

International ESOL (English for Speakers of Other Languages) (8984)

Qualification handbook



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1 International English Qualifications (IEQs)

1.1 The International ESOL qualification handbook and other publications

The International ESOL qualification handbook from City & Guilds provides a comprehensive introduction to the City & Guilds series of examinations in International ESOL (English for Speakers of Other Languages).

The aim of this guide is to provide information and advice for all existing and potential teachers and learners of the City & Guilds International ESOL examinations.

A separate qualification handbook has been produced for the International Spoken ESOL Qualification.

To find out more about our International English Qualifications (IEQs) visit:
www.cityandguilds.com/ieq

Other City & Guilds publications supporting the International ESOL qualifications include the following:

Practice tests are available on the website.

Support materials for International ESOL (written by Vincent Smidowicz and Bridget Bloom):

International ESOL: Student Book 1 Preliminary
International ESOL: Student Book 2 Access
International ESOL: Student Book 3 Achiever
International ESOL: Student Book 4 Communicator
International ESOL: Student Book 5 Expert
International ESOL: Student Book 6 Mastery
International ESOL: Teacher's Book 1 Preliminary
International ESOL: Teacher's Book 2 Access
International ESOL: Teacher's Book 3 Achiever/Communicator
International ESOL: Teacher's Book 4 Communicator
International ESOL: Teacher's Book 5 Expert
International ESOL: Teacher's Book 6 Mastery

A similar range of support materials is also available for the International Spoken ESOL awards. Details of all the International ESOL and Spoken ESOL publications and how to order them can be found on the City & Guilds website.

1 International English Qualifications (IEQs)

1.2 Qualifications

International ESOL (English for Speakers of Other Languages) (8984)

This range of examinations offers a communicative approach to the testing of listening, reading and writing at six levels:

- Preliminary (equivalent to A1 Breakthrough on the Common European Framework¹)
- Access (equivalent to A2 Waystage on the Common European Framework)
- Achiever (equivalent to B1 Threshold on the Common European Framework)
- Communicator (equivalent to B2 Vantage on the Common European Framework)
- Expert (equivalent to C1 EOP on the Common European Framework)
- Mastery (equivalent to C2 Mastery on the Common European Framework).

This qualification handbook covers all six levels.

International Spoken ESOL (Spoken English for Speakers of Other Languages) (8985)

This range of examinations complements the International ESOL series. It is a separately administered spoken examination and is available at the same levels as the International ESOL range. A separate qualification handbook is available for International Spoken ESOL.

Spoken English Tests for Business (8981)

The Spoken English Test (SET) for Business is a qualification specifically developed for candidates who need to use spoken English in the workplace. This qualification is ideal for those who work in business in an English speaking country or in a multinational organisation which uses English for internal communications.

Young ESOL (English for Speakers of Other Languages – Young Learners) (8962 and 8969)

Young ESOL and Young Spoken ESOL are for candidates aged 8-13. The examinations are at the lower levels only.

¹ See: 2.2 The Common European Framework of Reference for Languages - page 12

English for Business Communication (8959)

English for Business Communication focuses on the candidate's ability to perform in real business situations through the medium of English. This qualification evaluates understanding and writing of business communications in English. Level 1 requires learners to understand and write simple letters, memos, faxes and emails. Level 2 involves the understanding of more complex business communications, writing letters and memos and drafting faxes and emails and other business-related documents. At level 3, learners need to understand a wider range of business communications, write letters, faxes and memos in response to a wide range of situations and prepare notices, speeches, adverts, articles, and other business documents.

English for Office Skills (8960)

The English for Office Skills qualification tests accuracy in the use and transcription of English and the ability to perform office-related tasks to spoken or written instructions. These tests are suitable for those who need to carry out tasks in English where accuracy in writing and following instructions is important. Both levels involve the demonstration of accurate spelling and punctuation, writing down a spoken message, reading comprehension, knowledge of vocabulary and proofreading documents.

1 International English Qualifications (IEQs)

1.3 Teaching qualifications

Access Certificate in English Language Teaching (ACE) (8575)

The ACE certificate has been jointly developed with the Department of Language and Literary Studies in Education at Manchester University. The qualification is suitable for existing English language teachers who want to upgrade their skills, teachers who want to move into English language teaching, and newcomers to teaching who wish to gain an initial English language teaching qualification.

2 International ESOL

2.1 Introduction

The City & Guilds International ESOL examinations offer a comprehensive test of Listening, Reading and Writing skills in English which can either be taken as a stand-alone examination or a complement to the International Spoken ESOL examinations.

These examinations are accredited by the UK Qualification & Curriculum Development Agency (QCDA) and are defined by QCDA as being ESOL International qualifications. According to QCDA Criteria, ESOL International qualifications are designed for candidates who are not native speakers of English and who wish to achieve a high quality, internationally recognised qualification in English that is available and recognised worldwide and, at the highest level (NQF level 3/CEF C2), candidates who are preparing for entry to higher education or professional employment in the UK or elsewhere.

International ESOL Qualifications are designed to reference the descriptions of language proficiency in the Common European Framework of Reference for Languages (CEFR). The levels in the CEFR have been mapped to the levels in the National Qualifications Framework for England Wales and Northern Ireland (see, *Pathways to Proficiency: the alignment of language proficiency scales for assessing competence in English Language* DFES/QCA, 2003).

Who are the City & Guilds International ESOL qualifications intended for?

- Non-native speakers of English worldwide
- young people or adults attending an English course either in the UK or overseas
- students learning English as part of their school or college curriculum
- people needing English for their everyday or working life
- learners who require externally recognised certification of their levels in English
- those who are attending courses over a period and require a series of graded examinations which provide steps up in the ladder of proficiency
- learners attending short courses in English.

Why take City & Guilds International ESOL examinations?

• Examinations are on demand

Centres are in control of timetabling and can hold examinations whenever required. City & Guilds need two weeks' notice for the UK and Ireland and four weeks' overseas.

• Integrity of total external assessment

Centres can be confident of quality and the maintenance of international standards.

• Feedback reports

Unsuccessful candidates automatically receive a short feedback report designed to prepare them to retake an examination.

• Rapid certification

Results and certificates are issued within eight weeks.

- **Easy to run**

Simple administration

One examination covering three skill areas – Listening, Reading and Writing

- **Relevance**

Task-based questions

Real-world context

Levels

The levels chart below shows the six levels of the International ESOL examinations, the duration of each examination and the skills involved.

Examination	Duration	Skills tested
A1 Preliminary	2 hours	Listening, Reading and Writing
A2 Access	2 hours	Listening, Reading and Writing
B1 Achiever	2 ½ hours	Listening, Reading and Writing
B2 Communicator	2 ½ hours	Listening, Reading and Writing
C1 Expert	3 hours	Listening, Reading and Writing
C2 Mastery	3 hours	Listening, Reading and Writing

2 International ESOL

2.2 Common European Framework of Reference for Languages

The six levels of the International ESOL Examination are linked to those of the Common European Framework of Reference for Languages¹ developed by the Council of Europe. The comparative levels chart below shows how the levels relate to each other.

City & Guilds ESOL Levels	Common European Framework	Equivalent UK national levels
A1 Preliminary	A1 Breakthrough	Entry 1
A2 Access	A2 Waystage	Entry 2
B1 Achiever	B1 Threshold	Entry 3
B2 Communicator	B2 Vantage	Level 1
C1 Expert	C1 Effective Operational Proficiency	Level 2
C2 Mastery	C2 Mastery	Level 3

¹See 'Common European Framework of Reference for Languages: Learning, teaching, assessment' Cambridge University Press 2001 ISBN 0521 005310

2 International ESOL

2.3 Qualification titles and Q Numbers

The table below details the names of the City & Guilds levels alongside the full title of each International ESOL qualification as it appears on the certificate. It also lists the Qualification Numbers (Q Numbers) that are assigned by the UK Qualifications and Curriculum Development Agency Authority (QCDA) once a qualification is accredited by them.

International ESOL Examination	Title on certificate	Q Number	Certification end date
Preliminary (A1)	City & Guilds Entry Level Certificate in ESOL International (reading, writing, and listening) (Entry 1)	500/1763/9	31/08/2014
Access (A2)	City & Guilds Entry Level Certificate in ESOL International (reading, writing and listening) (Entry 2)	500/1769/X	31/08/2014
Achiever (B1)	City & Guilds Entry Level Certificate in ESOL International (reading, writing and listening) (Entry 3)	500/1764/0	31/08/2014
Communicator (B2)	City & Guilds Entry Level Certificate in ESOL International (reading, writing and listening) (Level 1)	500/1765/2	31/08/2014
Expert (C1)	City & Guilds Entry Level Certificate in ESOL International (reading, writing and listening) (Level 2)	500/1766/4	31/08/2014
Mastery (C2)	City & Guilds Entry Level Certificate in ESOL International (reading, writing and listening) (Level 3)	500/1767/6	31/08/2014

The name of each examination and appropriate CEFR Level appear below the title on each certificate.

2 International ESOL

2.4 Descriptions of competence at each level

City & Guilds qualification level	Descriptor
Preliminary	<ul style="list-style-type: none">• Can understand and use familiar everyday expressions and very basic phrases satisfying practical needs in connection with education, training and social roles.• Can introduce him/herself and others.• Can ask and answer questions about personal details such as possessions, address and people known.• Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.• Can read and understand short texts on familiar topics and obtain information from common signs and symbols.• Can write short simple phrases and sentences in documents such as forms, lists and messages.
Access	<ul style="list-style-type: none">• Can understand sentences and frequently-used expressions related to areas of most immediate relevance such as basic personal and family information, shopping, local geography, employment, education, training and social roles.• Can communicate in simple and routine tasks requiring a direct exchange of information, feelings and opinions on familiar and routine matters.• Can engage in conversation to establish shared understanding about familiar topics.• Can read, understand and obtain information from short documents, familiar sources, signs and symbols.• Can write to communicate with some awareness of the intended audience.
Achiever	<ul style="list-style-type: none">• Can understand the main points of clear standard communication on matters regularly encountered in social roles, work, school, leisure, education and training.• Can convey information, feelings and opinions on familiar topics, using appropriate formality.• Can engage in discussion in a familiar situation making relevant points and responding to reach a shared understanding.• Can deal with most situations likely to arise whilst travelling in an area where the language is spoken.• Can produce a simple connected text on topics which are familiar or of personal interest, adapting to the intended audience.• Can describe experiences and events, dreams, hopes and ambitions and briefly give explanations for opinions and plans.

Communicator

- Can understand the main ideas of complex communication on both concrete and abstract topics, including technical discussions in his/her field of specialisation.
 - Can communicate with a degree of fluency and spontaneity that makes interaction quite possible without strain for either party.
 - Can adapt to take account of the listener(s), the context and the medium.
 - Can engage in discussion in familiar and unfamiliar situations making clear and relevant contributions.
 - Can obtain information from different sources.
 - Can communicate clearly and in detail on a wide range of subjects and explain a viewpoint giving the advantages and disadvantages of various options, varying length, format and style appropriate to purpose and audience.
-

Expert

- Can understand a wide range of demanding longer texts, both written and spoken, and recognise implicit meaning.
 - Can use the language fluently and spontaneously without much obvious searching for expressions.
 - Can respond to extended information and narratives, follow detailed explanations and complex instructions, adapting response to audience, medium and context.
 - Can engage in discussion in a variety of situations making clear and effective contributions.
 - Can use language flexibly and understand a range of texts of varying complexity and length for social, academic and professional purposes.
 - Can produce clear well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
 - Can communicate ideas and opinions effectively, using length, format and style appropriate to purpose, content and audience.
-

Mastery

- Can understand with ease virtually everything heard or read.
- Can summarise information from different spoken or written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.

The above six descriptions are adapted from the global description of the Common European Framework of Reference for Languages. Text from these is reproduced by kind permission of the Council of Europe.

2 International ESOL

2.5 Alignment of IESOL to the CEFR

Given the increasing importance and high profile of the body of work around the Common European Framework of Reference for Languages (CEFR), the decision was made early on in the development process of the IESOL suite of examinations to align the levels of these examinations with the levels of the CEFR.

The examinations were developed using the CEFR (Council of Europe 2001) as a source document to inform the assessment tasks, specifications and assessment criteria. The procedures described in the Draft Manual (2003) for relating examinations to the framework were used. In addition, procedures are in place to ensure that alignment to the levels is ongoing and CEFR methodology is imbedded into the City & Guilds quality process.

City & Guilds worked in partnership with a team of expert consultants and organisations, including the Centre for Language Assessment Research (CLARe) based at Roehampton University, London and led by Professor Barry O’Sullivan. This work ensures that there is the necessary expertise to interpret and apply the principles described in the Manual and provides an impartial perspective on the skills tested and the levels of proficiency.

A panel of thirty testing experts is directly involved in the test development process and an additional forty language testers and other colleagues make sure that the City & Guilds tests provide valid, reliable measurement of candidates’ language proficiency. External testing experts are also closely involved in the research and development process of the City & Guilds tests to ensure that our testing system should meet the challenges that present day research in language testing offers.

2 International ESOL

2.6 Centre Approval and operating procedures

Please refer to *Centre Guide – Delivering International Qualifications*. This publication provides step-by-step guidance on applying to become a City & Guilds centre, including examples of how you can show us that you will be able to meet our approval criteria. It includes copies of the appropriate forms with detailed guidance on how to complete them and where to send them.

Centre approval will enable you to conduct examinations. This is valid for a period of two years, subject to your ongoing compliance with our regulations, and will allow you to enter candidates for and conduct any type of examination. The approval procedures are quite straightforward.

You will need to complete an *Application for centre approval*. This form includes a list of our approval criteria and you will be asked to provide information on how you satisfy or will be able to satisfy these criteria. For example, we need to know that you have a safe or lockable steel cabinet and appropriate arrangements to ensure the security of all examination papers. Send the form to the relevant address found in: *Centre guide - Delivering International Qualifications*.

City & Guilds reserves the right to suspend an approved centre, or withdraw its approval from an approved centre to conduct a particular City & Guilds qualification or particular City & Guilds qualifications, for reasons of debt, malpractice or for any reason that may be detrimental to the maintenance of authentic, reliable and valid qualifications or that may prejudice the name of City & Guilds.

Operating procedures – general requirements

All centres offering the City & Guilds International ESOL qualifications will have to meet the full requirements for the assessment procedures as detailed in this qualification handbook.

This includes the provision of:

- appropriately qualified staff to invigilate the examination
- facilities for assessments to be undertaken at appropriate times under conditions required by City & Guilds. To run this examination, in addition to the examination room you will need reliable equipment to play the CD which provide the recorded texts for the Listening part of the examination. It is the responsibility of the centre to provide the best possible conditions to enable candidates to listen to these recordings. **We recommend that you check the reliability of the equipment and the audibility of the CD prior to starting the examination.**

Invigilation

Centres will be expected to provide invigilators for the examination process. The invigilator will be responsible for the conduct and integrity of the examination. The person(s) undertaking this role will need to:

- be familiar with the content of the *City & Guilds conduct of examinations* document
- observe the time allotted for the examination accurately
- read out the 'rules to candidates' prior to commencement of the examination
- ensure that all examination scripts are collected immediately after the examination and handed to the person responsible for despatching them
- ensure compliance with all other regulations relating to the examination.

Ideally, invigilators will not be involved in training the candidates. However, where this is unavoidable the trainer will not be allowed to be the only invigilator involved for that examination.

Conduct and supervision of the examinations

Centres must ensure the following:

- Any information charts in rooms where assessments take place should be removed or covered if they would give help to candidates taking the assessments.
- Once papers have been handed in, they shall not be returned to the candidate.
- Centres must provide levels of invigilation to ensure that candidates work unaided for the duration of the examination.
- Candidates will not be permitted to remove question papers from the location in which the assessment is taking place, or to retain question papers.
- Where, in the opinion of the invigilator, any candidate engages in any conduct during an examination that is deemed to have given him/her an unfair advantage, the candidate will be required to take an alternative paper.

2 International ESOL

2.7 Format and features of International ESOL suite of examinations

Preliminary Level – (A1) – (examination duration 2 hours)

Skill and Focus	Task	Format	Marks
Listening 1: recognise simple key information in short statements	Listen twice to match seven short statements to letters, words, graphics and symbols	Four-option multiple choice for each utterance	7
Listening 2: identify functions in short utterances typical of spoken English	Listen twice to choose the best reply to seven short utterances	Four-option multiple choice for each utterance	7
Listening 3: identify a specific aspect of a conversation	Listen twice to five short conversations with two speakers to identify: topic, purpose, context, speakers, gist, relationship between speakers, functions, attitudes, feeling and opinions	Four-option multiple choice question for each dialogue	5
Listening 4: extract key information from a dialogue	Listen twice to a conversation with two speakers to identify specific information	A form with six headings and multiple choice options to tick with the correct information for each heading	6

Skill and Focus	Task	Format	Marks
Reading 1: understand the structure of a short simple text	Gapped text with 5 deletions (4 + example) and 2 distractors (7 items)	Identify 4 correct answers	4
Reading 2: understanding of organisational and lexical features of the text	Five short texts with one gap per text	Identify 5 correct answers, 5 multiple choice items with 3 distractors	5
Reading 3: awareness of purpose of different text and ability to locate specific information	Four short texts, eg notice, letter, appointment card, with a linked theme, but with a different purpose	Five multiple matching questions to identify information from the texts	5
Reading 4: identify meaning in short texts	Table to complete with 7 items (6+example)	Match each statement to the appropriate text.	6
Writing 1: complete a form with personal details	A short form with five pieces of information required, eg full name, address, etc	Complete the form	5
Writing 2: Identify correct punctuation	5 multiple-choice items with 3 options	Select sentence with correct punctuation	5
Writing 3: simple sentences to communicate ideas or basic information	Instructions to write on a given topic, eg about themselves, daily life, people, where they live, what they do	Write four sentences	12
Writing 4: short simple text for an intended audience	Instructions to write a letter, card, postcard or message about two given topics	20 – 30 words	12

Access Level – (A2) – (examination duration 2 hours)

Skill and Focus	Task	Format	Marks
Listening 1: recognise simple key information in short statements	Listen twice to match seven short statements to pictures, numbers, spellings, maps, plans, etc. Each item contains two pieces of information	Four-option multiple choice for each utterance	7
Listening 2: identify functions in short utterances typical of spoken English	Listen twice to choose the best reply to seven short utterances, one being formal	Four-option multiple choice for each utterance	7
Listening 3: identify a specific aspect of a conversation	Listen twice to 5 short conversations with two speakers to identify: topic, purpose, context, speakers, gist, relationship between speakers, functions, attitudes, feeling and opinions	Four-option multiple choice question for each dialogue	5
Listening 4: extract key information from a monologue to complete a task	Listen twice to a message, announcement, etc to identify specific information	A note or message pad with six headings and space to write the correct information for each heading	6
Reading 1: understand coherence and cohesion of short texts	Five short texts, eg, list, label, address, notice, each with a gap	One four-option multiple choice for each text to complete each one correctly	5
Reading 2: understand the structure of a short simple text	A short text with five clauses removed	Gapped text followed by a choice of eight options to complete the text correctly	5

Skill and Focus	Task	Format	Marks
Reading 3: understand the purpose of text and to locate specific information	Four short texts, eg notice, letter, appointment card, with a linked theme, but with a different purpose	Five multiple matching questions to identify information from the texts	5
Reading 4: understand specific information through detailed reading	A continuous text: narrative, descriptive, explanatory, expository	Five four-option multiple choice questions on the text	5
Writing 1: complete a form with personal details and follow instructions	A form with eight pieces of information required, eg marital status, occupation, hobbies etc with two instructions, eg use block capitals, tick the box, etc	Complete the form using correct spelling	10
Writing 2: re-write sentences correcting errors	Re-write five sentences correcting errors	Description or narrative of five short sentences with errors: 2 punctuation, 2 spelling, 1 word order	5
Writing 3: respond informally to a given text	Instruction to write a response to a given letter, message, email, greetings card, postcard, etc. The text includes three questions, suggestions, or requests, etc	20-40 words	12
Writing 4: write a neutral or formal text for an intended audience	Instruction to write for a particular reader in a specified way, eg letter, message, note, etc. Three items of content to be included	20-40 words	12

Achiever Level – (B1) – (examination duration 2 hours 30 minutes)

Skill and Focus	Task	Format	Marks
Listening 1: understand context, meaning and function of a range of utterances	Listen twice to six short sentences: statement, explanation, description, instruction or question	Four-option multiple choice for each utterance to choose the appropriate response	6
Listening 2: identify a specific aspect of a conversation	Listen twice to three short conversations with two speakers to identify: topic, purpose, context, speakers, gist, relationship between speakers, roles, functions, attitudes, feeling and opinions	Two four-option multiple choice questions for each conversation	6
Listening 3: extract key information from a monologue to complete a task	Listen twice to a radio broadcast, talk, narrative, presentation, etc to identify specific information	A note or message pad with six headings and space to write the correct information for each heading	6
Listening 4: follow a discussion between two speakers	Listen twice to a discussion to identify gist, examples, fact, opinion, contrast, purpose, key ideas, attitude, cause and effect	Six four-option multiple choice questions	6
Reading 1: understand the coherence and cohesion of a variety of authentic texts	Five short texts each with one gap testing layout, lexis, cohesive devices, coherence	Five, four-option multiple choice for each text to complete each one correctly	5
Reading 2: understand how meaning is built up in a text	One text with six sentences removed, eg topic sentence, summarising sentence, developing idea, emphasising a point, opinion, contrast, sequence, forward and back reference, transition to new idea	Choice of eight sentences to choose from to complete the six gaps	6

Skill and Focus	Task	Format	Marks
Reading 3: understand the purpose of text and to locate specific information	Four short texts, eg email, article, advert, etc with a linked theme, but with a different purpose	Nine multiple matching questions to identify information from the texts	9
Reading 4: understand specific information through detailed reading	A continuous text: narrative, descriptive, expository, biographical, instructive	Ten open-ended 'wh' questions requiring short answers	10
Writing 1: proof reading a text to identify and correct errors	A text: description of events, short report, newspaper article, etc. The text has eight errors: punctuation, spelling and grammar	Identify and write correction in margin of line with error	8
Writing 2: respond appropriately to a given text to produce a formal response for an intended public audience	Instruction to write a response to a letter, poster, diary, timetable, leaflet, etc for a specified reader and with four content points to be included	70-100 words	12
Writing 3: produce an informal letter to a friend	Instruction to write a letter on a given topic of personal interest with two functions to be included, eg invite friend to stay, describe what you will do	100-120 words	12

Communicator Level – (B2) – (examination duration 2 hours 30 minutes)

Skill and Focus	Task	Format	Marks
Listening 1: understand context, meaning and function in short conversations on concrete and abstract topics	Listen twice to eight unfinished conversations between two speakers, one being a formal conversation	One four-option multiple choice for each conversation to choose the appropriate completion or continuation of the conversation	8
Listening 2: identify a specific aspect of a conversation	Listen twice to three conversations each with two speakers to identify: topic, purpose, context, speakers, gist, relationship between speakers, roles, functions, attitudes, feeling and opinions	Two four-option multiple choice questions for each conversation	6
Listening 3: extract key information from a monologue to complete a task	Listen twice to a radio broadcast, narrative, presentation, etc to identify specific information	A note or message pad with eight headings and space to write the correct information for each heading	8
Listening 4: follow a discussion between two speakers	Listen twice to a discussion to identify gist, examples, fact, opinion, contrast, purpose, key ideas, attitude, cause and effect	Eight four-option multiple choice questions	8
Reading 1: understand in detail information, ideas and opinions	One long text: news story, article, review or proposal	Six four-option multiple choice questions	6
Reading 2: understand how meaning is built up in a text	One text with six sentences removed, eg topic sentence, summarising sentence, developing idea, emphasising a point, opinion, contrast, sequence, forward and back reference, transition to new idea	Choice of eight sentences to choose from to complete the six gaps	6

Skill and Focus	Task	Format	Marks
Reading 3: understand the purpose of text and to locate specific information and awareness of writers' stance and attitude	Four texts, eg email, article, advert, brochure, etc with a linked theme, but with a different purpose	Nine multiple matching questions to identify information from the texts	9
Reading 4: understand specific information through detailed reading	A continuous text: narrative, descriptive, explanatory, expository, biographical, instructive	Nine open-ended 'wh' questions requiring short answers	9
Writing 1: respond appropriately to a given text to produce a formal response for an intended public audience	Instruction to respond formally using a written, graphic or visual input with four content points to be addressed and the intended reader specified	100-150 words	12
Writing 2: produce a personal letter, a narrative or descriptive composition	Instruction to write an informal piece of writing for a specified reader on a general subject not requiring specialist knowledge	150-200 words	12

Expert Level – (C1) – (examination duration 3 hours)

Skill and Focus	Task	Format	Marks
Listening 1: understand context, meaning and function in short conversations on concrete and abstract topics	Listen twice to eight unfinished conversations between two speakers. Idiomatic expressions, colloquialisms, register shifts and use of stress and intonation to indicate attitude included	One four-option multiple choice for each conversation to choose the appropriate completion or continuation of the conversation	8
Listening 2: identify a specific aspect of a conversation	Listen twice to three conversations each with two speakers to identify: topic, purpose, context, speakers, gist, relationship between speakers, roles, functions, attitudes, feeling and opinions	Two four-option multiple choice questions for each conversation	6
Listening 3: extract key information from a monologue to complete a task	Listen twice to a lecture, radio broadcast, narrative, presentation, etc to identify specific information. Listening text contains dense, factual information	A note, message pad or form with eight headings and space to write the correct information for each heading	8
Listening 4: follow a discussion between two speakers	Listen twice to a discussion to identify gist, examples, fact, opinion, contrast, purpose, key ideas, attitude, cause and effect	Eight four-option multiple choice questions	8
Reading 1: understand literary texts, use of emotive language and texts dense with complex structures	One text including metaphors, similes and idiomatic language, literary narrative or academic ideas, arguments and opinions	Choice of ten sentences to choose five which are correct statements about the text	5

Skill and Focus	Task	Format	Marks
Reading 2: understand how meaning is built up in discourse	One text with six sentences removed, eg topic sentence, summarising sentence, developing idea, emphasising a point, opinion, contrast, sequence, forward and back reference, transition to new idea	Choice of eight sentences to choose from to complete the six gaps	6
Reading 3: understand the purpose of different authentic texts and identify specific information	Four texts, eg email, article, advert, brochure, etc with a linked theme, but with a different purpose	Nine multiple matching questions to identify information from the texts	9
Reading 4: understand text discourse, purpose and gist and to locate specific information	A continuous text: narrative, descriptive, explanatory, expository, biographical, instructive	<ul style="list-style-type: none"> - One three-option multiple choice question to choose the best summary of the text 2 - One three-option multiple choice question to choose how the ideas in the text are structured 2 - Six four-option multiple choice questions to understand specific information 6 	
Writing 1: respond appropriately to a given input to produce a formal response for an intended public audience	Instruction to write a letter, report, argument or article using a written, graphic or visual input and the intended reader specified expressing stance, opinion, justification, argumentation	150-200 words	12
Writing 2: produce a personal letter, a narrative or descriptive composition	Instruction to write an informal piece of writing for a specified reader. Instructions elicit functions: persuasion, argument, hypothesis; expressing mood, opinion, justifying, evaluating etc.	250-300 words	12

Mastery Level – (C2) – (examination duration 3 hours)

Skill and Focus	Task	Format	Marks
<p>Listening 1: understand context, meaning and function in single utterances</p>	<p>Listen twice to eight short sentences including statements, explanations, descriptions, instructions or questions, each with a different function and context. Two items with Idiomatic expressions, colloquialisms, register shifts and use of stress and intonation to indicate attitude included. One formal item included</p>	<p>One four-option multiple choice for each item to choose the appropriate response</p>	8
<p>Listening 2: identify a specific aspect of a conversation</p>	<p>Listen twice to three conversations each with two speakers to identify: topic, purpose, context, speakers, gist, relationship between speakers, roles, functions, attitudes, feeling and opinions</p>	<p>Two four-option multiple choice questions for each conversation</p>	6
<p>Listening 3: extract key information from a monologue to complete a task</p>	<p>Listen twice to a lecture, radio broadcast, narrative, presentation, etc to identify specific information. Listening text contains dense, factual information</p>	<p>A note, message pad or form with eight headings and space to write the correct information for each heading</p>	8
<p>Listening 4: follow a discussion between two speakers</p>	<p>Listen twice to a discussion to identify gist, examples, fact, opinion, contrast, purpose, key ideas, attitude, cause and effect</p>	<p>Eight four-option multiple choice questions</p>	8

Skill and Focus	Task	Format	Marks
Reading 1: understand literary texts, use of emotive language and texts dense with complex structures	One text including metaphors, similes and idiomatic language, literary narrative or academic ideas, arguments and opinions	Choice of ten sentences to choose five which are correct statements about the text	5
Reading 2: understand how meaning is built up in discourse	One text with six sentences removed, eg topic sentence, summarising sentence, developing idea, emphasising a point, opinion, contrast, sequence, forward and back reference, transition to new idea	Choice of eight sentences to choose from to complete the six gaps	6
Reading 3: understand the purpose of different authentic texts and identify specific information	Four texts, eg email, article, advert, brochure, etc with a linked theme, but with a different purpose	Nine multiple matching questions to identify information from the texts	9
Reading 4: understand text to locate specific information	A continuous text: narrative, descriptive, explanatory, expository, biographical, instructive	Ten 'wh' questions on text to be answered in a few words	10
Writing 1: respond appropriately to a given input to produce a formal response for an intended public audience	Instruction to write a letter, report, argument or article using a written, graphic or visual input and the intended reader specified expressing stance, opinion, justification, argument	200-250 words	12
Writing 2: produce a personal letter, a narrative or descriptive composition	Instruction to write an informal piece of writing for a specified reader. Instructions elicit functions: persuasion, argument, hypothesis; expressing mood, opinion, justifying, evaluating etc.	250-300 words	12

3 Overview of Assessment for International ESOL

3.1 Assessment of the IESOL examination paper

The International ESOL suite

The City & Guilds International ESOL suite of examinations is closely allied to the levels of the Common European Framework of Reference produced by the Council of Europe, details of which are available on www.coe.int/lang

International ESOL examinations are stringently assessed against the criteria as detailed in the syllabi. The grades awarded will be either **First Class Pass**, **Pass** or **Fail**.

A **First Class Pass** is awarded when the candidate achieves First Class Passes in the Listening, Reading and Writing sections.

A **Pass** is awarded when the candidate achieves at least two Passes and a Narrow Fail in the Listening, Reading and Writing sections.

A **Fail** is given when the candidate achieves one or more Fail grades.

Listening and Reading

- Marks are awarded for the Listening and Reading Sections; the breakdown of these is shown for each level, together with the minimum requirements for First Class and Pass.
- The Listening and Reading questions are marked against paper-specific marking schemes.

Writing

- Marks are awarded for the closed writing tasks; the breakdown of these is shown for each level, together with the minimum requirements for First Class and Pass.
- The free-writing sections are marked against criteria aligned to the descriptors of the CEFR. These criteria are Task Fulfilment, Grammar, Vocabulary and Structure.
- **Task fulfilment**
a measure of how far the candidate has achieved/addressed the task. Has the candidate done what was asked (eg "Write four sentences" – are there four sentences?)
- **Grammar**
a measure of the range, appropriacy and accuracy of grammar.
- **Vocabulary**
a measure of the range, accuracy and appropriacy of vocabulary. This criterion also includes spelling accuracy.
- **Structure**
a measure of coherence and cohesion. How the text is put together. Is there an attempt to link the ideas and to organise them in a coherent manner? We also look at the accurate use of punctuation in this criterion.

A mark is awarded on a scale from 0 to 3 for each criterion, depending on the candidate's performance. These marks are then added together to obtain an overall mark for that specific task.

A description of the tasks which the criteria assesses is provided at each level in the Syllabi section (Section 4) of the Handbook.

Example of free-writing task specific mark scheme – as used by City & Guilds marking examiners:

Free-writing task-specific mark scheme – example				
	Task Fulfilment	Grammar	Vocabulary	Structure
3 First Class Pass	Description relevant to specific level	Description relevant to specific level	Description relevant to specific level	Description relevant to specific level
2 Pass	Description relevant to specific level	Description relevant to specific level	Description relevant to specific level	Description relevant to specific level
1 Narrow Fail	Description relevant to specific level	Description relevant to specific level	Description relevant to specific level	Description relevant to specific level
0 Clear Fail	Description relevant to specific level	Description relevant to specific level	Description relevant to specific level	Description relevant to specific level

Feedback reports

Unsuccessful candidates will automatically receive a short feedback report, consisting of performance codes, designed to prepare them to retake an examination.

PERFORMANCE CODES		
HI	Writing – Grammar - standard not met	HI
HJ	Writing – Task Fulfilment – standard not met	HJ
HK	Writing – Vocabulary – standard not met	HK
HL	Writing – Structure – standard not met	HL
GA	Section grade for Listening: First Class Pass	GA
GB	Section grade for Listening: Pass	GB
GC	Section grade for Listening: Narrow Fail	GC
GD	Section grade for Listening: Fail	GD
GE	Section grade for Reading: First Class Pass	GE
GF	Section grade for Reading: Pass	GF
GG	Section grade for Reading: Narrow Fail	GG
GH	Section grade for Reading: Fail	GH
GI	Section grade for Writing: First Class Pass	GI
GJ	Section grade for Writing: Pass	GJ
GK	Section grade for Writing: Narrow Fail	GK
GL	Section grade for Writing: Fail	GL

3 Overview of Assessment for International ESOL

3.2 City & Guilds Marking Examiners

All Examiners are approved by City & Guilds and undergo rigorous and frequent training and moderation, to ensure that grades are awarded strictly in accordance with CEFR levels and City & Guilds examination requirements.

3 Overview of Assessment for International ESOL

Assessment criteria by level

Preliminary (A1) – Listening, Reading and Writing

Level	Marks for Listening					Marks for Reading				
A1	Part 1	Part 2	Part 3	Part 4	Total	Part 1	Part 2	Part 3	Part 4	Total
	7	7	5	6	25	4	5	5	6	20
First Class Pass					18-25	First Class Pass				16-20
Pass					13-17	Pass				11-15
Narrow Fail					12	Narrow Fail				10
Fail					0-11	Fail				0-9

Marks for Writing				A1
Part 1	Part 2	Part 3	Part 4	Total
5	5	12	12	34
First Class Pass				28-34
Pass				17-27
Narrow Fail				15-16
Fail				0-14

Access (A2) – Listening, Reading and Writing

Level	Marks for Listening					Marks for Reading				
A2	Part 1	Part 2	Part 3	Part 4	Total	Part 1	Part 2	Part 3	Part 4	Total
	7	7	5	6	25	5	5	5	5	20
First Class Pass					19-25	First Class Pass				14-20
Pass					13-18	Pass				10-13
Narrow Fail					12	Narrow Fail				9
Fail					0-11	Fail				0-8

Marks for Writing				A2
Part 1	Part 2	Part 3	Part 4	Total
10	5	12	12	39
First Class Pass				32-39
Pass				21-31
Narrow Fail				19-20
Fail				0-18

Achiever (B1) – Listening, Reading and Writing

Level	Marks for Listening					Marks for Reading				
B1	Part 1	Part 2	Part 3	Part 4	Total	Part 1	Part 2	Part 3	Part 4	Total
	6	6	6	6	24	5	6	9	10	30
First Class Pass					19-24	First Class Pass				24-30
Pass					12-18	Pass				15-23
Narrow Fail					10-11	Narrow Fail				13-14
Fail					0-9	Fail				0-12

Marks for Writing				B1
Part 1	Part 2	Part 3		Total
8	12	12		32
First Class Pass				26-32
Pass				16-25
Narrow Fail				14-15
Fail				0-13

Communicator (B2) – Listening, Reading and Writing

Level	Marks for Listening					Marks for Reading						
B2	Part 1	Part 2	Part 3	Part 4	Total	Part 1	Part 2	Part 3	Part 4	Total		
	8	6	8	8	30	6	6	9	9	30		
First Class Pass						23-30	First Class Pass					23-30
Pass						15-22	Pass					15-22
Narrow Fail						13-14	Narrow Fail					13-14
Fail						0-12	Fail					0-12

Marks for Writing				B2
Part 1	Part 2			Total
12	12			24
First Class Pass				20-24
Pass				12-19
Narrow Fail				11
Fail				0-10

Expert (C1) – Listening, Reading and Writing

Level	Marks for Listening					Marks for Reading						
C1	Part 1	Part 2	Part 3	Part 4	Total	Part 1	Part 2	Part 3	Part 4	Total		
	8	6	8	8	30	5	6	9	10	30		
First Class Pass						23-30	First Class Pass					23-30
Pass						15-22	Pass					15-22
Narrow Fail						13-14	Narrow Fail					13-14
Fail						0-12	Fail					0-12

Marks for Writing				C1
Part 1	Part 2			Total
12	12			24
First Class Pass				20-24
Pass				12-19
Narrow Fail				11
Fail				0-10

Mastery (C2) – Listening, Reading and Writing

Level	Marks for Listening					Marks for Reading					
C2	Part 1	Part 2	Part 3	Part 4	Total	Part 1	Part 2	Part 3	Part 4	Total	
	8	6	8	8	30	5	6	9	10	30	
First Class Pass					23-30	First Class Pass					23-30
Pass					15-22	Pass					15-22
Narrow Fail					13-14	Narrow Fail					13-14
Fail					0-12	Fail					0-12

Marks for Writing				C2
Part 1	Part 2			Total
12	12			24
First Class Pass				20-24
Pass				12-19
Narrow Fail				11
Fail				0-10

Overall Examination Result

Using the 3 grades awarded for each of the 3 sections of the paper, the overall result is awarded as follows:

First Class	3 First Class grades
Pass	3 Pass grades or 2 First Class + 1 Pass grades or 1 First Class + 2 Pass grades or 2 First Class + 1 Narrow Fail or 1 First Class + 1 Pass + 1 Narrow Fail grades or 2 Passes + Narrow Fail grades
Fail	1 or more Fail grades or 3 Narrow Fails grades or 1 Pass + 2 Narrow Fail grades or 1 First Class + 2 Narrow Fail grades

4 Syllabi

4.1 Introduction

The Syllabi show the standards which a learner must achieve to gain a pass in each of the six levels of the examination. For each level, Preliminary to Mastery, the standards are shown for Listening, Reading and Writing. The standards must be read in conjunction with the sections showing the grammar tested at each level and the functions and topics used and tested at each level. These follow the set of standards for each level.

4 Syllabi

4.2 Preliminary level

Listening

The candidate will be able to:

- follow carefully and slowly articulated speech which contains long pauses and repetition to allow the listener to process the information
- follow short conversations in everyday situations on topics concerning self, family and immediate surroundings, and understand gist, context and the relationship between speakers
- understand very simple questions, statements, accounts, narratives and single-step instructions spoken carefully and slowly
- follow short, simple directions and explanations
- identify the function of short utterances (see Grammar and Functions sections which follow)
- extract key information in conversations to complete a simple task.

Phonological features

- listen for phonological detail to distinguish between similar words, to identify attitudes
- recognise feelings and attitudes expressed through stress and intonation.

Range

- understand key grammatical forms used in very common everyday familiar contexts
- recognise familiar words and very basic phrases concerning self, family and immediate concrete surroundings.

Understanding gist

- understand the main ideas of short explanations and conversations
- identify speakers, context and topic of short conversations.

Understanding detail

- extract key words, numbers and spellings from short statements and explanations.

Reading

The candidate will be able to:

- understand very short simple narratives and descriptions, single-step instructions, simple directions, and simple explanations a single phrase at a time with time to re-read for confirmation and/or clarification
- recognise the purposes of short texts where the purpose and intended audience is clear
- locate specific information in short texts
- understand viewpoints if made clearly and simply.

Range

- understand very familiar names, words and phrases in simple common texts found in everyday life
- understand isolated words, short simple phrases and understand grammatical structures that link clauses and help identify time reference
- understand the meanings conveyed by capital letters and full stops in very simple sentences.

Register

- understand simple social courtesies.

Text structure

- understand the organisational, lexical and grammatical features of short simple texts
- recognise different purposes of simple texts through layout conventions, cultural conventions, common signs and symbols.

Writing

The candidate will be able to:

- write to communicate simple information to a sympathetic reader
- fill in a form with personal details
- copy a text accurately and legibly, correcting basic punctuation and capitalisation errors
- compose simple sentences to communicate ideas or basic information about a topic connected to personal information or knowledge
- write a short letter, card, postcard and message using simple phrases and sentences to communicate ideas and basic information about themselves, where they live and what they do
- write very simple descriptions, accounts and routines, single-step instructions and directions in familiar contexts
- express likes, dislikes and preferences in relation to familiar topics.
- use punctuation and capital letters correctly to show beginnings and ends of sentences, proper nouns, personal pronoun 'I'
- spell correctly personal key words and familiar words
- check what is written for basic errors
- construct simple phrases and sentences using only basic grammar structures
- use a basic range of vocabulary to deal with simple and familiar topics and tasks
- write simple sentences on familiar topics
- write a short sequence of simple sentences to form a basic message.

Grammar

Candidates may be exposed to the grammar required for the level above, but will not be tested on it.

Sentence structure

	Preliminary	Access as Preliminary 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>
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</i>, result <i>so</i> Noun clause with <i>that</i>

Verb forms

	Preliminary	Access as Preliminary 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"> • NP + <i>be going to</i>, present continuous and time markers <p>Other:</p> <ul style="list-style-type: none"> • limited range of common verbs _-ing form, such as <i>like, go</i> • verb + to + 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, how which</i> • simple question tags using all the verb forms at this level • contracted forms appropriate to this level

Modals, nouns, pronouns, possessives, prepositions

	Preliminary	Access as Preliminary and in addition
Modals	<ul style="list-style-type: none"> • <i>can, can't</i> (ability/inability, permission) and <i>would like</i> (request) • not negative questions 	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>
Nouns	<ul style="list-style-type: none"> • regular and common irregular plural forms • very common uncountable nouns • cardinal number 1-31 	<ul style="list-style-type: none"> • countable and uncountable nouns • simple noun phrases • cardinal numbers up to 100, • multiples of 100
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>
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>dinner, before tea</i>

Articles, determiners, adjectives, adverbs, intensifiers

	Preliminary	Access as Preliminary 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
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>
Adjectives	<ul style="list-style-type: none"> common adjectives in front of a noun demonstrate adjectives <i>this, that, these, those</i> ordinal number 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
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
Intensifiers	<ul style="list-style-type: none"> <i>very, really</i> 	<ul style="list-style-type: none"> <i>Quite, so, a bit</i>

Punctuation and spelling

	Preliminary	Access as Preliminary 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
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

Discourse

	Preliminary	Access as Preliminary and in addition
	<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 think so, I hope so) • markers to structure spoken discourse (<i>right, well, OK</i>)

Topics

Preliminary Level – A1

- **PERSONAL IDENTIFICATION**
 - name
 - address
 - telephone/fax number
 - date and place of birth
 - age
 - sex
 - marital status
 - nationality
 - origin
 - occupation
 - family
 - likes and dislikes
 - physical appearance
 - email address
 - title
 - first language

- **HOUSE AND HOME, ENVIRONMENT**
 - accommodation, rooms
 - furniture, furnishing
 - services
 - amenities
 - region
 - flora and fauna

- **DAILY LIFE**
 - at home
 - at work

- **FREE TIME, ENTERTAINMENT**
 - leisure
 - hobbies and interests
 - TV, radio computer etc
 - cinema, theatre
 - intellectual pursuits
 - sports
 - press
 - internet
 - music
 - holidays

- **TRAVEL**
 - public transport
 - private transport
 - traffic
 - holiday accommodation
 - luggage
 - travel documents
 - signs and notices

- **RELATIONS WITH OTHER PEOPLE**
 - relationships
 - correspondence
 - behaviour
 - 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
 - insurance

- **PLACES**
 - asking the way and giving directions
 - location

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

- **WEATHER**
 - obtain information from weather forecast
 - climate and weather

- **MEASURES AND SHAPES**
 - digits and cardinal numbers up to 31
 - telephone numbers, process
 - height, length, weight, capacity, temperature
 - dates, times, days
 - shape

- **EDUCATION**
 - schooling
 - subjects

Functions

(see topics list for contexts)

Personal environment

- asking for and giving personal information
- describing where one lives (accommodation, area, etc)
- asking and answering questions for confirmation, information, identification
- describing familiar people, places and things
- correcting information
- explaining daily routines.

Expressing thoughts and feelings

- expressing agreement or disagreement
- expressing views and feelings
- stating knowledge or ignorance of something or someone
- stating and asking about ability or inability to do something
- seeking, granting or denying permission
- expressing wishes
- expressing a preference
- expressing likes and dislikes
- offering and accepting an apology.

Making things happen

- responding to a request
- requesting something or someone to do something
- inviting someone to do something
- accepting or declining an offer or invitation
- giving single-step instructions.

Social contact

- getting someone's attention
- greeting people and responding to greetings
- expressing thanks
- addressing somebody
- introducing oneself, family and close friends
- opening, closing a conversation
- indicating lack of understanding
- asking someone to clarify something
- asking for and giving the spelling and meaning of words
- counting and using numbers
- asking for and telling people the time, day, date
- taking leave

4 Syllabi

4.3 Access level

Listening

The candidate will be able to:

- understand speech which is clearly and slowly articulated
- follow short conversations both formal and informal connected with education, work and social life understanding gist, context, feelings, opinions and relationships
- understand simple questions, statements, narratives, directions, explanations and instructions
- identify the function of short utterances (see Grammar and Functions sections)
- extract and reproduce key information from simple spoken messages and announcements.

Phonological features

- recognise stress and intonation in simple and compound sentences
- recognise feelings, moods, attitudes, important points and opinions expressed through stress and intonation.

Range

- understand key grammatical forms used in common everyday contexts and situations
- understand high frequency vocabulary and basic phrases relating to areas of immediate personal relevance in straightforward familiar formal and informal exchanges.

Understanding gist

- understand the main ideas in short, clear, simple messages, presentations and announcements, explanations, narratives and instructions
- identify topic, purpose, context, speakers, relationships and opinions from conversations.

Understanding detail

- extract key words, phrases, numbers and spellings from announcements and messages.

Reading

The candidate will be able to:

- understand short simple narratives and descriptions, straightforward instructions, directions and explanations on familiar and work related topics
- recognise the different purposes of text both formal and informal when purpose and intended audience is clear
- locate specific predictable information in everyday short texts on familiar matters
- understand a simple line of argument simply expressed
- understand the main ideas and gist of simple personal letters and newspaper articles describing events
- understand routine formal letters on familiar topics
- understand everyday signs and notices found in public places.

Range

- recognise high frequency words and words with common spelling patterns in everyday texts
- understand punctuation and capitalisation used in simple and compound sentences.

Register

- understand simple expressions conveying different levels of formality.

Text structure

- understand the organisational, lexical and grammatical features of short simple texts
- understand a very limited range of cohesive devices
- identify the different purposes of short straightforward texts through layout conventions, common signs, symbols and cultural conventions.

Writing

The candidate will be able to:

- compose simple texts using the appropriate format with some awareness of the intended audience
- fill in a form with personal details recording information using conventions such as deleting, ticking, and with some awareness of the intended audience
- copy a text correcting basic grammar, punctuation and spelling errors
- follow instructions to write a formal letter, message or note
- write informally about family, living conditions, schooling and job, plans and arrangements, likes and dislikes and past activities
- write short descriptions or tell a simple story using simple and compound sentences
- write a short sequence of simple explanations, instructions or directions
- express simple opinions clearly
- spell correctly the majority of words used for personal detail and familiar common words
- write with reasonable accuracy short words appropriate to the level
- check what is written for errors
- use punctuation and capital letters correctly to show questions, commas in lists and proper nouns
- construct simple and compound sentences using basic structures
- use a limited range of vocabulary to deal with simple and familiar topics and tasks
- use conventions to indicate formality or informality
- link a short sequence of simple sentences using basic linking word.

Grammar

Candidates may be exposed to the grammar required for the level above, but will not be tested on it.

Preliminary	Access as Preliminary and in addition	Achiever as Access and in addition
<p>Simple sentences</p> <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>
<p>Compound sentences</p>	<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) 	
<p>Complex sentences</p>	<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 subordinate 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
<p>Verb forms</p> <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>lets</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"> • NP + <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, how 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	<p>Present reference:</p> <ul style="list-style-type: none"> • <i>can, can't</i> (ability/inability, permission) and <i>would like</i> (request) • not negative questions 	<p>Modals and forms with similar meaning:</p> <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> 	<p>Modals and forms with similar meaning:</p> <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 post-modification such as <i>fair-haired people</i> with <i>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, is the same as, 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 <i>as soon as possible</i>
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	Achiever
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

Preliminary		Access	Achiever
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>)

Topics

Access Level – A2

- **PERSONAL IDENTIFICATION**

- name
- address
- telephone number
- date and place of birth
- age
- sex
- marital status
- nationality
- origin
- occupation
- family
- likes and dislikes
- physical appearance
- email address
- title
- first language

- **HOUSE AND HOME, ENVIRONMENT**

- accommodation, rooms
- furniture, furnishing
- services
- amenities
- region
- flora and fauna

- **DAILY LIFE**

- at home
- at work

- **FREE TIME, ENTERTAINMENT**

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

- **TRAVEL**

- public transport
- private transport
- traffic
- holiday accommodation
- luggage
- travel documents
- signs and notices

- **RELATIONS WITH OTHER PEOPLE**
 - relationship
 - correspondence
 - behaviour
 - invitations
 - 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
 - insurance

- **PLACES**
 - asking the way and giving directions
 - location

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

- **WEATHER**
 - obtain information from weather forecast
 - climate and weather

- **MEASURES AND SHAPES**

- digits and cardinal numbers up to 100 and multiples of 100
- telephone numbers, process
- height, length, weight, capacity, temperature
- dates, times, days
- shape

- **EDUCATION**

- schooling
- subjects

Functions

(See topics list for contexts)

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 and things
- correcting information
- explaining daily routines
- describing past events
- comparing things, people.

Expressing thoughts and feelings

- expressing agreement or disagreement
- denying something
- expressing views and feelings with reasons
- stating and asking about knowledge or ignorance of something or someone
- stating and asking about ability or inability to do something
- stating and asking about certainty or uncertainty of something
- seeking, granting or denying permission
- expressing and asking about wishes and hopes
- expressing and asking about wants, desires, needs
- stating and asking about intention
- stating a 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
- offering and accepting an apology
- expressing approval or appreciation
- expressing regret.

Making things happen

- responding to a request
- requesting something or someone to do something
- inviting someone to do something
- accepting or declining an offer or invitation
- giving instructions
- giving advice
- warning others to be careful or to stop doing something
- offering and requesting assistance
- insisting politely
- persuading
- suggesting a course of action.

Social contact

- getting someone's attention
- greeting people and responding to greetings
- expressing thanks
- addressing somebody
- introducing oneself, family and close friends
- opening, closing a conversation
- congratulating someone
- proposing a toast
- indicating lack of understanding
- asking someone to clarify or explain 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
- summing up
- taking leave
- observing telephone conventions
- observing letter-writing conventions.

4 Syllabi

4.4 Achiever level

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 the features which signal different levels of formality
- understand features which indicate the purpose of a text.

Text structure

- recognise the purpose of texts through layout conventions, common signs and symbols and cultural conventions
- 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 formal letters to ask for and convey simple information
- write short simple texts for practical purposes: instructions, reports, articles
- 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
- proofread written work correcting errors
- use correct punctuation in formal and informal texts including dashes, brackets, bullet points and speech marks
- 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.

Grammar

Candidates may be exposed to the grammar required for the level above, but will not be tested on it.

Sentence structure

Access as Preliminary and in addition	Achiever as Access and in addition	Communicator as Achiever and in addition
Simple sentences <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> 	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>
Compound sentences <ul style="list-style-type: none"> • use of the 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</i> result <i>so</i> • noun clause with <i>that</i> 	<ul style="list-style-type: none"> • word order in complex sentences • complex sentences with one subordinate clause • defining relative clauses with <i>who, which, that</i> clause as subject/object 	

Verb forms

<p>Access as Preliminary and in addition</p>	<p>Achiever as Access and in addition</p>	<p>Communicator as Achiever and in addition</p>
<p>Verb forms</p> <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"> • NP + <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, how 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 	<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, + 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, hold out</i> • reported requests and instructions • question tags using tenses appropriate to this level

Modals, nouns, pronouns, possessives, prepositions

	Access as Preliminary and in addition	Achiever as Access and in addition	Communicator as Achiever and in addition
Modals	<p>Modals and forms with similar meaning:</p> <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> 	<p>Modals and forms with similar meaning:</p> <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) 	<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)
Nouns	<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 post-modification such as <i>fair-haired people with sensitive skin</i> • all cardinal numbers 	<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>
Pronouns	<ul style="list-style-type: none"> • object, reflexive 		
Possessives	<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"> • 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> 	<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>

Articles, determiners, adjectives, adverbs, intensifiers

Access as Preliminary and in addition	Achiever as Access and in addition	Communicator as Achiever and in addition
Articles <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> 	<ul style="list-style-type: none"> definite, indefinite and zero article with both countable and uncountable nouns in a range of uses
Determiners <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"> 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, is the same as, not so... as..., looks like/is like</i> all ordinal numbers 	<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>
Adverbs <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 <i>as soon as possible</i> 	<ul style="list-style-type: none"> adverbial phrases of degree, extent, probability comparative and superlative of adverbs
Intensifiers <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> 	<ul style="list-style-type: none"> wide range such as <i>extremely, much, too</i>

Punctuation and spelling

<p>Access as Preliminary and in addition</p>	<p>Achiever as Access and in addition</p>	<p>Communicator as Achiever and in addition</p>
<p>Punctuation</p> <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 	<ul style="list-style-type: none"> • multiple uses of commas • use of apostrophes for possession and omission • use of other punctuation to enhance meaning
<p>Spelling</p> <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 	<ul style="list-style-type: none"> • the correct spelling of words used in work, studies and daily life

Discourse

<p>Access as Preliminary and in addition</p>	<p>Achiever as Access and in addition</p>	<p>Communicator as Achiever and in addition</p>
<p>Discourse</p> <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>) 	<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>)

Topics

Achiever Level – B1

- **PERSONAL IDENTIFICATION**

- name
- address
- telephone number
- date and place of birth
- age
- sex
- marital status
- nationality
- origin
- occupation
- family
- likes and dislikes
- physical appearance
- email address
- 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

- **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
 - insurance
 - diplomatic services

- **PLACES**
 - asking the way and giving directions
 - location

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

- **WEATHER**
 - obtain information from weather forecast
 - climate and weather

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

- **EDUCATION**
 - schooling
 - subjects
 - qualifications

Functions

(see topics list for contexts)

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 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.

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
- proposing a toast
- 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
- summing up
- taking leave
- observing telephone conventions
- observing letter-writing conventions.

4 Syllabi

4.5 Communicator level

Listening

The candidate will be able to:

- understand standard spoken English delivered at normal speed
- follow short conversations both formal and informal in a range of familiar situations understanding gist, context, purpose, function, attitude, feelings, opinions and relationships
- follow a conversation and predict the likely outcome
- understand narratives, sequences, instructions, descriptions and explanations
- identify the function of short utterances which may contain idiomatic expressions (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 including abstract and concrete topics encountered in personal, social, academic and vocational life
- follow clearly structured extended speech and more complex argument when familiar with the topic.

Phonological features

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

Range

- understand ideas, arguments and descriptions expressed through complex sentence forms
- understand some lower frequency vocabulary and expressions relating to everyday life and current events.

Register

- recognise degrees of formality used by speakers in different types of utterances in everyday and less familiar situations.

Understanding gist

- understand the main ideas in longer but clearly structured announcements, conversations and discussions on familiar and unfamiliar concrete and abstract topics.

Understanding detail

- extract the more salient points of detail from longer but clearly structured texts on familiar and unfamiliar topics and on both concrete and abstract topics.

Reading

The candidate will be able to:

- understand texts in different styles and purposes with a large degree of independence
- understand the main ideas in complex texts on both familiar and abstract topics
- understand the way meaning is built up in a range of texts
- locate specific information from different parts of a text or different texts
- understand feelings, opinions, warnings and conditions in both formal and informal text
- understand lengthy texts containing complex instructions or explanations
- understand articles and reports concerned with contemporary issues in which the writers adopt particular viewpoints
- locate and understand information, ideas and opinions from longer more specialised sources in familiar contexts.

Range

- understand a broad range of vocabulary but may experience some difficulty with low frequency idioms
- understand texts which contain a broad range of grammatical structures.

Register

- understand the features of register in texts including those conveying emotion or dispute.

Text structure

- recognise how purpose is achieved in a range of texts including those containing images, graphical and tabular data
- understand a broad range of discourse markers including those expressing addition, cause and effect, contrast, sequence and time.

Writing

The candidate will be able to:

- write coherently on topics of general interest linking ideas appropriately and effectively
- write clear connected text describing real or imaginary people or events
- present an argument giving points for and against, supporting and evaluating different views
- write formal letters, reports or articles to fulfil a range of functions for practical purposes
- write letters descriptions of personally significant events, people or experiences.
- use correct punctuation in formal and informal writing to enhance meaning
- correctly spell words used in work, study and daily life
- control grammar to communicate effectively although errors may occur when complex structures are attempted
- use words and expressions appropriate to topic and purpose of the writing
- adjust register in familiar contexts to suit purpose and readership
- use a range of linking words effectively to show clearly the relationship between ideas
- paragraph appropriately
- reproduce conventional features of common types of text.

Grammar

Candidates may be exposed to the grammar required for the level above, but will not be tested on it.

Sentence structure

	Achiever as Access and in addition	Communicator as Achiever and in addition	Expert as Communicator and in addition
Simple sentences	<ul style="list-style-type: none"> • <i>There has/have been</i> • <i>There will be/there is going to be</i> 	<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>
Complex sentences	<ul style="list-style-type: none"> • word order in complex sentences • complex sentences with one subordinate clause • defining relative clauses with <i>who, which, that</i> • clause as subject/object 		

Verb forms

	Achiever as Access and in addition	Communicator as Achiever and in addition	Expert As Communicator and in addition
Verb forms	<p>Present/Past reference:</p> <ul style="list-style-type: none"> Present perfect with since/for/ever/never, yet/already, just <p>Past reference:</p> <ul style="list-style-type: none"> used to for regular actions in the past past continuous <p>Future reference:</p> <ul style="list-style-type: none"> Future simple verb forms, NP + will <p>Other:</p> <ul style="list-style-type: none"> Zero and 1st conditional Range of verbs + -ing forms to + 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 	<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, 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"> would 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, carry on with</i> question tags using all tenses imperative + question tag contracted forms appropriate to this level

Modals, nouns, possessives, prepositions

<p>Achiever as Access and in addition</p>	<p>Modals and forms with similar meaning:</p> <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) 	<p>Communicator as Achiever and in addition</p> <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) 	<p>Expert as Communicator and in addition</p> <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>
<p>Nouns</p>	<ul style="list-style-type: none"> • noun phrases with pre- and post-modification such as <i>fair-haired people with sensitive skin</i> • all cardinal numbers 	<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
<p>Pronouns</p>			
<p>Possessives As Access</p>			
<p>Prepositions and prepositional phrases</p>	<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> 	<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>

Articles, determiners, adjectives, adverbs, intensifiers

	Achiever as Access and in addition	Communicator as Achiever and in addition	Expert as Communicator and in addition
Articles	<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> 	<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
Determiners	<ul style="list-style-type: none"> a range of determiners, eg <i>all the, most, both</i> 		
Adjectives	<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, is the same as, not so ... as ...</i>, <i>looks like/is like</i> all ordinal numbers 	<ul style="list-style-type: none"> comparisons with <i>fewer and less</i> collocation of adjective + preposition such as <i>responsible for</i> 	<ul style="list-style-type: none"> as Communicator
Adverbs	<ul style="list-style-type: none"> more complex adverbial phrases of time, place, frequency, manner, such as <i>as soon as possible</i> 	<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
Intensifiers	<ul style="list-style-type: none"> a range of intensifiers such as <i>too, enough</i> 	<ul style="list-style-type: none"> wide range such as <i>extremely, much too</i> 	<ul style="list-style-type: none"> collocation of intensifiers with absolute and relative adjectives such as <i>absolutely gorgeous, very pretty</i>

Punctuation and spelling

	Achiever as Access and in addition	Communicator as Achiever and in addition	Expert as Communicator and in addition
Punctuation	<ul style="list-style-type: none"> use of punctuation in formal and informal texts, such as dashes, brackets, bullet points, speech marks 	<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
Spelling	<ul style="list-style-type: none"> the correct spelling of common words and key words relating to own work, leisure and study interests 	<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
Discourse			
	Achiever as Access and in addition	Communicator as Achiever and in addition	Expert as Communicator and in addition
Discourse	<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>) 	<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>)

Topics

Communicator Level – B2

- **PERSONAL IDENTIFICATION**
 - personal details
 - occupation
 - family
 - likes and dislikes
 - physical appearance
 - first language
 - character

- **HOUSE AND HOME & LOCAL ENVIRONMENT**
 - types of accommodation
 - interior design
 - local & regional services/amenities
 - regional geographical features
 - local flora and fauna

- **DAILY LIFE**
 - at home
 - at work
 - income
 - prospects

- **FREE TIME, ENTERTAINMENT**
 - leisure, hobbies & interests
 - TV, radio, cinema, theatre
 - computer, internet
 - intellectual/artistic pursuits
 - sports
 - press
 - music
 - photography
 - the written word (reading, letter-writing, diaries etc)
 - exhibitions, museums

- **TRAVEL**
 - public & private transport
 - traffic & traffic control
 - 'green' travel
 - holidays
 - accommodation
 - entering and leaving a country

- **RELATIONS WITH OTHER PEOPLE**
 - family relationships
 - friendship
 - manners
 - social conventions

- **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**
 - eating habits
 - sourcing food locally
 - fast food
 - organic food
 - year-round availability
 - Dieting

- **SERVICES**
 - communications
 - financial services
 - emergency services
 - leisure facilities
 - care for the elderly
 - IT in the community

- **PLACES & LOCATION**
 - satellite navigation systems
 - World Heritage sites
 - locations for motorways & airports
 - protecting open spaces

- **LANGUAGE**
 - foreign language ability
 - accents & dialects
 - preserving minority languages
 - bilingualism

- **WEATHER**
 - climate and weather
 - weather forecasting
 - climate change
 - extreme weather

- **MEASURES AND SHAPES**
 - statistics
 - processes

- **EDUCATION**
 - schooling
 - subjects
 - qualifications and examinations

- **16 THE ENVIRONMENT**
 - recycling
 - pollution
 - global warming

- **BELIEFS**
 - the paranormal & supernatural
 - superstitions
 - unexplained phenomena e.g. UFOs, coincidences etc.

- **ARTS**
 - modern art, theatre
 - classical art, theatre

- **SCIENCE & TECHNOLOGY**
 - scientific development
 - space exploration
 - power of the computer
 - important inventions

- **SOCIETY**
 - individual rights
 - family life
 - parental responsibilities
 - social responsibilities
 - equal opportunities

Functions

(See Topics list for contexts)

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 a point or argument, 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/possibility
- 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
- 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, worry, 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 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.

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
- proposing a toast
- praising someone
- paying someone a compliment
- asking someone's opinion
- making someone feel welcome
- indicating lack of understanding
- giving and asking for clarification, explanation or definition of 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.

4 Syllabi

4.6 Expert level

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 even in emotional or allusive 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.

Grammar

Candidates may be exposed to the grammar required for the level above, but will not be tested on it.

	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
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
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
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 such as <i>extremely</i>, <i>much 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
Punctuation	<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
Spelling	<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 (such as business, academia, international affairs)

Discourse

	Communicator as Achiever and in addition	Expert as Communicator and in addition	Mastery
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

Topics

Expert Level – C1

- **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 e.g. 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
 - dieting
 - 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 the people
 - alternative places to live e.g. underwater, on Mars

- **LANGUAGE**
 - foreign language ability
 - accents and dialects
 - preserving minority languages
 - bilingualism
 - universal languages e.g. 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 e.g. 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

(See Topics list for contexts)

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 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.

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
- proposing a toast

- 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
- 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.

4 Syllabi

4.7 Mastery level

Listening

The candidate will be able to:

- understand virtually everything spoken even when delivery is fast
- follow short conversations both formal and informal in a comprehensive range of situations, understanding gist, context, purpose, function and recognising subtly expressed attitude, feelings and opinions
- understand sophisticated narratives, sequences, explanations and subtle arguments
- recognise the function of short utterances which may contain idiomatic/colloquial English (see 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

- lexical features hardly ever impede understanding
- understands almost all grammatical structures and features.

Register

- understand subtleties in the use of register across a wide range of situations even 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 maintaining consistently 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
- range of linguistic devices to create coherent and cohesive writing
- structure texts logically using linguistic markers to enable the reader to understand significant points.

Grammar

Sentence structure

	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 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

	Expert as Communicator and in addition	Mastery
Verb forms	<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, 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, pronouns, possessives, prepositions

	Expert as Communicator and in addition	Mastery
Modals	<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"> • extended range of complex noun phrases 	<ul style="list-style-type: none"> • as Expert
Prepositions and prepositional phrases	<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, adjectives, adverbs, intensifiers

	Expert as Communicator and in addition	Mastery
Articles	<ul style="list-style-type: none"> • as Communicator 	<ul style="list-style-type: none"> • as Expert
Adjectives	<ul style="list-style-type: none"> • as Communicator 	<ul style="list-style-type: none"> • as Expert
Adverbs	<ul style="list-style-type: none"> • as Communicator 	<ul style="list-style-type: none"> • as Expert
Intensifiers	<ul style="list-style-type: none"> • collocation of intensifiers with absolute and relative adjectives such as <i>absolutely gorgeous, very pretty</i> 	<ul style="list-style-type: none"> • as Expert

Punctuation and spelling

	Expert as Communicator and in addition	Mastery
Punctuation	<ul style="list-style-type: none"> accurate use of all punctuation 	<ul style="list-style-type: none"> as Expert
Spelling	<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 (such as business, academia, international affairs)

Discourse

	Expert as Communicator and in addition	Mastery
Discourse	<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

Topics

Mastery Level – C2

- **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, letter-writing, 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 e.g. 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
 - dieting
 - 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 the people
 - alternative places to live e.g. underwater, on Mars
 - living in hostile environments

- **LANGUAGE**
 - foreign language ability
 - accents and dialects
 - preserving minority languages
 - bilingualism
 - universal languages e.g. 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 e.g. 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

(See Topics list for contexts)

Personal environment

- asking for and giving personal information
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- stating facts, actions
- giving descriptions and specifications.

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- expressing agreement reluctantly or with reservations
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- expressing views and feelings with reasons
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- 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 someone to do something
- inviting someone to do something
- accepting or declining an offer or invitation
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- 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.

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

- proposing a toast
- 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
- 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.

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