

Información prueba acreditación

UCOIdiomas

Inglés B1



UCOIDIOMAS

UNIVERSIDAD DE CÓRDOBA

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PROCEDIMIENTO ADMINISTRATIVO

Los alumnos pueden consultar las fechas disponibles en la página web. La matrícula se formaliza en la secretaría del centro, cuyo plazo será desde la publicación de la convocatoria de examen hasta quince días antes de la realización de la misma. El plazo de matriculación finalizará cuando se completen las plazas disponibles.

Una vez realizado el pago, los alumnos remiten una copia del mismo y de su D.N.I. a la secretaría del centro, que será cotejado el día del examen.

Los candidatos reciben un correo confirmando el lugar y hora exactos de las partes escrita y oral. En cumplimiento del RD 1791/2010, de 30 de diciembre, el candidato que tenga legalmente reconocida alguna discapacidad demostrada documentalmente puede solicitar atención especial durante la prueba. Para ello, deberá informarlo en el momento de formalizar su matrícula.

La parte escrita del examen durará algo más de dos horas, que irán seguidas de las entrevistas orales. En caso de que los candidatos sean muy numerosos, Ucoidiomas se reserva el derecho de realizar las entrevistas orales en otro momento, avisando con suficiente antelación a los interesados.

El certificado se podrá recoger una vez pasados 20 días desde la finalización de la prueba.

CRITERIOS DE CORRECCIÓN

El examen será de nivel intermedio (B1) y no se podrá aprobar si no se demuestra ser competente en todas las destrezas. El alumno obtendrá una calificación de 1 a 10 en las destrezas productivas (*reading* y *listening*). El peso de cada ítem estará reflejado en la prueba. Habrá de obtener 5 ó más en cada una de las partes.

Las destrezas productivas (*speaking* y *writing*) recibirán una calificación global. (*Pass, merit, distinction* o *fail*).

La parte de redacción será corregida por dos evaluadores. La entrevista oral será revisada por un segundo evaluador en casos *borderline*, particularmente los que se encuentren entre la franja PASS y FAIL, tal y como se encuentra expresado en la parrilla de corrección interna.

El personal de Ucoidiomas consta de profesionales con más de tres años de experiencia que ha recibido formación específica en realización de exámenes de dominio por parte de especialistas ajenos a la Universidad de Córdoba. Para la realización de la misma, contamos con profesorado nativo o, en su defecto, con competencia dos niveles superiores a la prueba correspondiente.

PROCEDIMIENTO DE REVISIÓN DEL EXAMEN:

- a) Todo alumno tiene derecho a la revisión de su examen.
- b) Ucoidiomas hará públicos los resultados de los exámenes en el plazo máximo de 20 días naturales. En caso de no superar el examen, no se informará de cuáles son las destrezas en las que no se ha alcanzado el mínimo exigido.
- c) La solicitud de revisión del examen se hará por escrito en las fechas dentro de los 10 días naturales a partir de la publicación de los resultados. No se admitirá ninguna petición de revisión fuera de plazo.
- d) La revisión correrá a cargo de 2 examinadores distintos a los que hicieron la primera corrección del examen.
- e) Los exámenes quedarán exclusivamente a disposición de las instituciones, no pudiendo quedar a disposición de las personas examinadas.
- f) Con el fin de revisar y proponer acciones de mejora en el procedimiento, así como para la recepción de quejas o sugerencias por parte de los usuarios, Ucoidiomas cuenta con una *Comisión responsable del procedimiento de examen de dominio de una lengua extranjera*, compuesta por:

- El director académico
- Los coordinadores de las distintas áreas
- La responsable de Secretaría

PARTES DEL EXAMEN

El examen de B1 Acreditación Ucoidiomas constará de cuatro partes:

- 1) Prueba de comprensión lectora (2 ó 3 *readings*, dependiendo de su extensión). Los textos estarán seguidos de diez preguntas de comprensión de diferente tipología: Opción múltiple, respuestas breves, rellenar huecos...
- 2) Prueba de comprensión auditiva (2 ó 3 *listenings*). Cada una de las audiciones estarán seguidos de diez preguntas de comprensión de diferente tipología: Opción múltiple, respuestas breves, rellenar huecos...
- 3) Redacción de dos temas propuestos por el examinador. Se trata de dos textos de diferente tipología, intentado que uno de ellos incluya la evaluación de interacción escrita (carta, email,...). La extensión total de los dos textos estará entre 200 y 300 palabras.
- 4) Entrevista oral. Está se realizará en parejas y será grabada. La duración aproximada será entre 10 y 12 minutos por pareja.

La información más detallada de cada una de las partes de la prueba se adjunta a continuación.

TASKS, FORMAT AND FOCUS. ORAL TEST. (Total length 10-12mins.)

PART1	
Task and format	Introduction. The examiner and the candidates introduce themselves.
Focus	Introducing self. Candidates greet and say their names to the examiner.
Timing	1 minute.
PART2	
Task and format	Questions about daily life. The examiner asks each candidate 2-4 questions related to familiar topics.
Focus	Giving personal information. Candidates respond to questions about personal matters and experiences, such as family, work, hobbies and interests, travel, tastes, habits, and current events.
Timing	2-3 minutes.
PART 3	
Task and format	Description of a photograph. The examiner gives each candidate a photograph to describe in turn. The pictures are different but related in some way.
Focus	Describing photographs using appropriate vocabulary and thematic development in a sustained monologue.
Timing	3-4 minutes
PART 4	
Task and format	Discussion. Candidates interact with each other. The examiner asks the candidates a question to start a discussion related to the photographs shown in Part 3.
Focus	Using functional language to sustain a discussion about advantages and disadvantages, similarities and differences, etc.
Timing	2-3 minutes.
PART 5	
Task and format	Dialogue. Candidates interact with each other. The candidates are given a prompt to set up a situation in which they have to interact.
Focus	Using functional language to make and respond to suggestions and recommendations, discuss alternatives and reach an agreement.
Timing	2-3 minutes.

B1 Production descriptors

	PASS	MERIT	DISTINCTION
Vocabulary range	Has enough vocabulary to express themselves, with some circumlocutions, on everyday topics such as family, hobbies and interests, work, travel, and current events.	Has an adequate vocabulary relating to everyday topics such as family, hobbies and interests, work, travel, and current events, as well as some more general topics.	Has a good range of vocabulary related to their life, their field and general topics. Can vary and avoid repetition, but hesitation and lexical gaps are still in evidence.
Vocabulary control	Has an adequate control of elementary vocabulary for familiar topics although unfamiliar topics or situations give rise to increased error.	Has a good control of elementary vocabulary for familiar topics and adequate control on unfamiliar topics and situations.	Has a good control of a wider range of vocabulary for familiar and unfamiliar topics and situations. Although discourse is not error-free, errors do not impede communication.
Thematic development	Can relate a straightforward narrative or description in a linear sequence.	Can quite fluently relate a straight forward narrative or description with some relevant details or examples.	Can develop a clear description or narrative, expanding main points with specific examples or details.
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used routines and patterns associated with more predictable situations and familiar contexts.	Communicates with reasonable accuracy in familiar contexts; displays generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to say.	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.
Phonological control	Pronunciation is intelligible although there is clear evidence of foreign accent.	Pronunciation is clear although there is still some evidence of foreign accent.	Pronunciation and intonation are clear and natural.
General Linguistic Range	Has enough language to deal with everyday topics such as family, hobbies and interests, work, travel, and current events, but with some lexical limitations and difficulty.	Has enough language to describe unfamiliar situations with reasonable concision and to express their ideas on cultural topics such as music and films.	Has enough language to give clear descriptions, express points of view and argue without much hesitation, using some complex forms.
Overall Production (Parts 2 & 3)	Requires some examiner support (unnatural speed or sentence stress, mime, repetition, paraphrase etc) in order to produce language. Responds satisfactorily to examiner questions in part 2 with short simple phrases. Will probably require 4 questions to fill allotted time. Describes the photo in part 3 in a series of turns, mostly simple clauses, separated by noticeable pauses, linking ideas with basic connectors (and, but, because etc). There are some problems with lexical choice, grammar and pronunciation but this is unlikely to cause complete communication breakdown.	Requires minimal examiner support (repetition, paraphrase etc) in order to produce language. Responds well to examiner questions in part 2 with slightly longer turns and some unprompted justification. Will probably require 3 questions to fill allotted time. Describes the photo in part 3 in a series of extended (multi-clausal) turns, without much noticeable pausing, linking ideas into longer clauses with connectors. (There is limited expansion of ideas.) There are still problems with lexical choice and grammar, especially if more complex, though not serious enough to cause complete breakdown.	Does not require examiner support in order to produce language. Responds very well to examiner questions in part 2 with longer turns and more unprompted justification. Will probably require 2-3 questions to fill allotted time. Describes the photo in part 3 in a naturally produced series of extended turns linking ideas into longer clauses with connectors. More able to expand on ideas. Problems with lexical choice can generally be auto-corrected and grammar problems are largely related to more complex forms.

B1 Interaction descriptors

	PASS	MERIT	DISTINCTION
Spoken fluency	Can speak in comprehensible stretches, albeit with obvious, although not disruptive, pauses for grammatical and lexical organization.	Can express themselves in long comprehensible stretches with ease, although he or she does occasionally pause for grammatical and lexical organization.	Can maintain an unstrained conversation with an expert user, speaking at a steady pace with minor hesitations when searching for idiomatic devices.
Turn-taking	Can maintain a simple face-to-face conversation on familiar everyday topics.	Can maintain and appropriately intervene in face-to-face conversations on familiar everyday topics.	Can initiate, maintain, and end a discourse or conversation with effective turn-taking while utilizing stock phrases.
Sociolinguistic appropriateness	Can produce and respond to a range of language functions in a neutral register, showing some awareness of the main differences in social conventions that exist between the language community concerned and his or her own.	Can produce and respond to a wide range of language functions in a neutral register, taking relevant social conventions into account.	Can generally participate in group discussions in colloquial speech, without errors which might offend or cause misunderstanding.
Flexibility	Can use an ample range of language for expressing what he or she wants.	Can manage language use to address more difficult situations.	Can adapt to changing conversation, adjusting register and emphasis accordingly.
Coherence and cohesion	Can connect short elements in a logical and simple way.	Can connect elements in a logical and simple way in longer stretches of discourse although backtracking and repetition are in evidence.	Employs a basic range of cohesive devices in clear, coherent discourse, with limited jumpiness.
Propositional preposition	Can convey simple, straightforward information of immediate relevance, getting across which point he/she feels is most important.	Can explain the main points in an idea or problem with reasonable precision.	Can transmit detailed information reliably.
Overall Interaction	Can exploit a wide range of simple language to deal with most situations likely to arise whilst travelling. Can enter unprepared into conversation on familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field. Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem. Can express thoughts on more abstract, cultural topics such as films, books, music etc.	Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with native speakers quite possible without imposing strain on either party. Can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments.

TASKS, FORMAT AND FOCUS. WRITTEN TEST. (Total length: 1 hour)

Candidates may divide their time as they wish between the two tasks in that hour. Below is the suggested time for each task.

PART1	
Task and format	Correspondence. The candidates write a letter or an email. Minimum of 150 words. This task will account for 40% of the total writing mark.
Focus	Candidates give information or news, sharing experiences and events, including some details and feelings, with appropriate formality.
Timing	20 minutes
PART2	
Task and format	Informative or creative writing. Candidates choose between a writing task to give information or a creative writing. Minimum of 150 words. This task will account for 60% of the total writing mark.
Focus	In creative writing the candidates tell a story. The information task might be a report or an article providing and commenting on data, an academic essay on a familiar subject or a review of a leisure related activity (book, film, restaurant etc).
Timing	40 minutes.

Observation: If hand writing is illegible, this will affect the grade awarded.

B1 Writing Production descriptors

	PASS	MERIT	DISTINCTION
Vocabulary range	Has enough vocabulary to express themselves and uses some circumlocutions on everyday life topics such as family, hobbies and interests, work, travel, and current events.	Has an adequate vocabulary about everyday life topics such as family, hobbies and interests, work, travel, and current events, as well as some more general topics.	Has a good range of vocabulary related to their field and general topics. Can vary and avoid repetition, but lexical gaps are still in evidence.
Vocabulary control	Has an adequate control of elementary vocabulary although expresses ideas and thoughts about unfamiliar topics and topics with some errors.	Has good control of elementary vocabulary about familiar topics and some lack of communication on unfamiliar topics and situations.	Has a generally high control of vocabulary for familiar and unfamiliar topics and situations. Although some confusion and incorrect word choice occurs, errors do not impede communication.
Thematic development	Can relate a straightforward narrative or description in a linear sequence.	Can quite fluently relate a straight forward narrative or description with some relevant details or examples.	Can develop a clear description or narrative, expanding main points with specific examples or details.
Grammatical accuracy	Uses in an accurate way a range of routines and patterns associated with more predictable situations.	Communicates with reasonable accuracy in familiar contexts; good degree of grammatical control; makes mistakes, but expresses themselves in a clear way.	Shows a high degree of grammatical control; no mistakes compromising understanding are made.
General Linguistic Range	Has enough language with enough vocabulary on everyday life topics such as family, hobbies and interests, work, travel, and current events, but with some lexical limitations and difficulty.	Has enough language to describe unfamiliar situations with reasonable concision and to express their ideas on cultural topics such as music and films.	Has enough language to give clear descriptions, express points of view and develop arguments in a rather straightforward way, using some complex forms.
Orthographic control	Spelling and punctuation are accurate enough for the writing piece to be generally intelligible.	Spelling and punctuation are generally accurate and the writing piece is quite intelligible.	Spelling and punctuation are reasonably accurate for the writing piece to be clearly intelligible and continuous.
Creative Writing	Can produce simple descriptions on a variety of abstract as well as specific topics with some details. Can tell a story. Can describe an event (real or invented) as well as some feelings and reactions along with it.	Can produce descriptions on a variety of abstract as well as specific topics with a fair amount of detail. Can tell a story with an effective use of linkers and a logical structure. Can describe a real (or not real) event with a fair	Can produce more complex descriptions and stories on a variety of topics with a good amount of details and appropriate use of linkers. Develops ideas in a logical order.
Information (Essay, review, report/article)	Can write short reports in a simple format to address friends, teachers, service people and to highlight important aspects.	Can write essays on familiar subjects. Can write longer reports that give data, suggested actions to be taken with reasons to do so and his/her opinion.	Can weigh various options or pros and cons, taking into consideration various pieces of information or data from different sources. Can sum up and put forward their opinion. Can write a book or film review.
Overall Production	Can produce straightforward connected work on varied subject topics that are familiar or related to their interests as well as using discourse markers to link a series of ideas.	Can produce straightforward connected written work including some details on varied familiar topics, as well as using a reasonably range of discourse markers to link ideas and possibly synthesize them.	Can produce clear and detailed written work on varied familiar topics, synthesizing and evaluating information from different sources.

B1 Writing Interaction descriptors

	PASS	MERIT	DISTINCTION
Correspondence	Can write e-mails and other personal letters, describing life experiences and their reactions to them.	Can write e-mails and other personal letters, giving opinions about events and abstract or cultural ideas.	Can write formal or informal correspondence emphasizing the personal impact of events, and reacting in reply to the correspondent's news and views.
Notes, messages & forms	Can write short basic texts concerning everyday topics for different people, highlighting main ideas and feelings.	Can rephrase information from an input and explain everyday problems in a short message.	Can effectively write texts, rephrasing longer messages while giving personal opinions and demanding further information.
Overall written interaction	Can convey information on both abstract and tangible topics, being reasonably precise when checking information and solving problems. Is able to place personalized emphasis when writing personal correspondence such as notes and personal letters.	Can convey information on both abstract and tangible topics, being precise when checking information and solving problems. Is able to place personalized emphasis when writing personal correspondence such as notes and personal letters.	Can accurately express news and their personal reactions to it, connecting it with other's viewpoints.

PARTE DE EVALUACIÓN DE LAS COMPETENCIAS DE COMPRENSIÓN ESCRITA Y ORAL.

Comprensión Auditiva:

1. Objetivo general: Establecer la competencia del examinado a nivel B1 del MCERL.
2. Objetivos específicos (MCERL, 66-68):
 - a. Comprensión auditiva en general¹
 - b. Comprender conversaciones entre hablantes nativos²
 - c. Escuchar conferencias y presentaciones³
 - d. Escuchar avisos e instrucciones⁴
 - e. Escuchar retransmisiones y material grabado⁵
3. Foco de las actividades:
 - a. Escuchar para captar la esencia de lo que se dice
 - b. Escuchar para conseguir información específica
 - c. Escuchar para conseguir una comprensión detallada
 - d. Escuchar para captar posibles implicaciones
4. Material: los examinados escucharán dos o tres audiciones de una duración de 2 a 4 minutos cada una.
5. Tipo de preguntas de comprensión: 10 por audición de opción múltiple, de respuesta en forma de notas (de 1 a 4 palabras) o de rellenar huecos.
6. Duración: 30 minutos aproximadamente.

¹ Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent. Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.

² Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect.

³ Can follow a lecture or talk within his/her own field, provided the subject matter is familiar and the presentation straightforward and clearly structured. Can follow in outline straightforward short talks on familiar topics provided these are delivered in clearly articulated standard speech.

⁴ Can understand announcements and messages on concrete and abstract topics spoken in standard dialect at normal speed.

⁵ Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.

Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.

Comprensión Escrita:

1. Objetivo general: Establecer la competencia del examinado a nivel B1 del MCERL.
2. Objetivos específicos (MCERL, 68-71):
 - a. Comprensión de lectura en general⁶
 - b. Leer correspondencia⁷
 - c. Leer para orientarse⁸
 - d. Leer en busca de información y argumentos⁹
 - e. Leer instrucciones¹⁰
3. Foco de las actividades:
 - a. Leer para captar la esencia de lo que se dice
 - b. Leer para conseguir información específica
 - c. Leer para conseguir una comprensión detallada
 - d. Leer para captar posibles implicaciones
4. Material: los examinados leerán dos textos de unas 400 palabras. Tres en caso de que la extensión sea menor. La extensión total mínima de los textos ha de ser de 900 palabras.
5. Tipo de preguntas de comprensión: 10 por texto de opción múltiple, de respuesta en forma de notas (de 1 a 4 palabras) o de rellenar huecos.
6. Duración: 45 minutos aproximadamente.

⁶ Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.

⁷ Can understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen friend.

⁸ Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfill a specific task. Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.

⁹ Can identify the main conclusions in clearly signalled argumentative texts. Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail. Can recognise significant points in straightforward newspaper articles on familiar subjects.

¹⁰ Can understand clearly written, straightforward instructions for a piece of equipment.

LANGUAGE SPECIFICATIONS FOR TEST (B1 LEVEL)

Functions

greeting people and responding to greetings
introducing oneself and other people
asking for and giving personal details: (full) name, age, address, names of relatives and friends, occupation, etc.
describing people (personal appearance, qualities)
asking and answering questions about personal possessions
asking for repetition and clarification
re-stating what has been said
checking on meaning and intention
interrupting a conversation
asking for and giving the spelling and meaning of words
counting and using numbers
asking and telling people the time, day and/or date
asking for and giving information about routines and habits
giving information about everyday activities
talking about what people are doing at the moment
talking about past events and states in the past, recent activities and completed actions
understanding and producing simple narratives
reporting what people say
talking about future or imaginary situations
talking about future plans or intentions
making predictions
identifying and describing accommodation (houses, flats, rooms, furniture, etc.)
buying and selling things
talking about food and ordering meals
talking about the weather
talking about one's health
following and giving simple instructions
understanding simple signs and notices
asking the way and giving directions
asking for and giving travel information
asking for and giving simple information about places
identifying and describing simple objects (shape, size, weight, colour, purpose or use, etc.)
making comparisons and expressing degrees of difference
talking about how to operate things
expressing simple purpose, cause and result, and giving reasons
drawing simple conclusions and making recommendations
making and granting/refusing simple requests
making and responding to offers and suggestions
expressing and responding to thanks
giving and responding to invitations
giving advice
giving warnings and prohibitions
persuading and asking/telling people to do something

expressing obligation and lack of obligation
asking and giving/refusing permission to do something
making and responding to apologies and excuses
expressing agreement and disagreement, and contradicting people
paying compliments
expressing preferences, likes and dislikes (especially about hobbies and leisure activities)
talking about physical and emotional feelings
expressing opinions and making choices
expressing needs and wants
expressing (in)ability in the present and in the past
talking about (im)probability and (im)possibility
expressing degrees of certainty and doubt

Inventory of grammatical areas

Verbs

Regular and irregular forms

Modals

can (ability; requests; permission)
could (ability; possibility; polite requests)
would (polite requests)
will (offer)
shall (suggestion; offer)
should (advice)
may (possibility)
might (possibility)
have (got) to (obligation)
ought to (obligation)
must (obligation)
mustn't (prohibition)
need (necessity)
needn't (lack of necessity)
used to + infinitive (past habits)

Tenses

Present simple: states, habits, systems and processes (and verbs not used in the continuous form)
Present continuous: future plans and activities, present actions
Present perfect simple: recent past with just, indefinite past with yet, already, never, ever; unfinished past with for and since
Past simple: past events
Past continuous: parallel past actions, continuous actions interrupted by the past simple tense
Past perfect simple: narrative, reported speech
Future with going to
Future with present continuous and present simple

Future with will and shall: offers, promises, predictions, etc.

Verb forms

Affirmative, interrogative, negative

Imperatives

Infinitives (with and without to) after verbs and adjectives

Gerunds (-ing form) after verbs and prepositions

Gerunds as subjects and objects

Passive forms: present and past simple

Verb + object + infinitive give/take/send/bring/show + direct/indirect object

So/nor with auxiliaries

Compound verb patterns

Phrasal verbs/verbs with prepositions

Conditional sentences: Type 0; Type 1; Type 2 + If I were you...

Simple reported speech

Statements, questions and commands: say, ask, tell

Interrogatives

What, What (+ noun)

Where; When

Who; Whose; Which

How; How much; How many; How often; How long; etc.

Why

(including the interrogative forms of all tenses and modals listed)

Nouns

Singular and plural (regular and irregular forms)

Countable and uncountable nouns with some and any

Abstract nouns

Genitive: 's & s'

Double genitive: a friend of theirs

Pronouns

Personal (subject, object, possessive)

Reflexive and emphatic: myself, etc.

Impersonal: it, there

Demonstrative: this, that, these, those

Quantitative: one, something, everybody, etc.

Indefinite: some, any, something, one, etc.

Relative: who, which, that, whom, whose

Determiners

a + countable nouns

the + countable/uncountable nouns

Adjectives

Colour, size, shape, quality, nationality

Cardinal and ordinal numbers

Possessive: my, your, his, her, etc.

Demonstrative: this, that, these, those

Quantitative: some, any, many, much, a few, a lot of, all, other, every, etc.

Comparative and superlative forms (regular and irregular):

(not) as . . . as, not . . . enough to, too . . . to

Adverbs

Regular and irregular forms

Manner: quickly, carefully, etc.

Frequency: often, never, twice a day, etc.

Definite time: now, last week, etc.

Indefinite time: already, just, yet, etc.

Degree: very, too, rather, etc.

Place: here, there, etc.

Direction: left, right, along, etc.

Sequence: first, next, etc.

Sentence adverbs: too, either, etc.

Comparative and superlative forms (regular and irregular)

Prepositions

Location: to, on, inside, next to, at (home), etc.

Time: at, on, in, during, etc.

Direction: to, into, out of, from, etc.

Instrument: by, with

Prepositional phrases: at the beginning of, by means of, etc.

Prepositions preceding nouns and adjectives: by car, for sale, at last, etc.

Prepositions following (i) nouns and adjectives: advice on, afraid of, etc. (ii) verbs: laugh at, ask for, etc.

Connectives

and, but, or, either . . . or

when, while, until, before, after, as soon as

where

because, since, as, for

(in order) to
so
if, unless
although, while

Topics

Clothes
Friends
Personal identification
Daily life
Places and buildings
Relations with other people
Shopping
Food and drink
Social interaction
Free time
Sport
Health, medicine and exercise
Transport
Hobbies and leisure
Travel and holidays
House and home
Weather
Work and jobs
Personal feelings, opinions and experiences