

CITY & GUILDS IESOL & ISESOL

B1 ACHIEVER LEVEL SYLLABUS

SKILLS, TOPICS, FUNCTIONS, AND GRAMMAR

**B1 - Achiever level requirements
Skills, Topics, Functions and Grammar**

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Skills

Listening

The candidate will be able to:

- understand clearly articulated standard speech delivered relatively slowly
- follow short conversations both formal and informal in a range of familiar situations understanding gist, context, feelings, opinions and relationships
- understand straightforward narratives, sequences, instructions, directions and explanations
- identify the function of short utterances (see Grammar and Functions sections)
- follow the main points, speakers, purposes and attitudes in an extended discussion
- extract and reproduce key information from announcements and media broadcasts on a range of familiar topics.

Phonological features

- recognise stress and intonation in order to follow discourse
- recognise feelings, moods, attitudes, important points and opinions expressed through stress and intonation.

Range

- understand key grammatical forms used in familiar and less familiar contexts and situations
- understand high frequency vocabulary and expressions relating to familiar and less familiar topics.

Understanding gist

- understand the main ideas in straightforward announcements, conversations and discussions on familiar and less familiar topics.

Understanding detail

- extract key information from announcements, conversations and discussions on familiar and less familiar topics.

Reading

The candidate will be able to:

- locate and understand details in narratives, explanations, descriptions, instructions, biographies, articles and discursive texts on familiar topics
- understand the main ideas in straightforward texts of more than one paragraph
- locate and understand specific information in formal and informal real-life texts which may include graphics
- understand the purpose of different texts
- understand information or purpose which may not be expressed overtly
- understand a line of argument and conclusions clearly signalled in discursive text
- understand feelings and opinions expressed in informal texts.

Range

- understand words relating to work, leisure and study
- understand longer texts which may contain some complex structures.

Register

- understand some of the features which signal formal vs. neutral/informal register
- understand features which indicate the purpose of a text.

Text structure

- recognise the purpose of texts through layout conventions, common signs and symbols
- use organisational features of texts to locate information
- understand the organisational, lexical and grammatical features of a text
- recognise the common structure of paragraphing to build up meaning in a text
- understand how meaning is built up over discourse using markers to indicate addition, sequence and contrast.

Writing

The candidate will be able to:

- write straightforward connected texts on a range of familiar topics
- write short simple letters to ask for and convey simple information
- write short simple texts for practical purposes: instructions
- write short informal letters on topics of personal interest and knowledge
- write brief narratives and descriptions on straightforward topics
- express opinions simply, giving supporting reasons
- use correct punctuation in formal and informal texts
- spell correctly the majority of common words and key words relating to work, study and leisure interests
- use basic grammatical structures correctly, including conjunctions, connectives and discourse markers. Errors do not impede a sympathetic reader's understanding
- use vocabulary adequately to meet straightforward needs
- communicate information and ideas with some adaptation to the intended reader
- link a short linear sequence of ideas using discourse markers and conjunctions
- demonstrate some awareness of conventions of an informal and formal letter.

The text types candidates at this level will be required to produce are as follows:

- informal/neutral letter
- informal/neutral email message

The extent of each text to be produced by candidates is up to 120 words.

Speaking

The candidate will be able to:

- interact competently if not always accurately in everyday situation
- communicate personal information, opinions and ideas and respond to those of others
- communicate in a variety of social situations using an appropriate range of functional language

- exchange information, feelings and opinions to perform a task
- narrate, describe, explain and express opinions in extended speech related to familiar contexts
- contribute points to a simple discussion.
- pronounce the sounds of English sufficiently well to be generally understood and show a fair control of stress and intonation patterns.
- display a good control of basic grammatical structures without impeding errors when dealing with familiar topics.
- display an adequate range of vocabulary and expression to deal with familiar situations and topics
- narrate using past tenses.
- adopt a degree of formality appropriate to familiar circumstances
- use appropriate phrases in familiar situations such as greeting and leave-taking.
- initiate and follow the norms of turn-taking, prompt and manage the discourse with a degree of independence
- connect descriptions, narratives and descriptions in simple ways
- speak without undue hesitation unless searching for information, vocabulary or when reformulating.

Topics

PERSONAL IDENTIFICATION

- name
- address
- date and place of birth
- age
- sex
- marital status
- nationality
- origin
- occupation
- family
- likes and dislikes
- physical appearance
- title
- first language
- character, disposition

HOUSE AND HOME, ENVIRONMENT

- accommodation, rooms
- furniture, bedclothes
- services
- amenities
- region
- flora and fauna
- types of accommodation
- cost

DAILY LIFE

- at home
- at work
- income
- prospects

FREE TIME, ENTERTAINMENT

- leisure
- hobbies and interests
- TV, radio, computer etc
- cinema, theatre
- intellectual pursuits
- sports
- press
- internet
- music
- holidays
- exhibitions, museums
- artistic pursuits

PLACES

- asking the way and giving directions
- location

MEASURES AND SHAPES

- all digits and cardinal numbers
- telephone numbers, process
- height, length, weight, capacity,
- temperature
- dates, times, days
- shape

TRAVEL

- public transport
- private transport
- traffic
- holiday accommodation
- luggage
- travel documents
- signs and notices
- entering and leaving a country

RELATIONS WITH OTHER PEOPLE

- relationships
- correspondence
- behaviour
- invitations
- club membership
- government and politics
- crime and justice
- social affairs
- friends

HEALTH AND BODYCARE

- parts of the body
- personal comfort
- hygiene
- ailments, accidents
- medical services

SHOPPING

- shopping facilities
- foodstuffs
- clothes, fashion
- household articles
- prices

FOOD AND DRINK

- types of food and drink
- eating and drinking out

SERVICES

- post
- telephone
- banking
- police
- hospital, surgery
- garage
- petrol station
- emergency

LANGUAGE

- foreign language ability
- understanding, expression
- spelling and alphabet

WEATHER

- obtain information from weather
- forecast
- climate and weather

EDUCATION

- schooling
- subjects
- qualifications

Functions

PERSONAL ENVIRONMENT

- asking for and giving personal information
- describing where one lives (accommodation, area etc)
- asking and answering questions for confirmation, information, identification
- describing people, places, things
- correcting information
- explaining daily routines
- narrating and describing past, present and future events
- comparing things, people
- reporting facts, actions.

EXPRESSING THOUGHTS, FEELINGS AND ATTITUDES

- expressing and asking about agreement or disagreement
- denying something
- expressing views and feelings with reasons
- stating and asking about knowledge or ignorance of something or someone
- stating whether a person, thing or action is remembered or forgotten
- enquiring of someone else whether a person, thing or action is remembered or forgotten
- stating and asking about degrees of probability
- expressing, denying or asking about necessity (including logical deduction)
- stating and asking about one's certainty or uncertainty of something
- stating and asking about one's ability or inability to do something
- stating and enquiring about one's obligation (or lack of) to do something
- seeking, granting or denying permission
- stating and asking about the permissibility of doing something

- expressing and asking about wishes and hopes
- expressing and asking about wants, desires, needs
- stating and asking about intention
- stating, responding to and asking about preference
- expressing and asking about likes and dislikes, with reasons
- expressing and asking about (dis) pleasure, (un)happiness
- expressing and asking about satisfaction or dissatisfaction
- expressing disappointment
- expressing gratitude
- expressing and asking about interest or lack of it
- expressing surprise or lack of it
- expressing and asking about fear or worry
- giving reassurance
- expressing regret, sympathy
- offering and accepting an apology
- granting forgiveness
- expressing approval or appreciation
- expressing regret
- expressing indifference
- expressing and asking about approval or disapproval
- expressing moral obligation.

MAKING THINGS HAPPEN

- responding to a request
- requesting something or requesting someone to do something
- inviting someone to do something
- accepting or declining an offer or invitation
- giving instructions
- giving and asking for advice
- responding to or rejecting advice, with reasons
- warning others to be careful or to stop doing something
- offering and requesting assistance
- insisting politely
- persuading someone to do something

- suggesting a course of action
- asking for, responding to or rejecting suggestions with reason/alternative
- encouraging someone to do something
- making and agreeing plans and arrangements
- reaching a compromise
- prohibiting someone from doing something
- making a complaint.
- summing up
- taking leave
- observing telephone conventions
- observing letter-writing conventions

SOCIAL CONTACT

- getting someone's attention
- greeting people and responding to greetings
- expressing thanks
- addressing somebody
- making and responding to introductions
- opening, closing a conversation
- congratulating someone
- praising someone
- paying a compliment
- asking someone's opinion
- indicating lack of understanding
- giving and asking for clarification or explanation of something
- confirming one's own or another's understanding
- asking someone to repeat a word, phrase or sentence
- asking someone to speak more slowly
- asking for help in finding words or phrases
- asking for and giving the spelling and meaning of words
- counting and using numbers
- asking for and telling people the time, day, date
- interrupting politely
- exemplifying or emphasising a point
- encouraging another speaker to continue
- indicating a wish to continue or finish speaking

Grammar

Please note that:

- Candidates may be exposed to the grammar required for the level above, but will not be tested on it.
- Candidates are required to possess all structures described in the level(s) below them

	Preliminary	Access as Preliminary and in addition	Achiever as Access and in addition
Simple sentences	<ul style="list-style-type: none"> • word order in simple statements: subject-verb/object/adverb/adjective/prepositional phrase • word order in instructions • word order in questions • <i>There is/are</i> + noun 	<ul style="list-style-type: none"> • <i>There was/were</i> 	<ul style="list-style-type: none"> • <i>There has/have been</i> • <i>There will be/there is going to be</i>
Compound sentences		<ul style="list-style-type: none"> • use of conjunctions <i>and/but/or</i> • word order subject-verb-(object) (+<i>and/but/or</i>) + subject-verb-(object) 	
Complex sentences		<ul style="list-style-type: none"> • clauses of: time with <i>when, before, after</i> reason <i>because, result so</i> • noun clause with <i>that</i> 	<ul style="list-style-type: none"> • word order in complex sentences • complex sentences with on subordinat clause • defining relative clauses with <i>who, which, that</i> • clause as subject/object

Verb forms

	Preliminary	Access as Preliminary and in addition	Achiever as Access and in addition
Verb forms	<p>Present reference:</p> <ul style="list-style-type: none"> • simple present tense of <i>be/have/do</i> and common regular verbs • present continuous of common verbs • <i>Have got</i> <p>Other:</p> <ul style="list-style-type: none"> • Yes/no questions • Question words: <i>who/what/where/when/how much/how many/how old</i> • Auxiliary 'do' for questions and negatives (positive questions only) • Short answers such as <i>yes he does, no I haven't</i> • imperatives and negative imperatives • contracted forms appropriate to this level • <i>let's</i> + infinitive for suggestion 	<p>Present reference:</p> <ul style="list-style-type: none"> • simple present with no time focus • present continuous to express continuity <p>Past reference:</p> <ul style="list-style-type: none"> • past tense of regular and common irregular verbs with time markers <p>Future reference:</p> <ul style="list-style-type: none"> • <i>be going to</i>, present continuous and time markers <p>Other:</p> <ul style="list-style-type: none"> • limited range of common verbs _ <i>-ing</i> form, such as <i>like, go</i> • verb + <i>to</i> + infinitive such as <i>want, hope</i> • very common phrasal verbs such as <i>get up, switch on</i> • questions such as <i>what time, how often, why, which</i> • simple question tags using all the verb forms at this level • contracted forms appropriate to this level 	<p>Present/Past reference:</p> <ul style="list-style-type: none"> • Present perfect with <i>since/for/ever/never, yet/already, just</i> <p>Past reference:</p> <ul style="list-style-type: none"> • <i>used to</i> for regular actions in the past • past continuous <p>Future reference:</p> <ul style="list-style-type: none"> • Future simple verb forms, NP + <i>will</i> <p>Other:</p> <ul style="list-style-type: none"> • Zero and 1st conditional • Range of verbs + <i>-ing</i> forms • <i>to</i> + infinitive to express purpose • common phrasal verbs and position of object pronouns, such as <i>I looked it up</i> • simple reported/embedded statements and questions • question tags using all verbs appropriate at the level • contracted forms appropriate to this level

Modals, nouns, pronouns, possessives, prepositions

	Preliminary	Access as Preliminary and in addition	Achiever as Access and in addition
Modals	Present reference: <ul style="list-style-type: none"> • <i>can, can't</i> (ability/inability, permission) and <i>would /like</i> (request) 	Modals and forms with similar meaning: <ul style="list-style-type: none"> • <i>must</i> (obligation) • <i>mustn't</i> (prohibition) • <i>have to, had got to</i> (need) • <i>can, could</i> (requests) • <i>couldn't</i> (impossibility) • <i>may</i> (permission) • single modal adverbs: <i>possibly, probably, perhaps</i> 	Modals and forms with similar meaning: <ul style="list-style-type: none"> • <i>should</i> (obligation, advice) • <i>might, may, will, probably</i> (possibility and probability in the future) • <i>would/should</i> (advice) • <i>need to</i> (obligation) • <i>needn't</i> (lack of obligation) • <i>will definitely</i> (certainly in the future) • <i>may I</i> (asking for permission) • <i>I'd rather</i> (stating preference)
Nouns	<ul style="list-style-type: none"> • regular and common irregular plural forms • very common uncountable nouns • cardinal numbers 1-31 	<ul style="list-style-type: none"> • countable and uncountable nouns • simple nouns phrases • cardinal numbers up to 100+ multiples of 100 	<ul style="list-style-type: none"> • noun phrases with pre- and postmodification such as <i>fair-haired people with sensitive skin</i> • all cardinal numbers
Pronouns	<ul style="list-style-type: none"> • personal - subject 	<ul style="list-style-type: none"> • object, reflexive 	
Possessives	<ul style="list-style-type: none"> • possessive adjectives such as <i>my, your, his, her, its, our, their</i> • use of 's, s' 	<ul style="list-style-type: none"> • possessive pronouns such as <i>mine, yours, whose</i> 	<ul style="list-style-type: none"> • As Access
Prepositions and prepositional phrases	<ul style="list-style-type: none"> • common prepositions such as <i>at, in, on, under, next to, between, near, to, from</i> • prepositional phrases of place, time and movement, such as <i>at home, on the left, on Monday, at six o'clock</i> 	<ul style="list-style-type: none"> • prepositions of place, time and movement, such as <i>before, after, towards, up, down, along, across, in front of, behind, opposite</i> • prepositional phrases of place and time, such as <i>after dinner, before tea</i> 	<ul style="list-style-type: none"> • wide range of prepositions, such as <i>beyond, above, beneath, below</i> • prepositional phrases such as <i>in her twenties, of average height, in the top right hand corner</i>

Articles, determiners, adjectives, adverbs, intensifiers

	Preliminary	Access as Preliminary and in addition	Achiever as Access and in addition
Articles	<ul style="list-style-type: none"> Definite, indefinite 	<ul style="list-style-type: none"> definite article zero article with uncountable nouns definite article with superlatives 	<ul style="list-style-type: none"> definite article with post-modification, such as the <i>present you gave me</i> use of indefinite article in definitions, such as <i>an architect is a person who designs buildings</i>
Determiners	<ul style="list-style-type: none"> <i>any, some, a lot of</i> 	<ul style="list-style-type: none"> <i>all, none, not (any), enough, (a) few, (a) little, many, more, most, much, no</i> 	<ul style="list-style-type: none"> a range of determiners, eg <i>all the, most, both</i>
Adjectives	<ul style="list-style-type: none"> common adjectives in front of a noun demonstrative adjectives <i>this, that, these, those</i> ordinal numbers 1-31 	<ul style="list-style-type: none"> order of adjectives comparative, superlative, regular and common irregular forms use of <i>than</i> ordinal numbers up to 100 + multiples of 100 	<ul style="list-style-type: none"> adjectives ending <i>-ed + -ing</i> such as <i>tired and tiring</i> comparative structures, such as <i>as.....as</i>, is the same as, <i>not so.....as...., looks like/is like</i> all ordinal numbers
Adverbs	<ul style="list-style-type: none"> simple adverbs of place, manner and time, such as <i>here, slowly, now</i> 	<ul style="list-style-type: none"> simple adverbs and adverbial phrases: sequencing, time and place, frequency, manner position of adverbs and word order of adverbial phrases 	<ul style="list-style-type: none"> more complex adverbial phrases of time, place, frequency, manner, such as as soon as possible
Intensifiers	<ul style="list-style-type: none"> <i>very, really</i> 	<ul style="list-style-type: none"> <i>quite, so, a bit</i> 	<ul style="list-style-type: none"> a range of intensifiers such as <i>too, enough</i>

Punctuation and spelling

	Preliminary	Access as Preliminary and in addition	Achiever as Access and in addition
Punctuation	<ul style="list-style-type: none"> use of capital letters and full stops 	<ul style="list-style-type: none"> use of question marks, exclamation marks, use of comma in lists 	<ul style="list-style-type: none"> use of punctuation in formal and informal texts, such as dashes, brackets, bullet points, speech marks
Spelling	<ul style="list-style-type: none"> the correct spelling of personal keywords and familiar words 	<ul style="list-style-type: none"> the correct spelling of most personal details and familiar common words 	<ul style="list-style-type: none"> the correct spelling of common words and key words relating to own work, leisure and study interests
Discourse	Preliminary	Access as Preliminary and in addition	Achiever as Access and in addition
Discourse	<ul style="list-style-type: none"> sentence connectives: <i>then, next</i> 	<ul style="list-style-type: none"> adverbs to indicate sequence (<i>first, finally</i>) use of substitution (<i>I think so, I hope so</i>) markers to structure spoken discourse (<i>Right, well, OK</i>) 	<ul style="list-style-type: none"> markers to indicate addition (<i>also</i>), sequence (<i>in the first place</i>), contrast (<i>on the other hand</i>) markers to structure spoken discourse, (<i>anyway, by the way</i>) use of ellipsis in informal situations (<i>got to go</i>) use of vague language (<i>I think, you know</i>)

