrected Learner Examples

*It's really important for me, because I need to do some homework.*

*Now, I haven't got any money, but I am really happy!*

*We have had a lot of fun.*

*I'm going to find more information about the new art class.*

### Uncorrected Learner Examples

*We have had a lot of fun.*

*I'm going to find more information about the new art class.*

*It's really important for me, because I need to do some homework.*

*Now, I haven't got any money, but I am really happy!*

[B1] Can use uncountable nouns with an increasing range of quantity words and phrases including 'much', 'a bit of', 'a little bit of', 'enough', 'further', 'plenty of', 'loads of'. ►

Determiners: quantity

### Corrected Learner Examples

*I'm sure that your parents are looking forward to going with you to the beach, because they work a lot of hours during the year so they can't spend much time with you.*

*I know you have sent me somebody to fix it but every time that it rains, at least a bit of water comes inside the house.*

*I hope this little bit of advice can help you!*

*I prefer to buy only what I need because I don't have enough money.*

*So I would like you to attend a meeting next week for further information.*

*My Finance department is very busy, I have loads of work to finish.*

### Uncorrected Learner Examples

*I'm sure that your parents are looking forward to going with you to the beach, because they work a lot of hours during the year so they can't spend much time with you.*

*I know you have sent me somebody to fix it but every time that it rains at least a bit of water comes inside the house.*

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*I prefer to buy only what I need because I don't have enough money.*

*So I would like you to attend a meeting next week for further information.*

*My Finance department is very busy I have loads of work to finish.*

## PASSIVES

### GET AND HAVE

#### FORM/USE: 'GET' + OBJECT + '-ED'

[C1] Can use 'get' + object + '-ed' to talk about causing or instructing something to happen or to be done by somebody else, often informally.

#### Corrected Learner Examples

*I must say that Caroline and I are good together because I think I am a little bit lazy but she is always the one who tries to get things done.*

*[talking about a minibus] ? ours broke down and it took hours to get it repaired.*

*But within the last two months we received several complaints from our customers about not getting their orders delivered in time.*

### Uncorrected Learner Examples

*I must say that Caroline and I are good together because I think I am a little bit laisy but she is always the one who tries to get things done.*

*[talking about a minibus] ? ours broke down and it took hours to get it repaired.*

*But within the last two months we received several complaints from our customers about not getting their orders delivered in time.*

### FORM/USE: 'GET' + OBJECT + '-ING'

[C1] Can use 'get' + object + '-ing' to talk about causing someone or something to do something.

### Corrected Learner Examples

*First of all, I would like to underline the sheer boredom of these CDs, which got me yawning from the very first minute.*

*I was very happy when I received your letter, although I must say that your dilemma got me thinking.*

*As soon as they realized there was no way to get the employees moving, they got excited and nervous.*

*But still both concerts were great as Elton John and "Metallica" really know how to get people moving, but in two completely different ways.*

### Uncorrected Learner Examples

*First of all, I would like to underline the sheer boredom of these CDs, which got me yawning from the very first minute.*

*I was very happy when I received your letter, although I must say that your dilemma got me thinking.*

*As soon as they realized there was no way to get the employees moving, they got excited and nervous.*

*But still both concert were great as "Elton John and "Metallica" really know how to get people moving , but in two completely different ways.*

### FORM/USE: 'GET' + OBJECT + 'TO'-INFINITIVE

[B2] Can use 'get' + object + 'to'-infinitive to talk about causing someone to do something.

### Corrected Learner Examples

*I would like to point at a few things about our small town, which I, as a citizen, have to explain to our friends, in order to get them to visit us more frequently.*

*It is a good way to get them to shop at this particular store.*

*I do understand that it must be difficult to get these people to go to the festival.*

### Uncorrected Learner Examples

*I would like to point at a few things about our small town, which I, as a citizen, have to explain to our friends, in order to get them to visit us more frequently.*

*Nowadays there are far more means of communication which can get you to work faster and safer than earlier.*

*It is a good way to get them to shop at this particular store.*

*I do understand that it must be difficult to get these people to go to the festival.*

## FORM/USE: 'HAVE' + OBJ + '-ED', PROACTIVE PASSIVE

[B2] Can use have + object + -ed to talk about something where the speaker is in a pro-active or a passive role.

### Corrected Learner Examples

*After I left you on Monday, I had my car serviced and visited Washington with its wonderful memorials.*

*It's such a shame that I'm having my room redecorated but, in my view, the garden will be perfect.*

*My plans fell through because I had my purse stolen and I had no money to continue my journey.*

*The other reason against going to work by bike in a big city is that the risk of having your bike stolen is bigger.*

*I had just played in the best team of Sao Paulo but I had to stop because I had my leg broken in a car crash.*

### Uncorrected Learner Examples

*After I left you on monday I had my car serviced and visited Washington with its' wonderful memorials.*

*It's such a shame that I'm having my room redecorated but, In my view the garden will be perfect.*

### Comments

This form is used for situations that can have either a positive or negative outcome, depending on the context and the choice of verb.

## FORM: 'GET' + '-ED'

[B1] Can form the 'get'-passive with a range of forms of 'get' + past participles.

### Corrected Learner Examples

*[talking about a mirror] I bought it because mine got broken, so I need it to see myself in it.*

*You should be careful while you are crossing or you will get hurt.*

*Last week my husband's car got stolen from our garage.*

*As we have newly recruited staff, we want our staff to get trained effectively so that they can give their best to the Company.*

*We got paid well and I managed to save the most money for my studies.*

### Uncorrected Learner Examples

*[talking about a mirror] I bought it because mine got broken , so I need it to see myself on it. you should be careful while you are crossing or you will get hurt.*

*Last week my husband's car got stolen from our garage.*

*As we have newly recruited staff, we want our staff to get trained effectively so that they can give their best to the Company.*

*Not to forget, we got paid well and I managed to save the most money for my study.*

### Comments

There are examples of get + past participle + adjective at A2, e.g. 'get married', 'get lost', 'get stressed'. They are not included here as they are not passives. ||This use is commonly associated with negative contexts, e.g. 'get broken/hurt/stuck'. It is an informal form and may be more frequent in spoken learner data.

**FORM: 'GET' + REFLEXIVE PRONOUN + '-ED'**

[B2] Can use a reflexive pronoun with the 'get'-passive.

**Corrected Learner Examples**

*Although to drive a car you must be very careful because you could get yourself killed if you don't drive carefully enough.*

*Although he has a charming personality he uses it to get himself involved in illegal activities.*

**Uncorrected Learner Examples**

*Although to drive a car you me very careful because you could get yourself killed if you don't drive carefully enough.*

*Although he has a charming personality he uses it to get himself involved in illegal activities.*

**Comments**

This form is often used to suggest that the subject shares some of the responsibility of and is more frequent in spoken use than written. |

**PASSIVES: FORM****FORM/USE: NON-FINITE CLAUSES**

[C1] Can use a passive non-finite '-ing' form as a subordinate clause or a noun clause to give explanatory background information.

**Corrected Learner Examples**

*Being born and raised in Mexico, I believe her to be this country's best representative to the world.*

*Being overworked and badly paid, Polish women are torn between their dreams and their real possibilities.*

*Being invited by your boss for an unexpected lunch makes you feel noticed.*

**FORM/USE: PRESENT CONTINUOUS NEGATIVE**

[C1] Can use the present continuous passive negative form to refer to ongoing situations in the present.

**Corrected Learner Examples**

*In my opinion, the store is not being promoted enough.*

*Women are not being seen as just inferior to men and incapable of working outside the home.*

*Finally, I agree with the fact that mobile phones have helped the human species develop, but as long as they 're not being used in a sensible way, they're a destructive weapon against children's health.*

**FORM/USE: SUMMARISING, EVALUATING WITH 'IT'.**

[C1] Can use the passive with 'it' as a dummy subject, to summarise or evaluate in discussions, usually in formal or academic writing.

**Corrected Learner Examples**

*To sum up, it can be concluded that this report has attempted to summarize the main points regarding the Spanish educational system.*

*In addition, it has been found that some products were difficult to find.*

**FORM/USE: WITH 'BY' IN A RELATIVE CLAUSE|**

[B1] Can use the passive with 'by' in a relative clause, often to add more information.

### **Corrected Learner Examples**

*I also like wearing clothes which are manufactured by famous brands.*

*It's the highest mountain in U.A.E. Special roads were built for people to reach the top of the mountain, which was surrounded by houses.*

### **FORM/USE: WITH 'BY' TO ADD INFORMATION**

[A2] Can use the passive with 'by' to add information about something already known.

### **Corrected Learner Examples**

*It was bought by my uncle.*

*It's made by Sony-Ericsson, I love it ?*

*? it was written by an excellent author, Lev Tolstoy.*

### **FORM: INFINITIVE**

[B1] Can use the passive infinitive after a limited number of forms including 'going to', 'have to', 'need to', 'want to'.

### **Corrected Learner Examples**

*It is going to be shown this Friday.*

*After that, they printed an authorisation, form which had to be signed by my parents because I'm not over eighteen.*

*He wants to be informed about sales development by the end of November 2001.*

[B2] Can use the passive infinitive affirmative and negative forms after an increasing range of main verbs, modal verbs, adjectives and nouns, in impersonal constructions.

### **Corrected Learner Examples**

*According to your advertisement, some training is supposed to be given.*

*My composition was ready to be printed and I was searching for a piece of paper?*

*I would prefer to sleep in a tent because I have never done it and I think it is an experience not to be missed, a very original adventure!*

*The reason that I took part in your research was to help youngsters not to be addicted to computer games ?*

*For one, the future homes might not be built out of bricks at all!*

### **FORM: MODAL PERFECT**

[B2] Can use the present perfect simple affirmative and negative forms with modal verbs to refer to the past.

### **Corrected Learner Examples**

*I think that all these problems could have been avoided and that asking for my money back is the best way of forgetting that evening.*

*I don't remember how I lost it, it might have been stolen.*

*Of course, some groups were better than others but I think they all played well and have talent: they should have been given a chance!*

*It should not have been used in this kind of article.*

### **FORM: PAST CONTINUOUS AFFIRMATIVE.**

[B2] Can use the past continuous passive affirmative.

### Corrected Learner Examples

*However, to my disappointment, the restaurant was closed because it was being redecorated. After they explained everything to him, he then knew he was being tricked by them and that this was supposed to be a special experience for him.*

*We thought that as you lived there, we could go to your house and stay there while the car was being repaired.*

### Comments

Negative forms are very low frequency.

### FORM: PAST PERFECT SIMPLE, AFFIRMATIVE

[B2] Can use the past perfect passive affirmative form.

### Corrected Learner Examples

*The car had been serviced and everything seemed to be all right.*

*At this moment, Lime walked in and realised he had been set up.*

### FORM: PAST PERFECT SIMPLE, NEGATIVE

[B2] Can use the past perfect passive negative form.

### Corrected Learner Examples

*[talking about a car] In fact, it hadn't been stolen, it had been taken by a man and his wife, because their car broke down and because she was about to have her baby ?*

*We waited for ages because we had not been informed.*

### FORM: PAST SIMPLE NEGATIVE

[B2] Can use past simple passive negative.

### Corrected Learner Examples

*What is worse, the ticket price was not reduced despite the fact that I showed my student ID. I had to go to the hospital because my back hurt so badly, and I wasn't allowed to work for two weeks.*

*I was really disappointed because a lot of things were not done.*

*Some say that studying animals would be impossible, if they weren't kept in zoos ?*

### FORM: PAST SIMPLE, AFFIRMATIVE

[A2] Can use the past simple passive affirmative after a singular subject.

### Corrected Learner Examples

*It was built in 1880.*

*On Saturday morning I was invited to a sports competition.*

[B1] Can use the past simple passive affirmative with a range of pronoun and noun subjects both singular and plural.

### Corrected Learner Examples

*It was written in a strange language that I tried to translate.*

*Next day, I heard that my neighbour's car was stolen.*

*They filmed the flowers and trees, and some pupils were interviewed about their work in the garden, too.*

**FORM: PRESENT CONTINUOUS, AFFIRMATIVE**

[B1] Can use the present continuous passive affirmative with a limited range of verbs.

**Corrected Learner Examples**

*Did you know that the next Harry Potter movie is being filmed in my school?*

*Why don't we stay at my house and visit Tokyo, where an interesting Japanese history exhibition is being held.*

*As a result of that, Russia's economy is being followed by many experts.*

*They filmed a class where the clothes are being tested at the moment and they interviewed some people.*

[B2] Can use the present continuous passive affirmative with an increasing range of verbs.

**Corrected Learner Examples**

*This year's topic is the online training for employees, which is being relaunched.*

*The global temperature is rising, the ice is melting, the sea level increases and miles and miles of coast are being submerged.*

*The first thing to be linked through computers was academic knowledge, then came commercial businesses, naturally, and now, people are being linked through billions of personal computers.*

**FORM: PRESENT CONTINUOUS, NEGATIVE**

[B2] Can use the present continuous passive negative.

**Corrected Learner Examples**

*? students are not being educated equally.*

*To conclude, in my opinion, it is important to keep as many languages as possible alive, so we can make sure that part of the human history is not being lost.*

*Firstly, the fact of different kinds of animals are in a zoo, doesn't means that they aren't being treated right.*

**FORM: PRESENT PERFECT SIMPLE, AFFIRMATIVE**

[B2] Can use the present perfect passive affirmative form (often in the context of reporting). ► reported speech

**Corrected Learner Examples**

*I have been asked to write a report about an accident which happened to me last Saturday.*

*I am writing to you to give you further information about the conference organization and about the arrangements which have been made for your group of students.*

**FORM: PRESENT PERFECT SIMPLE, NEGATIVE**

[B2] Can use the present perfect passive negative form (often in the context of reporting). ► reported speech

**Corrected Learner Examples**

*?the old-fashioned house which has not been used for twenty years is not a very attractive sight from our town either.*

*This happened two years ago, and the necklace hasn't been found yet ?*

**FORM: PRESENT SIMPLE, AFFIRMATIVE**

[A2] Can use the present simple passive affirmative with a singular subject.



### Corrected Learner Examples

*The group is called "playmo".*

*I bought a T-shirt, it cost £42 because it is made of cotton.*

[B1] Can use the present simple passive affirmative with a range of pronoun and noun subjects.

### Corrected Learner Examples

*Our office is situated near the airport.*

*The walls are painted in a dark blue, and the floor is wood.*

### FORM: PRESENT SIMPLE, NEGATIVE

[B1] Can use the present simple passive negative with a range of pronoun and noun subjects.

### Corrected Learner Examples

*The story is about a girl, who is not accepted in her class.*

*I think we should replace the printer, because it prints very slowly and the sheets aren't printed properly.*

### FORM: WITH MODAL VERBS

[B2] Can use the passive with modal verbs in a range of contexts, with a variety of subjects.

### Corrected Learner Examples

*Architects should be hired to design parks, where people could go for a walk or have a picnic.*

*Although I had a marvellous time, I believe there are a few things that could be improved for next year's festival.*

*As a result, today, it could be said that nearly everyone is living in a digital world which means computers are necessary and very important.*

### FORM: WITH VERBS TAKING TWO OBJECTS, , WITH PREPOSITIONAL PHRASE

[B2] Can use the passive with a range of tenses and verbs needing two objects (e.g. give, offer, sell) with the direct object in subject position and the indirect object in a prepositional phrase.

### Corrected Learner Examples

*Your name was given to me by a member of yours, Allan Westwood, whom I met last week.*

*If more training is given to staff, they will be interested in their work and staff turnover will be reduced.*

*Unfortunately an interview for a job in the New Palace Hotel has been offered to me at the same time as your class.*

### FORM: WITH VERBS TAKING TWO OBJECTS.

[B1] Can use the past simple passive with a limited range of verbs needing two objects, putting the indirect object in subject position.

### Corrected Learner Examples

*So I was given a ticket for a train, running from Berlin to Munich.*

*We were lucky, because we were given another chance.*

[B2] Can use the passive with a wide range of verbs needing two objects, putting the indirect object in subject position.

### Corrected Learner Examples

*I was very happy to hear that you have been offered two jobs, one in a restaurant and one in a museum.*

*[talking about a music contract] She was offered a contract to record a single.*

*First of all, I felt happy and pleased that your firm has been given some extra money to spend on improvements to the cinema next year.*

### USE: GIVING FOCUS WITH 'BY'

[B1] Can use the passive with 'by' to give focus.

### Corrected Learner Examples

*My school was chosen by the TV company because it is one of the newest in town.*

### USE: PRESENT CONTINUOUS, FUTURE REFERENCE

[B1] Can use the present continuous passive to refer to the future.

### Corrected Learner Examples

*The seminar is being held at Chennai in the next week.*

*We are being visited by our Sales Director on Thursday morning.*

### USE: SUMMARIES AND EVALUATIONS

[B2] Can use the passive with modal verbs to evaluate or summarise.

### Corrected Learner Examples

*In conclusion, it can be seen that the bicycle is more suitable for those who are living in a little town or in the country.*

*Next, I find that our streets are not very clean, another major problem, and I think something must be done about it.*

### USE: WITH 'WILL', FUTURE REFERENCE

[B2] Can use the passive with 'will' to talk about the future.

### Corrected Learner Examples

*Just to let you know you will be booked into the Palace Hotel ?*

*Dear Mr Bixon, First of all, I am very grateful to hear that the cinema will be renovated next year.*

## PAST

### PAST CONTINUOUS

#### FORM: AFFIRMATIVE

[A2] Can use the affirmative form.

### Corrected Learner Examples

*I was waiting for you all Saturday evening.*

*[talking about a holiday] I was swimming and sunbathing every day.*

*We were dancing all evening.*

## FORM: NEGATIVE

[B1] Can use the negative form.

### Corrected Learner Examples

*He was not planning to become a professional player.*

*She was not feeling very well.*

*I tried to phone her house, but her phone wasn't working.*

*I'm writing you this letter to tell you that we felt so bad when we heard you weren't working at the school any more.*

### Comments

This is a low frequency item, and the majority of use of this structure is from Romance language L1 learners. This is probably because of task effect ? so this in fact may be an A2 feature

## FORM: QUESTIONS

[B1] Can use the question form.

### Corrected Learner Examples

*Was my mother going to die?*

*I couldnt see anybody, then there he was, my hero, my favorite singer Bob Dylan saying my name, but was he calling me?*

*What were you doing?*

*[talking about a dream] Everything was strange. Why was I following a green fox?*

### Comments

Note that the question form is low frequency which may be due to lack of spoken data

## FORM: WITH ADVERBS

[A2] Can use the past continuous with a limited range of adverbs in the normal mid position.

### Corrected Learner Examples

*I was just watching a football match.*

*[talking about wanting to get a kitten] I was always dreaming about it.*

[B1] Can use the past continuous with an increasing range of adverbs in the normal mid position.

### Corrected Learner Examples

*He was still waiting at the traffic light.*

*He was actually acting like a ghost.*

[B2] Can use the past continuous with a wide range of adverbs in the normal mid position.

### Corrected Learner Examples

*My younger brother was constantly bothering me.*

*One day, as she was wistfully walking in the dusk of that day, she told herself she could either go on living her lonely life or make a huge effort to fit in.*

## USE: BACKGROUND EVENTS

[A2] Can use the past continuous to show that an event was happening in the background to the main event.

### Corrected Learner Examples

*Yesterday we were studying maths in your house, and I left my book on your bed.  
It was raining when I arrived.*

#### USE: EVENTS IN PROGRESS

[A2] Can use the past continuous to talk about actions and states in progress around a particular time in the past.

### Corrected Learner Examples

*I went to a soccer game, they were playing the last game to get the championship.  
It was raining, but the concert was so good that I did not mind.*

#### USE: POLITENESS

[B2] Can use the past continuous to make a request or suggestions more polite or less direct.

### Corrected Learner Examples

*I was wondering if I could impose on you again for my next visit.  
I was thinking that you could wear your Marilyn Monroe dress as your fancy-dress costume.  
I was thinking that you could come to my house and see the movie.*

#### USE: REASON

[B1] Can use the past continuous to give a reason for something, often with 'because'.

### Corrected Learner Examples

*Because she was sitting in the corner, she could see the whole view of the café in front of her.  
Yesterday a TV company came to my school because they were doing a science quiz.*

#### USE: REPEATED EVENTS

[B1] Can use the past continuous to talk about ongoing repeated events in the past, often with 'always'.

### Corrected Learner Examples

*Worst of all, in September it was always raining.  
He was always talking about this prize but I never thought he would win it.*

## PAST PERFECT CONTINUOUS

#### FORM/USE: BACKGROUND INFORMATION WITH RELATIVE CLAUSE

[B2] Can use the past perfect continuous in a relative clause to give background information. ► relative clauses

### Corrected Learner Examples

*And there were two men who had been chasing the murderer to find out who the man is and rescue the girl....  
The guide also tells some funny stories about an old lord, who had been living there in the 18th century.  
After a few minutes the door was opened and the man who had been following me came in.*

### Comments

There is a big increase in this use at C2.

### FORM/USE: BACKGROUND INFORMATION WITH TIME CONJUNCTION

[B2] Can use the past perfect continuous after a time conjunction to give background information.

#### Corrected Learner Examples

*After we had been sunbathing at the beach all day long, we went every evening to a cosy restaurant called "The Barking Cat", where we had a good meal and some wine.*

*After I had been waiting for an hour, I decided to go through the gate and go in on foot.*

#### Comments

This is very low frequency in the CLC, and fairly low frequency in the CEC ? especially with the formula After + past perfect cont + past simple

### FORM: AFFIRMATIVE

[B1] Can use the affirmative form.

#### Corrected Learner Examples

*I had been working on the project for over a year.*

*We had been waiting for hours.*

*I didn't need so much, because I'd been saving money for a few months.*

### FORM: NEGATIVE

[B2] Can use the negative form.

#### Corrected Learner Examples

*Laura realised that she had not been studying very hard lately.*

*I couldn't tell her about Mark because she hadn't been doing anything else but talking about him for the last three weeks.*

*Last week, two of your employers came to solve the problems of my central heating system as it had not been working for two days.*

### FORM: WITH ADVERBS

[B2] Can use the past perfect continuous with adverbs in the normal mid position.

#### Corrected Learner Examples

*I had been working hard at my job and I had really been looking forward to this holiday.*

*When he died, he was a rich man, he had only been living ten months in the house he had built for fourteen years ?*

### USE: BACKGROUND EVENTS

[B1] Can use the past perfect continuous talk about a background action or event which began before a point in the past and was still continuing up to a point in the past when the main event happened.

#### Corrected Learner Examples

*I had been waiting for this letter for months, so I opened it immediately.*

*Once I had been watching TV for 6 hours when my Mum suddenly switched it off.*

### USE: CONTINUING EVENTS IN THE PAST

[B1] Can use the past perfect continuous to talk about an action or event which began before a point in the past and was still continuing up to that point, often with 'for' or 'since', to give background information.

### Corrected Learner Examples

*I know it very well because we had been exchanging letters for a long time.*

*She had been going there since she was ten years old.*

*He began to think about his own thoughts while he was smoking a cigarette (he had been smoking since he was a child, since he was 12), when suddenly the curtain moved.*

### USE: RESULTS

[B2] Can use the past perfect continuous to talk about events which started before a time in the past and which finished, but where the effects or results were still important at a point in the past.

### Corrected Learner Examples

*Unfortunately it had been snowing for a long time and so I was unable to go out for a walk.*

*We had been working very hard all the morning so by that time, I was very tired.*

## PAST PERFECT SIMPLE

### FORM/USE: AFTER 'BECAUSE', EXPLANATIONS

[B2] Can use the past perfect simple after 'because' to give explanatory information.

### Corrected Learner Examples

*He was sleeping but I realised that this was because he had lost a lot of blood.*

*I was driving on to my parents' house because I had arranged to have dinner with them.*

### FORM/USE: AFTER 'IF ONLY' AND 'WISH', IMAGINED PAST

[B2] Can use the affirmative form after 'if only', and the affirmative and negative forms after 'wish' to talk about regret.

### Corrected Learner Examples

*If only I had listened to my father!*

*If only I had met her before.*

*I am sure, because at the end of the concert, I said to my friend "I wish they had played a bit more".*

*I wish I hadn't told Pat about my plans.*

*I wish I hadn't done that but now I can't do anything.*

### FORM/USE: AFTER 'IF' CLAUSES

[B1] Can use the past perfect simple in 'if'-clauses to talk about imagined situations in the past, often with regret. ► 'if'-clauses

### Corrected Learner Examples

*If the weather had been better, we would have enjoyed it more.*

*If you had gone there with me, you would have been happy.*

*So I decided to go back and look for them in the park: believe it or not I would have spent all night in the park, if it hadn't been closed since six o'clock!*

### FORM/USE: INVERSION WITH 'NEVER (BEFORE)'

[B2] Can invert the subject and auxiliary verb after 'never (before)' to talk about a unique event, often in formal contexts.

### Corrected Learner Examples

*Never had I been in such a ridiculous situation!*

*Never before had we seen such marvellous species of fish.*

### FORM/USE: INVERSION WITH 'NO SOONER ? THAN'

[B2] Can invert the subject and auxiliary verb with 'no sooner ? than' to talk about something that happened immediately before something else, often in formal contexts.

### Corrected Learner Examples

*? but no sooner had I gone to bed than someone broke the door down.*

*But, no sooner had I got there than my classmates informed me that I had done well in my physics exam.*

### FORM/USE: INVERSION, IMAGINED PAST

[C1] Can invert the subject and affirmative auxiliary verb to talk about imagined situations in the past, often with regret, in formal contexts.

### Corrected Learner Examples

*Had I known the tour would be so bad, I wouldn't have booked it.*

*Had they been new people, travellers from other countries, I could have taken it, but all the customers were English!*

*Sometimes I think that had I gone to Britain without this experience, my life would have been different.*

### FORM: AFFIRMATIVE

[B1] Can use the affirmative form.

### Corrected Learner Examples

*I felt really sorry for you after I had read your last letter.*

*[?] I'd forgotten that I have an appointment with the doctor [?]*

### FORM: ELLIPSIS

[B2] Can leave out the subject before the past perfect simple where it is understood from the previous clause.

### Corrected Learner Examples

*But now she felt stronger and had lost her fear.*

*Simon was a very famous writer and had written ten best-sellers.*

*All her friends from Chicago had come to visit her and had brought a huge chocolate cake with them.*

*They were cold and had gone numb.*

### FORM: NEGATIVE

[B1] Can use negative forms.

### Corrected Learner Examples

*The ABC Company called this morning to say that our company had not delivered the goods on time.*

*I hadn't heard from her for two months.*

### FORM: QUESTIONS

[B2] Can use question forms.

### Corrected Learner Examples

*Had I made the same mistake twice?*

*? the question was: Why had he done that?*

### FORM: WITH ADVERBS

[B1] Can use the past perfect simple with a limited range of adverbs (including 'never', 'ever', 'just', 'always', 'already') in the normal mid-position. ► adverbs

### Corrected Learner Examples

*It was the most beautiful one I had ever seen.*

*So, she came to America to see a relation she had never seen before, and she spent the money with me.*

*I had just arrived from school when I saw the letter.*

*I had always wanted to visit European cities and Paris was one of the easiest cities to get to from England.*

[B2] Can use the past perfect simple with a wide range of adverbs (including 'finally', 'recently', 'simply') in the normal mid-position. ► adverbs

### Corrected Learner Examples

*He had finally achieved his goal!*

*She had suddenly woken up at that noise, but now was trying to persuade herself it was just a dream.*

*And had all the furniture and David's personal things been stolen by thieves or had they just simply disappeared?*

### USE: BACKGROUND INFORMATION, RELATIVE CLAUSE

[B2] Can use the past perfect simple in relative clauses to give background information. ► relative clauses

### Corrected Learner Examples

*After a while Mr and Mrs Landsbury, the couple who had organised the party, got everybody's attention and [?] asked everybody to stay calm.*

*He went to the hotel because he wanted to find out who the person was that had sent him a mysterious letter?*

*[?] it was Annika who had arranged a huge party for her, and all her friends and family, at the airport.*

### USE: CHANGE OF SITUATION

[B2] Can use the past perfect simple to talk about situations which changed.

### Corrected Learner Examples

*After the show we had planned to go to the theatre restaurant. But it was closed.*

*We had planned to go to Switzerland, but unfortunately our car broke down.*

*At first she had wanted to make the first move but she wasn't quite convinced.*

### USE: REPORTS OF QUESTIONS

[B2] Can use the past perfect simple to report questions, where the main verb in the reporting clause is in the past simple. ► reported speech



### Corrected Learner Examples

*I asked him who had given him my phone number and he said it had been me.*

*He didn't find her, in spite of looking for her in every room of her house, so he decided to come to my house to ask me if I had seen her somewhere.*

*I asked her what had happened and she told me that my grandmother was very ill.*

### USE: REPORTS OF STATEMENTS

[B2] Can use the past perfect simple to report statements, where the main verb in the reporting clause is in the past simple. ► reported speech

### Corrected Learner Examples

*[?] one morning she was listening to the radio, when suddenly the announcer said that the police had arrested a man who had stolen five expensive and unique paintings.*

*She tried to explain what had happened, but she couldn't.*

*I looked at the address and I knew what had happened to my sister's postcard.*

### USE: TIME UP TO THEN

[B1] Can use the past perfect simple to talk about a time before another time in the past.

### Corrected Learner Examples

*He then thought how stupid he had been.*

*Actually I'd arranged an appointment with my doctor before calling you.*

## PAST SIMPLE

### FORM: AFFIRMATIVE

[A2] Can use the affirmative form with an increasing range of verbs.

### Corrected Learner Examples

*I forgot to tell you some details about tomorrow evening.*

*I spent about £35 on all those clothes.*

*[talking about a football game] I liked it very much because my favourite team won, it was great.*

[B1] Can use the affirmative form with a wide range of verbs.

### Corrected Learner Examples

*I convinced some of my friends to come with me even if they don't like rap music.*

*Previously I faced many failures but I never gave up.*

*The cameraman filmed us during a lesson and later, walking to the playground.*

### FORM: INVERSION WITH 'NOT ONLY ? BUT ALSO'

[C1] Can use the inverted form of the past simple with auxiliary 'do', in the phrase 'not only ? but also'.

### Corrected Learner Examples

*The companies I found at the trade fair were very varied. Not only did I find high-technology companies, but also shoemakers, advertisement companies and plane manufacturers to name but a few.*

*Not only didn't we travel 5000 miles in 30 days, as you had advertised, but also we stayed 8 days in just one place, which had nothing interesting to see except a church.*

*Not only didn't I learn any new grammar but also I couldn't enrich my vocabulary.*

## FORM: NEGATIVE

[A2] Can use the negative form with a limited range of regular and irregular verbs.

### Corrected Learner Examples

*The player from China did not look very happy though.*

*You did not keep your promise.*

*I didn't tell you that my house is opposite the new cinema.*

*They didn't cost much ...*

*I was surprised because the heating didn't work.*

[B1] Can use the negative form with an increasing range of verbs.

### Corrected Learner Examples

*I didn't realise I had lost the ring till I was at home.*

*I didn't trust him.*

*[talking about a spare television] ? we had one in the garage that we did not use.*

[B2] Can use the negative form with a wide range of regular and irregular verbs.

### Corrected Learner Examples

*I didn't hesitate and went there straight away.*

*I'm sure it wasn't my fault as I didn't switch anything on or off at that moment.*

*? we really enjoyed our holiday even though things did not turn out they way we planned.*

## FORM: QUESTIONS

[A2] Can use 'yes/no' and 'wh-' question forms with 'you' with a limited range of verbs.

### Corrected Learner Examples

*Did you buy something yesterday?*

*[talking about a lost phone] Did you find it?*

*And when did you go shopping last?*

[B1] Can use 'yes/no', 'wh-', tag and negative question forms with a limited range of verbs.

### Corrected Learner Examples

*Did you receive my present?*

*How did you spend your weekend?*

*Why didn't he call me?*

*We arranged to meet each other next Tuesday at 11 o'clock, didn't we?*

*Didn't you spend your last holiday with them as well?*

[B2] Can use 'yes/no', 'wh-', tag and negative question forms with an increasing range of verbs.

### Corrected Learner Examples

*Are you still looking for a job or did you succeed in finding one?*

*When did you last see your wife and your children?*

*It was great to have met you, and we certainly had a terrific time together, didn't we?*

*Didn't you tell me that you had to go to Orleans today?*

*Why didn't you say something about it?*

[C1] Can use 'yes/no', 'wh-', tag and negative question forms with a wide range of verbs. ►  
Questions

### Corrected Learner Examples

*Did you spot the fact that what is expected from us in Tall Trees Campsite is to help in organising the entertainment?*

*How did it turn out then?*

*I told you about Peter and Mary, didn't I?*

*Didn't we all dream of being famous once in our lives?*

### FORM: WITH 'WHEN'

[A2] Can use 'when' + past simple in subordinate clauses.

### Corrected Learner Examples

*When I arrived, the weather was horrible.*

*[talking about a missing phone] I think I left it in the kitchen when I fell on the slippery floor.*

### FORM: WITH SUBORDINATING CONJUNCTIONS

[B2] Can use the past simple with a range of subordinating conjunctions, including 'as soon as', 'before', 'if', 'once', 'since', 'so', 'until', 'when', 'while'.

### Corrected Learner Examples

*? as soon as we went down to around 15 metres in depth, we saw a lot of coloured fish.*

*I told you about that terrible hotel I had stayed in before I came to visit you.*

*Once he got inside, he started searching for some clues to that horrible crime.*

### FORM: WITH TIME ADJUNCTS

[B2] Can use a range of time adjuncts with the past simple.

### Corrected Learner Examples

*I also worked as a helper on a summer camp for primary schoolchildren in Canada last summer.*

*I can remember one which happened to me last year, during the Christmas holiday.*

*He worked hard for quite a long time to earn the money he needed.*

### USE: COMPLEX ORDERING OF PAST EVENTS

[C1] Can use the past simple to order sequences of events in the past in a complex way.

### Corrected Learner Examples

*Following advice from a friend, I purchased the English version of your product, only to find out its quality did not match the promises made in your advertisement.*

*After having discussed this subject with the other member, we came up with the following decisions. First of all ?*

### USE: FOR EMPHASIS, WITH 'DID'

[C1] Can use the past simple with 'did' for emphasis.

### Corrected Learner Examples

*We did reach the target figure and we have sent about 85 percent of the money to the hospital.*

*[in a letter defending the organisation of an event] We did have 34 games and one stall with beverages and snacks.*

*It is true that it did rain during the day but it was not a "sudden downpour", as you wrote. It was more a small shower ?*

**USE: HABITUAL STATES OR ACTIONS**

[B1] Can use the past simple to talk about habitual states or actions.

**Corrected Learner Examples**

*? he always seemed so confident to me!*

*? we always talked during the class.*

**USE: IMAGINED SITUATIONS AFTER 'IF'**

[B1] Can use the past simple after 'if' to talk about the possible result of an imagined situation in the present or future.

**Corrected Learner Examples**

*It would be better if you spent some time in the fresh air with your friends or walking in a park.*

*If you wanted to do some outdoor activities, we could go fishing or even walking through the green fields.*

**USE: ORDERING OF PAST EVENTS**

[B1] Can use the past simple to order sequences of events in the past, in the context of narratives.

**Corrected Learner Examples**

*I remember her as a shy girl, but I read she became a manager, she went on lots of trips, she met a lot of new friends, she got married and then she got divorced.*

*We met at 9 in the morning and decided to go to the seven lakes, a very wonderful place not far from the centre of the town: lots of trees, lots of flowers and very fresh air.*

*We waited for the suitcase for two days and then we bought new dresses.*

**USE: POLITENESS AFTER 'IF'**

[B2] Can use the past simple after 'if' as a politeness structure, especially in letters and emails.

**Corrected Learner Examples**

*I think it would be very helpful if I told you my own case.*

*It would be great if you sent me a free copy of the next edition of The Student Tourist Guidebook.*

*I would be grateful if you gave me this job.*

**USE: POLITENESS: 'I THOUGHT'**

[C1] Can use the past simple 'I thought' as a politeness structure to sound less direct.

**Corrected Learner Examples**

*I understand you are quite concerned about the matter and I thought it would be a good idea to let you know what is really going on.*

*The reason why I'm writing to you is that I thought you might be interested in writing about a special dish from your country for the international cookbook.*

**USE: POLITENESS: 'I WONDERED' AND 'I WANTED'**

[B2] Can use the past simple with 'I wondered' and 'I wanted' as politeness structures, when making polite requests and thanking.

### Corrected Learner Examples

*So, I wondered if you could introduce me to somebody who knows how to use a camera, so that I will be able to record my trip for you.*

*I wanted to know if the rooms are single or double, if they have showers and if there is room service. ? Secondly, I also wanted to know if there is a gym in the hotel ?*

*First of all, I wanted to thank you for giving me the first prize in your competition.*

### USE: REGRET

[B1] Can use the past simple with 'wish (that)' to express regret that things are not different.

### Corrected Learner Examples

*I wish that you were here, cycling with us.*

*I wish you were here with me. I wish we were together.*

*I wish weekends lasted five days.*

## PRESENT PERFECT CONTINUOUS

### FORM: AFFIRMATIVE

[B1] Can use the affirmative form.

### Corrected Learner Examples

*I have been thinking about your letter.*

*We've been studying together since grade one.*

*The letter was from my brother, who has been living in New York since he graduated from university.*

### FORM: NEGATIVE

[B2] Can use the negative form.

### Corrected Learner Examples

*I hope that I have not been wasting your time and giving you too much trouble.*

*Hope you haven't been working too hard!*

*The heating system has not been working properly since your staff completed the work in my house.*

### FORM: QUESTIONS

[B1] Can use the question form with a limited range of verbs.

### Corrected Learner Examples

*Have you been thinking about it a lot?!*

*What have you been doing?*

*[talking about musical instruments] ? how long have you been playing them?*

### Comments

Note that questions are generally low frequency in the CLC probably due to lack of spoken data.

### FORM: WITH ADVERBS

[B2] Can use the present perfect continuous with adverbs in the normal mid position.

### **Corrected Learner Examples**

*I have just been reading an article in your newspaper this morning, about The Westfield Music Festival.*

*I've also been singing in a choir for five years, so I'm very familiar with it.*

*You have already been complaining about headaches and insomnia.*

### **USE: RECENT PAST**

[B2] Can use the present perfect continuous to focus on a finished activity in the recent past but where the effects or results are still important or relevant.

### **Corrected Learner Examples**

*They might be slippery when it has been snowing.*

### **Comments**

This is largely a spoken language structure when the speaker observes something and comments, based on present evidence. "Look it's been snowing. It might be slippery." This may need to go in at a lower level when spoken data is available.

### **USE: REPEATED CONTINUING EVENTS**

[B1] Can use the present perfect continuous to talk about repeated activities which began in the past and are still continuing.

### **Corrected Learner Examples**

*I've been watching TV a lot, specially the sports programmes.*

*I have been playing my new game.*

*Last week I went out with my cousin Jim and his wife; he told me he had joined a sport club and he has been going there for two weeks;*

### **USE: SINGLE CONTINUING EVENT**

[B1] Can use the present perfect continuous to talk about a single activity or state that began in the past and is still continuing, often with 'for' or 'since'.

### **Corrected Learner Examples**

*I've been studying International business there for four years.*

*I've been living here since last April and it seemed no problem during spring and summer.*

*Susan has been working in our company for 6 years as a Sales Representative.*

## **PRESENT PERFECT SIMPLE**

### **FORM/USE: DURATION WITH 'SINCE'**

[B1] Can use the present perfect simple with 'since' to talk about duration.

### **Corrected Learner Examples**

*I have been here since August 2006.*

*It's been a long time since we went out together so I think we will have a great time at the park playing sports and chatting!*

*Many things have changed since your last visit.*

*Such a long time has passed since the last time we met.*

### **FORM/USE: TIME WITH 'FOR'**

[A2] Can use the negative form with 'for' to talk about a past event or action which hasn't occurred again in the period of time up to now.

### Corrected Learner Examples

*I haven't eaten Italian food for a long time.*

*I'm sorry I haven't written for so long.*

*I haven't seen you for ages.*

### Comments

NB 'for' and since usually taught together, but since doesn't emerge until B1 (with 'been').  
Learners talk about ?duration? before ?time since?.

### FORM/USE: WITH 'ALREADY'

[B1] Can use the present perfect simple with 'already' to emphasise that something is done, often before the expected time. ► adverbs

### Corrected Learner Examples

*I've already planned the party, bought his present, and most important of all, I've already told everyone.*

*I have already bought a new arm-chair, yellow and comfortable.*

*In Spain lots of universities have already accepted this plan..*

*So we decided to go to Farhang cinema tonight and we have already bought the tickets.*

*She has already won three gold medals at international tournaments.*

### FORM/USE: WITH 'STILL'

[B2] Can use the negative form of the present perfect simple with 'still' to emphasise that something that was expected to happen continues not to happen. ► adverbs

### Corrected Learner Examples

*I still haven't read the role but when I read it, I was very excited and I accepted Mr Brown's offer.*

*You asked me whether I bought a computer or a bicycle and I have to tell you that I still haven't decided.*

### FORM/USE: WITH 'YET'

[A2] Can use the negative form with 'yet' to talk about events which are expected to be completed at some point in the future.

### Corrected Learner Examples

*[talking about a new mobile phone] I haven't seen it yet.*

*[talking about a book] It's very important because I haven't finished it yet.*

*I haven't seen this film yet.*

### FORM: AFFIRMATIVE

[A2] Can use the affirmative form 'have' + '-ed' with pronouns 'I' and 'we', and with a limited range of verbs.

### Corrected Learner Examples

*I have seen the Eiffel Tower and many old buildings.*

*I like Japanese people and I've been to Japan more than three times.*

*We have seen the Tower of London, Big Ben, the Houses of the Parliament and of course Buckingham Palace.*

[B1] Can use the affirmative forms with a range of pronouns and nouns and an increasing range of verbs.

**Corrected Learner Examples**

*I've left some clothes at the dry cleaner's 100 yards from my home, in Park Street.*

*It's been an amazing week for me.*

*She is from California, but she has just moved to Italy.*

*Our company has signed deals with a few German companies.*

**FORM: NEGATIVE**

[A2] Can use the negative form 'haven't' + '-ed' with 'I' with a limited range of verbs.

**Corrected Learner Examples**

*I haven't eaten Italian food for a long time.*

*I haven't seen you for a long time.*

[B1] Can use the negative forms with a range of pronouns and an increasing range of verbs.

**Corrected Learner Examples**

*He hasn't spoken to anyone from that time till now.*

*She is a quiet person so she has not made a lot of friends.*

*We haven't decided where to go yet, but probably it will be to somewhere like Australia or New Zealand.*

[C1] Can use the full negative forms with a wide range of verbs, often in formal contexts.

**Corrected Learner Examples**

*Thus, you have not fulfilled your task with due care, as you have stated in your letter.*

*Somehow, in my country education has not evolved, although it manages to maintain some advantages.*

**FORM: NEGATIVE QUESTIONS**

[B1] Can use the negative question form.

**Corrected Learner Examples**

*Haven't you seen it yet?*

*Haven't your parents given you their advice?*

**Comments**

This is a low frequency item, probably because this is a spoken language feature. There are no examples in the corpus of 'hasn't' in questions except as tag questions.

**FORM: QUESTIONS**

[A2] Can use the question form 'have you' + '-ed' with with a limited range of verbs.

**Corrected Learner Examples**

*Have you bought anything?*

*Hi Jools, How have you been?*

*Where have you been?*

**Comments**

NB we've included wh- questions here as we don't have enough spoken data to show a range of example of the true interrogative form.



[B2] Can use the question form with an increasing range of verbs.

**Corrected Learner Examples**

*How has your family been?*

*But what have these animals done?*

*In 1970 people in the UK married in their early 20s, but nowadays they marry at the end of their 20s. But why has this changed?*

**FORM: WITH ADVERBS**

[A2] Can use the present perfect simple with a limited range of adverbs in the normal mid position.

**Corrected Learner Examples**

*I have never seen a competition like that before, and I love it.*

*I have just seen your notice.*

[B1] Can use the present perfect simple with an increasing range of adverbs in the normal mid position.

**Corrected Learner Examples**

*This is a famous seafood restaurant, you know, I've always loved seafood.*

*Have you ever been to Gorgeousbi?*

**USE: EXPERIENCES**

[A2] Can use the present perfect simple to talk about experiences up to now.

**Corrected Learner Examples**

*I've seen the British Museum.*

*We have visited the Coliseum and several museums.*

*After the film, we should go to "The Golden Pagoda" because I've never been there.*

*You know I haven't been to France before.*

**USE: RECENT PAST**

[B1] Can use the present perfect simple to refer to a finished event or state in the recent past, that has a present relevance, often with 'just'. ► adverbs

**Corrected Learner Examples**

*My mother has broken her right leg.*

*I've just received your mail.*

*I've found a job for you.*

**USE: UNFINISHED**

[B1] Can use the present perfect simple to refer to a state or period of time which is unlimited or indefinite.

**Corrected Learner Examples**

*In spite of bad weather forecasts on TV, it has been a sunny, warm weekend.*

*I've had a really nice week.*

*It is a great movie. It has won a lot of prizes so I think it will be good to see it at the cinema.*

**USE: WITH SUPERLATIVE**

[B1] Can use the present perfect simple with a superlative adjective to talk about a unique experience. ► adjectives: superlatives

### Corrected Learner Examples

*This restaurant has the most delicious shrimps I have ever tasted.*

*That is the best game I've ever played.*

*I've never been there before but my friend Pepo said that it is the biggest park she has ever seen.*

*At the top of that, you will see the most amazing view you have ever seen.*

## PREPOSITIONS

### PREPOSITIONS

#### FORM/USE: FORMAL

[B2] Can use less frequent simple prepositions, often in a more formal, literary or business context.

#### Corrected Learner Examples

*Suddenly the lights went out and a kind of silent screaming was heard throughout the whole dark room.*

*So why don't you act upon my advice?*

*I took bus number 19 from Angel tube station toward Battersea Park.*

*In Tottenham, transport is easy, buses are frequent, unlike other areas.*

*A survey was carried out amongst the students and teachers.*

[C1] Can use less frequent complex prepositions, often in a more formal, literary or business context.

#### Corrected Learner Examples

*It's unbelievable that this civilization that lived a long time ago could be so ahead of their time.*

*I think that the next area to develop will be the car industry, which will develop cars that are going to work by solar energy, on account of the levels of pollution in big cities.*

#### FORM/USE: PREPOSITION + 'WH-'WORD

[B2] Can use preposition + relative pronoun as complement, to avoid preposition stranding, often in formal contexts. ► Clauses: relative

#### Corrected Learner Examples

*According to your advertisement in a language magazine, you have a vacancy in which I am very interested.*

*I hope that you can help me by answering some questions about the club of which you are the secretary.*

*In my opinion children need someone to whom they can talk.*

#### FORM: 'ADVERB' + PREPOSITION

[B1] Can use adverbs of degree to modify prepositions and prepositional phrases.

### Corrected Learner Examples

*It's quite near my house so I can go there easily.*

*When I was trying to reach the only frame of light I could see in the woods, something moved right behind me.*

*I'm going to put it right in front of the window, so I have enough light.*

*I felt I was flying and it was really like a dream.*

*But anyway it's enjoyable to shop for clothes especially with a group of friends.*

### FORM: 'JUST' + PREPOSITION

[A2] Can use 'just' to modify prepositions.

### Corrected Learner Examples

*It's just near the cinema.*

*So you have to go along 3 blocks and turn on your left and just in front of you is the Cathedral and next to the Cathedral is the Zocalo.*

*My house is just after the library.*

### FORM: + '-ING'

[A2] Can form prepositional phrases using the '-ing' form of verbs as complements.

### Corrected Learner Examples

*I can help by bringing the sound box and bit box I am free at friday 7:30 pm.*

*Thanks for replying.*

*I was crazy about playing tennis.*

### FORM: COMPLEX

[A2] Can use a limited range of complex prepositions.

### Corrected Learner Examples

*We can meet in the park near to my house at 7.00 p.m.*

*I have a lot of hobbies, such as reading, singing, drawing and so on.*

*I will be free at 4 p.m. and we can meet each other in front of our tennis club.*

[B1] Can use an increasing range of complex prepositions.

### Corrected Learner Examples

*My parents weren't happy when they heard that I wanted to go to Croatia with my friends instead of flying to the USA.*

*The company chose my school thanks to the excellent results of the students.*

*It was saying that some company can find me a job in the UK and I can earn up to £ 1000 per month.*

*[talking about a watch] I was going out of the shop when I noticed that I had lost it.*

*I would like to apologise because, due to a dental appointment, I will not be able to participate in the English class tomorrow.*

*The best place to stay is a hotel a bit outside of the city.*

[B2] Can use a wide range of complex prepositions.

### Corrected Learner Examples

*She did not say very much except for "oh" and "yes, yes" every once in a while.*

*[talking about animals in zoos] And it gives them the possibility of gradually gaining knowledge about other living creatures apart from humans.*

*[giving suggestions on how to make the reception area of a school more attractive] It is based on my personal opinions in addition to a sample of 500 people who are students and staff at the school, and also visitors.*

*Now, as for the camping, I admit that I'm not a great fan of it.*

*I hope that, in spite of some small problems, people liked the festival and we will be able to attend it next year.*

### Comments

Also: 'but for', 'in favour of'

### FORM: SIMPLE

[A2] Can use an increasing range of simple (single-word) prepositions.

### Corrected Learner Examples

*Please return it by tomorrow morning.*

*My phone is blue like the sky.*

*The match was between Arsenal and Liverpool.*

*We have to arrive home before 7.30pm.*

*My house is opposite the post office.*

*During the party I danced, played games, ate cake and talked to everyone.*

### Comments

Note that a number of items are on the EVP list and on KET vocabulary word list at A2 (e.g. through) but they do not appear on our list until B1. While there is a use of some B1 prepositions at A2, their use is very often incorrect, e.g. ?I will pass through your house at 6pm?; Good by! (A1) So while an item is known at A2, it may not be competently used (grammatically) until B1. In the case of through, there are 43 instances of it at A2 and only 14 of these are correct. ||Other prepositions used successfully at A2: until, without, into, inside, around, under, since, against, over, behind, per, outside, past

[B1] Can use a wide range of simple (single word) prepositions.

### Corrected Learner Examples

*If it is raining, the rain enters through the holes in the roof and makes the house wet.*

*To my surprise, there was a charming beach along the cycle route.*

*Don't forget to meet me at the theme park beside the main entrance.*

*In the middle of the room there is a big bed between two windows and above the bed there is a beautiful painting.*

*I think Bremen won't change that much within the next 20 years.*

*I hate shopping via the internet.*

### Comments

Other prepositions used successfully at B1: 'besides', 'towards', 'among', 'across', 'down'

## FORM: STRANDING

[A2] Can end a 'wh-' question with a preposition, where the preposition is stranded from its complement.

### Corrected Learner Examples

*Who are you going with?*

*So what are you waiting for?*

[B1] Can end a reported question clause and a relative clause with a preposition, where the preposition is stranded from its complement. ► Clauses: relative

### Corrected Learner Examples

*So this is the best festival I been to.*

*Please give him all the information he asks for.*

*Everybody should see which company I work for.*

# PRESENT

## PRESENT CONTINUOUS

### FORM/USE: WITH ADVERBS OF INDEFINITE FREQUENCY

[A2] Can use the present continuous with a limited range of adverbs of indefinite frequency, often to talk about surprising or undesirable situations or events (especially with 'always').

### Corrected Learner Examples

*I'm always dreaming about a job as a secretary.*

*You are always losing things.*

*She is always smiling.*

[B2] Can use the present continuous with an increasing range of adverbs of indefinite frequency, often to talk about surprising or undesirable situations or events.

### Corrected Learner Examples

*? scientists don't really get together with top models ? they are constantly studying and reading books, whereas the job of a top model is actually based on physical appearance.*

*? you're continuously dealing with toxic substances and flammable liquids?*

### Comments

There is very poor increment in adverbs in general in the data. | This is one of the main areas where candidates at B1 and B2 could improve their marks.

### FORM: NEGATIVE

[A2] Can use the negative form.

### Corrected Learner Examples

*[talking about a computer] I'm not using it any more.*

*?the fridge isn't working.*

*? he's going to work at 5.00 am, so he's not eating anything ...*

## FORM: QUESTIONS

[A2] Can use 'wh-' questions, especially in the context of letters and emails.

### Corrected Learner Examples

*Dear Mom, How are you doing?*

*What are you bringing with you?*

### Comments

Note that there are no 'yes/no' questions which refer to the present in the data, although there are some that refer to the future. This may be an opportunity of use and spoken data issue (do people generally ask questions like 'are you opening that window?') in writing?

## USE: EVENTS IN PROGRESS

[A2] Can use the present continuous with an increasing range of verbs to talk about situations and events in progress.

### Corrected Learner Examples

*I am watching a swimming competition.*

*I'm selling an English book. It's called "English II".*

*It's June and it's getting warmer.*

[B1] Can use the present continuous with a wide range of verbs to talk about situations and events in progress.

### Corrected Learner Examples

*I'm planning a picnic on Saturday in the park.*

*I'm expecting my cousin to visit me.*

*I think I am falling in love.*

## USE: RHETORICAL QUESTIONS

[C1] Can use question forms to ask rhetorical questions.

### Corrected Learner Examples

*[writing about fashion] Are we becoming shallow?*

*Why is technology taking over our lives?*

*Why am I explaining all this? The only reason is that I want to show that young people are interested in sports.*

### Comments

Note that there is less opportunity to use rhetorical questions at FCE, as candidates don't always get an essay question. Students taking FCE are encouraged to use these in writing tasks as they are good discriminators in marking.

## USE: TEMPORARY REPEATED ACTIONS

[B1] Can use the present continuous to describe temporary actions which are repeated or regular.

### Corrected Learner Examples

*I'm doing a lot of great leisure activities.*

*[talking about an interactive internet game which is played over a period of time] I'm playing this exciting game called Diner Dash; it's about making a restaurant.*

*I have to go to the doctor because I'm having some problems.*

## USE: TEMPORARY SITUATIONS

[A2] Can use the present continuous with a limited range of verbs to talk about temporary situations.

### Corrected Learner Examples

*[talking about a temporary situation] I'm living with my friend in Wolverhampton. I'm studying at Wolverhampton College.*

*My mother is working today so my older brother can bring us to the sports centre.*

[B1] Can use the present continuous with a wide range of verbs to talk about temporary situations.

### Corrected Learner Examples

*I'm enjoying a sunny day, much better than England.*

*Now, I'm in a hotel, here in the centre of Madrid, and it's raining a little bit.*

## PRESENT SIMPLE

### FORM/USE: NEGATIVE QUESTIONS, OPINION

[C1] Can use the negative question form to check opinions.

### Corrected Learner Examples

*Doesn't it sound fascinating?*

*Don't we all like presents?*

*Don't you think that fashion always looks funny if it is not the fashion of today?*

### Comments

Spoken face to face data is likely to show more examples of this form being used to clarify information.

### FORM/USE: NEGATIVE QUESTIONS, PERSUASION

[C1] Can use the negative question form as a persuasion strategy.

### Corrected Learner Examples

*Don't you just hate taking the bus to school every morning? well I have a perfect solution for you, a great bike with good brakes, a bell and lights. it is a great bike but since I never use it I would be happy to sell it to you.*

*Don't you find that when you are having a shower or bath, you occasionally run out of water?*

### FORM/USE: NEGATIVE TAG QUESTIONS

[B1] Can use 'don't you think' or 'don't you agree' to look for agreement or an opinion.

### Corrected Learner Examples

*It's a bit strange, don't you think?*

*I think it's the best way, don't you agree?*

*The surprise will be even bigger if I wait. Don't you think so?*

### FORM/USE: REAL AND IMAGINED SITUATIONS AFTER 'IF'

[A2] Can use the present simple after 'if' to talk about real and imagined situations.

### **Corrected Learner Examples**

*If you want some help, I will be free next week.*

*If you go with your parents, you will go walking or swimming, but if you go with friends, you will have more fun.*

*Don't forget to wear colourful clothes because if you wear white clothes, you will get paint on them.*

*[talking about a toothbrush] It is very important for me because if I don't have it, I can't clean my teeth.*

### **FORM: AFFIRMATIVE**

[A2] Can use the affirmative form with an increasing range of regular and irregular verbs.

### **Corrected Learner Examples**

*They are very important to me, because they bring me good luck.*

*I hope you can come next time.*

*The journey takes about half an hour from Paris.*

### **FORM: INDIRECT QUESTIONS**

[A2] Can form indirect questions with 'Do you know' + 'how', 'where', 'why', or 'what ??'

### **Corrected Learner Examples**

*Do you know how to get to my house?*

*Do you know which present I like best?*

### **FORM: INVERSION WITH 'NOT ONLY ? BUT ALSO'**

[B2] Can use the inverted form of the past simple with auxiliary 'do', in the phrase 'not only ? but also'.

### **Corrected Learner Examples**

*Not only do they save you filing time, but also they save office space.*

*Not only does it look nice but it's also full of places that we should visit, such as the enormous old castle or the extremely fascinating butterfly farm!!*

### **FORM: NEGATIVE**

[A2] Can use the negative form with an increasing range of regular and irregular verbs.

### **Corrected Learner Examples**

*I don't need the video because I've got the DVD.*

*You don't bring anything because it's the first day.*

*It doesn't cost very much.*

### **FORM: QUESTIONS**

[A2] Can use 'yes/no' and 'wh-' question forms with 'you'.

### **Corrected Learner Examples**

*Do you have a mobile phone?*

*Do you know we are going to have a concert at school?*

*What do you think about my mobile phone?*

*Who do you want to come to the concert?*

[B1] Can use 'yes/no' and 'wh-' question forms with a wide range of subjects.



### Corrected Learner Examples

*Does your brother go with your parents?  
Which programmes do we like to watch?  
Where do they want to spend their holidays?  
How does he know my name?*

### FORM: WITH ADVERBS OF INDEFINITE FREQUENCY

[A2] Can use the present simple with adverbs of indefinite frequency. ► adverbs

### Corrected Learner Examples

*People usually try to eat their breakfast between 7 and 9 am.  
They always make special things for their celebrations.*

### USE: INSTRUCTIONS AND DIRECTIONS

[A2] Can use the present simple to give instructions and directions.

### Corrected Learner Examples

*Then you turn right and my house is on your left.  
To find my house you have to leave the bus at the station "Unberhof" Then you go straight on for about fifty meters.  
Then you walk for a few minutes See you tomorrow.*

### USE: MENTAL PROCESS VERBS

[A2] Can use the present simple with a limited range of mental process verbs including 'think', 'hope', 'know'.

### Corrected Learner Examples

*I think my bag is in your kitchen.  
I hope that you feel better.  
Do you know that I am going to a concert on Saturday.*

[B1] Can use the present simple with an increasing a range of mental process verbs, including 'remember', 'understand', 'believe'.

### Corrected Learner Examples

*I'm reading an adventure book, I don't remember the title but it's very boring!  
Well, I totally understand that you want to go somewhere with your friends.*

### USE: REPORTING VERBS

[B1] Can use the present simple with a limited range of reporting verbs, including 'say', 'show'.

### Corrected Learner Examples

*For example, I know a person that moved to my city two years ago, and now he says that it improved his social life.  
The movie shows how a pretty woman with all the problems you can imagine can do different things to make people feel better.*

[C1] Can use the present simple with a wide range of reporting verbs, especially in academic contexts, including 'demonstrate', 'illustrate'.

### **Corrected Learner Examples**

*The popularity of this TV game in Russia clearly demonstrates the nature of human fears and dreams.*

*The 2 charts illustrate the number of employees, and the trends in profit for three factories, namely the factories located in London, Leeds, and Bristol, which belong to the same company, during the year 2003.*

### **USE: SPEECH ACT VERBS**

[B1] Can use the present simple with a limited range of speech act verbs, including 'suggest', 'apologise', 'recommend'.

### **Corrected Learner Examples**

*I suggest that if you travel, you should pay for your trip.*

*I apologise for missing your class.*

*For these reasons, I definitely recommend staying in a city.*

[B2] Can use the present simple with a wide range of speech act verbs, including '(dis)agree', 'accept', 'advise'.

### **Corrected Learner Examples**

*We disagree with the new numbering system as it is too complicated.*

*I'd love to go to the concert with you so I accept your invitation.*

*I advise you to take a coat because it's winter, you know, it's a bit cold.*

### **USE: STORIES AND COMMENTARIES**

[B2] Can use the present simple to summarise events or plot in a story or piece of history, often to give immediate dramatic interest.

### **Corrected Learner Examples**

*The plot of the book takes place in Vienna after the Second World War.*

*The scene takes place on a train. ? On this train, a man is sleeping. He dreams. He dreams of one of his work colleagues who lost his job last year.*

### **USE: SUGGESTIONS**

[A2] Can use the present simple with 'why don't you??', 'Why don?t we??' and 'if you want or if you like' to make suggestions.

### **Corrected Learner Examples**

*Why don't you wear your black suit?*

*Why don?t we go to a disco when the film ends?*

*We could have dinner after that if you want.*

*We can go there, if you like.*

# PRONOUNS

## DEMONSTRATIVES

### FORM/USE: 'THESE ONES', 'THOSE ONES' SUBSTITUTION

[B2] Can use 'these ones', 'those ones' as a substitute for plural countable nouns that have previously been mentioned.

#### Corrected Learner Examples

*This is only the beginning; there are a lot of things that should be done, but let's just start with these ones.*

*I have got several of those ones.*

#### Uncorrected Learner Examples

*This is only the beginning; there are a lot of things that should be done, but let's just start with these ones.*

*Beside those ones, there's also an equal number of individuals who get crippled for life.*

#### Comments

There are very few examples of this feature in the CLC. This normally a function of spoken language and context where a speaker points to a physically present object. It may be a can-do at a lower level in spoken data.

### FORM/USE: 'THIS ONE', 'THAT ONE' SUBSTITUTION

[B1] Can use 'this one', 'that one' as a substitute for countable singular nouns that have previously been mentioned.

#### Corrected Learner Examples

*I don't usually wear dresses but I had to buy this one because I am going to be in a singing competition.*

*[talking about a film] I have chosen that one because of my father and brother, they also like it.*

#### Uncorrected Learner Examples

*I don't usually wear dress but I had to buy this one because I will have a singing competition.*

*[talking about a film] I have choosen that one because of my father and brother, they also like it.*

#### Comments

This is normally a function of spoken language and context where a speaker points to a physically present object. It may be a can-do at a lower level in spoken data.

### FORM/USE: 'THOSE', SUBSTITUTION

[B2] Can use 'those' as a substitute, followed by a relative clause or '-ed' or '-ing'.

### **Corrected Learner Examples**

*Moreover, for those who are not interested in sports and who prefer shopping, it would be a good idea to prevent cars and especially lorries from running in the center of the town.  
In my opinion students should be forced to study all of the subjects, not only those which are enjoyable.*

*[talking about buildings] Those that can be rebuilt wouldn't be demolished.*

*The opening hours of the store came in for a lot of praise, with 87% of those surveyed ranking it as good.*

*All those attending are requested to be on time.*

### **Uncorrected Learner Examples**

*Moreover, for those who are not interested in sports and who prefer shopping, it should be a good idea to prevent cars and especially lorries from running in the center of the town.*

*The opening hours of the store came in for a lot of praise with 87% of those surveyed ranking it as good.*

*In my opinion students should be forced to study all of the subjects, not only those which are enjoyable*

*[talking about buildings] Those that can be rebuilt wouldn't be demolished.*

*All those attending are requested to be on time.*

### **FORM/USE: RESPONSE TOKENS WITH 'THAT'S'**

[A2] Can use 'that's' + adjective to respond to something.

### **Corrected Learner Examples**

*That's great!*

*That's a pity!*

*That's a good idea!*

### **Uncorrected Learner Examples**

*That's great!*

*That's a pity!*

*That's a good idea!*

### **FORM: 'THAT OF', 'THOSE OF'**

[C1] Can use 'that of' and 'those of' as a possessive form, in formal and professional contexts.

### **Corrected Learner Examples**

*It is widely known that the Russian educational system differs dramatically from that of the European, Asian or American countries.*

*The strength of our product is that it fits the customers' demands – especially those of middle-aged single consumers.*

*Therefore, I urge you to publish this letter and reconsider your opinions, which clearly do not reflect those of the general population.*

### Uncorrected Learner Examples

*It is widely known that Russian educational system differs dramatically from that of the European, Asian or American countries.*

*The strength of our product is that it fits the customers' demands – especially those of middle aged single consumers.*

*Therefore, I urge you to publish this letter and reconsider your opinions, which clearly do not reflect those of the general population.*

### FORM: 'THAT'

[A2] Can use 'that' as a pronoun with singular reference.

### Corrected Learner Examples

*That was amazing.*

*After that, we can go and drink a cup of coffee and eat a piece of cake.*

### Uncorrected Learner Examples

*That was amazing.*

*After that, we can go to drink a cup of coffee and eat a piece of cake.*

### FORM: 'THESE'

[B1] Can use 'these' as a pronoun with plural reference. ► noun phrases

### Corrected Learner Examples

*These are the most important years for us as teenagers, and they have to be the best years!*

*These are the main things that I can tell you.*

### Uncorrected Learner Examples

*These are the most important years for us as teenagers, and they have to be the best and the funniest years!*

*These are the main things that I can tell you.*

### FORM: 'THIS'

[A2] Can use 'this' as a pronoun with singular reference.

### Corrected Learner Examples

*This is a very interesting place.*

*I'm very happy about this.*

### Uncorrected Learner Examples

*This is a very interesting place.*

*I'm very happy about this.*

### Comments

There are 155 results at A1 but usage not correct. The main error is using 'this' instead of 'it'.

### FORM: 'THOSE'

[B1] Can use 'those' as a pronoun with plural reference. ► noun phrases

### Corrected Learner Examples

*Most of my clothes are lemon, green or orange, those are my favourite colours!*

*Well, those are my ideas but you are the ones that are coming, and maybe you don't like the countryside.*

### Uncorrected Learner Examples

*Most of my clothes are lemon green or orange, those are my favourite colours!*  
*Well, those are my ideas but you are the ones that are coming so maybe you don't like the countryside.*

### FORM: MODIFYING

[B1] Can use quantifying determiners + 'of' with demonstrative pronouns ► determiners: demonstrative

### Corrected Learner Examples

*If you can't, you must choose one of these.*  
*And we have to go to Sydney to see all of that.*  
*There are a lot of programmes in my country, but only some of these are interesting.*

### Uncorrected Learner Examples

*If you can't, you must chose one of these.*  
*And we have to go Sydney to see all of that.*  
*There are lot of programmes in my contry, but only some of these are interesting.*

### USE: 'THAT', ALREADY MENTIONED

[A2] Can use 'that' as a pronoun to refer back to something which has already been mentioned.

### Corrected Learner Examples

*You know that blue is my favourite colour, so we are going to use that.*  
*It has got a camera, and I like that.*  
*They look really nice on me, that's why I bought them.*  
*Please try to come after 4.30 because I won't be there before that.*

### Uncorrected Learner Examples

*You know that blue is my favourite colour, so we are going to use that.*  
*It has got a camera, and I like that.*  
*They look really nice on me, that's why I bought them.*  
*Please try to come after 4.30 becuae I won't be there before that.*  
*It was rainy so that was more exciting.*

### USE: 'THESE', ALREADY MENTIONED

[B1] Can use 'these' as a pronoun to refer to something with immediate relevance which has already been mentioned. ► noun phrases ► pronouns: demonstrative

### Corrected Learner Examples

*He is very clever and generous, and these are the things that I like most about him.*  
*There are a few interesting and funny programmes like The Simpsons, Password or José Mota's hour. These are the only programmes I like watching.*  
*I think that we have similar taste about things like these.*

### Uncorrected Learner Examples

*He is very clever and generous, and these are the things that I like most on him.*  
*There are a few interesting and funny programmes like The Simpsons, Password or José Mota's hour (that have finished since May). These are the only programmes I like watching.*  
*I think that we have similar taste about things like these.*

### Comments

We have no examples of deictic use of this, common in spoken language where a speaker points to a physically present object. It may be a can-do at a lower level in spoken data. || These examples focus on distance which is not physical. By using these the writer is choosing to make something CLOSER or immediately relevant rather than distancing it in terms of affiliation.

### USE: 'THIS' POINTING

[A2] Can use 'this' as a pronoun to point to or identify single things or entities which are about to follow and have immediate relevance.

#### Corrected Learner Examples

*This is my number: 0754 567 78 51.*

*This is the information about the new art class: the class is on Fridays, and it starts at 4 pm and finishes at 6 pm.*

#### Uncorrected Learner Examples

*This is my number 0754 567 78 51.*

*Jo, This is the information about the new art class: the class is on Fridays and it starts at 4 pm and finishes at 6 pm.*

### Comments

Although this is taught at A1, it's only appearing in the written data at A2. This may be due to input-output lag, lack of spoken data and lack of opportunity to use it in the A1 tasks.

### USE: 'THIS', ALREADY MENTIONED

[A2] Can use 'this' as a pronoun to refer back to single things or groups of plural things which have already been mentioned.

#### Corrected Learner Examples

*Thank you for this.*

*I went shopping yesterday at Yalerias;. I bought three green T-shirts, a pair of sneakers and some socks. You might ask, why did I buy all this?*

#### Uncorrected Learner Examples

*Dear Ally I've received your letter, and I thank you for this.*

*I went shopping yesterday at Yalerias;. I bought three green T-shirts, a pair of sneakers and some socks. You might ask why did I buy all this.*

[B1] Can use 'this' as a pronoun to refer back to whole clauses or sentences, especially to highlight or continue an important topic.

#### Corrected Learner Examples

*To stay fit I'm eating lots of fruit and vegetables, but meat and fish, too. I think you should do this, too, if you haven't done it in the past.*

*People usually don't care about the cost. Because of this, weddings are more amazing.*

*My room seems to be very cold and very unfriendly. I think flowers and pictures change this.*

*Our department currently has a lot of work to do, because there are so many conferences to arrange, and it needs a person to be in charge of this.*

### Uncorrected Learner Examples

*To stay fit I'm eating lots of fruits and vegetables, but mean and fish, too. I think you should do this , too, if you haven't done it in the past.*

*People usually don't care about the costs. Because of this, weddings are more amazing.*

*Now, I'm going to buy pictures to hang them against the wall, because my room seems to be very cold and very unfriendly. I think flowers and pictures change this.*

*Our department currently has a lot of work to do, because there are many conferences to arrange, and it needs a person to be incharge of this.*

### Comments

There is evidence of this A2 but none of it is correct. 'This' is used instead of 'it'.

### USE: 'THIS', NOW

[A2] Can use 'this' as a pronoun to refer to something that is happening now.

### Corrected Learner Examples

*This is the best holiday I have ever had!*

*This is just a short note to ask you if you want to go with me to the ReggaRton's concert.*

### Uncorrected Learner Examples

*This is the best holiday I have ever had!*

*This is just a short note to ask you if you want to Go with me at The ReggaRton's concert.*

### Comments

No evidence of telephone use of 'Is that X?' 'This is X' due to lack of spoken data and opportunity of use.

### USE: 'THOSE', ALREADY MENTIONED

[B1] Can use 'those' as a pronoun to refer to things which have already been mentioned. ► noun phrases

### Corrected Learner Examples

*Those are the things I like the most about her.*

*I don't really think I'd move, but if I had to, I would love to live in a city like Paris or Rome. I'm very keen on cities like those.*

### Uncorrected Learner Examples

*Those are the things I like the most about her.*

*I don't really think I'd move, but if I had to, I would love to live in cities like Paris or Roma. I'm very keen on cities like those.*

### USE: CLOSING

[A2] Can use 'that's all' to end a letter.

### Corrected Learner Examples

*That's all for now.*

*Well I think that's all.*

### Uncorrected Learner Examples

*That's all for now.*

*That 's all.*

*Well I think that's all.*



## GENERIC USE

### FORM/USE: GENDER NEUTRAL

[B2] Can use 'they/them' to refer back to indefinite pronouns when we do not know the number or gender.

#### Corrected Learner Examples

*If someone is watching a film that they don't like they can always choose another channel to watch to.*

*If anyone wishes to make any presentation they can contact Mr. Hari, Events Department.*

*If a student wants to make music there is no point teaching them science, but to be a good musician I think general knowledge is important as well.*

[B2] Can use 'he/she', 'he' or 'she' or 'they' to refer back to gender neutral singular nouns or indefinite pronouns when we are not sure of the gender.

#### Corrected Learner Examples

*If a child had free time, he/she would play on his/her own and not with other children.*

*Furthermore, if somebody wants to be a journalist, he or she has to have an enormous knowledge of the world and people, because sometimes they must act like psychologists in order to obtain pieces of information.*

#### Uncorrected Learner Examples

*If a child had free time he/she would play on his/her own and not with other children.*

*Furthermore if somebody wants to be a journalist he or she has to have an enormous knowledge about the world, people, because sometimes they must act like psychologists in order to obtain a pieces of information.*

### USE: 'ONE', GENERAL, FORMAL

[B1] Can use 'one' to refer to people in general, in formal contexts.

#### Corrected Learner Examples

*The television, I think, is like a box where one can find anything: rubbish and good things.*

*One more reason I like Singapore is that one sees cats everywhere.*

#### Uncorrected Learner Examples

*The television, I think, is like a box where one can find anything, rubbish and good thing.*

*One more reason I like Singapore is that one sees cats everywhere.*

### USE: 'WE', 'US', GENERAL

[B2] Can use 'we' and 'us' to refer to people in general.

#### Corrected Learner Examples

*These days the car is everywhere, we can see cars all over the world.*

*In this film we can see the life of a female teenager ? in South-Africa.*

*We all know that being a writer is difficult; either we know how to write or we don't.*

*Some of us find it very useful, whereas others still have difficulty in accepting technology as a valuable thing for everyone.*

*[talking about zoos giving us a chance to see many exotic animals] Zoos give us different opportunities to do that and so to understand nature.*

### Uncorrected Learner Examples

*In our days the car is everywhere, we can see cars all over the world.*

*In this film we can see the life of a female teenager ? in South-Africa.*

*We all know that being a writer is difficult; or we know how to write or we don't.*

*Some of us find it very useful, whereas others still have difficulty in accepting technology as a valuable thing for everyone.*

*[Talking about zoos giving us a chance to see many exotic animals] Zoos give us different opportunities to do that and so to understand the nature.*

### Comments

This is a level above EVP findings but we're not finding general consensus of this use until B2

### USE: 'YOU', GENERAL

[A2] Can use 'you' to refer to people in general.

### Corrected Learner Examples

*My new mobile phone can do lots of things! You can play games, you can take pictures.*

*Let's say if you want to travel to China, you need to learn a little Chinese.*

### Uncorrected Learner Examples

*My new mobile phone can do lots of things! You can play games, you can take pictures.*

*Let's say if you want to travel to China you need to learn little bit Chinese language.*

## INDEFINITE – THING, –ONE, –BODY ETC

### FORM/USE: 'ANYTHING', ELLIPSIS

[C1] Can use 'anything' in an ellipted clause, ('if there is anything ?').

### Corrected Learner Examples

*Anything else you need, ask Sarah.*

*Anything you need in connection with my report, please don't hesitate to contact me.*

*Anything you want to ask me, feel free to do so.*

### Uncorrected Learner Examples

*Anything else you need, ask Sarah.*

*Anything you need in conection with my report, please don't hesitate to contact me.*

*Anything you want to aske me, feel free to do so.*

### FORM/USE: 'ANYTHING', FOCUS

[C1] Can use 'anything' with post-modifiers to form complex noun phrases as subjects with a singular verb, to give focus.

### Corrected Learner Examples

*Anything else can be attached too if needed.*

*Anything to show how happy you are for them will do.*

*Anything that puts you in contact with the English language is important.*

### Uncorrected Learner Examples

*Anything else can be attached too if needed.*

*Anything to show how happy you are for them will do.*

*Anything that puts you in contact with the English language is important.*

**FORM/USE: PREMODIFIERS, INTENSIFYING**

[B1] Can use premodifiers with indefinite pronouns, often to intensify.

**Corrected Learner Examples**

*You can find absolutely anything, whatever you need.*

*I like to wear a T-shirt with jeans almost everywhere I go.*

*Nearly everyone I know sits at a computer all day.*

**Uncorrected Learner Examples**

*You can find absolutely anything whatever you need.*

*We spend a lot of time together, doing things that both enjoy, and sometimes, doing just nothing.*

*I like to wear T-shirt with jeans almost everywhere I go.*

**FORM/USE: WITH 'TO' INFINITIVE, SPECIFYING**

[A2] Can modify 'something' or 'anything' with 'to' infinitive, to make it more specific.

**Corrected Learner Examples**

*Please, bring something to drink.*

*Bring some sweets and something to wear if you get cold.*

*I had to buy them because I didn't have anything to wear on my holidays.*

**Uncorrected Learner Examples**

*Please, bring something to drink.*

*Bring some sweets and something to wear if you are cold.*

*I had to buy them because I didn't have anything to wear on my holidays.*

**FORM/USE: WITH ADJECTIVE, SPECIFYING**

[A2] Can modify 'something' or 'anything' with an adjective, to make it more specific.

**Corrected Learner Examples**

*Next weekend it's my mum's birthday party, so I needed something new to wear.*

*You need to wear something comfortable.*

*But I didn't find anything wrong.*

*You don't have to bring anything special.*

**Uncorrected Learner Examples**

*Next weekend it's my mum's birthday party, so I needed something new to wear.*

*You need to wear something comfortable.*

*But I didn't find anything wrong.*

*You don't have to bring anything special.*

**FORM/USE: WITH RELATIVE CLAUSES, FOCUS**

[B2] Can use indefinite pronouns with a relative clause to form complex noun phrases, to give focus.

### **Corrected Learner Examples**

*Something that I like very much is the idea of the classes.*

*Something extra, which is not really pleasant, is their behavior.*

*Something really good about it is that it'd give us some work experience, which we don't have right now.*

*Everything that I believed changed and without any help I managed to write perfectly, according to my teacher.*

*Everyone who can use a computer can use the new products.*

### **Uncorrected Learner Examples**

*Something that I like very much is the idea of the classes.*

*Something extra which is not really pleasant is their behavior.*

*Something really good about it is that it'd give us some work experience, which we don't have right now.*

*Everything that I believed changed and without any help I managed to write perfectly, according to my teacher.*

*Everyone who can use the computer can use the new products.*

### **FORM: NEGATIVE + 'ANYTHING'**

[A2] Can use 'anything' after a negative verb form.

#### **Corrected Learner Examples**

*You don't have to bring anything.*

*When I want to eat something in the night, I can't find anything because it is too dark.*

#### **Uncorrected Learner Examples**

*You don't have to bring anything.*

*When I want to eat something in the night I can't find anything because is too dark for me.*

#### **Comments**

At A2 'nothing' is frequently used in error instead of 'anything'.

### **FORM: OBJECT OR COMPLEMENT**

[A2] Can use an increasing range of indefinite pronouns as objects or complements of prepositions.

#### **Corrected Learner Examples**

*[talking about a phone] I need it because I have to call someone.*

*I invited everyone in the school but some people didn't come ?*

*I have borrowed it from somebody.*

#### **Uncorrected Learner Examples**

*[talking about a phone] I need it because I have to call someone ?*

*I invited everyone in the school but some people didn't come ?*

*I have borrowed it from somebody.*

*I'd like to visit everywhere.*

#### **Comments**

In NS data -'body' forms are predominantly spoken and -'one' forms are predominantly written, though without learner spoken data, we are unable to see where this difference is successfully grasped by learners.

[B1] Can use a wide range of indefinite pronouns as objects or complements.

#### **Corrected Learner Examples**

*I often watch TV, because my computer is broken and I have nothing to do.*

*? there was nothing on the wall.*

*It's a tennis club and the people there were all strangers for me, I didn't know anyone.*

*When I arrived at his house there wasn't anyone there.*

*He went everywhere in the world!*

#### **Uncorrected Learner Examples**

*I often watch TV, because my computer is broken and I have nothing to do.*

*? there was nothing on the wall.*

*It's a tennis club and the people there were all strangers for me, I didn't know anyone.*

*When I arrived to his house there wasn't anyone there.*

#### **Comments**

There are 59 hits for anyone at A2. They are predominantly used in error meaning 'any one', a single item. It may be lack of spoken data or lack of opportunity to use.

### **FORM: SUBJECT**

[A2] Can use a limited range of indefinite pronouns ('someone', 'everyone') as subjects, with a singular verb.

#### **Corrected Learner Examples**

*I bought them because someone stole my luggage at the airport.*

*When someone calls me, it rings with a very lovely song.*

*I liked the competition because it is an enjoyable game and everyone likes it.*

#### **Uncorrected Learner Examples**

*I bought them because someone stole my luggage at the airport.*

*When someone calls me, it rings with a very lovely song.*

*I liked the competition because it is a enjoyable game and everyone likes it.*

[B1] Can use an increasing range of indefinite pronouns ('something', 'nobody') as subjects, with a singular verb.

#### **Corrected Learner Examples**

*I was so confused that I thought something was happening.*

*Unfortunately something has happened with the airplane's schedule, so I won't be able to arrive at 1.15 pm, as we agreed.*

*So I tried to call for help, but nobody answered.*

#### **Uncorrected Learner Examples**

*I was so confused that I thought something was happening.*

*Unfortunately something has happened with the airplane's schedule, so I won't be able to arrive at 1:15 p.m, as we agreed.*

*Everyone liked my suggestions.*

*So I tried to call for help, but nobody answered.*

[B2] Can use the full range of indefinite pronouns as subjects, with a singular verb.

### **Corrected Learner Examples**

*But, nowadays nothing is free, so you have to pay for everything.*

*Her parents had told her everything weeks ago; she had cried and argued, but nothing could change her parents' opinion.*

*Yes it was Christmas, that's why everybody tried to smile.*

*Everywhere is green and clean.*

*When we came back home, everywhere was very untidy.*

*I searched my car to see if anything was missing.*

### **Uncorrected Learner Examples**

*But, nowadays nothing is free, so you have to pay for everything.*

*Yes it was Christmas, that's why everybody tried to smile and behave as if nothing went wrong.*

*Her parents had told her everything weeks ago, she had cried and discussed, but nothing could change her parents' opinion.*

*Everywhere is green and clean.*

*When we came back at home, everywhere was very untidy, on the floor laid some different things and toys.*

*I searched my car to see if anything was missing.*

### **FORM: WITH 'ELSE'**

[A2] Can use indefinite pronouns with 'else'.

### **Corrected Learner Examples**

*Have you got something else to do on Saturday or can you come with me?*

*We have to bring some paints, but nothing else.*

*If you need anything else, you'll find it in the classroom.*

*I'm going to a rock concert on Saturday, but I have three tickets for two people (me and my brother) and I am looking for someone else to go with me, so, would you like to go?*

### **Uncorrected Learner Examples**

*Have you got something else to do on Saturday or you can come with me?*

*We have to bring some paints, but nothing else.*

*If you need anything else, you'll find it in the classroom.*

*I'm going to a rock concert on Saturday, but I have three tickets for two people (me and my brother) and I am looking for someone else to go with me, so, would you like to go?*

### **USE: 'SOMETHING' IN VAGUE EXPRESSIONS**

[A2] Can use 'something' in vague expressions, to refer to things in a non-specific way.

### **Corrected Learner Examples**

*After the concert we can have a pizza or something else.*

*You do not have to bring any food, but I will be pleased if you could bring something to drink – wine, coke or something.*

*You can bring a cake or something like that.*

### Uncorrected Learner Examples

*After the concert we can have a pizza or something else.*

*You do not have to bring any foods, but I will be pleased if you could bring something to drink; wine, coke or something.*

*You can bring a cake or something like that.*

### Comments

No examples of this use were found at A2 with 'anything'. cf B2

## USE: VAGUE EXPRESSIONS

[B2] Can use indefinite pronouns in vague expressions to refer to things in a non-specific way.

### Corrected Learner Examples

*Is it worth having a nervous breakdown or anything like that?*

*My personal idea to help the environment is to try to plant more trees around the college, for example, in the zone behind the college or somewhere else.*

### Uncorrected Learner Examples

*Is it worth having a nervous breakdown or anything like that?*

*My personal idea to help the environment is try to plant more trees on the college, for example, on the zone behind the college or somewhere else.*

### Comments

This is a predominantly spoken feature.

## POSSESSIVE

### FORM: 'HERS' AS OBJECT

[B2] Can use the possessive pronoun 'hers', with singular reference, in object positions, and complement positions after 'be' and after prepositions.

### Corrected Learner Examples

*At the entrance, the security guard asked for my identity card. Pat gave hers.*

*She didn't remember leaving it there, it wasn't even hers, which is what frightened her the most.*

*But when she gave this suitcase a good look, she realised that it wasn't hers.*

*She saw him on a train running parallel to hers.*

### FORM: 'MINE'

[A2] Can use the possessive pronoun 'mine', with singular and plural reference, in subject and object positions, and complement positions after 'be' and after prepositions.

### Corrected Learner Examples

*I bought a new jacket because mine was very old.*

*I bought a pullover and trousers because mine are too small for me.*

*The phone is not mine.*

*You should bring your computer games and Maths book. I have lost mine.*

*I want to give you a birthday present like mine.*

### FORM: 'OURS' AS OBJECT

[B2] Can use the possessive pronoun 'ours' with singular and plural reference, in object positions, and complement positions after 'be' and after prepositions.

### **Corrected Learner Examples**

*Can we rent windsurf boards or should we bring ours with us?*

*[talking about characters in a book] ? when we read about them we think that we are the characters and we live their stories as if they were ours.*

*Aldous Huxley was able to create a new world which is not so different from ours.*

*This road shouldn't be allowed in the middle of a small town like ours.*

### **FORM: 'OURS' AS SUBJECT**

[B2] Can use the possessive pronoun 'ours', with singular and plural reference, in subject position.

### **Corrected Learner Examples**

*Ours is the only store in this locality which opens at 7.00 am.*

*Ours is a retail company with 5 outlets, dealing in furnishings.*

*In order to persuade them, we would like to show comparisons between our products and the ones from other companies to demonstrate that ours are more effective and efficient.*

[C1] Can use the possessive pronoun 'ours', in subject position.

### **Corrected Learner Examples**

*I hope that other councils will consider improving the cyclists' cycling conditions as ours did.*

*Yes, of course there are much larger gardens in this area, but ours is more than four times as big as the one we had in Holland.*

*What is more, the manager organises excursions to London. Ours was breathtaking. We visited unbelievably interesting museums?*

### **FORM: 'THEIRS' AS OBJECT**

[B2] Can use the possessive pronoun 'theirs', with singular and plural reference, in object positions, and complement positions after 'be' and after prepositions.

### **Corrected Learner Examples**

*I could show them the traditional things of our country and learn theirs.*

*She told him that this baby was theirs.*

*Red Stone are a very big group, you know that I'm a great fan of theirs.*

*I realise that it can be a very interesting experience and I can also improve my foreign language as well as theirs.*

### **FORM: 'YOURS' AS OBJECT**

[A2] Can use the possessive pronoun 'yours', with singular reference, in object positions, and complement positions after 'be' and after prepositions.

### **Corrected Learner Examples**

*It was my best present, although I also loved yours.*

*My favourite meal is spaghetti with garlic bread. What's yours?*

*To go to my house from yours, take the first on the right, Victoria Road, and there is an underground station.*

*I bought a pink mobile. It's like yours.*

*So that's all about my mobile phone. Please write to me about yours too!*



### Comments

There are no examples of 'yours' in subject position at A2. 'Yours' is very low frequency generally, possibly due to a lack of spoken data or opportunity of use.

### FORM: 'YOURS' AS SUBJECT

[B1] Can use the possessive pronoun 'yours', with singular reference, in subject position.

#### Corrected Learner Examples

*We bought it because yours is very old and sometimes stops working.*

*I really needed some extra information, and yours was very useful.*

### Comments

There is no evidence of 'yours' with plural reference.

### FORM: + 'OF OURS'

[B2] Can use the possessive pronoun 'ours' after noun + 'of'.

#### Corrected Learner Examples

*Finally we went to Venice where we met some friends of ours and spent with them the rest of the holiday.*

*The credit crunch is heavily affecting this region, therefore all retail sales have fallen and many competitors of ours are decreasing their sales too.*

*Paul, a classmate of ours, will be the D.J. and we are thinking of listening to rock music, since Mr. Brown likes it.*

### FORM: + 'OF MINE'

[A2] Can use the possessive pronoun 'mine' after 'of' in the phrases 'a friend of mine' and 'friends of mine'.

#### Corrected Learner Examples

*A friend of mine gave me a present for my birthday.*

*Some friends of mine were here with me too.*

### FORM: + 'OF YOURS'

[B1] Can use the possessive pronoun 'yours' after noun + 'of'.

#### Corrected Learner Examples

*Maybe you can take a friend of yours with you there.*

*I think that it's a very good idea of yours to come to the UK.*

*You can ask some friends of yours to join you.*

### FORM: COMPARATIVE CLAUSES WITH 'MINE', 'YOURS'

[B1] Can use the possessive pronouns 'mine' and 'yours', with singular reference, in comparative clauses after '(not) as ? as'.

#### Corrected Learner Examples

*Hope you have a friend as good as mine!*

*My bedroom is not as big as yours but it is lovely.*

*My town isn't very big, so I think it won't grow as fast as yours.*

*I hope [?] my English becomes as good as yours.*

## FORM: COMPARATIVE CLAUSES WITH 'OURS', 'HERS'

[B2] Can use the possessive pronouns 'hers' and 'ours' in comparative clauses.

### Corrected Learner Examples

*I told my mother that your Spanish omelette is better than hers.*

*Lots of changes which may occur during the next fifty years can make us fear that our sons' and grandsons' lives will not be as happy as ours.*

## GENERAL COMMENT

### Corrected Learner Examples

#### Comments

Results with possessive pronouns conflict with EVP. This reflects input vs. output difference in assigning levels. For example 'ours': even though there are plenty of examples for it at A2/B1, even at B1 only a third are correct (146 hits, 45 correct) which means it's not going in at B1. At B2 there are 102 hits and only 44 correct ? at C1 150 hits, 111 correct, C2 103, with 86 correct. On those stats it would go in at C1. NB Important to note that errors with possessive pronouns persist through B levels.

## QUANTITY

### FORM: 'ANY' AS OBJECT

[A2] Can use 'any' as an object in a negative clause to refer back to a plural or uncountable noun.

#### Corrected Learner Examples

*Bring some good CDs. I don't have any.*

*Can you bring orange juice please? I don't have any.*

*[talking about taking presents to a party] Did you take any?*

#### Uncorrected Learner Examples

*Bring some good CDs. I don't have any.*

*Can you bring orange jus please. I don't have any.*

#### Comments

At A2, the pattern 'have (got)' + 'any' predominates.

### FORM: 'NONE', SUBSTITUTION

[C1] Can use pronouns 'none' to substitute for subject and object pronouns. ► pronouns: substitution

#### Corrected Learner Examples

*As for disadvantages, in fact, I see none.*

*As for social life organized by the school, there was none.*

*The costs saved without external consultants would be higher than the costs for this course .*

*Opportunity costs: None.*

*I started learning the language when I was seven. Problems when using English? None.*

### Uncorrected Learner Examples

*As for disadvantages, in fact, I see none.*

*As for social life organized by the school there was none.*

*The costs saved without external consultants would be higher than the costs for this course .*

*Opportunity costs: None.*

*I started learning the language when I was seven, just step by step and since the very beginning I felt as I had an axe to grind in the subject. Problems when using English? None.*

### Comments

None on its own mainly occurs as a short response so we imagine it would be higher frequency in spoken data as it needs interaction. There are lots of none of examples (see determiners: quantity) but very few correct examples of None as a pronoun. Lots of error with no-one.

### FORM: 'SOME' AND 'ANY'

[A2] Can use pronouns 'some' and 'any', to refer to quantity.

### Corrected Learner Examples

*[talking about items of clothing] Some were cheap but some were expensive.*

*It lasts for 2 hours and we need to bring some erasers because they don't have any.*

### Uncorrected Learner Examples

*[talking about items of clothing] Some were cheap but some were expensive.*

*It lasts for 2 hours and we need to bring some erasers because they don't have any.*

### Comments

Any isn't used as a subject at A1 and isn't widely used as a subject in general across levels. Most examples in CLC are in formal and often business contexts, e.g. Any queries can be sent to? often used in passive constructions. |Note CIC has only 0.5 per million uses of any in subject position but many of these were in ellipted examples which don't count, e.g. Any ideas?

### FORM: 'SOME' AS SUBJECT AND OBJECT

[A2] Can use 'some' as a subject and object to refer back to a plural or uncountable noun.

### Corrected Learner Examples

*I saw a lot of people on the beach, some were playing football and some were sunbathing.*

*So, I think we will need more meat for the barbeque; if possible, you could bring some.*

*I can bring CDs if you need some.*

### Uncorrected Learner Examples

*I saw many people in the beach some were playing food ball and some were sanbathing.*

*So, I think we will need more meat for the barbequil, if is possible, you could bring some.*

*I can bring CDs if you need some.*

### FORM: MODIFIED

[C1] Can modify 'few' and 'many' with 'very', 'too', 'so' as intensifiers.

### Corrected Learner Examples

*It was on Thursday that I realized how many children were in the centre. There were too many and the day was extremely tiring.*

*Almost 5000 Greeks died that night, and very few managed to survive.*

*In recent years, the Internet, which used to be a luxury only used by the very few who had access to it, has become a means of exchanging information.*

*Sure, some of the motorists changed to bicycles or to public transport – but far too few.*

### Uncorrected Learner Examples

*It was on Thursday that I realized how many children are in the centre, There were too many and the day was extremely tiring.*

*Almost 5.000 Greeks died this night, and very few managed to survive.*

*In the recent years, Internet, which used to be a luxury only used by the very few who had access to it, has become a means of exchanging information.*

### Comments

Note, 'too many', with 'many' as a pronoun exist at B2 in small numbers and many are not quite correct e.g. 'It is true that many accidents happen every day and the victims are too many.' (Greece; B2 VANTAGE; 1993; Greek; Pass)

## FORM: RELATIVE PRONOUNS

[C1] Can use 'some of', 'many of' to modify relative pronouns in a relative clause.

### Corrected Learner Examples

*The people of his time were amazed every time they saw his new inventions, some of which were enormous.*

*By and large, how we eat is influenced by several factors, some of which have nothing to do with your nationality.*

*I am aware that you have a different view on young people's preferences, but I hope this event could give you an opportunity to see some other aspects of young people, some of whom are very active in sports in our club.*

*Today we continue this tradition by organising lectures and exhibitions, generally open to the public, many of which deal with Hamburg-specific issues.*

### Uncorrected Learner Examples

*The people of his time were amazed everytime they saw his new inventions, some of which were enormous.*

*By and large, how we eat is influenced by several factors, some of which have nothing to do with your nationality.*

*I am aware that you have a different view on young people's preferences, but I hope this event could give you an opportunity to see some other aspects of young people, some of whom are very active in sports in our club.*

*Today we continue this tradition by organising lectures and exhibitions, generally open to the public, many of which deal with Hamburg-specific issues.*

### Comments

No results for 'few of which' and 'few of whom' at C1 or C2 in CLC.

## FORM: SUBJECT AND OBJECT PRONOUNS, 'BOTH', 'A FEW', 'ANOTHER'

[B1] Can use 'both', 'a few', 'another' as subject and object pronouns.

### Corrected Learner Examples

*[talking about two types of exercise] Both are going to keep you fit.*

*Both are very good films.*

*About going to the city or to the countryside, I think you'll enjoy both.*

*I am happy to select a few.*

*Well, in my country there are lots of programmes but only a few are interesting.*

*Moving from an area to another is not very simple, but there isn't a problem without a solution.*

### Uncorrected Learner Examples

*[talking about two types of exercise] Both are going to keep you fit.*

*Both are very good films.*

*About going to the city or to the countryside, I think you'll enjoy both.*

*I am happy to select a few.*

*Well, in my country there are lots of programmes but only a few are interesting.*

*Even if moving from an area to another is not very simple, but there isn't a problem without solution.*

## FORM: SUBJECT AND OBJECT PRONOUNS, 'EACH', 'SEVERAL', 'NEITHER', 'ENOUGH'

[B2] Can use pronouns 'each', 'either', 'enough', 'neither', 'several' as subject and object pronouns.

### Corrected Learner Examples

*As you could guess, each has a very unique style.*

*I would like to enquire if there will be one group or several depending on level of students?*

*Considering my abilities, there are several that I think you should consider.*

*Comparing the two firms, both of them go some way towards fulfilling our needs, but neither covers all.*

*[talking about toilets] They are very clean and there are enough so you don't have to wait.*

### Uncorrected Learner Examples

*As you could guess, each has a very unique style.*

*I would like to enquire if there will be one group or several depending on level of students?*

*Considering my abilities, there are several that I think you should consider.*

*Comparing the two firms, both of them go some way fulfilling our needs, but neither covers all.*

*[talking about toilets] They are very clean and there are enough so you don't have to wait.*

### Comments

The standalone subject and object forms of these pronouns are very low frequency both in the learner and native speaker corpora. There are only three examples of neither as a pronoun at this level, and all are business English examples. This may be a data issue.

## FORM: WITH 'OF' + OBJECT PRONOUN

[A2] Can use a limited range of pronouns ('all', 'both') with 'of' followed by an object pronoun, to refer to quantity.

### **Corrected Learner Examples**

*There are a lot of functions but I don't know how to use all of them.*

*It was a brilliant party, and all of our school friends were there. All of them asked about you and they wanted to see you.*

*My uncle took all of us to the Eiffel Tower.*

*I've booked two tickets for both of us, so I hope you'll come.*

*The tickets cost £5 but I can pay for both of them.*

### **Uncorrected Learner Examples**

*There are a lot of functions but I don't know how touse all of them.*

*It was a brelliant party, and all of our school's friends were there. All of them asked about you and they wanted to see you.*

*My uncle took all of us to Eiffle Tower.*

*I've booked two tickets for both of us, so I hope you'll come.*

*The tickets cost £5 but I can pay both of them.*

[B1] Can use an increasing range of pronouns ('some', 'a few', 'any', 'each') with 'of' followed by an object pronoun.

### **Corrected Learner Examples**

*Of course some of them are closer than others but I love them all.*

*I have shot many photos with my new digital camera and I will send some of them by e-mail for you.*

*Children my age are playing too long with their computers.... But only a few of them.*

*So travelling is not at all a problem for any of us.*

*Please ensure each of them has a computer, and they can practise for at least half an hour after class.*

### **Uncorrected Learner Examples**

*Of course some of them are closer than others but I love them all.*

*I have shot many photos with my new digital camera and I will send some of them by e-mail for you.*

*But the children from my age are playing too long with their computers .... But only a few of them.*

*So travelling is not at all a problem for any of us.*

*We all agreed to see Resident Evil 2 because none of us has seen it and we all like action movies.*

*Please ensure each of them has a computer, and they can practise at least half hour after class.*

### **Comments**

Quite a few of these appear in this construction (pronoun + 'of' + object) before they appear as standalone pronouns, particularly in the construction 'with' + 'of them'

[B2] Can use a wide range of pronouns ('neither', 'either', 'none') with 'of' followed by an object pronoun.

### **Corrected Learner Examples**

*Stella and her boyfriend, ... lived with Chuck at the same house, but neither of them knew that Chuck had passed a very complicated exam to be a spy for the United States.*

*Neither of us could foresee any possible rise or fall in the price of wheat.*

*How about spending the last couple of days doing some activities like skiing, horse riding and rafting. If you are interested in either of them, have a go.*

*We didn't know what they wanted. and none of us spoke any Italian.*

### **Uncorrected Learner Examples**

*How about spending the last couple of days doing some activities like skiing, hourse riding and raffting. They are great fun, especially raffting is BRILLIANT! If you are interested in either of them, have a go.*

## **USE: FORMAL**

[C1] Can use 'few', 'many', 'most', 'others' to refer to people in formal written contexts, often reports or surveys.

### **Corrected Learner Examples**

*Few people stop to think about what they are really doing, and few are motivated to work at all.*

*Few denied that it was one of the most thrilling and fascinating activities we tried the whole week.*

*Many express their satisfaction and claim to have acquired a great number of new skills.*

*Many say that extreme sports attract only those who are addicted to adrenaline or those who have nothing to lose.*

*Some of the students have a few comments. Most were concerned with the planning of the timetable and I hope there may be some changes this year.*

### **Uncorrected Learner Examples**

*Few people stop to think about what they are really doing, and few are motivated to work at all.*

*Few denied that it was one of the most thrilling and fascinating activities we tried the whole week.*

*Many express their satisfaction and claim to have acquired a great number of new skills which are advantageous for the work they are doing.*

*Many say that extreme sports attract only those who are adicted to adrenaline or those who have nothing to lose.*

*Some of the students have a few comments and they hoped that they can reach you. Most were concerned with the planning of the timetable and I hope there may be some changes this year.*

*All over the world each day many people take their driving test. Their motivation can be different. Most desire to be more mobile an free of relying on public transport.*

## **RECIPROCAL**

### **FORM/USE: 'ONE ANOTHER', FORMAL**

[B2] Can use 'one another' as the object of a verb or complement of a preposition to talk about the mutual behaviour of two or more people, often in formal contexts.

### Corrected Learner Examples

*I also thought to create a studying space where students, staff and visitors can meet one another.*

*Since we last saw one another many things have happened, but I must admit I have never enjoyed myself again the way I did when I was with you.*

*Perhaps it will help me understand what my two dogs say to one another.*

### Uncorrected Learner Examples

*I also thought to create a studying space where students, staff and visitors can meet one another.*

*Since we last saw one another many things have happened, but I must admit I have never enjoyed myself again, the way I did when I was with you.*

*Perhaps it will help me understand what my two dogs say to one another.*

### FORM: 'EACH ...' + 'THE OTHER(S)', AS COMPLEMENT

[C1] Can use 'each' (+ noun or pronoun) as subject followed by 'the other(s)' a complement of a preposition, to refer to two related things. ► pronouns: quantity

### Corrected Learner Examples

*Each person could be a help to the other.*

*They all seem to mean exactly the same but if you study them more carefully, you realize that each of them differs from the others in tiny details that can be relevant.*

*Generally speaking, each individual is different from the others.*

### Uncorrected Learner Examples

*Each person could be a help to the other.*

*They all seem to mean exactly the same but if you study them more carefully you realize that each of them differs from the others in tiny details that can be relevant.*

*Generally speaking, each individual is different from the others.*

### FORM: 'EACH OTHER'

[B1] Can use 'each other' as the object of a verb or complement of a preposition to talk about the mutual behaviour of two or more people.

### Corrected Learner Examples

*We go to the same school so we see each other every day.*

*First, we had to introduce each other by saying where we come from, which kind of job we are doing here, why we want to learn English.*

*He said the coach is really nice and that the first players get on well with each other.*

*We didn't use to talk to each other, but one day we started to talk and I discovered she was extremely friendly and nice.*

### Uncorrected Learner Examples

*We go to the same school so we see each other everyday.*

*At first, we had to introduce each other by telling where we come from, which kind of job we are doing here, why we want to learn English.*

*He said the coach is really nice and that the first players get on well with each other.*

*We didn't use to talk to each other, but ? one day we started to talk and I discovered she was extremely friendly and nice.*



## REFLEXIVE

### FORM/USE: 'BY' + PLURAL

[B2] Can use plural reflexive pronouns with 'by' to mean alone, without any help.

#### Corrected Learner Examples

*A friend of mine and I are planning to spend a short holiday by ourselves.*

*There are many things to say, but I think that you will find these by yourselves.*

*Then suddenly, the lights started clicking on and off, the windows opened by themselves.*

#### Comments

NB it is likely that the fact that there is little evidence of plural reflexive pronouns at B1 may be a result of task effect or lack of opportunity of use.

### FORM/USE: 'BY' + SINGULAR

[B1] Can use the singular reflexive pronouns 'myself', 'yourself', 'himself' and 'herself' with 'by' to mean alone, without any help.

#### Corrected Learner Examples

*I will ask my friends from the class and I will study by myself.*

*You can do some exercise by yourself.*

*He tried to open it by himself.*

*She decided to find him by herself.*

### FORM: 'BY ITSELF'

[B2] Can use the reflexive pronoun 'itself' with 'by' to mean alone or without any help.

#### Corrected Learner Examples

*If an animal is kept by itself, with no one to keep it company, it will get lonely and very sad.*

*Suddenly, the window opened by itself and the room filled with cold air.*

### FORM: PLURAL, AFTER PREPOSITIONS

[B2] Can use plural reflexive pronouns after prepositions where the object of the preposition is the same as the subject of the verb.

#### Corrected Learner Examples

*Doing sports is an excellent way to relax and it can help us to feel good about ourselves.*

*The staff didn't have enough time for themselves.*

### FORM: SAME SUBJECT AND OBJECT, PLURAL

[B2] Can use plural reflexive pronouns to refer to actions where the subject and object of the verb are the same.

#### Corrected Learner Examples

*In this way we will be able to enjoy ourselves even if this is not well-paid work.*

*In the afternoons, you'll be able to visit the archaeological sites and in the evening you can entertain yourselves by dancing or listening to music in our city clubs.*

*But adults often ask themselves the question – isn't it cruel to keep animals in zoos?*

### FORM: SAME SUBJECT AND OBJECT, SINGULAR

[B1] Can use an increasing range of singular reflexive pronouns with an increasing range of verbs to refer to actions where the subject and object of the verb are the same.

### **Corrected Learner Examples**

*I decided to talk to him and introduce myself.*

*First you should ask yourself if you have enough money for the journey.*

*Lisa told herself to be strong and hoped everything would be alright.*

*I was really surprised when I read the e-mail. It was from someone who calls himself the black shadow.*

### **FORM: SAME SUBJECT AND OBJECT.**

[A2] Can use a limited range of singular reflexive pronouns ('myself', 'yourself') with a limited range of verbs ('enjoy', 'buy') to refer to actions where the subject and object of the verb are the same.

### **Corrected Learner Examples**

*I enjoyed myself so much.*

*I bought myself a yellow T-shirt with nothing on it.*

*I hope you'll enjoy yourself.*

### **FORM: SINGULAR, AFTER PREPOSITIONS**

[B1] Can use the singular reflexive pronouns 'myself', 'yourself', 'himself' and 'herself' after prepositions where the object of the preposition is the same as the subject of the verb.

### **Corrected Learner Examples**

*He told me about himself and how he started playing the guitar.*

*Now she was very proud of herself.*

### **USE: 'IN ITSELF', INTENSIFYING**

[B2] Can use the fixed expression 'in itself' as an intensifier .

### **Corrected Learner Examples**

*I would also spend much more quality time with my family as a whole, which is quite important in itself.*

*The architecture in itself is beautiful, but the garden is very wonderful, too.*

*To begin with, a car, in my opinion, can't be harmful in itself. The trouble is that, nowadays, very fast cars are put on the market and we never know if they are going to be driven by wise people or, instead, by crazy or dreadful drivers.*

### **USE: 'ITSELF', FOR EMPHASIS**

[B2] Can use the singular pronoun 'itself' for emphasis.

### **Corrected Learner Examples**

*In my opinion, the main characters do not have to be liked by readers but the story itself must be good and interesting to be successful.*

*The building itself looks splendid and beautiful.*

### **USE: 'YOURSELVES', FOR POLITENESS**

[B2] Can use the plural reflexive pronoun 'yourselves' for politeness.

### Corrected Learner Examples

*Dear Sir/Madam, I am writing to you in response to the advertisement published by yourselves in "the Traveller" regarding The Trip of a Lifetime.*

*The question you asked drove me back to my early life. My childhood. Like yourselves I am also living in a busy town, in a busy street. But when I was a little kid I was with my grand parents in Kandy.*

*Also, it is a great opportunity to improve my sailing skills as training will be provided by yourselves.*

### USE: PLURAL, FOR EMPHASIS

[B2] Can use plural reflexive pronouns for emphasis.

### Corrected Learner Examples

*The food is not very good, but sometimes we can prepare something to eat ourselves.*

*They patiently explained to me my job even though they were fairly busy themselves.*

*Cars themselves are never dangerous. It depends on us, actually.*

### USE: SINGULAR, FOR EMPHASIS

[B1] Can use the singular reflexive pronouns 'myself', 'yourself', 'himself' and 'herself' for emphasis.

### Corrected Learner Examples

*The best solution will be if you decide yourself what to do.*

*I think it was the director himself who guided the actress through our wonderful school gardens to film the opening scene there.*

*The food was delicious, especially the cake, which Sandra had cooked herself.*

## SUBJECT/ OBJECT

### FORM/USE: (SUBJECT) 'IT' + PASSIVE

[C1] Can use 'it' with the passive voice where the subject is unknown or unimportant, often in formal contexts. ► passives

### Corrected Learner Examples

*It was considered to be the most important thing to supply every computer with Internet and E-mail access*

*It is hoped that this report will help the club to improve and meet the needs of the whole school.*

*Firstly it was highlighted that so many people take advantage of the park, but our survey clearly contradicts this view.*

### Comments

All the evidence for this use of 'it' + passive at B2 is with the BECV exam. Other uses of the passive with it at FCE are with a known subject. At C1 there is much more evidence in non-business exams for this use.

### FORM: (OBJECT) USING 'IT' TO INTRODUCE

[B2] Can use 'it' as an object with 'make' to introduce something the speaker or writer is going to refer to.

### Corrected Learner Examples

*This shyness makes it hard for me to speak in public, or even to go out with my friends as often as I should.*

*Other retail companies with cheaper prices and lots of discounts make it impossible for us to do business.*

### FORM: (SUBJECT) 'ONE'

[B2] Can use 'one' as a generic personal pronoun in the subject position to mean people in general. ► generic pronouns

### Corrected Learner Examples

*If one doesn't live close enough to walk to work, one can choose to get there by bicycle or by car.*

### FORM: (SUBJECT) ELLIPSIS

[B2] Can leave out the subject pronoun with a limited range of verbs, in informal contexts. ► ellipsis

### Corrected Learner Examples

*Must rush now because I have to go out with Paul.*

*Sounds great.*

*Got to go now.*

*Can't wait to hear about your exam.*

### FORM: (SUBJECT) ELLIPSIS AFTER 'HOPE'

[A2] Can leave out the subject pronoun with 'hope'. ► ellipsis

### Corrected Learner Examples

*Hope to see you soon.*

*Hi! How are you? Hope you are fine.*

### FORM: (SUBJECT) EMPTY 'IT'

[A2] Can use 'it' as an empty subject when there is nothing else to put in subject position, particularly with weather or time.

### Corrected Learner Examples

*It's warm and windy.*

*Now it 's 3 pm.*

[B2] Can use dummy 'it' with 'appears', 'feels', 'looks' and 'seems'.

### Corrected Learner Examples

*When you watch a film, it seems to be that you are inside it, and you are a character in it.*

*? your company has carried out a full investigation on the matter and it appears that the disappearance was not the result of criminal activity. (Portugal; B2 VANTAGE; 2008);*

*It appears that there was an error with the older computer system.*

### FORM: (SUBJECT) USING 'IT' TO INTRODUCE

[B1] Can use dummy 'it' as a subject to introduce something the speaker or writer is going to refer to.

### Corrected Learner Examples

*It is best to spend your time in the countryside.*

*It's boring to be at home when you have a lot of free time.*

*It's normal that your parents want you to go with them.*

## SUBSTITUTION, ONE, ONES, NONE

### FORM/USE: POSTMODIFYING, SPECIFYING

[A2] Can use 'the one' and 'the' + pre-modifier + 'one' with a complement, to refer to something specific.

#### Corrected Learner Examples

*My house is No.8 and it's the one with silver gates.*

*All my friends gave me a present but the one I liked best was John's.*

*Do you remember the one that we saw last week?*

*I bought a jacket because the other one that I had was too small, and a t-shirt to use in the summer.*

*My house is the first one on the left.*

#### Uncorrected Learner Examples

*My house is No.8 and it's the one with silver gates.*

*All my friends gave me a present but the one I liked best was John's.*

*Do you remember the one that we saw last week in downtown?*

*I bought a jacket because the other one that I had was too small and a t-shirt to use in the summer.*

*My house is the first one on the left.*

[B1] Can use 'the ones' with a complement, to refer to something specific.

#### Corrected Learner Examples

*Weddings in our country? Well, they're pretty different from the ones in England.*

*Evil people, like the ones who did this, should die, or at least go to prison.*

*The products we received were not exactly the ones we ordered.*

#### Uncorrected Learner Examples

*Weddings in our country? Well, they're pretty diffrent from the ones in England.*

*Evil people, like the ones who did this should die, or at least go to prison.*

*Products we received were not exactly the ones we ordered.*

### FORM/USE: PREMODIFIER + 'ONES', GENERAL REFERENCE

[B1] Can use premodifiers with 'ones', to refer to something in general.

#### Corrected Learner Examples

*Our computers are out-dated and slow. I think we should replace them with new ones.*

*Large schools are usually better than small ones, because they offer more interesting activities.*

#### Uncorrected Learner Examples

*Our computers are out-dated and slow. I think we should replace them with new ones.*

*Large schools are usually better than small ones, because they offer more interesting activities.*

**FORM: 'NONE'**

[C1] Can use 'none' as a pronoun. ► determiners: quantity ► pronouns: quantity

**Corrected Learner Examples**

*Then I searched for a Coca-Cola, but I found none.*

*Although I was really disappointed, I managed to keep the presence of mind and think more carefully and calmly. The result? None!*

*We expected a social programme but there was none.*

*The odd thing about snowboarding in Russia ... is that there are very few mountains. In fact, there are none.*

*The costs saved without external consultants would be higher than the costs for this course. Opportunity costs: None.*

**Uncorrected Learner Examples**

*The costs saved without external consultants would be higher than the costs for this course . Opportunity costs: None.*

**Comments**

NB predominantly a spoken structure. No evidence of this use before C1.

**FORM: 'ONE'**

[A2] Can use 'one' as a pronoun to substitute for singular countable nouns which have already been mentioned or are obvious from the context.

**Corrected Learner Examples**

*[talking about a phone] I chose the black one with the numbers in orange.*

*I bought a new pullover, because my old one is too small.*

**Uncorrected Learner Examples**

*[talking about a phone] I chose the black one with the numbers in orange.*

*I bought a new pullover, because my old one is too small.*

**FORM: 'ONES'**

[B1] Can use 'ones' as a pronoun to substitute for plural nouns which have already been mentioned or are obvious from the context.

**Corrected Learner Examples**

*My pillows are getting old and I need new ones.*

*To tell the truth, I prefer large schools to small ones.*

*We also need new armchairs, because a lot of the old ones are broken.*

**Uncorrected Learner Examples**

*My pillows are getting old and I need new ones.*

*To tell the truth, I prefer large schools to small ones.*

*We also need new arm chairs, because a lot of the old ones are broken.*

**FORM: 'THESE ONES', 'THOSE ONES'**

[B2] Can use 'these ones', 'those ones' as a substitute for plural countable nouns which have already been mentioned or are obvious from the context.

### Corrected Learner Examples

*This is only the beginning; there are a lot of things that should be done, but let's just start with these ones.*

*Beside those ones, there's also an equal number of individuals who get crippled for life.*

### Uncorrected Learner Examples

*This is only the beginning; there are a lot of things that should be done, but let's just start with these ones.*

*Beside those ones, there's also an equal number of individuals who get crippled for life.*

### Comments

NB predominantly a spoken structure

## FORM: 'THIS ONE', 'THAT ONE'

[B1] Can use 'this one', 'that one' to refer to a singular countable noun. ► pronouns: demonstratives

### Corrected Learner Examples

*I met many old friends there, because I was in another judo club before this one and my friends and I left the old one to join the 1.JCF, because we heard that this one is the best in the whole of Frankfurt.*

*I'm thinking about buying a new desk because this one is very old.*

*I choose that one, because it is a very good and quiet place.*

*This is the only part of "Harry Potter" movies which I don't have, and it's my favourite, so I'm going to buy that one.*

### Uncorrected Learner Examples

*I met many old friends there, because I was in another judo club before this one and my friends and I left the old one to join the 1.JCF, because we heard that this one is the best in whole Frankfurt.*

*I'm thinking about to buy a new desk because this one is very old ?*

### Comments

This use of 'this one' and 'these ones' is very low frequency in written data. Need to check spoken data for other pointing uses and short answers.

## FORM: 'WHICH ONE'

[B1] Can use 'one' after 'which' in indirect questions to refer to one of two or more options.

### Corrected Learner Examples

*If you ask me which one I would choose, I would first go camping and then to Disneyland in Paris.*

*First of all, you should think of all the advantages and disadvantages of each option and if you want, you can write them on a piece of paper. This way you see which one is the best.*

### Uncorrected Learner Examples

*If you ask me which one I would chose, I would first go on camping and then to Disneyland in Paris.*

*First of all, you should think of all the advantages and disadvantages of each option and if you want you can write them on a piece of paper. This way you see which one is the best.*

## FORM: PRE-MODIFYING

[A2] Can use determiners + premodifiers + 'one'.

### Corrected Learner Examples

*I like my present very much because I needed a new one.*

*I love blue so I bought the blue one.*

*It is easy to use and it is smaller than the old one.*

*It's better than the other one.*

*I have lots of presents, but my favourite one is a CD, Michael gave it to me.*

### Uncorrected Learner Examples

*[talking about a bike] I like my present very much because I needed a new one.*

*[talking about a mobile phone] I love blue so I bought the blue one.*

*It is easy to use and it is smaller than the old one.*

*It's better than the other one.*

*I have lots of presents, but my favourite one is a CD, Michael gave it to me.*

[B1] Can use determiners + premodifiers + 'ones'.

### Corrected Learner Examples

*We should buy some new copiers and some new faxes because the old ones are very slow, and one copier is already broken.*

*I have seen many programs recently, but the ones that I liked best are the funny ones, and the science-fiction ones, because I like things that are unreal.*

*I also like watching films on Friday nights, there are some good ones on the first channel.*

*I've bought five new t-shirts, because I don't like my old ones anymore.*

### Uncorrected Learner Examples

*We should buy some new copiers and some new faxes because the old ones are very slowly and one copier is already broken down.*

*I had seen many programs recently, but the ones that I liked best, are the funny ones, and the science-fiction ones, because I like the things that are unreal.*

*I also like watching films on Friday nights, thee are some good ones on the first channel.*

*I've bought five new t-shirts, because I don't like my old ones anymore.*

## QUESTIONS

### ALTERNATIVES

#### FORM/USE: 'OR NOT'

[B1] Can form alternative questions using 'or not' to substitute for a clause, sometimes to express annoyance or impatience.



### **Corrected Learner Examples**

*For a few seconds he was quiet. I couldn't wait, I asked nervously about his exam, did he pass or not?*

*Do you want to do that or not?*

*Do you agree with me or not?*

*Will you be there till that time or not?*

### **Uncorrected Learner Examples**

*First a few seconds he was quiet, I couldn't wait, I asked nervously what about his exam, did he pass or not?*

*Do you want to do that or not?*

*Do you agree with me or not?*

*Will you be there till that time or not?*

### **Comments**

In spoken language the 'or not' may have stronger pragmatic force.

### **FORM/USE: 'OR SOMETHING ELSE', VAGUE**

[B1] Can form alternative question with 'or something else' as the second alternative to a noun phrase, to refer to something non-specific.

### **Corrected Learner Examples**

*Shall we buy him a book, a CD or something else?*

*Poetry, history or something else?*

### **Uncorrected Learner Examples**

*Shall we buy him a book, a CD or something else?*

*Poetry, history or something else?*

### **Comments**

3 examples of 'or anything else' at B2. Spoken data needed.

### **FORM/USE: ELLIPTED MODAL, HEDGING**

[C1] Can form alternative questions with two clauses and ellipsis in the second clause, often as a hedging device.

### **Corrected Learner Examples**

*Maybe you could hand out toys or show a movie?*

*Maybe you will be able to arrange another excursion this year or provide more time there?*

### **Uncorrected Learner Examples**

*Maybe you could hand out toys or show a movie?*

*Maybe you will be able to arrange another excursion this year or provide more time there?*

### **FORM/USE: STRONG ALTERNATIVE**

[C1] Can form alternative questions using an extreme alternative to give greater pragmatic force.

### **Corrected Learner Examples**

*Is this new industry a blessing for the region or the exact opposite?*

### Uncorrected Learner Examples

*Is this new industry a blessing for the region or the exact opposite?*

### Comments

Very low frequency.

### FORM: CLAUSE + CLAUSE

[B1] Can form alternative questions with two clauses combined with 'or'.

### Corrected Learner Examples

*Are you still with him or did you two break up?*

*Should I go there and talk to her or should I stay here?*

*What do you think about going for walks or jogging in your breaks?*

### Uncorrected Learner Examples

*Are you still with him or did you two break up?*

*Should I go there and talk to her or should I stay there?*

*What do you think about going for walks or jogging in your breaks?*

### Comments

Note that the main verb is understood in the fourth example.

### FORM: PHRASE + PHRASE

[B1] Can form alternative questions with two phrases combined with 'or'.

### Corrected Learner Examples

*Is this area in the city or in the countryside?*

*Do you feel more sympathy for your friends or your parents?*

### Uncorrected Learner Examples

*Is this area in the city or in the countryside?*

*Do you feel more sympathy for your friends or your parents?*

### Comments

There are not many examples of these forms. Spoken data needed for a fuller picture.

### FORM: WORD + WORD

[A2] Can form alternative questions with two words from the same class combined with 'or'.

### Corrected Learner Examples

*Can you bring some food or drinks for the dinner?*

*Is it cheap or expensive for you?*

*We can chat or watch a film.*

### Uncorrected Learner Examples

*Can you bring some food or drinks for the dinner?*

*Is it cheap or expensive for you?*

*We can chat or watch a film.*

## TAGS

### FORM/USE: 'RIGHT' AS AN INFORMAL TAG

[B1] Can use 'right' as a tag in informal contexts.

### **Corrected Learner Examples**

*You are 14 years old, right?*

*I think you asked if I liked shopping for clothes, right?*

*You asked me for some help, right?*

*They're black, right?*

### **Uncorrected Learner Examples**

*You are 14 years old, right?*

*I think you asked if I liked shopping for clothes, right?*

*You asked me for some help, right?*

*They're black, right?*

### **Comments**

Only two instances of 'yeah?' as an informal tag at B1 and one at B2. This is more a function of the data being from a written exam.

## **FORM/USE: TAGS WITH IMPERATIVES AS SOFTENERS**

[B2] Can use an affirmative or negative tag after an imperative clause to soften the imperative.

### **Corrected Learner Examples**

*Think about it, will you?*

*Go to the Lake Frene route, will you?*

*Let's check together, shall we?*

### **Uncorrected Learner Examples**

*Think about it, will you?*

*Go to the Lake Frene route, will you?*

*Let's check together, shall we?*

### **Comments**

The tag verb is most commonly 'will' but we can also use 'would', 'could', 'can' and 'won't'.

Learner data is limited to 'will' and 'shall' in this context but again, this is written data so this is not surprising.

## **FORM: AFFIRMATIVE MAIN CLAUSES + AFFIRMATIVE QUESTION TAGS**

[B1] Can use an increasing range of affirmative tags with affirmative clauses.

### **Corrected Learner Examples**

*Your boyfriend is also 16, is he?*

*You bought new black clothes, did you?*

### **Uncorrected Learner Examples**

*Your boyfriend is also 16, is he?*

*You bought new black clothes, did you?*

### **Comments**

Not surprisingly, these are not as common, given that it is written data.

## **FORM: AFFIRMATIVE MAIN CLAUSES + NEGATIVE QUESTION TAGS**

[B1] Can use an increasing range of 'be', 'do', 'have' and modal verb tags with negative main clauses.

### Corrected Learner Examples

*And so you're moving to a different area, aren't you?*

*You love books, don't you?*

*It sounds peaceful, doesn't it?*

*We've arranged to meet at 12, haven't we?*

*I think it would be fantastic, wouldn't it?*

*When you come back, we should rent some movies, shouldn't we?*

*You'll see the programme on the 23rd of August, won't you?*

*We could go on holiday together, couldn't we?*

### Uncorrected Learner Examples

*And so you're moving to a different area, aren't you?*

*You love books, don't you?*

*It sounds peaceful, doesn't it?*

*We've arranged to meet at 12, haven't we?*

*I think it would be fantastic, wouldn't it?*

*When you come back, we should rent some movies, shouldn't we?*

*You'll see the programme on the 23rd of August, won't you?*

*We could go on holiday together, couldn't we?*

## FORM: NEGATIVE MAIN CLAUSES + AFFIRMATIVE QUESTION TAGS

[B1] Can use an increasing range of affirmative 'be', 'do' and 'have' tags with negative main clauses.

### Corrected Learner Examples

*I mean, your parents don't like discos, do they?*

*Doesn't sound interesting, does it?*

*He is not important, is he?*

*That isn't normal, is it?*

*You haven't been to my house before, have you?*

*We haven't met each other for about 1 year, have we?*

### Uncorrected Learner Examples

*I mean, your parents don't like discos, do they?*

*Doesn't sound interesting, does it?*

*he is not important, is he?*

*That isn't normal, is it?*

*You haven't been to my house before, have you?*

*We haven't met each other [FOR] about 1 year, have we?*

### Comments

Only one correct example at B1 of a modal verb affirmative tag: 'That couldn't be true, could it?' (Germany; B1 THRESHOLD; 2008; German; Pass)

## FORM: QUESTION TAGS

[A2] Can use a limited range of question tags.

### Corrected Learner Examples

*You don't know where I live, do you?*  
*It differs from the story which you told me, doesn't it?*  
*It's fantastic, isn't it?*  
*It cost £30, it was not too expensive, was it?*

### Uncorrected Learner Examples

*You don't know where I live, do you?*  
*It differs from the story which you told me, doesn't it?*  
*It's fantastic, isn't it?*  
*It cost £30, it was not too expensive, was it?*

### Comments

There is some evidence of the use of tags with be and do only. There are quite a few errors, for example: *It isn't expensive don't it?* (Turkey; A2 WAYSTAGE; 2008; Turkish; Pass) *We will meet at 5:30 pm at my house, can you?* (Uruguay; A2 WAYSTAGE; 2008; Spanish – Latin American; Pass) However, we feel that there is a critical mass at this level to say that they have a limited range competency.

### FORM: TAGS WITH 'THERE' + 'BE'

[C1] Can use affirmative and negative forms of question tags with 'there' + 'be'.

### Corrected Learner Examples

*As you put it that way, there isn't much of a difference with our time, is there?*  
*But there is always something you can improve, isn't there?*

### Uncorrected Learner Examples

*As you put it that way, there isn't much of a difference with our time, is there ?*  
*But there is always something you can improve , isn't there ?*

### Comments

We suspect that spoken data would show this form being used at lower levels, as they can use 'there + be' at A1 and A2 levels.

## WH-

### FORM/USE: NEGATIVE QUESTIONS, SUGGESTIONS

[A2] Can use negative question 'why don't?' + pronoun + verb, to make a suggestion or invitation.

### Corrected Learner Examples

*Why don't we watch a film?*  
*Why don't you come with me?*

### Uncorrected Learner Examples

*Why don't we watch a film?*  
*Why don't you come with me?*

### FORM: MAIN VERB 'BE'

[A2] Can use 'wh-' words + main verb 'be' + subject to form 'wh-' questions.

### Corrected Learner Examples

*How was your dinner yesterday?*

*How are you, my friend?*

*Where are you, men?*

### Uncorrected Learner Examples

*How was your dinner yesterday?*

*How are you my friend?*

*Where are you, men?*

### Comments

There is a lot of evidence of formulaic 'How are you?' at A1.

## FORM: MODAL VERBS

[A2] Can use 'wh-'words + modal verbs + subject + main verb to form 'wh-'questions.

### Corrected Learner Examples

*What will you bring?*

*What can I do?*

*How can I help you?*

*How will you get here?*

*When can I visit you?*

*When can we meet?*

### Uncorrected Learner Examples

*What will you bring?*

*What can I do?*

*How can I help you?*

*How will you get here?*

*When can I visit you?*

*When can we meet?*

### Comments

This is limited to 'can' and 'will' in the CLC. Spoken data may give evidence of other modals. We have kept it here as we have evidence that they can ?do? the form.

## FORM: NEGATIVE QUESTIONS WITH MAIN VERBS

[B2] Can use 'wh-'words + the negative form of auxiliary 'do' + subject + main verb to form 'wh-'questions.

### Corrected Learner Examples

*You still have this agonising headache. Why don't you go to your doctor?*

*Why didn't you check with the ticket office first before you wrote your article?*

*Why didn't you say something about it?*

*Why haven't you told me before?*

### Uncorrected Learner Examples

*You still have this agonising headache. Why don't you go to your doctor?*

*Why didn't you check with the ticket office first before you wrote your article?*

*Why didn't you say something about it?*

*Why haven't you told me before?*

### Comments

Examples are restricted to 'wh'- questions with 'why'. Spoken data needed.

### FORM: NEGATIVE QUESTIONS WITH MODALS

[B1] Can use 'wh'-words + the negative form of modal verbs + subject + main verb to form 'wh'-questions.

#### Corrected Learner Examples

*Why can't you do both things?*

*Why couldn't I control myself?*

#### Uncorrected Learner Examples

*Why can't you do both things?*

*Why couldn't I control myself?*

### Comments

These are very low frequency and only 'why' examples. There are some pragmatic errors in examples with other forms, for example: 'This weekend I'm totally free, so why won't we see on Saturday?' (Italy; B1 THRESHOLD; 2008; Italian; Pass)

### FORM: WITH AUXILIARY 'BE'

[A2] Can use 'wh'-words + auxiliary 'be' to form 'wh'-questions. ► present continuous ► past continuous

#### Corrected Learner Examples

*Who are you going with?*

*When are you coming here?*

*Where are you going?*

#### Uncorrected Learner Examples

*Who are you going with?*

*When are you coming here?*

*Where are you going?*

### FORM: WITH AUXILIARY 'DO'

[A2] Can use 'wh'-words + auxiliary 'do' + subject + main verb to form 'wh'-questions. ► present simple; ► past simple

#### Corrected Learner Examples

*What do you think?*

*What did you do yesterday?*

*Where did you go?*

*How do you know?*

*Why don't you buy it?*

#### Uncorrected Learner Examples

*What do you think?*

*What did you do yesterday?*

*Where did you go?*

*How do you know?*

*Why don't you buy it?*

## Comments

There is also evidence of 'wh-'questions with main verbs at A1 but they are generally wrong, e.g. leaving out the auxiliary: 'What you think about this?' (A1; Pashto)

### FORM: WITH AUXILIARY 'HAVE'

[A2] Can use 'wh-'words + auxiliary 'have' to form 'wh-'questions. ► present perfect ► past perfect

#### Corrected Learner Examples

*How have you been?*

*What have you brought for me?*

#### Uncorrected Learner Examples

*How have you been?*

### USE: FOCUS

[C1] Can use 'wh-'questions as a focusing device, often in a narrative or argument.

#### Corrected Learner Examples

*Nevertheless, we still give presents because we really want to. You can recognize them normally very fast! They are the ones which are unexpected and made with lots of love. So what makes a good present? From my point of view, the best presents are personal and fitted to the individual.*

*The other very serious problem in connection with cars is pollution, which is the cause of more diseases and problems than we realise at the moment. But what are the alternatives? Berlin has a well-structured and functioning subway?*

*Some of them are coin operated but some are magnetic-card operated. Use these coin-operated ones because to call from the other ones, you should buy a magnetic card, which is only possible in post offices. What else can I tell you? If you want anything to drink or to eat after your arrival, there are restaurants at the airport.*

#### Uncorrected Learner Examples

*Nevertheless, we still give presents because we really want to. You can recognize them normally very fast! They are the ones which are unexpected and made with lots of love. So what makes a good present? In my point of view, the best presents are personal and fit to the individual.*

*The other very serious problem in connection with cars is pollution which is the cause for much more diseases and problems than we realise at the moment. But what are the alternatives? Berlin has a well structured and functioning subway*

*Some of them are coined-operated but some are magnetic card operated. Use rather these coined-operated ones because to call from the other ones you should buy a magnetic card what is only possible in post officies. What else can I tell you? If you want anything to drink or to eat after your arrival there are restaurants at the airport.*

## YES/NO

### FORM: AUXILIARY 'BE'

[A2] Can use auxiliary 'be' + subject + the '-ing' form (continuous form) to form 'yes/no' questions.



### Corrected Learner Examples

*Are you going to come?*

*Are you feeling better?*

*Are you going to the new art class?*

*Are you doing anything on Friday?*

### Uncorrected Learner Examples

*Are you going to come?*

*Are you feeling better?*

*Are you going to the new art class?*

*Are you doing anything on Friday?*

### Comments

Most examples at A2 are with pronoun 'you' and mainly with 'going to': 'Are you going to' + verb.

### FORM: AUXILIARY 'HAVE'

[A2] Can use auxiliary 'have' + subject + the '-ed' form to form 'yes/no' questions. ► present perfect

### Corrected Learner Examples

*I've just watched a football competition with my family and friends. Have you watched it?*

*I left my mobile in your house, have you seen it?*

### Uncorrected Learner Examples

*In your house I left my mobile, Have you seen it?*

*I've just watched football competition with my family and friends. Have you watched it?*

### FORM: LEXICAL VERBS WITH 'DO'

[A2] Can use auxiliary 'do' + subject + main verb to form 'yes/no' questions.

### Corrected Learner Examples

*My favourite song is 'Viva la vida'. Do you know it?*

*My bedroom will be blue!! I love this colour!! Do you like it?*

*Yesterday, I went to buy some new clothes at the new store that is opposite my house, do you remember it?*

*Did you see the football match last night?*

### Uncorrected Learner Examples

*My favourite song is 'Viva la vida'. Do you know it?*

*My bedroom will be blue!! I love this colour!! Do you like it?*

*Yesterday, I went to buy some new cloths to the new story that is at the opposite corner of my house, do you remember it?*

### Comments

There is a lot of evidence of 'Do you like ??'

### FORM: MAIN VERB 'BE'

[A2] Can use main verb 'be' + subject to form 'yes/no' questions.

### Corrected Learner Examples

*Are you ok?*

*Where is your dog? Is it ok?*

*Are you ready?*

### Uncorrected Learner Examples

*Are you ok?*

*Where is your dog? Is it ok?*

*Are you ready?*

### Comments

The present form of 'be' + 'ok' is the most frequent form. Other adjectives with 'be' are very low frequency at A2. Bear in mind that this form may appear at A1 in spoken data. There are currently no examples of 'yes/no' questions with be at A1 in the CLC.

### FORM: MODAL VERBS

[A2] Can use an increasing range of modal verbs + subject + main verb to form 'yes/no' questions.

### Corrected Learner Examples

*Could you meet me at my home at 7 pm?*

*Could you look for it?*

*Would you like to go with me to the U2 concert?*

*Will you come with me?*

### Uncorrected Learner Examples

*Could you meet me at my home at 7 pm.?*

*Could you look for it?*

*Would you like to go with me to the concert of U2?*

*Will you come with me ?*

### FORM: NEGATIVE QUESTIONS MODAL VERBS

[B1] Can use modal verbs + 'not' + subject + main verb to form 'yes/no' questions.

### Corrected Learner Examples

*Wouldn't you like to come?*

*I'm going to a picnic next Saturday with my parents, won't you come with us?*

*Can't you make both?*

### Uncorrected Learner Examples

*Wouldn't you like to come?*

*I'm going to a picnic next Saturday with my parents, won't you come with us?*

*Can't you make both?*

### Comments

Note these are low frequency both in the learner data and in the BNC. Some of those found at B1 are syntactically correct but not always the most pragmatically appropriate (e.g. 'Now I go to gymnastics two hours a week. Wouldn't you like that?')

### FORM: NEGATIVE QUESTIONS WITH 'BE'

[B1] Can use main verb 'be' + 'n?t' to form negative 'yes/no' questions.

### Corrected Learner Examples

*Aren't you excited about it?*

*Isn't he sweet?*

*[talking about a cottage] Isn't it in the mountains?*

### Uncorrected Learner Examples

*Aren't you excited about it?*

*Isn't he sweet?*

*[talking about a cottage] Isn't it in the mountains?*

## FORM: NEGATIVE QUESTIONS, AUXILIARY VERBS

[B1] Can use auxiliary 'do' and 'have' + 'n't' + subject + main verb to form negative 'yes/no' questions.

### Corrected Learner Examples

*Don't you think so?*

*Don't you like any programmes?*

*Don't you think she would be happy?*

*Don't you know me?*

*Haven't you seen it yet?*

*Haven't they got their own style?*

### Uncorrected Learner Examples

*Don't you think so?*

*Don't you like any programmes?*

*Don't you think she would be happy?*

*Don't you know me?*

*Haven't you seen it yet?*

*Haven't they got their own style?*

### Comments

Note there are few instances of 'have' negative questions in the learner corpus but this is also reflected in the native speaker data (cf. BNC).||There are no instances of auxiliary be with negative questions, e.g. 'Aren't you coming with us?'

## USE: SEEKING AGREEMENT

[B1] Can use negative 'yes/no' questions to involve the listener or reader by seeking agreement.

### Corrected Learner Examples

*Finally two days ago I found it in my pocket! It's funny! Don't you think?*

*They're filming a part of Harry Potter at our school, because our main building is very old. Isn't that great?*

*You can even just relax and sunbathe while you drink a nice, cold lemonade. Wouldn't that be amazing?*

*While we were there, there was also a concert and I got to see Rihanna and Chris Brown! Isn't that awesome?*

### Uncorrected Learner Examples

*Finally two days ago I found it in my pocket! It's funny! Don't you think?*

*They're filming a part of Harry Potter at our school, because our main-building is very old. Isn't that great?*

*You can even just relax and sunbathe while you drink a nice, cold lemonade. Wouldn't that be amazing?*

*While we were there, there was also a concert and I got to see Rihanna and Chris Brown! Isn't that awesome?*

### Comments

Note to check for this in spoken language data when available as it should be more prevalent and may emerge at a lower level.

## REPORTED SPEECH

### REPORTED SPEECH

#### FORM/USE: 'WONDER', REPORTED THOUGHT

[B1] Can report thought using 'wonder' + 'wh-'word + clause, with a tense shift where relevant.

#### Corrected Learner Examples

*I always had good times with her and was very impatient to read this letter: I wondered what she had written.*

*I really wondered who he was, but I was embarrassed to look at him.*

#### FORM/USE: CITATION, PRESENT SIMPLE

[B2] Can use the present simple form of the reporting verb to report information from a written source and a present tense verb in the reported clause.

#### Corrected Learner Examples

*First of all, your advertisement says that you have got two great nights in a hotel for us.*

*It says you are asking for people to help in a summer camp for foreign school children.*

*Firstly, your advertisement tells us that hotel has two great nights in a wonderful 3-star hotel*

*The guidebook says that we can get there by train from London.*

#### FORM/USE: REPORTING VERBS, PAST CONTINUOUS

[B2] Can use the past continuous of the reporting verb to report mental processes, with a finite or non-finite 'wh-'clause in the reported clause.

#### Corrected Learner Examples

*I was wondering why I failed.*

*So, he was wondering why we didn't have our letters.*

*I was thinking which of the two would be more interesting, and I prefer to go to "Can Animals Speak", since I love them and I have two. So, I want to know how to communicate with them.*

*We were wondering what had happened for a few minutes but then we realised that there had been a power cut.*

*While he was thinking how to reply, Jenny took his hand and led him to the school.*

## Comments

The development at C levels is to do with lexical growth rather than grammatical complexity. 'Say' and 'tell' dominate reported speech use in CLC at all levels. Complementation patterns after reporting verbs are covered in Verbs

### FORM/USE: TEMPORAL SHIFTS, FUTURE

[B1] Can report speech about events in the future with and without backshifts for words relating to time.

#### Corrected Learner Examples

*At the airport they told him to come the next morning.*

*The trainer was impressed and said that if I play next time as well as this time, I'll be the 'pointing guard' in the team.*

*The letter said that he is coming home next month.*

*Her husband told me that the following day they would return to Germany so that was the last time I saw Sara.*

### FORM/USE: TEMPORAL SHIFTS, PAST

[B2] Can report speech about events in the past with backshifts for tenses and words relating to time.

#### Corrected Learner Examples

*She had told me the previous day that she had something important to tell me.*

*We met Daisy at school on the following day and we told her that the previous day we had been at her house; her grandfather had told us that unluckily she wasn't at home.*

*My boss had told me the previous day that an important customer was going to visit the company in the morning.*

*I had told my friends the day before that I expected to get an A!*

### FORM: DIRECT SPEECH, REPORTING CLAUSE, END POSITION

[B1] Can report speech and thought directly using the reporting verb after the reporting clause.

#### Corrected Learner Examples

*"Excuse me Sir, but you forgot your mobile phone," she said.*

*"I must take it to the police station," she thought.*

*"Yes of course," she answered.*

*"What have I done?" I thought.*

*"What should I do?? she asked herself.*

*"But where is everybody? Am I alone?" I asked.*

*"What's your name?" he asked.*

### FORM: DIRECT SPEECH, REPORTING CLAUSE, INITIAL POSITION

[B1] Can report speech and thought directly, using the reporting verb before the reporting clause.

### Corrected Learner Examples

*He felt like a worm too and he said to me: "I'm sorry I'm not a good friend".*

*Maria answered "Yes!?"*

*He answered: "Come with me".*

*Then I thought: "I can't stay in prison".*

*He asked "Are you Clarice?" I answered yes and then he told me that he was my father.*

*She asked me "How about we join the club?"*

*She thought: "Should I go to the police or should I go back??"*

*I thought: "Either I talk to her now or I won't be able to talk to her anytime!?"*

### Comments

While there are 1,499 occurrences of 'said' + ?...? at B1 many are not punctuated correctly.

Note that punctuation conventions vary in British English and American English.

### FORM: DIRECT SPEECH, REPORTING CLAUSE, INVERTED SUBJECT

[B2] Can report speech directly inverting the subject and verb in the reporting clause where the subject is a proper noun or noun phrase.

### Corrected Learner Examples

*"I was astonished when I saw them standing there", said John.*

*"Who are you?" asked Peter.*

*"Would you mind lending me a part of your newspaper?" said a whispering voice.*

*What do you think about this? said the Inspector to the policeman.*

### Comments

This is a low frequency form in the CLC. There are examples of verb + subject ('said Maria', 'said Lisa') at B1 too but they are very task skewed.

### FORM: DIRECT SPEECH, REPORTING CLAUSE, MID POSITION

[B2] Can report speech and thought directly using the reporting verb in the mid position of the reported clause.

### Corrected Learner Examples

*"No problem", I thought, "there is only one person".*

*"We have come together", this man said, "to celebrate our annual meeting and to call our master's ghost tonight!?"*

*"No problem", I thought, "there is only one person".*

*"Forgive me, sweetheart", he said, "I will never leave you alone again.?"*

### Comments

There is increased accuracy of punctuation use at B2. Note that punctuation conventions vary in British English and American English.

### FORM: MODIFICATION, REPORTING VERB + ADVERB

[B2] Can modify the reporting verb with an adverb.

### Corrected Learner Examples

*"So this is a real cow, mom?" she asked doubtfully.*

*"A hundred dollars for one day. Is that a deal?" her husband said forcefully.*

*"Come on, what's wrong?" Bella asked curiously.*

*"Put that light out!" I shouted calmly.*

### Comments

Note that when the reporting verb is modified by an adverb, it typically comes after the direct speech. This is also the case in expert speaker data in the CEC, where the reporting verb + adverb most commonly occurs in the middle or after the reported clause. It is far less common before the clause.

### FORM: REPORTED 'WH-' QUESTIONS

[B1] Can report 'wh-'questions using a reporting verb + 'wh-'word + clause, with a change of pronoun and tense shift where relevant.

#### Corrected Learner Examples

*I asked why she was here.*

*I phoned and asked what sports we could play in this club.*

*When we asked why they were filming our school, they said they were looking for a location where they could film some boys and girls leaving the school and so they filmed us!*

*He saw a guy sat there so he sat next to him and asked where the football players were.*

*They filmed it and interviewed a few pupils about what they think about the new swimming pool in the gym and I asked when it would be on TV.*

### FORM: REPORTED 'YES-NO' QUESTIONS

[B1] Can report questions using 'ask' + 'if' or 'whether' + clause, with a pronoun and tense shift where relevant.

#### Corrected Learner Examples

*You asked me if I like shopping.*

*I am asking you if we can change the time of the meeting to 5.00 pm.*

*A very rich movie producer asked her if she wanted to be in a movie, he said she would get paid 500,000 dollars, she agreed.*

*I asked her if she wanted to go and have dinner together.*

*Renata, a really good friend of mine, told me she was in this club, but she left it some time ago; she asked me if I was interested in joining this amazing club.*

*I'm writing to ask whether you're free next Saturday or not.*

### Comments

Note that 'whether' in reported questions is very low frequency and in fact is even lower in native speaker corpus data.

### FORM: REPORTED REQUESTS AND COMMANDS

[B1] Can report requests and commands with 'ask' or 'tell' + direct object and 'to-'infinitive.

#### Corrected Learner Examples

*She asked me to come back as soon as possible because my father is seriously ill.*

*As the concert finished, I heard someone call my name, I turned and there were two men from security who asked me to go up on the stage.*

*Dad asked me to help him at work.*

*He told me to go outside the concert hall and wait for him to come.*

*I have caught a cold and my doctors told me to rest in bed for a few days.*

*They told me to stay in the car and watch them and try to remember their faces.*

**FORM: REPORTED REQUESTS AND COMMANDS, NEGATIVE**

[B2] Can report requests and commands with 'ask' or 'tell' + direct object + 'not' + 'to-'infinitive.

**Corrected Learner Examples**

*Meanwhile, she told me not to be scared but the place was very... old.*

*I told him not to climb the wall but he was so interested in doing movements that he did not listen to me.*

*Arriving there, my father told me not to go far and to stay near him.*

*I asked Pat not to tell anyone, and she promised me she wouldn't.*

**FORM: REPORTED STATEMENTS WITH 'SAY', PRONOUN SHIFT**

[A2] Can report statements using a reporting clause with 'say' + 'that-'clause, with a pronoun shift where relevant.

**Corrected Learner Examples**

*My mother said that she can take us there.*

*The teacher said that we have to bring a notebook, a pencil and a rubber.*

**FORM: REPORTED STATEMENTS WITH 'TELL', PRONOUN SHIFT**

[A2] Can report statements using a reporting clause with 'tell' + direct object + 'that-'clause, with a pronoun shift where relevant.

**Corrected Learner Examples**

*[about a mobile phone] It's very important to me to have it with me because my brother is in the hospital and my father told me that he will call.*

*My sister told me that this film is very good.*

*Gill told me that you had an accident last week.*

**FORM: REPORTED STATEMENTS, PRONOUN AND TENSE SHIFT**

[B1] Can report statements using a reporting clause with 'say' or 'tell' + 'that-'clause, with a pronoun and tense shift where relevant.

**Corrected Learner Examples**

*I immediately called her to see if everything was o.k. and she said that she had won the lottery and she wanted to give some of the money to me.*

*He said that she was in big trouble because the phone was a bomb.*

*They said that our school was the most suitable school for that movie.*

*He said that it was his phone and he had left it in a cafe.*

*He said that he was a nuclear scientist and we had met before.*

*Mary told me that she was dating John.*

*In the letter, he told me that he was coming to Madrid on the first of June and he asked me if I was free.*



# VERBS

## LINKING

### FORM: LINKING + COMPLEMENT

[A2] Can use an increasing range of linking verbs with complements.

#### Corrected Learner Examples

*It looks good on you.*

*We will really become good pen-friends.*

*Make sure you wear something over your clothes so that they won't get dirty.*

*Because it sounds interesting.*

*I feel sorry for you. I hope you get better as soon as possible.*

#### Uncorrected Learner Examples

*It looks good on you.*

*And we will really become good pen-friends.*

*Make sure you wear something over your clothes so that they won't get dirty.*

*Because it sounds interesting.*

*I feel sorry for you. I hope you get better as soon as possible.*

[B2] Can use a wide range of linking verbs with complements.

#### Corrected Learner Examples

*There are indeed many ways of doing this and it all seems very confusing.*

*The food is a little bit strange but tastes good.*

*Now the whole house appeared very unfamiliar to me.*

*Alice was so unhappy that she remained silent for a long time.*

*I am writing to inform you that there is some incorrect information which appears in The Student Tourist Guidebook you published last year.*

#### Uncorrected Learner Examples

*There are indeed many ways of doing this and it all seems very confusing.*

*The food is a little bit strange but tastes good.*

*Now the whole house appeared very unfamiliar to me.*

*Alice was so unhappy that she remained silent for a long time.*

*I am writing to inform you that there are some incorrect information which appears in The Student Tourist Guidebook you published last year.*

## PATTERNS\_THAT CLAUSES

### FORM: REPORTING VERBS + DIRECT OBJECT 'THAT'-CLAUSE

[A2] Can use a limited range of verbs, typically reporting, with a 'that'-clause as the direct object.

#### Corrected Learner Examples

*I hope that you'll come.*

*I think that it begins on 20 or 21 May.*

*My mother said that she can help us.*

*I heard that you are quite busy right now.*

### Uncorrected Learner Examples

*I hope that you'll come.*  
*I think that it begins on 20 or 21 May.*  
*My mother said that she can help us.*  
*I heard that you are quite busy right now.*

[B1] Can use an increasing range of verbs, typically reporting or mental process verbs, with a 'that'-clause as the direct object.

### Corrected Learner Examples

*Now you're sixteen, I totally understand that you don't want to go on holiday with your parents.*  
*When I got there, I realised that I wasn't the only winner.*

### Uncorrected Learner Examples

*Now you're sixteen, I totally understand that you don't want to go on holiday with your parents.*  
*When I got there I realised that I wasn't the only winner.*

### FORM: VERBS + DIRECT OBJECT CLAUSE WITHOUT 'THAT'

[A2] Can use reporting verbs, especially mental process verbs, with a clause as the direct object, without 'that', especially in informal contexts.

### Corrected Learner Examples

*I hope you can go, buddy.*  
*I think I left my phone there, maybe in your kitchen.*  
*I think you should go visit the Kuala Lumpur Twin Towers.*  
*I know it's impossible for you to come during examination time.*  
*My mother said you can come to me at 6.30 pm.*

### Uncorrected Learner Examples

*I hope you can go, buddy.*  
*I think I left my phone there, maybe in your kitchen.*  
*I think you should go visit the Kuala Lumpur Twin Towers.*  
*I know it's impossible for you to come during the examination time.*  
*My mother said you can come to me at 6.30 pm.*

### FORM: VERBS + INDIRECT OBJECT CLAUSE

[A2] Can use verbs, typically reporting verbs, followed by a noun or pronoun as the indirect object and a clause with or without 'that', as the direct object.

### Corrected Learner Examples

*I told you that she has a new car?*  
*You promised me that you will help me to paint my bedroom.*  
*Nisha told me you had an accident last week.*

### Uncorrected Learner Examples

*I told you that she has a new car?*  
*You promised me that you will help me to paint my bedroom.*  
*Nisha told me you had an accident last week.*

### FORM: VERBS + PREPOSITIONAL PHRASE + 'THAT'-CLAUSE

[B1] Can use some reporting verbs with a prepositional phrase followed by a 'that'-clause as the direct object.

#### Corrected Learner Examples

*I think also that you should say to your parents that you want to try a new experience with your friends.*

*[about meeting a famous person] When I said to my friends that I had met with him, they didn't believe me.*

#### Uncorrected Learner Examples

*I think also that you should say to your parents that you want to try a new experience with your friends.*

*[about meeting a famous person] When I said to my friend that I had met with him, they didn't believe.*

## PATTERNS\_WITH TO AND -ING

### FORM/USE: 'WOULD LOVE' + 'TO'

[A2] Can use 'would love to' followed by the 'to'-infinitive to give emphasis.

#### Corrected Learner Examples

*I'd love to do the concert.*

*I'd love to hear it!*

#### Uncorrected Learner Examples

*I'd love to do the concert.*

*I'd love to hear it!*

#### Comments

Note the use of this pattern here for emphasis.

### FORM/USE: 'WOULD PREFER' + 'TO', POLITENESS

[B1] Can use 'would prefer' + 'to' infinitive, often for politeness.

#### Corrected Learner Examples

*I would prefer to pay by cash.*

*I would prefer to meet you at six o'clock instead of four, at the café in my hometown.*

*I'd prefer to go on holiday with my friends.*

#### Uncorrected Learner Examples

*I would prefer to pay by cash.*

*I would prefer to meet you at six o'clock instead of four at the café in my hometown.*

*I'd prefer to go on holiday with my friends.*

#### Comments

Would prefer to is often but not exclusively used to be more polite.

### FORM/USE: VERBS OF SENSES + OBJECT + '-ING'

[B2] Can use some verbs connected with the senses + direct object + an '-ing' form, to give emphasis to an ongoing activity.

### Corrected Learner Examples

*Then I heard someone screaming, I was afraid and I said to the others: "Let's go out, something is happening".*

*I think we can learn nothing by seeing animals out of their habitat: we cannot see them running or eating or hunting.*

### Uncorrected Learner Examples

*Then I heard someone screaming , I was afraid and I said to the others: "Let's go out, something is happening".*

*I think we can learn nothing by seeing animals out of their habitat: we cannot see them running or eating or hunting:*

### Comments

While the corresponding infinitive form is used by some at B2, its widespread use does not appear until C1 (e.g. 'I heard someone scream.').

## FORM/USE: VERBS OF SENSES + OBJECT + INFINITIVE

[C1] Can use some verbs connected with the senses + direct object + infinitive without 'to' emphasising a complete action.

### Corrected Learner Examples

*I would like to see it develop without any pollution and without destroying the environment.*

*Nowadays, it is very common in Argentina to hear people talk about the economic depression.*

### Uncorrected Learner Examples

*I would like to see it develop without any pollution and without destroing the environment.*

*Nowadays, it is very common in Argentina to hear people talk about the economic depression*

### Comments

Note the subtle difference between the -ing and infinitive forms: e.g. I heard someone screaming and I heard someone scream. The -ing form places the speaker/writer ?inside? the action in a more involved way. The infinitive form places the speaker/writer ?outside? the action.

## FORM: 'ENJOY' + '-ING'

[A2] Can use 'enjoy' followed by the '-ing' form.

### Corrected Learner Examples

*We enjoy playing the piano and singing together.*

*You know I really enjoy listening to music.*

### Uncorrected Learner Examples

*We enjoy playing the piano and singing together.*

*You know I really enjoy listening to music.*

## FORM: 'HELP' + OBJECT

[B1] Can use 'help' + object + infinitive with or without 'to', with no change in meaning.

### Corrected Learner Examples

*I wanted to help him to make some friends. He's just like me.*

*I hope that it will help you to keep fit.*

*I hope my advice can help you choose where to go.*

*This house is terrible and I hope you can help me find something better.*

### Uncorrected Learner Examples

*I wanted to help him to make some friends He's just like me.*

*I hope that it will help you to keep fit.*

*I hope my advice can help you choose where to go.*

*This house is terrible and I hope you can help me find something better.*

### Comments

The evidence of this at A2 is heavily task influenced and restricted to two verbs, 'paint' and 'find', and these are taken from the rubric of the task

### FORM: 'MAKE', 'LET' + INFINITIVE WITHOUT 'TO'

[B1] Can use 'make' and 'let' + infinitive without 'to'.

### Corrected Learner Examples

*Let me know if it is suitable for you.*

*She makes me smile when I'm sad.*

*She always makes me laugh!*

*You are eighteen now, you can do what you want and they should let you do it.*

*I think you should talk with your parents and try to make them understand how you feel and what you prefer.*

*Maybe your parents are afraid of letting you go away by yourself, they still consider you their baby.*

### Uncorrected Learner Examples

*Let me know if it is suitable for you.*

*She makes me smile when I'm sad.*

*She always makes me laugh !*

*You are eighteen now, you can do what you want and they should let you do it.*

*I think you should talk with your parents and try to make them understand how you feel and what you prefer.*

*Maybe your parents are afraid of letting you go away by yourself, they still consider you their baby.*

### Comments

As the examples show, 'let' and 'make' have a range of uses, but the form remains the same.

### FORM: 'TO'-INFINITIVE OR '-ING' FORM, MEANING

[B2] Can follow some verbs with a 'to'-infinitive or an '-ing' form, with a change in meaning.

### Corrected Learner Examples

*He said if you need to change the time, remember to contact him to make a new appointment.  
I know it is difficult to get by with such a low salary but I am sure you have not stopped to think twice about your life.*

*I remember feeling very unhappy and confused all day long.*

*After I had a baby, I needed to stop working.*

### Uncorrected Learner Examples

*He said if you need to change the time, remember to contact him to make a new appointment.*

*I remember feeling very unhappy, confused during all day.*

*I know it is difficult to get by with such a low salary but I am sure you have not stopped to think twice about the sense of your life.*

*After I had a baby, I needed to stop working.*

## FORM: VERB + '-ING' FORM

[B1] Can use a limited range of verbs followed by an '-ing' form.

### Corrected Learner Examples

*I would like to stay there a few years to finish studying and to have my own money to start thinking of travelling.*

*So, would you mind telling Mr and Mrs Thomas.*

### Uncorrected Learner Examples

*I would like to stay there a few years to finish studying and to have my own money to start thinking on travelling.*

*So, would you mind telling Mr and Mrs Thomas.*

[B2] Can use an increasing range of verbs followed by an '-ing' form.

### Corrected Learner Examples

*[talking about cars] ... we can't avoid using them because we are used to them.*

*I couldn't stand being there.*

*Moreover we may consider offering bonus schemes, to increase the staff's loyalty to our company.*

### Uncorrected Learner Examples

*[talking about cars] ... we can't avoid using them because we are used to them.*

*I couldn't stand being there.*

*Moreover we may consider offering bonus shemes, to increase staff's loyalty to our company.*

### Comments

These are the verbs which are most frequently used at B2 with this pattern in the CLC. Though there are very few examples of 'admit', 'deny' and 'risk' at B2, they can clearly do the pattern at this level.

## FORM: VERB + 'TO'- INFINITIVE

[A2] Can use an increasing range of verbs followed by a 'to'-infinitive.

### Corrected Learner Examples

*I bought them because I hope to go to England this year and the weather isn't very good.  
Please remember to bring your pyjamas and your tooth brush.  
Don't forget to come.*

### Uncorrected Learner Examples

*I bought them because I hope to go in England this year and the weather isn't very good.  
Please remember to bring your pijamas and your tooth brush.  
Don't forget to come.*

### FORM: VERB + 'TO-' INFINITIVE

[B1] Can use a wide range of verbs followed by a 'to-' infinitive.

### Corrected Learner Examples

*? it's one of the reasons I decided to change class.  
I'm going to buy pictures to hang on the wall, because my room seems to be very cold and very unfriendly.*

### Uncorrected Learner Examples

*I prefer to stay in the countryside, what I think is better.  
? it's one of the reasons I decided to change class.  
I'm going to buy pictures to hang them against the wall, because my room seems to be very cold and very unfriendly.*

### FORM: VERB + NEW SUBJECT + '-ING' FORM

[B2] Can introduce a new subject before the '-ing' form (using noun or object pronoun).

### Corrected Learner Examples

*If your boss doesn't mind you delaying, it could be a possible solution.  
I could not stand people shouting at me, or taking pictures of me all day. It would be horrible.  
Oh just one more thing: would you mind me staying in your flat again?  
We imagine it being a frozen land, where the people are ?frozen? too – both 'inside' and 'outside'.*

### Uncorrected Learner Examples

*We imagine it being a frozen land, where the people are "frozen" too –both 'inside' and 'outside'.*  
*If your boss doesn't mind you delaying every morning it could be a possible solution.  
I could not stand people shouting at me, or taking pictures of me during all the day. it would be horrible.  
Oh just one more thing: would you mind me staying in your flat again?*

### FORM: VERBS + 'TO'-INFINITIVE OR + '-ING'

[A2] Can use verbs expressing preference followed either by a 'to'-infinitive or an '-ing' form, with no change in meaning.

### Corrected Learner Examples

*I love to play football.*  
*I love to cook.*  
*I prefer to play football but I often go to the gym.*  
*I hate to watch any sports.*  
*I love cooking and also baking.*  
*I love listening to music, especially hip-hop music.*  
*I hate wearing trousers in summer.*

### Uncorrected Learner Examples

*I love to play football.*  
*I love to cook.*  
*I love cooking and also baking.*  
*I love listening to music especially hip-hop music.*  
*I love playing golf.*  
*I prefer to play football but I often go to the gym.*  
*I hate to watch any sports.*  
*I hate wearing trousers in summer.*

### Comments

At A2 'prefer' + to infinitive is used successfully but 'prefer + -ing' is used incorrectly instead of 'would prefer to'.

## FORM: VERBS + DIRECT OBJECT + 'TO' INFINITIVE

[B1] Can use some verbs of requesting and commanding followed by a direct object and a 'to'-infinitive.

### Corrected Learner Examples

*I would like you to come to a picnic on Saturday.*  
*I would like you to come to my office on 16th of May to discuss the terms of the contract.*  
*Your parents want you to go on holiday with them this summer.*  
*You asked me to tell you about one of my friends.*

### Uncorrected Learner Examples

*I would like you to come to a picnic on Saturday.*  
*I would like you to come to my office on 16th of May to discuss the term of contract.*  
*Your parents want you to go on holiday with them this summer.*  
*You asked me to tell you about one of my friends.*

### Comments

This form is used for requests, commands and reported requests and commands.

## PHRASAL

### FORM: NO OBJECT

[A2] Can use a limited range of phrasal verbs without an object.



### Corrected Learner Examples

*I'm going to get up early on Saturday.*

*Shall we go out this weekend to a concert?*

*We can meet up at 2 pm.*

*If you have time, you can come over and I will introduce you to my friends.*

*Every day I can see the sea when I wake up.*

### Uncorrected Learner Examples

*I'm going to get up early on Saturday.*

*Shall we go out this weekend to a concert?*

*We can meet up at 2pm.*

*If you have time, you can come over and I will introduce you to my friends.*

*Everyday I can see the sea when I wake up.*

### Comments

There are 108 instances of phrasal verbs at A1, across just 10 nationalities, mostly go out, with 8 occurrences of get up. There are also many single instances of other items. Not all are correct. The number of instances jumps to 922 at A2. Hence the decision to place this at A2 where there is ample evidence of use of the pattern of phrasal verbs.

[B1] Can use an increasing range of phrasal verbs without an object.

### Corrected Learner Examples

*I needed to hang out because my life was too jam-packed and hectic.*

*[talking about a phone] Its battery had run out.*

*She cried a lot. Her feelings, emotions were all scattered. But Lisa didn't give up.*

### Uncorrected Learner Examples

*I needed to hang out because my life was too jam-packed hectic.*

*[talking about a phone] Its battery had run out.*

*She cried a lot. Her feelings, emotions were all scattered. But Lisa didn't give up.*

[B2] Can use a wide range of phrasal verbs without an object.

### Corrected Learner Examples

*Some species are dying out, and keeping such animals in zoos where they can give life to new generations is the only way to prevent them from becoming completely extinct.*

*The following day my grandpa didn't show up.*

*If you are not good enough at reading, you'll end up wasting your time.*

### Uncorrected Learner Examples

*Some species are dying out, and keeping such animals in zoos where they can give life to new generations is the only way to prevent them from becoming completely extinct.*

*The following day my grandpa didn't show up.*

*If you are not good enough at reading, you'll end up wasting your time.*

### FORM: VERB + NOUN + PARTICLE

[B2] Can use phrasal verbs + nouns as object + particle.

### Corrected Learner Examples

*I am glad that you have decided to take some time off and more glad because you are going to the U.S.*

*Another way is also to turn the computers off in the evenings.*

*It was necessary to call the electrician up.*

*If we can make these improvements, we might be able to work this problem out.*

### Uncorrected Learner Examples

*I am glad that you have decide to take some time off and more glad because you are going to U.S.*

*Another way is also to turn the computers off in the evenings.*

*It was neccesary to call the electrician up.*

*If we can make these improvment, we might be able to work this problem out.*

### Comments

By B2, there are a lot of examples of this pattern. By C2, there are many more and varied examples e.g. 'But if you feel you cannot live with having kicked your relatives out.' ?

### FORM: VERB + PARTICLE + OBJECT

[B1] Can use a limited range of phrasal verbs + particle + object.

### Corrected Learner Examples

*Were it not for my university, I would give up this class immediately.*

*I must travel to Mexico City because I won a novel contest and I need to pick up my award.*

*So I opened the envelope and took out the letter.*

*She turned off the phone and walked to the bathroom.*

### Uncorrected Learner Examples

*Were it not for my university, I would give up this class immediately.*

*I must travel to Mexico City because I won a novel contest and I need to pick up my award.*

*They continued to talk till she got off the bus.*

*So I opened the envelope and took out the letter.*

*She turned off the phone and walked to the bathroom.*

[B2] Can use a wide range of phrasal verbs + particle + object.

### Corrected Learner Examples

*I don't need to use my imagination while I'm surfing the internet, but if I'm reading a book I can build up the whole surroundings and the characters in my own head.*

*I had already booked my seat on the ferry-boat to Athens and I couldn't put off my crossing.*

*I can surf the internet and look up some useful information.*

*The concert finished very late and after the concert I had to clean up the hall.*

### Uncorrected Learner Examples

*I don't need to use my imagination while I'm surfing the Internet, but if I'm reading a book I can build up the whole surroundings and the characters in my own head.*

*I had already booked my seat on the ferry-boat to Athens and I couldn't put off my crossing.*

*I can surf the internet and look up some useful information.*

*?the concert finished very late and after the concert I had to clean up the hall?*

## FORM: VERB + PRONOUN + PARTICLE

[A2] Can use a limited range of phrasal verbs + object pronoun + particle.

### Corrected Learner Examples

*I will pick you up and arrange everything.*

*Ring me up or send me an email if you have any questions.*

*You may need to throw it away, it'll be too dirty after painting.*

*Could you come here by nine o'clock to help me out?*

### Uncorrected Learner Examples

*I will pick you up and arrange everything.*

*Ring me up or send me an email if you have any questions.*

*You may need to throw it away , it'll be too dirty after painting.*

*Could you come here by nine o'clock to help me out?*

[B1] Can use an increasing range of phrasal verbs + object pronoun + particle.

### Corrected Learner Examples

*I heard about this club when I was watching T.V. and I wanted to check it out.*

*I really like shopping for clothes, but I hate trying them on because always when I finish, the shop assistant shows me more clothes.*

*So, think it over and tell me what you decide to do.*

### Uncorrected Learner Examples

*I heard about this club when I was watching T.V. and I wanted to check it out.*

*I really like shopping for clothes, but I hate trying them on because always when I finish, the shop assistant shows me more clothes.*

*So, think it over and tell me what you decide to do.*

[C1] Can use a wide range of phrasal verbs + object pronoun + particle.

### Corrected Learner Examples

*[talking about a band] I went to check them out last week and here is my review of the two concerts.*

*[talking about a living room] I tried to clean it up as much as possible.*

*[talking about setting up an office phone system] We just need a small set and a little time to fix it up.*

### Uncorrected Learner Examples

*[talking about a band] I went to check them out last week and here is my review of the two concerts.*

*[talking about a living room] I tried to clean it up as much as possible.*

*[talking about setting an office phone system] We just need a small set and a little time to fix it up.*

## PHRASAL-PREPOSITIONAL

### FORM/USE: 'LOOK FORWARD TO'

[A2] Can use 'look forward to' as a fixed expression followed by an '-ing' form or noun phrase, usually at the end of correspondence.

### Corrected Learner Examples

*I'm looking forward to seeing you!*  
*I look forward to hearing from you.*  
*I am looking forward to our meeting.*

### Uncorrected Learner Examples

*I am looking forward to our meeting.*  
*I'm looking forward to seeing you!*  
*I look forward to hearing from you.*

### Comments

look forward to accounts for 87% of all phrasal-prepositional verb occurrences at A2, and 86% of total occurrences from A2 to C2.

## FORM: PHRASAL-PREPOSITIONAL VERB, STRANDED PREPOSITION

[C1] Can use verb + particle + preposition, where the preposition is separated from its complement. ► Prepositions

### Corrected Learner Examples

*Anyway, let me tell you what ideas I came up with.*  
*Sometimes in order to feel confident and to be inspired we need a person to look up to.*  
*This you will have to look out for.*  
*This shows her superficiality, which Kingshaw cannot put up with.*  
*Firstly, let me express that the situation you describe is certainly not something my client could easily put up with.*

### Uncorrected Learner Examples

*Anyway, let me tell you what ideas I came up with.*  
*Sometimes in order to feel confidence and to be inspired we need person to look up to.*  
*This you will have to look out for.*  
*At Kingshaw's school the boys mock her, calling her "an old tart,, and even Charles hates her jewellery and bracelets "sliding up and down her hand,, This shows her superficiality, which Kingshaw cannot put up with.*  
*Firstly, let me express that the situation you describe is certainly not something my client could easily put up with.*

### Comments

There is an increase in use of the stranded preposition at C2 but enough evidence to show the structure being used successfully at C1 in a range of clause types.

## FORM: VERB + PARTICLE + PREPOSITION + OBJECT

[B1] Can use a limited range of verbs + particle + preposition + noun or pronoun.

### Corrected Learner Examples

*I could catch up with the work I miss after school from 3 to 4.*  
*They interviewed and filmed pupils and teachers to find out how they get on with each other.*  
*I'd better stop now and get on with my studying.*  
*I think that if you want to have a peaceful holiday, you should get away from the city and enjoy the countryside, enjoy nature.*  
*So you had better go walking or join a club, but don't forget to keep away from junk food.*

### Uncorrected Learner Examples

*I could catch up with the work I miss after school from 3 to 4.*

*They interviewed and filmed pupils and teachers to find out how they get on with each other.*

*I'd better stop now and get on with my studying.*

*I think that if you want have a peacefull holiday, you should get away from the city and enjoy the countryside, enjoy nature.*

*So you had better go walking or join a Club, but don't forget to keep away from junk food.*

[B2] Can use an increasing range of verb + particle + preposition + noun or pronoun.

### Corrected Learner Examples

*I can look up to someone in admiration if he (or she) is dedicating his (or her) life to helping other people.*

*Other people will see you as a knowledgeable person and they will look up to you.*

*You should face up to the problem and tell everybody the truth, that you are working too hard.*

*We couldn't just swim and eat ice-cream every day of our summer vacation, so we sat down and came up with the craziest idea ever.*

### Uncorrected Learner Examples

*The reason that I can look up to someone in admiration is if he (or she) is dedicating his (or her) life to help other people*

*Other people will see you as a knowledgeable person and they will look up to you.*

*You should face up to the problem and tell everybody the truth that you are working too hard.*

*We couldn't just swim and eat ice-creams every day of our summer vacation, so we sat down and came up with the craziest idea ever.*

## PREPOSITIONAL

### FORM: PREPOSITIONAL VERB, STRANDED PREPOSITION

[B2] Can use verb + preposition, where the preposition is separated from its complement.

### Corrected Learner Examples

*In Poland rules that refer to how to dress at school aren't very strict; we don't wear any uniforms, but our clothes have to be clean and nice to look at.*

*But there is one difficulty which we should deal with.*

*I would like to give you some ideas of what people in my community want to listen to.*

### Uncorrected Learner Examples

*In Poland rules that refer to the ways of being dressed at school aren't very strict; we don't wear any uniforms, but our clothes have to be clean and nice to look at.*

*But there is one difficulty which we should deal with.*

*I would like to give some ideas of what people in my community want to listen to.*

### Comments

Not much evidence of this where Romance language is L1.

### FORM: VERB + ADVERB + PREPOSITION

[B2] Can use an adverb between the verb and the preposition.

### Corrected Learner Examples

*I am really willing to know more about horses and to learn how to deal properly with them.  
I hope you will look carefully at the enclosed papers and I'm looking forward to hearing from you soon.*

### Uncorrected Learner Examples

*I am really willing to know more about horses and to learn how to deal properly with them, how to feed them and if there is any chance I would like to ride them as well.  
I hope you will look carefully at the enclosed papers and I'm looking forward to hearing from you soon.*

### FORM: VERB + PREPOSITION + OBJECT

[B1] Can use an increasing range of prepositional verbs followed by noun or pronoun objects.

### Corrected Learner Examples

*If you need more information, please look at the information sheet at the entrance.  
In fact, our company needs to train some staff on how to deal with the complaints of customers.*

### Uncorrected Learner Examples

*If you need more information, please look at the information sheet at the entrance.  
In fact, our company need to train some staffs how to deal with the complaints of customers.*

## THERE IS/ARE

### FORM: 'THERE IS' + UNCOUNTABLE

[A2] Can use 'there is' + uncountable nouns as complement.

### Corrected Learner Examples

*I need it because there is some money in it which I have to pay to someone.  
There is some information about the new art class.*

### Uncorrected Learner Examples

*I need it because there is some money in it which I have to pay to someone.  
There is some information about the new art class.*

### FORM: 'THERE IS/ARE' + A LOT OF

[A2] Can use both 'there is' and 'there are' + 'a lot of' + plural noun.

### Corrected Learner Examples

*There's a lot of people there.  
There's a lot of clothes but they are very cheap.  
You can go to the town centre because there are a lot of shops in the town centre.  
It's a very interesting place because there are a lot of pictures.*

### Uncorrected Learner Examples

*There's a lot of people there.  
There's a lot of clothes but they are very cheap.  
You can go to the town centre because there are a lot of shops in the town centre.  
It's very interesting place because there are a lot of pictures.*

### Comments

Note that 'there is' + plural noun is more common in informal spoken contexts than in written contexts and may be considered incorrect. In some cases this may reflect first language use.

### FORM: 'THERE' + MODAL VERBS

[B1] Can use 'there' with a range of modal verbs + 'be' + complement.

#### Corrected Learner Examples

*[talking about 20 years in the future] There will be flying cars and buses, and big houses.*

*In the countryside there wouldn't be so many people and there is nothing to do.*

*In the large school there might be a lot of people that you can meet.*

#### Uncorrected Learner Examples

*[talking about 20 years in the future] There will be flying cars and buses, and big houses.*

*In the countryside there wouldn't be so many people and there is nothing you can do.*

*In the large school there might be a lot of people that you can meet.*

### FORM: 'THERE' + VERBS WITH MODAL MEANING

[B2] Can use 'there' with other verbs with modal meaning + 'be' + complement.

#### Corrected Learner Examples

*I figured out that there had to be matches somewhere; Bob, who owned the cabin, had told me that it was well equipped.*

*In the library there needs to be school books and also other books and magazines.*

*There is going to be a theatre performance, a chess championship and last but not least, swimming races where the participants will win medals and a lot of prizes.*

#### Uncorrected Learner Examples

*I figured out that there had to be matches somewhere, Bob who owned the cabine had told me that it was well equipped.*

*In the labery there needs to be school books and also other books and magazines.*

*There is going to be a theater performance, a chess championship and the last but not least, swimming races where the participants will win medals and a lot of prices.*

### Comments

Note the singular use of 'needs' with plural complement, generally more frequent in spoken informal contexts than written.

### FORM: NEGATIVE

[B1] Can use 'There' + 'be' + 'n't' with countable and uncountable nouns.

#### Corrected Learner Examples

*There isn't any noise.*

*The spring is the best time because there aren't too many tourists.*

*There wasn't any message on it, just a big word "DIE".*

*There weren't any people on the bus she took.*

### Uncorrected Learner Examples

*There isn't any noise.*

*The spring is the best time because there aren't too many tourists.*

*There wasn't any message on it, just a big word "DIE".*

*There weren't any people on the bus she took.*

## TYPES

### FORM: AUXILIARY VERBS 'HAVE' AND 'DO'

[A2] Can use auxiliary verbs 'have' and 'do'.

#### Corrected Learner Examples

*It has been a long time since I saw you.*

*I have left my suitcase in your house.*

*Have you got a mobile phone?*

*I haven't emailed you in a long time.*

*[responding to a question] Yes, I do. I am really excited about the idea.*

*Do you like shopping?*

*Did you buy a new mobile phone?*

*I thought that I wouldn't find nice clothes for me, but surprisingly, I did.*

*Why didn't you come to my birthday party?*

#### Uncorrected Learner Examples

*It has been a long time since I saw you.*

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*Have you got a mobile phone?*

*I haven't emailed you in a long time.*

*[responding to a question] Yes, I do. I am really exciting about the idea.*

*Do you like shopping?*

*Did you buy a new mobile phone?*

*I thought that I wouldn't find nice clothes for me, but surprisely, I did.*

*Why didn't you come to my birthday party?*

### FORM: LINKING VERBS + ADJECTIVE

[A2] Can use linking verbs with adjective complements.

#### Corrected Learner Examples

*It makes me feel comfortable and the room looks bigger with the colour.*

*My bedroom will be blue because the colour blue always looks fresh and I like it if it's always fresh.*

#### Uncorrected Learner Examples

*It makes me feel comfortable and the room looks bigger with the colour.*

*Colour in my bedroom will be blue because colour blue always looks fresh and I like if it's fresh always.*

### FORM: MODAL AUXILIARY VERBS

[A2] Can use an increasing range of modal auxiliary verbs.



### Corrected Learner Examples

*And I think we should go somewhere else to have a drink after the film.*

*Please wear some of your old and torn clothes because they might get dirty.*

### Uncorrected Learner Examples

*And I think we should go somewhere else to have a drink after the film.*

*Please wear some of your old and torn clothes because they might get dirty.*

## FORM: SEMI-MODAL AUXILIARY VERBS, 'DARE', 'NEED'

[B2] Can use semi-modal auxiliary verbs, 'dare' and 'need'.

### Corrected Learner Examples

*You needn't worry about where we can stay.*

*I think that they are rather jealous because they daren't give up their car.*

### Uncorrected Learner Examples

*You needn't worry about where we can stay.*

*I think that they are rather jealous because they daren't give up their car.*

### Comments

LOW FREQUENCY ITEM. There is very little use of dare as a semi-modal in CLC even at C2 level. Most examples are dare as main verb. At C level there is lots of evidence of dare + to inf and lots of errors with dare + -ing; Similarly need is most frequently used as a lexical verb need to.

## FORM: SEMI-MODAL AUXILIARY VERBS, 'HAVE (GOT) TO'

[A2] Can use semi-modal auxiliary verb 'have (got) to'.

### Corrected Learner Examples

*You've got to bring paintbrushes, paper and paint, that's all.*

*You don't have to bring anything except your clothes.*

### Uncorrected Learner Examples

*You've got to bring, paintbrushes, paper and paint, that's all.*

*You don't have to bring anything except your clothes.*

## FORM: SEMI-MODAL AUXILIARY VERBS, 'USED TO', 'OUGHT TO'

[B1] Can use semi-modal auxiliary verbs, 'used to' and 'ought to'.

### Corrected Learner Examples

*But we used to play together every single day!*

*I think you ought to join a gym and you should go for a walk at least three times a week.*

### Uncorrected Learner Examples

*But we used to play together every single day!*

*I think you ought to join a gym and you should go for a walk at least three times a week.*