

COMMUNICATIVE OBJECTIVES

Here you will find a detailed list of what you will be able to do by the end of your A1 level course.

SPOKEN INTERACTION

- I can use basic greeting and leave taking expressions.
- I can ask how people are.
- I can interact in a simple way, asking and answering basic questions, if I can repeat, repair and get help.
- I can ask and answer (simple personal) questions, like "What's your name?", "How old are you?" if the other person speaks slowly and is very helpful.

LISTENING

- I can understand simple words and phrases, like "excuse me", "sorry", "thank you", etc.
- I can understand the days of the week and months of the year.
- I can understand times and dates.
- I can understand numbers and prices.

WRITING

- I can write simple sentences about myself, for example where I live and what I do.
- I can write about myself and where I live, using short, simple phrases.
- I can understand a hotel registration form well enough to give the most important information about myself (name, surname, date of birth, nationality).
- I can complete a questionnaire with my personal details.

SPOKEN PRODUCTION

- I can give personal information (address, telephone number, nationality, age, family, and hobbies).
- I can very simply describe myself and my family.
- I can very simply describe where I live.

READING

- I can recognise names, words and phrases I know and use them to understand very simple sentences if there are pictures.
- I can understand words and phrases on everyday signs (for example, "station", "car park", "no parking", "no smoking", "keep left").
- I can understand simple forms well enough to give basic personal details (for example, name, address, date of birth).

STRATEGIES

- I can establish contact with people using simple words and phrases and gestures.
- I can say when I do not understand.
- I can very simply ask somebody to repeat what they said.

LEVEL A1

GRAMMAR AND VOCABULARY OBJECTIVES

To learn how to use English in these situations, you will need to know most of these language areas.

GRAMMAR

- | | |
|---|---|
| <ul style="list-style-type: none"> ■ Adjectives: common and demonstrative ■ Adverbs of frequency ■ Comparatives and superlatives ■ Going to ■ How much/how many and very common uncountable nouns ■ I'd like ■ Imperatives (+/-) ■ Intensifiers - very basic ■ Modals: can/can't/could/couldn't ■ Past simple of "to be" ■ Past Simple | <ul style="list-style-type: none"> ■ Possessive adjectives ■ Possessive s ■ Prepositions, common ■ Prepositions of place ■ Prepositions of time, including in/on/at ■ Present continuous ■ Present simple ■ Pronouns: simple, personal ■ Questions ■ There is/are ■ To be, including questions+negatives |
|---|---|

VOCABULARY

- Food and drink
- Nationalities and countries
- Personal information
- Things in the town, shops and shopping
- Verbs – basic

LANGUAGE WORK

This is the type of language work you'll be studying with your teacher.
 These phrases will be useful in the classroom and beyond.

- | | | |
|--|--|---|
| <ul style="list-style-type: none"> ■ We have three cats and one dog. ■ How much does the room cost?
45 Euros per night. ■ What's the time? A quarter to seven. ■ Where is the supermarket? It's straight ahead. ■ This is Mary. Pleased to meet you. ■ My name is Carlos. ■ I am from the north of China. ■ I get the bus to college every day. ■ We are from South America. ■ Are you French? No I'm not. ■ Is she from Egypt? ■ Do you like dancing? | <ul style="list-style-type: none"> ■ When did you arrive? ■ She eats fruit every day. ■ I lived in Paris for 6 months. ■ I moved to Madrid when I was 15. ■ Are you going to study this weekend? ■ I'd like a cup of coffee. ■ I like sitting in the sun and doing nothing. ■ He can speak Spanish, French and Italian. ■ Can/could I use your phone? ■ There's a bank near the station. ■ This is my laptop. ■ Our shop is on the High Street. ■ My sister is coming on Tuesday. | <ul style="list-style-type: none"> ■ She is wearing a red skirt. ■ This pizza is really good. ■ She's taller than Michelle. ■ We always go shopping on Saturdays. ■ Pedro is Spanish but he works in France. ■ He's an engineer. ■ I like fresh fruit for breakfast. ■ Vegetables are good for you. ■ What kind of coffee do you want? ■ I have a cup of tea every morning. ■ I don't like fish. ■ Does this bus go to the town centre? |
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COMMUNICATIVE OBJECTIVES

Here you will find a detailed list of what you will be able to do by the end of your A2 level course.

SPOKEN INTERACTION

- I can ask people how they feel in different situations. For example: "Are you hungry?" or "Are you ok?" and say how I feel.
- I can ask and answer simple questions about home and country, work and free time, likes and dislikes.
- I can ask and answer simple questions about a past event. For example, the time and place of a party, who was at the party and what happened there.
- I can make and accept invitations, or refuse invitations politely.
- I can make and accept apologies.

LISTENING

- I can understand simple information and questions about family, people, homes, work and hobbies.
- I can understand what people say to me in simple, everyday conversation, if they speak clearly and slowly and give me help.
- I can understand short conversations about family, hobbies and daily life, provided that people speak slowly and clearly.
- I can understand short, clear and simple messages at the airport, railway station etc. For example: "The train to London leaves at 4:30".
- I can understand the main information in announcements if people talk very clearly. For example: weather reports, etc

WRITING

- I can write a simple message, for example to make or change an invitation or an appointment to meet.
- I can write a short message to friends to give them personal news or to ask them a question. For example, a text message or a postcard.
- I can complete a questionnaire with information about my educational background, my job, my interests and my skills.
- I can write about things and people I know well using simple language. For example: descriptions of friends, what happened during the day.

SPOKEN PRODUCTION

- I can describe myself, my family and other people.
- I can describe my education, my present or last job.
- I can describe my hobbies and interests.
- I can describe my home and where I live.
- I can describe what I did at the weekend or on my last holiday.
- I can talk about my plans for the weekend or my next holiday.

READING

- I can understand short, simple texts containing familiar vocabulary including international words.
- I can find the most important information in advertisements, information leaflets, webpages, catalogues, timetables etc.
- I can understand the main points in short, simple news items and descriptions if I already know something about the subject. For example: news about sport or famous people.
- I can understand short simple messages from friends. For example: e-mails, web chats, postcards or short letters.

STRATEGIES

- I can start a conversation.
- I can explain what I don't understand and ask simply for clarification.
- I can start, maintain, or end a short conversation in a simple way.
- I can ask somebody to repeat what they said in a simpler way.

GRAMMAR AND VOCABULARY OBJECTIVES

To learn how to use English in these situations, you will need to know most of these language areas.

GRAMMAR

- Adjectives – comparative – use of than and definite article
- Adjectives – superlative – use of definite article
- Adverbial phrases of time, place and frequency – including word order
- Adverbs of frequency
- Articles – with countable and uncountable nouns
- Countables and Uncountables: much/many
- Future Time (will and going to)
- Gerunds
- Going to
- Imperatives
- Modals – can/could
- Modals – have to
- Modals – should
- Past continuous
- Past simple
- Phrasal verbs – common
- Possessives – use of 's, s'
- Prepositional phrases (place, time and movement)
- Prepositions of time: on/in/at
- Present continuous
- Present continuous for future
- Present perfect
- Questions
- Verb + ing/infinite: like/want-would like
- Wh-questions in past
- Zero and 1st conditional

VOCABULARY

- Adjectives: personality, description, feelings
- Food and drink
- Things in the town, shops and shopping
- Travel and services

LANGUAGE WORK

This is the type of language work you'll be studying with your teacher. These phrases will be useful in the classroom and beyond.

- On Sundays I visit my mother.
- Ekaterina is tall and slim.
- Mary has long blonde hair.
- It's green and it's made of plastic.
- Can you give me that book, please?
- Can you open the window?
- Why don't we phone Jim?
- We must hurry. We are late.
- Edinburgh is the capital city of Scotland. It has lots of old buildings. It is famous for its castle and its architecture. Every year in summer it holds an international arts festival which brings performers and visitors from around the world.
- First we went to Naples. We stayed there 5 days and visited Heracleum and then Pompeii. After that we went to Procida, but I didn't like it. Finally we stayed a week in Capri.
- Somebody stop him!
- Break the glass in an emergency.
- Where did she go to university?
- How did they travel?
- Do you like British food?
- The plane lands at six.
- I was living in Spain when I met her.
- It was raining, so we decided to get a taxi.
- She's going to have an operation in October.
- Nareene's playing basketball tonight.
- He has lost his wallet.
- Have you got your results yet?
- Have you ever been to Greece?
- Have they come back from the supermarket?
- If I stay in the sun I get a headache.
- Could I use your computer? Yes. Of course you can.
- This could be England's best chance.
- I have to go to Madrid tomorrow. I've got a job interview.
- You should stay in and study tonight. You've got an exam on Friday.
- Would you like a piece of cake / cup of tea?
- I need as much information as possible.
- I'll meet you outside Mary's house.
- They arrived at the station in the middle of the night.
- Those children over there are very noisy.
- These shoes are killing me.
- The fastest mammal in the world is the cheetah.
- Maths is the most difficult subject for me.
- A return ticket to Brighton, please.
- Can you tell me the way to IKEA?

COMMUNICATIVE OBJECTIVES

Here you will find a detailed list of what you will be able to do by the end of your B1 level course.

SPOKEN INTERACTION

- I can start, maintain and close simple face-to-face conversations on topics that are familiar or of personal interest.
- I can give or seek personal opinions in an informal discussion with friends, agreeing and disagreeing politely.
- I can have simple telephone conversations with people I know.
- I can ask for and follow detailed directions.

LISTENING

- I can understand the main points of clear standard speech on familiar, everyday subjects, provided there is an opportunity to get repetition or clarification sometimes.
- I can understand the main points of discussion on familiar topics in everyday situations when people speak clearly, but I sometimes need help in understanding details.
- I can follow clearly spoken, straightforward short talks on familiar topics.
- I can understand simple technical information, such as operating instructions for familiar types of equipment.

WRITING

- I can write short, comprehensible connected texts on familiar subjects.
- I can write simple texts about experiences or events, for example about a trip, describing my feelings and reactions.
- I can write emails, faxes or text messages to friends or colleagues, relating news and giving or asking for simple information.
- I can write a short formal letter asking for or giving simple information.

SPOKEN PRODUCTION

- I can give descriptions on a variety of familiar subjects related to my interests.
- I can talk in detail about my experiences, feelings and reactions.
- I can briefly explain and justify my opinions.
- I can give a short prepared presentation on a very familiar area (e.g. "My country") and answer clear questions.

READING

- I can understand the main points in straightforward factual texts on subjects of personal or professional interest well enough to talk about them afterwards.
- I can find and understand the information I need in brochures, leaflets and other short texts relating to my interests.
- I can understand the main points in short newspaper and magazine articles about current and familiar topics.
- I can understand private letters about events, feelings and wishes well enough to write back.

STRATEGIES

- I can ask someone to clarify or elaborate what they have just said.
- I can repeat back part of what someone has said to confirm that we understand each other.
- When I can't think of a word, I can use a word meaning something similar and invite "correction" from the person I am talking to.
- I can ask for confirmation that a form is correct and correct some basic mistakes if I have time to do so.

LEVEL B1

GRAMMAR AND VOCABULARY OBJECTIVES

To learn how to use English in these situations, you will need to know most of these language areas.

GRAMMAR

- | | |
|---|---|
| <ul style="list-style-type: none"> ■ Adverbs ■ Broader range of intensifiers such as too, enough ■ Comparatives and superlatives ■ Complex question tags ■ Conditionals, 2nd and 3rd ■ Connecting words expressing cause and effect, contrast etc. ■ Future continuous ■ Modals – must/can't deduction ■ Modals – might, may, will, probably ■ Modals – should have/might have/etc ■ Modals – must/have to | <ul style="list-style-type: none"> ■ Past continuous ■ Past perfect ■ Past simple ■ Past tense responses ■ Phrasal verbs, extended ■ Present perfect continuous ■ Present perfect/past simple ■ Reported speech (range of tenses) ■ Simple passive ■ Wh- questions in the past ■ Will and going to, for prediction |
|---|---|

VOCABULARY

- Collocation
- Colloquial language
- Things in the town, shops and shopping
- Travel and services

LANGUAGE WORK

This is the type of language work you'll be studying with your teacher. These phrases will be useful in the classroom and beyond.

- Last year we went to Thailand for our holidays. We visited many interesting places. I went scuba-diving while my boyfriend went on an elephant ride. We also tried lots of different kinds of food. We had a great time.
- He felt a little nervous about the exam.
- I'm fed up with this British food.
- I think England will win the World Cup.
- Exactly!
- Yes, I agree.
- Well, actually...
- Well not really.
- I'm sorry but I think you're wrong.
- I see what you mean but...
- Excuse me – can I talk to you for a minute?
- Excuse me, please. Have you got a minute?
- Guess what!
- You will never believe what I saw yesterday.
- Must go – see you later.
- See you later. Take care.
- Is that clear?
- Do you follow me?
- I'm not sure I understand. Are you saying that...?
- Do you mean...?
- Sorry, to interrupt you but...
- I have a question.
- Could I interrupt here?
- Do you mind if I say something?
- Anyway...
- By the way, there's something else I wanted to tell you.
- What were we talking about?
- To get back to what I was saying....
- So, as I was saying...
- Okay....
- On the other hand, we could stay at home and watch television.
- Who did you see at the party?
- How long have you been studying English?
- Why did you get the tattoo?
- What happened then?
- He hasn't come home yet, has he?
- They had so much fun that they forgot to check what the time was.
- It happened while I was watching television yesterday.
- When I got home, Joan had already cooked supper.
- They had already paid by the time I asked for the bill.
- Spurs will probably win the league this season.
- Look at those clouds. It's going to rain.
- He will pass his driving test eventually.
- He'll be arriving on the last train from Manchester.
- I've started but I haven't finished it yet.
- He still hasn't arrived.
- It's been raining non-stop for two days now.
- He's been working on the report all morning
- If I won the lottery I'd buy a big house in the countryside.

- I would have told Jim, if I had seen him.
- My girlfriend would have killed me if I'd forgotten her birthday.
- He turned the jobs down.
- Rome wasn't built in a day.
- She said she liked brown bread.
- He asked if she wanted to go home.
- I might be half an hour late.
- Petra will probably be late too. She's usually late.
- We may go to Egypt this year.
- Mohamed can't be at home yet, I saw him leave just a few minutes ago.
- I don't believe it. It can't be true.
- That must be Brigitte's father. She told me he was coming.
- I really must lose some weight before the holiday.
- I can't come tonight because I have to meet my cousin.
- We had a great time in Crete. You should have come with us.
- The letter should have come yesterday.
- Don't go in the water. It's freezing.
- We couldn't get to work because of the heavy snow.
- There was a strong smell of coffee in the room.
- The instructions were not very clear.
- My mother has been working too hard recently.
- You need to check in at least two hours before departure.
- The gate number will be announced on the monitor in the departure lounge.

COMMUNICATIVE OBJECTIVES

Here you will find a detailed list of what you will be able to do by the end of your B2 level course.

SPOKEN INTERACTION

- I can take an active part in conversation, expressing clearly my points of view, ideas or feelings naturally with effective turn-taking.
- I can evaluate advantages & disadvantages, and participate in reaching a decision in formal or informal discussion.
- I can sustain my opinions in discussion by providing relevant explanations, arguments and comments.
- I can use the telephone to find out detailed information, provided the other person speaks clearly, and ask follow up questions to check that I have understood a point fully.

LISTENING

- I can understand the main ideas of complex speech on concrete and abstract topics delivered in a standard dialect, including technical discussions in my field of specialisation.
- I can understand in detail what is said to me in standard spoken language.
- I can with some effort catch much of what is said around me, but may find it difficult to understand a discussion between several speakers who do not modify their language in any way.
- I can follow TV drama and the majority of films in standard dialect.
- I can understand TV news, current affairs, documentaries, interviews, talk shows, etc.

WRITING

- I can write at length about topical issues, even though complex concepts may be oversimplified, and can correct many of my mistakes in the process.
- I can write clear, detailed descriptions on a variety of subjects related to my field of interest.
- I can express news, views and feelings in correspondence, and respond to those of the other person.
- I can write standard formal letters requesting or communicating relevant information, following a template.

SPOKEN PRODUCTION

- I can give clear, detailed descriptions on a wide range of subjects related to my fields of interest.
- I can develop a clear argument, linking my ideas logically and expanding and supporting my points with appropriate examples.
- I can present a topical issue in a critical manner and weigh up the advantages and disadvantages of various options.
- I can summarise information and arguments from a number of sources, such as articles or reports, discussions, interviews, presentations, etc.
- I can summarise orally the plot and sequence of events in a film or play.

READING

- I can read with a large degree of independence, using dictionaries and other reference sources selectively when necessary.
- I can understand articles, reports and reviews in which the writers express specific points of view (e.g., political commentary, critiques of exhibitions, plays, films, etc.).
- I can rapidly grasp the content and the significance of news, articles and reports on topics connected with my interests or my job, and decide if a closer reading is worthwhile.
- I can understand the main points in formal and informal letters relating to my personal and professional interests, with occasional use of a dictionary.

STRATEGIES

- I can use standard phrases like "That's a difficult question to answer" to gain time and keep the turn while formulating what to say.
- I can help a discussion along on familiar ground confirming comprehension, inviting others in, etc.
- I can generally correct slips and errors if I become aware of them or if they have led to misunderstandings.
- I can make a note of "favourite mistakes" and consciously monitor speech for them.

GRAMMAR AND VOCABULARY OBJECTIVES

To learn how to use English in these situations, you will need to know most of these language areas.

GRAMMAR

- | | |
|--|--|
| <ul style="list-style-type: none"> ■ Adjectives and adverbs ■ Future continuous ■ Future perfect ■ Future perfect continuous ■ Mixed conditionals ■ Modals – can't have, needn't have ■ Modals of deduction and speculation ■ Narrative tenses ■ Passives | <ul style="list-style-type: none"> ■ Past perfect ■ Past perfect continuous ■ Phrasal verbs, extended ■ Relative clauses ■ Reported speech ■ Will and going to, for prediction ■ Wish ■ Would expressing habits, in the past |
|--|--|

VOCABULARY

- | |
|--|
| <ul style="list-style-type: none"> ■ Collocation ■ Colloquial language |
|--|

LANGUAGE WORK

This is the type of language work you'll be studying with your teacher. These phrases will be useful in the classroom and beyond.

- She screamed in anger at how stupid her brother had been.
- Let's get back to the issue under discussion, shall we?
- I am having a meeting with my boss on Friday.
- I'd like to say a few words here.
- How long are you going to Jamaica for?
- Yes, I think I can contribute to this point.
- I'd love to see the photos when you get back.
- Carry on.
- To sum up, the government will need to cut spending for the next five years.
- Go on.
- All in all, it was a miserable performance.
- What makes you say that?
- I wonder if John will be going to the party.
- I'm all ears.
- If I were you, I'd just say no.
- From her point of view, we have to do this as soon as possible.
- Let's hear what Gabriella has to say.
- I'd like to say a few words here.
- Wow, that's fantastic.
- Really? Tell me more.
- Subsequently, he went on to be one of our best salesmen.
- I thought that I was being followed.
- They reported that the volcano might erupt at any time.
- I told her I had to go.
- I've lost the books that I borrowed from the library.
- I'll take you up on that offer.
- I wish today wasn't Monday.
- Let's splash out on a bottle of champagne.
- I'm being eaten alive by these mosquitoes.
- I thought she could do it all herself.
- She thought she could do it all herself.
- They reported that the volcano might erupt at any time.
- I told her I had to go.
- I've lost the books that I borrowed from the library.
- Shelly and Byron's poetry, which used to be compulsory, has now been dropped from the syllabus.
- I should have asked her earlier. It's too late now.
- I knew we might have to pay to get in.
- What can he have done with the keys? He can't have lost them again.
- He went straight to work.
- Next draw a straight line across the top of the paper.
- The weather forecast is good. Nevertheless, you always need to be careful in the mountains.
- The resort has a range of luxury accommodation to offer.
- There's no hurry. Let's just chill out for an hour or two.
- It was really good when...
- In spite of its popularity I feel that 'The Beach' is a very overrated book which appeals mainly to gap-year students.
- As far as I am concerned this has nothing to do with the issue.
- One reason why...
- Another argument for/against...is...
- It could be argued/asserted that...
- Pilar, would you like to kick off?
- Shall we begin?
- We don't have time to go into that matter right now.
- Regarding our position on nuclear power, that has not changed.
- Additionally, we will also provide support throughout the process.
- In conclusion, we have agreed to give £3,000 to the charity.
- He had had a terrible day up until that point.
- I was tired. I'd been working for sixteen hours.
- Had they been waiting long?
- You will succeed where I have failed.

COMMUNICATIVE OBJECTIVES

Here you will find a detailed list of what you will be able to do by the end of your C1 level course.

SPOKEN INTERACTION

- I can express myself fluently and appropriately, adopting a level of formality appropriate to the circumstances and my relationship to the person I am talking to.
- I can keep up with animated discussions on abstract and complex topics with a number of speakers and can participate effectively even when people start talking simultaneously.
- I can understand and exchange complex, detailed information on topics with which I am not personally familiar, pinpointing key areas where further explanation or clarification is needed.

LISTENING

- I can understand enough to follow extended speech on abstract and complex topics of academic or vocational relevance.
- I can follow extended discussion even when it is not clearly structured and when relationships are only implied and not signalled explicitly.
- I can follow most lectures, discussions and debates both within and outside my field.
- I can understand complex technical information, such as instructions for operating equipment and specifications for products and services I know about.

WRITING

- I can write clear, well-structured texts on complex topics in an appropriate style with good grammatical control.
- I can present points of view in a paper, developing an argument, highlighting the most important points, and supporting my reasoning with examples.
- I can express myself clearly and appropriately in personal correspondence, describing experiences, feelings and reactions in depth.

SPOKEN PRODUCTION

- I can give clear, well-structured descriptions of complex subjects
- I can develop an argument systematically in well-structured speech, highlighting significant points, and concluding appropriately.
- I can give a clear, well-structured presentation on a complex subject in my field, expanding and supporting points of view with appropriate reasons and examples.
- I can put together information from different sources and relate it in a coherent summary.
- I can summarise orally long, demanding texts.

READING

- I can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, though I may want time to reread them.
- I can understand complex texts where stated opinions and implied points of view are discussed.
- I can understand lengthy, complex manuals, instructions, regulations and contracts in my field.
- I can understand formal letters connected or unconnected to my field if I can occasionally check with a dictionary.

STRATEGIES

- I can select from a readily available range of expressions to preface my remarks appropriately and to follow up what other people say.
- I do not have to restrict what I want say at all; if I can't find one expression I can substitute with another.
- I can monitor my speech and writing to repair slips and improve formulation.

LEVEL C1

GRAMMAR AND VOCABULARY OBJECTIVES

To learn how to use English in these situations, you will need to know most of these language areas.

GRAMMAR

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|--|---|
| <ul style="list-style-type: none"> ■ Futures (revision) ■ Inversion with negative adverbials ■ Mixed conditionals in past, present and future ■ Modals in the past | <ul style="list-style-type: none"> ■ Narrative tenses for experience, incl. passive ■ Passive forms, all ■ Phrasal verbs, especially splitting ■ Wish/if only regrets |
|--|---|

VOCABULARY

- Approximating (vague language)
- Collocation
- Colloquial language
- Differentiated use of vocabulary
- Eliminating false friends
- Formal and informal registers
- Idiomatic expressions

LANGUAGE WORK

This is the type of language work you'll be studying with your teacher. These phrases will be useful in the classroom and beyond.

- I don't really feel comfortable with...
- It is frequently argued that, however
- I couldn't care less whether ... or not.
- It's clear that...
- No one would dispute that...
- I'm afraid this is something I feel quite strongly about.
- Michael felt completely devastated. Somebody had deliberately sabotaged his research but he did not know who could do such a thing.
- It is highly likely that the airport will be closed again tomorrow.
- In conclusion, before we.....we need to.....
- I see what you mean, but...
- I take your point. I agree we need... / It's certainly true that...
- I wish I'd studied a bit harder.
- I don't really feel comfortable with...
- I'm afraid this is something I feel quite strongly about.
- Michael felt completely devastated. Somebody had deliberately sabotaged his research but he did not know who could do such a thing.
- It is highly likely that the airport will be closed again tomorrow.
- In conclusion, before we.....we need to.....
- I see what you mean, but...
- I take your point. I agree we need... / It's certainly true that...
- I know this may not be a popular conclusion, but it seems to me we have to face (facts/ the fact that...)
- I do appreciate that what I proposed may be expensive/painful/a surprise to some people, but I really am convinced the evidence shows we need to ..
- I recognise that this may....., but
- But one should not lose sight of the fact that...
- What you say may be true in some contexts, however in this case...
- On the contrary....
- I think you have misunderstood the point I was making....
- In some circumstances, I would agree with you entirely, but in this case...
- No matter how you look at it, he made a mistake.
- All the same, she deserves another chance.
- He'd spent all his money without realising. So, he couldn't afford a taxi and had to walk home.
- My grandmother used to live by the seaside and we would go there every Easter. My Dad would drive, my mother would navigate and we would sit in the back fighting.
- I just got a phone call from Raoul. He's in a taxi. He's going to get here in about five minutes.
- I rather doubt that he'll come.
- To be honest, I simply don't care.
- Why bother?
- It's not such a big issue.
- I don't really mind/have an opinion, one way or the other.
- What are you trying to say?
- Absolutely!
- You can say that again!
- It's there in black and white.
- He was in excruciating pain.
- The suspense is palpable.
- I am absolutely knackered.
- He tried to flog me an old banger.
- There will be about 30 odd people – well 30 to 40.
- It's really good. It's concise, focused, readable.
- I wouldn't say she's antisocial, just a bit shy.
- It wasn't bad, just a bit disappointing.
- I wish I could remember her name. It's on the tip of my tongue.
- Everybody wants work with Marion. She really is the flavour of the month.
- If you want a shoulder to cry on, I'll always be here for you.