C1 Scheme of Work

Use discourse markers such as so/ as a result/ consequently/ because/ as/ since/ due to/ owing to/ in order to/ so as not to/ in case/ but/ yet/ however/ although/ even though/ nevertheless/ in spite of/ despite

Use stative verbs believe/ understand/ know etc

Use – in continuous forms – present/ present perfect/ past/ past perfect/ future/ future perfect

Produce a questionnaire using all future forms

Use hedging expressions eg. it seems that/ it would appear that/ it seems to suggest that/ is (not) believed to be/ is recognised that …

Use the language of presentations

Use 1st, 2nd and 3rd conditionals with supposing/ were to/ (should) happen to/ imagine and revising unless

Use ellipsis after and/ but/ or when the subject is the same, at the end of a verb phrase and with to.

Use al tenses to draw a time line

Use some/ any/ much/ many/ a lot of/ little/ few with countable/ uncountable nouns

Use inversion: only later/ never/ not only/ not until now

Use can’t be/ must be/ can’t have been/ must have been for speculation

Summarise a longer text

Use I wish/ if only + past tenses

Use I’d rather/ would you rather/ it’s (high) time

Use compound adjectives

Use object + to + infinitive or gerund

Use eg. He recommended that + simple past to talk about 3rd person recommendations

Use hear/ see/ smell/ feel/ taste to discuss the senses. Use also I can…/ Use with continuous forms eg. He’s tasting the meat to see if it’s ok

Use passive gerund/ perfect infinitive

Use perfect gerund/ perfect infinitive for emphasis

Use gerund with expressions eg. Do you fancy …ing?/ It’s no use worrying/ Is there any point in..?/ It’s not worth …

Recognise and use homophones accurately

Use due to/ is about to/ on the point of/ is to using present continuous/ going to/ present simple /future continuous

Use future in the past – was + …ing/ was going to/ would/ was to

Use ellipsis – leaving out subjects and auxiliaries/ verb phrases and adjectives.

Use so/ not to substitute

Use cleft sentences for emphasis

Use order of adjectives and compound nouns (know if it requires on word/ two words and is(n’t) hyphenated

Use knowledge of authentic English to write a dialogue

Use intensifiers – perfectly/ absolutely/ utterly/ quite/ completely/ totally/ extremely/ hugely/ rather

Use collocations

Be aware of own language errors and discuss them

Use no/ none/ not eg. I have no idea/ no worse than/ there were no people/ none of my friends/ there are none left/ not everyone can have a prize/ not many people can run a marathon

Use because of/ due to/ owing to/ in order (to) to express purpose

Use participle clauses to link ideas and sequence/ create style

Use the passive to describe processes

Use unusual or irregular plurals, eg. words with Latin or Greek origin

Use adverbs and adverbial phrases – surely/ understandably/ unfortunately/ funnily enough/ amazingly

Use concessive clauses – even though/ although/ despite/ in spite of/ much as I’d like to/ all the same/ strange as it may seem/ nevertheless….

Use complex sentences, i.e. multi-clause sentences

Use reported speech: said/ mentioned/ added/ asked/ advised/ warned/ suggested/ ordered…

Use comment adverbials – undoubtedly/ without a doubt/ in theory/ in all likelihood

Use vocabulary to pass comment on others’ actions: kindly/ mistakenly/ strangely/ foolishly…

Participate in a discussion or debate on a range of issues