



CITY & GUILDS IESOL & ISESOL

C2 MASTERY LEVEL SYLLABUS

SKILLS, TOPICS, FUNCTIONS, AND GRAMMAR

**C2 – Mastery level requirements
Skills, Topics, Functions and Grammar**

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Skills

Listening

The candidate will be able to:

- understand virtually everything spoken regardless of the rate of delivery
- follow short conversations both formal and informal in a comprehensive range of situations, understanding gist, context, purpose, function and recognising subtly expressed attitudes, feelings and opinions
- understand sophisticated narratives, sequences, explanations and subtle arguments
- recognise the function of short utterances which may contain idiomatic/colloquial English (see also Grammar and Functions sections)
- follow a discussion which may be academic or professional 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, academic and professional interest
- follow a complex argument even when it is not clearly structured.

Phonological features

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

Range

- understand ideas, arguments and descriptions regardless of their structure and considerable complexity
- understand a very wide range of vocabulary including terms used in academic and professional discourse.

Register

- consistently recognise degrees of subtle distinction used by speakers in different types of utterances.

Understanding gist

- consistently understand the main ideas of complex extended discourse even when the topic is unfamiliar.

Understanding detail

- consistently extract most points of detail from extended discourse even when the topic is unfamiliar.

Reading

The candidate will be able to:

- understand with ease virtually all types of authentic written texts of different purposes and style and those dense in complex structures
- understand the main ideas of all forms of written language, including lengthy abstract, structurally or linguistically complex texts or highly idiomatic, literary and non-literary writing 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 and subtle effects
- understand lengthy texts containing complex instructions or explanations on specialist subjects
- understand texts concerned with contemporary issues in which the writers adopt particular viewpoints, identifying finer points of attitude and implied opinions, and follow complex lines of reasoning.

Range

- understand a wide range of texts, hardly ever being impeded by any lexical features
- understand almost all grammatical structures and features.

Register

- understand subtleties in the use of register across a wide range of situations, including those involving tact and diplomacy.

Text structure

- recognise how textual features are used to achieve purposes in texts including those containing images, graphical and tabular data
- understand the different ways in which meaning is built up in abstract, structurally or linguistically complex texts
- understand a full range of discourse markers adapted to context and register.

Writing

The candidate will be able to:

- write well-structured texts on complex or abstract subjects
- write clear, smoothly flowing, complex formal letters, reports or articles in styles fully appropriate to purpose and target readership
- describe or narrate in an assured natural manner consistently maintaining the style appropriate to purpose
- develop cogent and smoothly flowing arguments
- use all punctuation marks accurately and effectively
- spell correctly words used in more specialised contexts such as business, academic and international affairs
- maintain consistent control of complex grammatical structures
- use a very wide range of vocabulary demonstrating ability to distinguish between finer shades of meaning
- use idioms appropriately and naturally

- use a full range of structures to achieve different styles and purposes
- consistently use appropriate register in a wide range of contexts including those requiring sensitive and tactful responses
- use a range of linguistic devices to create coherent and cohesive writing
- structure texts logically using linguistic markers to enable the reader to understand significant points.

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:

- display a comprehensive and reliable mastery of the language with no sign of having to restrict what is said
- communicate personal information, feelings, ideas and opinions on a very wide range of topics including contemporary issues
- communicate in all situations using a very wide range of language functions
- engage in discussion to express and elicit opinion, defend and justify opinions when challenged, persuade someone to a point of view, try to reach agreement or perform a specific task
- provide sophisticated explanations, descriptions, narratives, account for or report on a complex subject, convey subtleties of meaning, integrate sub-themes and come to an appropriate conclusion.
- articulate correctly and use stress and intonation patterns naturally to highlight, emphasise, and modify meaning.
- maintain consistent grammatical control of complex language.
- display a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning, conveying subtleties by using a wide range of modification devices
- adjust register appropriately across a range of situations unhampered by linguistic limitations.
- produce clearly flowing, well-structured speech with an effective logical management of the discourse, highlighting significant points
- produce coherent and cohesive discourse using a variety of organisational patterns, a wide range of connectors and other cohesive devices and backtracking and reformulating seamlessly
- interact skilfully and confidently with fully natural turn taking, referencing and allusion making.

Topics

PERSONAL IDENTIFICATION

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

HOUSE AND HOME & LOCAL ENVIRONMENT

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

DAILY LIFE

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

FREE TIME, ENTERTAINMENT

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

TRAVEL

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

RELATIONS WITH OTHER PEOPLE

- family relationships
- friendship
- manners
- social conventions
- anti-social behaviour
- tolerance & respect

SHOPPING

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

FOOD AND DRINK

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

SERVICES

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

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
- living in hostile environments

LANGUAGE

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

WEATHER

- climate and weather
- weather forecast
- climate change
- extreme weather
- weather and mood
- effect of weather on lifestyle

MEASURES AND SHAPES

- statistics
- processes
- importance of maths in everyday life
- design

EDUCATION

- schooling
- subjects
- qualifications and examinations
- education systems
- teaching and learning
- knowledge versus skills
- a basic human right

THE ENVIRONMENT

- recycling
- pollution
- global warming
- endangered species
- future of the planet
- individual's/society's responsibilities

BELIEFS

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

ARTS

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

SCIENCE & TECHNOLOGY

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

SOCIETY

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

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
- negotiating a result
- prohibiting someone from doing something
- making a complaint
- refusing to do something, expressing defiance
- pleading with someone to do something.
- confirming one's own or another's understanding
- 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

Grammar

Please note that:

- Candidates are required to possess all structures described in the level(s) below them

	Communicator as Achiever and in addition	Expert as Communicator and in addition	Mastery as Expert and in addition
Simple, compound and complex sentences with subordinate clauses	<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

