



CITY & GUILDS IESOL & ISESOL

C1 EXPERT LEVEL SYLLABUS

SKILLS, TOPICS, FUNCTIONS, AND GRAMMAR

**C1 – Expert level requirements
Skills, Topics, Functions and Grammar**

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Skills

Listening

The candidate will be able to:

- follow extended speech delivered at natural speed even when it is not clearly structured and when the meaning may be implicit rather than explicit
- follow short conversations both formal and informal in a range of situations, understanding gist, context, purpose, function, attitude, feelings, opinions and relationships
- understand complex narratives, sequences and explanations
- recognise the function of short utterances which may contain idiomatic English (see Grammar and Functions sections)
- follow a discussion to identify gist, detail, purposes and key ideas and distinguish between fact and opinion
- extract and reproduce key information from announcements, media broadcasts, presentations and lectures on abstract and concrete topics of general interest
- follow a complex argument.

Phonological features

- consistently recognise how intonation, pitch and/or stress affect meaning
- consistently recognise feelings, moods, attitudes, important points and opinions expressed through stress, pitch and intonation.

Range

- understand ideas, arguments and descriptions expressed through a wide range of complex grammatical structures
- understand a broad range of vocabulary including idiomatic and colloquial expressions.

Register

- consistently recognise degrees of formality in different types of utterances used by speakers in a wide range of situations.

Understanding gist

- understand the main ideas of extended discourse even when the content is not clearly structured.

Understanding detail

- extract most points of detail even from extended discourse on both concrete and abstract topics even when the content is not clearly structured.

Reading

The candidate will be able to:

- understand long complex texts, appreciating distinctions in style and purpose
- understand texts from authentic sources, identifying context, content and style
- understand the main ideas of complex text on a wide range of texts on a wide range of professional, academic and social topics
- gather specific information from different parts of a text or from different texts
- understand descriptions and narratives in which language is used to create different sophisticated effects
- understand lengthy texts containing complex instructions or explanations including technical or specialist texts such as instruction manuals and articles
- understand texts concerned with contemporary issues in which the writers adopt particular viewpoints, identifying finer points of attitude and implied, as well as stated, opinions.

Range

- understand a broad range of vocabulary including idiomatic expressions
- understand a very broad range of grammatical structures including those used to convey subtle distinctions in meaning.

Register

- understand the role of register in all contexts.

Text structure

- recognise how textual features are used to achieve purposes in a wide range of texts including those containing images, graphical and tabular data
- understand the different ways in which meaning is built up in a range of texts of varying complexity
- understand a range of logical markers and sequence markers.

Writing

The candidate will be able to:

- write well-structured, detailed texts on complex subjects clearly communicating ideas, impressions, feelings and opinions
- write complex narratives and descriptions varying style appropriately
- write a well-structured, detailed argument emphasising important points, expanding and supporting relevant ideas
- write formal letters, reports or articles to fulfil a wide range of functions including those requiring a tactful approach
- use all punctuation marks accurately and effectively
- spell correctly words used in work, study and daily life including commonly used technical words
- consistently control grammar to communicate effectively with few errors even when complex structures are employed
- use a wide range of vocabulary suitable for purpose
- generally use idiomatic expressions appropriately and naturally

- use a wide range of complex structures
- adapt register effectively and appropriately according to purpose in most contexts
- link and organise ideas using a range of linking words and cohesive devices
- organise text effectively to reflect the structure of the ideas expressed.

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

- letter
- email message
- article
- report
- description
- narrative
- simple argument

Candidates must demonstrate awareness of and ability to use a variety of registers in a variety of contexts. The extent of each text to be produced by candidates is up to 300 words.

Speaking

The candidate will be able to:

- interact fluently and spontaneously on all subjects except the most abstract with some degree of searching for expressions or use of avoidance strategies
- communicate personal information, opinions, feelings and ideas on all topics except the most complex
- communicate in almost all social situations, including those requiring tact and diplomacy, using a wide range of language functions
- engage in discussion to express and elicit opinion, persuade someone to a point of view, try to reach agreement or perform a specific task
- explain, describe, narrate, account for and report on complex subjects integrating subthemes
- speak clearly on complex themes, developing particular points and rounding off appropriately
- pronounce clearly the sounds of English in connected speech and use stress and intonation to convey finer shades of meaning precisely.
- maintain a consistently high degree of grammatical accuracy with few errors, generally correcting those that do occur.
- use complex sentences, idiomatic expressions and colloquialisms and qualify opinions and statements without much conspicuous searching for words.
- cope linguistically in sensitive or stressful situations even in unfamiliar contexts.
- display controlled use of discourse organisation, connectors and cohesive devices and be able to backtrack or reformulate when encountering difficulty
- confidently manage the conventions of turn taking using appropriate phrases for making and dealing with interruptions and requesting clarification.

Topics

PERSONAL IDENTIFICATION

- personal details
- occupation
- family
- likes and dislikes
- physical appearance
- first language
- character
- image

HOUSE AND HOME & LOCAL ENVIRONMENT

- types of accommodation
- interior design
- local & regional
- services/amenities
- regional geographical
- features
- national flora and fauna
- region-specific phenomena

DAILY LIFE

- at home
- at work
- income
- prospects
- stress
- money management

FREE TIME, ENTERTAINMENT

- leisure, hobbies and interests
- TV, radio, cinema, theatre
- computer, internet
- intellectual/artistic pursuits
- sports
- press
- music
- photography
- the written word (reading, letter-writing, diaries etc)
- exhibitions, museums
- leisure/work ratio

TRAVEL

- public & private transport
- traffic & traffic control
- 'green' travel
- holidays
- accommodation
- entering and leaving a
- country
- common currency eg. the
- euro
- migration

RELATIONS WITH OTHER PEOPLE

- family relationships
- friendship
- manners
- social conventions
- anti-social behaviour

SHOPPING

- shopping facilities
- foodstuffs
- clothes, fashion
- household articles
- prices
- ethical shopping
- retail therapy

FOOD AND DRINK

- eating habits
- sourcing food locally
- fast food
- organic food
- year round availability
- diets
- food fashions

SERVICES

- communications
- financial services
- emergency services
- leisure facilities
- care for the elderly
- IT in the community
- diplomatic services
- employment agencies

PLACES & LOCATION

- satellite navigation systems
- World Heritage sites
- locating motorways and airports
- protecting open spaces
- how geography affects people
- alternative places to live eg. underwater, on Mars

LANGUAGE

- foreign language ability
- accents and dialects
- preserving minority languages
- bilingualism
- universal languages eg. Esperanto
- body language

WEATHER

- climate and weather
- weather forecasting
- climate change
- extreme weather
- weather and mood

MEASURES AND SHAPES

- statistics
- processes
- importance of maths in everyday life

EDUCATION

- schooling
- subjects
- qualifications and examinations
- education systems
- teaching and learning

THE ENVIRONMENT

- recycling
- pollution
- global warming
- endangered species
- future of the planet

BELIEFS

- the paranormal & supernatural
- superstitions
- unexplained phenomena eg. UFOs, coincidences etc.

ARTS

- modern art, theatre, architecture
- classical art, theatre, architecture
- literature
- popular culture

SCIENCE & TECHNOLOGY

- scientific development
- space exploration
- power of the computer
- important inventions
- genetic modification
- ethics
- animal testing

SOCIETY

- individual rights
- family life
- parental responsibilities
- social responsibilities
- equal opportunities
- human rights
- citizenship
- the global village

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 routines
- narrating and describing past, present and future events
- comparing things, people
- reporting facts, actions
- stating facts, actions
- giving descriptions and specifications.

EXPRESSING THOUGHTS, FEELINGS AND ATTITUDES

- expressing and asking about agreement or disagreement
- denying something
- expressing agreement reluctantly or with reservations
- conceding, demurring
- expressing views and feelings with reasons
- asserting 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
- reminding someone to do something
- expressing doubt, incredulity, bewilderment
- hypothesising
- speculating
- 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, hopes, expectations
- 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, anxiety
- giving reassurance
- expressing regret, sympathy, condolence
- expressing fellow-feeling, empathy
- expressing and asking about pain, anguish, suffering
- expressing relief
- expressing indifference
- expressing fatigue, resignation
- offering and accepting an apology
- granting forgiveness
- expressing and asking about approval, appreciation or disapproval
- expressing moral obligation
- expressing regret
- accepting, attaching or denying blame for something.

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 or orders

- 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, agreeing to or rejecting suggestions with reason/alternative
- making and agreeing plans and arrangements
- encouraging someone to do something
- reaching a compromise
- prohibiting someone from doing something
- making a complaint
- refusing to do something, expressing defiance
- pleading with someone to do something.
- asking someone to repeat all or part of something
- 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
- objecting, protesting
- exemplifying or emphasising a point
- classifying, generalising, defining something
- encouraging another speaker to continue
- indicating a wish to continue or finish speaking
- 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 formal and informal introductions
- opening, closing a formal or informal conversation
- congratulating someone
- praising someone
- paying someone a compliment
- asking someone's opinion
- making someone feel welcome
- giving and responding to constructive criticism
- indicating lack of understanding
- giving and asking for clarification, explanation or definition of something
- confirming one's own or another's understanding

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

	Expert as Communicator and in addition	Mastery as Expert and in addition
<p>Simple, compound and complex sentences with subordinate clauses</p> <ul style="list-style-type: none"> • word order in sentences with more than one subordinate clause • <i>there had been</i> • use of common conjunctions expressing contrast, purpose, consequence, condition, concession • non-defining relative clauses • defining relative clauses with <i>where, whose, when</i> • defining relative clauses without relative pronouns • participial clauses describing action with <i>-ing</i> 	<ul style="list-style-type: none"> • word order in complex sentences, including order selected for emphasis • <i>there could be/would be/should be</i> • <i>could have/would have/should have</i> • wider range of conjunctions including <i>on condition that, provided that</i> • comparative clauses • more complex participial clauses describing action with <i>-ed</i> 	<ul style="list-style-type: none"> • full range of conjunctions

Verb forms

	Communicator as Achiever and in addition	Expert as Communicator and in addition	Mastery as Expert and in addition
Verb forms	<p>Present/Past reference:</p> <ul style="list-style-type: none"> present perfect continuous <p>Past reference:</p> <ul style="list-style-type: none"> past perfect <p>Other:</p> <ul style="list-style-type: none"> simple passive use of 2nd and 3rd conditional verbs + (object) + gerund or infinitive such as <i>would like someone to do something</i>, + <i>suggest doing something</i> causative use of <i>have</i> and <i>get</i> reported speech with a range of tenses wider range of phrasal verbs such as <i>give up</i>, <i>hold out</i> reported requests and instructions question tags using tenses appropriate to this level 	<ul style="list-style-type: none"> all verb forms active and passive <p>Other:</p> <ul style="list-style-type: none"> <i>would</i> expressing habit in the past mixed conditionals reported speech with full range of tenses and introductory verbs extended phrasal verbs such as <i>get round to</i>, <i>carry on with</i> question tags using all tenses imperative + question tag contracted forms appropriate to this level 	<ul style="list-style-type: none"> as Expert

Modals, nouns, prepositions

	Communicator as Achiever and in addition	Expert as Communicator and in addition	Mastery as Expert and in addition
Modals	<ul style="list-style-type: none"> • <i>ought to</i> (obligation) • negative of <i>need</i> and <i>have to</i> to express absence of obligation • <i>must/can't</i> (deduction) 	<ul style="list-style-type: none"> • <i>should have/might have/may have/could have/must have</i> and negative forms of these • <i>can't have, needn't have</i> 	<ul style="list-style-type: none"> • as Expert
Nouns	<ul style="list-style-type: none"> • wider range of noun phrases with pre- and post-modification • word order of determiners, eg <i>all my books</i> 	<ul style="list-style-type: none"> • extended range of complex noun phrases 	<ul style="list-style-type: none"> • as Expert
Prepositions and prepositional phrases	<ul style="list-style-type: none"> • wider range of prepositions including <i>despite, in spite of</i> • collocations of verbs/nouns + prepositions such as <i>point at, have an interest in</i> • preposition + <i>-ing</i> form such as <i>after leaving</i> 	<ul style="list-style-type: none"> • preposition + having + past participle such as <i>having eaten</i> 	<ul style="list-style-type: none"> • as Expert

Articles, determiners, adjectives, adverbs, intensifiers

	Communicator as Achiever and in addition	Expert as Communicator and in addition	Mastery as Expert and in addition
Articles	<ul style="list-style-type: none"> definite, indefinite and zero article with both countable and uncountable nouns in a range of uses 	<ul style="list-style-type: none"> as Communicator 	<ul style="list-style-type: none"> as Expert
Adjectives	<ul style="list-style-type: none"> comparisons with <i>fewer</i> and <i>less</i> collocation of adjective + preposition such as <i>responsible for</i> 	<ul style="list-style-type: none"> as Communicator 	<ul style="list-style-type: none"> as Expert
Adverbs	<ul style="list-style-type: none"> adverbial phrases of degree, extent, probability comparative and superlative of adverbs 	<ul style="list-style-type: none"> as Communicator 	<ul style="list-style-type: none"> as Expert
Intensifiers	<ul style="list-style-type: none"> wide range, including <i>extremely</i>, <i>much</i>, <i>too</i> 	<ul style="list-style-type: none"> collocation of intensifiers with absolute and relative adjectives such as <i>absolutely gorgeous</i>, <i>very pretty</i> 	<ul style="list-style-type: none"> as Expert

Punctuation and spelling

	Communicator as Achiever and in addition	Expert as Communicator and in addition	Mastery as Expert and in addition
Articles	<ul style="list-style-type: none"> • multiple uses of commas • use of apostrophes for possession and omission • use of other punctuation to enhance meaning 	<ul style="list-style-type: none"> • accurate use of all punctuation 	<ul style="list-style-type: none"> • as Expert
Adjectives	<ul style="list-style-type: none"> • the correct spelling of words used in work, studies and daily life 	<ul style="list-style-type: none"> • the correct spelling of words used in work, studies and daily life including familiar technical words 	<ul style="list-style-type: none"> • the correct spelling of words used in more specialized contexts (<i>such as business, academia, international affairs</i>)

Discourse

	Communicator as Achiever and in addition	Expert as Communicator and in addition	Mastery as Expert and in addition
Discourse	<ul style="list-style-type: none"> • a range of discourse markers expressing addition, cause and effect, contrast (<i>however</i>), sequence and time (<i>at a later date</i>) • markers to structure spoken discourse (<i>as I was saying</i>) • use of ellipsis in informal speech and writing (<i>sounds good</i>) 	<ul style="list-style-type: none"> • a range of logical markers (<i>in this respect, accordingly</i>) • sequence markers (<i>subsequently</i>) • a wider range of discourse markers to structure formal and informal speech (<i>can we now turn to</i>) 	<ul style="list-style-type: none"> • a full range of discourse markers adapted to context and register

