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

Qualification handbook
About City & Guilds

City & Guilds is the UK's leading provider of vocational qualifications, offering over 500 awards across a wide range of industries, and progressing from entry level to the highest levels of professional achievement. With over 8500 centres in 100 countries, City & Guilds is recognised by employers worldwide for providing qualifications that offer proof of the skills they need to get the job done.

City & Guilds Group

The City & Guilds Group includes ILM (the Institute of Leadership & Management) providing management qualifications, learning materials and membership services and NPTC which offers land-based qualifications and membership services. City & Guilds also manages the Engineering Council Examinations on behalf of the Engineering Council.

Equal opportunities

City & Guilds fully supports the principle of equal opportunities and we are committed to satisfying this principle in all our activities and published material. A copy of our equal opportunities policy statement Access to assessment and qualifications is available on the City & Guilds website.

Copyright

The content of this document is, unless otherwise indicated, © The City and Guilds of London Institute 2009 and may not be copied, reproduced or distributed without prior written consent.

However, approved City & Guilds centres and learners studying for City & Guilds qualifications may photocopy this document free of charge and/or include a locked PDF version of it on centre intranets on the following conditions:

- centre staff may copy the material only for the purpose of teaching learners working towards a City & Guilds qualification, or for internal administration purposes
- learners may copy the material only for their own use when working towards a City & Guilds qualification
- the Standard Copying Conditions on the City & Guilds website.

Please note: National Occupational Standards are not © The City and Guilds of London Institute. Please check the conditions upon which they may be copied with the relevant Sector Skills Council.

Publications

City & Guilds publications are available on the City & Guilds website or from our Publications Sales department at the address below or by telephoning +44 (0)20 7294 2850 or faxing +44 (0)20 7294 3387.

Every effort has been made to ensure that the information contained in this publication is true and correct at the time of going to press. However, City & Guilds’ products and services are subject to continuous development and improvement and the right is reserved to change products and services from time to time. City & Guilds cannot accept liability for loss or damage arising from the use of information in this publication.

City & Guilds

1 Giltspur Street
London EC1A 9DD
T +44 (0)844 543 0000
F +44 (0)20 7294 2400

www.cityandguilds.com
centresupport@cityandguilds.com
learnersupport@cityandguilds.com
## Contents

1. **International ESOL Qualifications**  
   1.1 The International ESOL qualification handbook  
   1.2 International ESOL Qualifications  
   1.3 Introduction to International ESOL  
   1.4 Qualification titles and QAN Numbers  
   1.5 CEFR and alignment of International ESOL to the CEFR  
   1.6 Descriptions of competence at each level  
   1.7 Format and features of International ESOL suite of examinations  

2. **Syllabus**  
   2.1 Introduction  
   2.2 Preliminary level – A1  
   2.3 Access level – A2  
   2.4 Achiever level – B1  
   2.5 Communicator level – B2  
   2.6 Expert level – C1  
   2.7 Mastery level – C2  
   2.8 Grammar  

3. **Overview of Assessment for International ESOL**  
   3.1 Assessment of the International ESOL examination paper  

4. **Access Arrangements**  

---

1
1. International ESOL Qualifications
1.1 The International ESOL qualification handbook

The International ESOL qualification handbook for centres 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 centres offering the City & Guilds International ESOL examinations. This guide also serves as a reference point for teachers who prepare their candidates for the City & Guilds International ESOL examinations.

This handbook lists all the most important criteria that a centre needs to adhere to when administering the International ESOL examination.

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.cityandguildsenGLISH.com
1.2 International ESOL 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 Framework)
• 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).

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.
1.3 Introduction to International ESOL

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 Office of the Qualifications and Examinations Regulator (Ofqual) on the National Qualifications Framework of England, Wales and Northern Ireland (NQF) and have been mapped to levels of the Common European Framework of Reference for Languages (CEFR).

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?

- **Flexible Examination Dates**
  Centres or City & Guilds regional offices are in control of scheduling the date and time of the examinations and can hold examinations whenever it is suitable for them.

- **Integrity of total external assessment**
  All exams are externally set and are assessed by a closed group of markers at City & Guilds, regularly standardised through training to ensure consistency and objectivity of assessment that is benchmarked against the CEFR.

- **Flexibility of exam structure**
  Learners may decide to take International ESOL and International Spoken ESOL separately if they wish to, depending on the skills focussed on during preparation.

- **Feedback reports**
  Unsuccessful candidates automatically receive a short feedback report designed to prepare them to retake an examination.
- **International recognition**
  Our International English Qualifications (IEQs) are quality English language exams recognised by employers, educational institutions and professional bodies worldwide for both academic progression and employment.

- **Relevance**
  The tasks are sufficiently universal to suit all language learning styles and preparation methods. Exam content authentically replicates real-life English in use.

**Levels and duration of the exam**

The levels chart below shows the six levels of the International ESOL examinations and the duration of each examination. All examinations test listening, reading and writing skills.

<table>
<thead>
<tr>
<th>Examination</th>
<th>Duration for listening</th>
<th>Duration for Reading and Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1 Preliminary</td>
<td>about 20 minutes</td>
<td>1 hour 20 minutes</td>
</tr>
<tr>
<td>A2 Access</td>
<td>about 20 minutes</td>
<td>1 hour 20 minutes</td>
</tr>
<tr>
<td>B1 Achiever</td>
<td>about 30 minutes</td>
<td>2 hours 10 minutes</td>
</tr>
<tr>
<td>B2 Communicator</td>
<td>about 30 minutes</td>
<td>2 hours 10 minutes</td>
</tr>
<tr>
<td>C1 Expert</td>
<td>about 30 minutes</td>
<td>2 hours 40 minutes</td>
</tr>
<tr>
<td>C2 Mastery</td>
<td>about 30 minutes</td>
<td>2 hours 40 minutes</td>
</tr>
</tbody>
</table>
1.4 Qualification titles and QAN Numbers

The table below outlines the level names, full titles and Qualification Accreditation Numbers (QAN) that are assigned by Ofqual and appear in the Register of Regulated Qualifications (http://register.ofqual.gov.uk/) for all levels of the International ESOL qualifications.

<table>
<thead>
<tr>
<th>City &amp; Guilds level</th>
<th>Title</th>
<th>QAN Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preliminary (A1)</td>
<td>City &amp; Guilds Entry Level 1 Certificate in ESOL International (reading, writing, and listening) (Preliminary A1)</td>
<td>500/1763/9</td>
</tr>
<tr>
<td>Access (A2)</td>
<td>City &amp; Guilds Entry Level 2 Certificate in ESOL International (reading, writing and listening) (Access A 2)</td>
<td>500/1769/X</td>
</tr>
<tr>
<td>Achiever (B1)</td>
<td>City &amp; Guilds Entry Level 3 Certificate in ESOL International (reading, writing and listening) (Achiever B1)</td>
<td>500/1764/0</td>
</tr>
<tr>
<td>Communicator (B2)</td>
<td>City &amp; Guilds Level 1 Certificate in ESOL International (reading, writing and listening) (Communicator B2)</td>
<td>500/1765/2</td>
</tr>
<tr>
<td>Expert (C1)</td>
<td>City &amp; Guilds Level 2 Certificate in ESOL International (reading, writing and listening) (Expert C1)</td>
<td>500/1766/4</td>
</tr>
<tr>
<td>Mastery (C2)</td>
<td>City &amp; Guilds Level 3 Certificate in ESOL International (reading, writing and listening) (Mastery C2)</td>
<td>500/1767/6</td>
</tr>
</tbody>
</table>

The name of each examination and appropriate CEFR Level appear below the title on each certificate.
The six levels of the International ESOL Examination are linked to those of the Common European Framework of Reference for Languages developed by the Council of Europe. The comparative levels chart below shows how the levels relate to each other.

<table>
<thead>
<tr>
<th>City &amp; Guilds Levels</th>
<th>Common European Framework</th>
<th>Equivalent UK national levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1 Preliminary</td>
<td>A1 Breakthrough</td>
<td>Entry 1</td>
</tr>
<tr>
<td>A2 Access</td>
<td>A2 Waystage</td>
<td>Entry 2</td>
</tr>
<tr>
<td>B1 Achiever</td>
<td>B1 Threshold</td>
<td>Entry 3</td>
</tr>
<tr>
<td>B2 Communicator</td>
<td>B2 Vantage</td>
<td>Level 1</td>
</tr>
<tr>
<td>C1 Expert</td>
<td>C1 Effective Operational Proficiency</td>
<td>Level 2</td>
</tr>
<tr>
<td>C2 Mastery</td>
<td>C2 Mastery</td>
<td>Level 3</td>
</tr>
</tbody>
</table>

## 1.6 Descriptions of competence at each level

<table>
<thead>
<tr>
<th>City &amp; Guilds qualification level</th>
<th>Descriptor</th>
</tr>
</thead>
</table>
| **Preliminary**                  | - 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**                       | - 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**                     | - 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.
1.7 Format and features of International ESOL suite of examinations

Preliminary Level – (A1) – (examination duration: listening: about 20 minutes; reading and writing: 1 hour 20 minutes)

<table>
<thead>
<tr>
<th>Skill and Focus</th>
<th>Task</th>
<th>Format</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening 1</strong>: recognise simple key information in short statements</td>
<td>Listen twice to match seven short statements to letters, words, graphics and symbols</td>
<td>Three-option multiple choice for each utterance</td>
<td>7</td>
</tr>
<tr>
<td><strong>Listening 2</strong>: identify functions in short utterances typical of spoken English</td>
<td>Listen twice to choose the best reply to seven short utterances</td>
<td>Three-option multiple choice for each utterance</td>
<td>7</td>
</tr>
<tr>
<td><strong>Listening 3</strong>: identify a specific aspect of a conversation</td>
<td>Listen twice to six short conversations with two speakers to identify: topic, purpose, context, speakers, gist, relationship between speakers, functions, attitudes, feeling and opinions</td>
<td>Three-option multiple choice question for each dialogue</td>
<td>6</td>
</tr>
<tr>
<td><strong>Listening 4</strong>: extract key information from a dialogue</td>
<td>Listen twice to a conversation with two speakers to identify specific information</td>
<td>A form with six headings and multiple choice options to tick with the correct information for each heading</td>
<td>6</td>
</tr>
<tr>
<td>Skill and Focus</td>
<td>Task</td>
<td>Format</td>
<td>Marks</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td><strong>Reading 1:</strong> understanding of organisational and lexical features of the text</td>
<td>Six short texts with one gap per text</td>
<td>One three-option multiple choice for each text to complete each one correctly</td>
<td>6</td>
</tr>
<tr>
<td><strong>Reading 2:</strong> understand the structure of a short simple text</td>
<td>Gapped text with 6 deletions (5 + example) and 1 distractor (7 items)</td>
<td>Gapped text followed by a choice of seven options to complete the text correctly (6+example)</td>
<td>5</td>
</tr>
<tr>
<td><strong>Reading 3:</strong> awareness of purpose of different text and ability to locate specific information</td>
<td>Four short texts, eg notice, letter, appointment card, with a linked theme, but with a different purpose</td>
<td>Seven multiple matching questions to identify information from the texts</td>
<td>7</td>
</tr>
<tr>
<td><strong>Reading 4:</strong> identify meaning in short texts (8 short texts)</td>
<td>Table to complete with 8 items (7+example)</td>
<td>Match each statement to the appropriate text.</td>
<td>8</td>
</tr>
<tr>
<td><strong>Writing 1:</strong> simple sentences to communicate ideas or basic information</td>
<td>Instructions to write on a given topic, eg about themselves, daily life, people, where they live, what they do</td>
<td>Write four sentences (about 30 words)</td>
<td>12</td>
</tr>
<tr>
<td><strong>Writing 2:</strong> short simple text for an intended audience</td>
<td>Instructions to write a letter, card, postcard or message about two given topics</td>
<td>20-30 words</td>
<td>12</td>
</tr>
<tr>
<td>Skill and Focus</td>
<td>Task</td>
<td>Format</td>
<td>Marks</td>
</tr>
<tr>
<td>----------------</td>
<td>------</td>
<td>--------</td>
<td>-------</td>
</tr>
<tr>
<td><strong>Listening 1:</strong> recognise simple key information in short statements</td>
<td>Listen twice to match seven short statements to pictures, numbers, spellings, maps, plans, etc. Each item contains two pieces of information</td>
<td>Three-option multiple choice for each utterance</td>
<td>7</td>
</tr>
<tr>
<td><strong>Listening 2:</strong> identify functions in short utterances typical of spoken English</td>
<td>Listen twice to choose the best reply to seven short utterances, one being formal</td>
<td>Three-option multiple choice for each utterance</td>
<td>7</td>
</tr>
<tr>
<td><strong>Listening 3:</strong> identify a specific aspect of a conversation</td>
<td>Listen twice to 6 short conversations with two speakers to identify: topic, purpose, context, speakers, gist, relationship between speakers, functions, attitudes, feeling and opinions</td>
<td>Three-option multiple choice question for each dialogue</td>
<td>6</td>
</tr>
<tr>
<td><strong>Listening 4:</strong> extract key information from a monologue to complete a task</td>
<td>Listen twice to a message, announcement, etc to identify specific information</td>
<td>A note or message pad with six headings and space to write the correct information for each heading</td>
<td>6</td>
</tr>
<tr>
<td><strong>Reading 1:</strong> understand coherence and cohesion of short texts</td>
<td>Six short texts, eg, list, label, address, notice, each with a gap</td>
<td>One three-option multiple choice for each text to complete each one correctly</td>
<td>6</td>
</tr>
<tr>
<td><strong>Reading 2:</strong> understand the structure of a short simple text</td>
<td>Gapped text with 7 deletions (6 + example) and 1 distractor (8 items)</td>
<td>Gapped text followed by a choice of eight options to complete the text correctly (7+example)</td>
<td>6</td>
</tr>
<tr>
<td>Skill and Focus</td>
<td>Task</td>
<td>Format</td>
<td>Marks</td>
</tr>
<tr>
<td>----------------</td>
<td>------</td>
<td>--------</td>
<td>-------</td>
</tr>
<tr>
<td>Reading 3: understand the purpose of text and to locate specific information</td>
<td>Four short texts, eg notice, letter, appointment card, with a linked theme, but with a different purpose</td>
<td>Seven multiple matching questions to identify information from the texts</td>
<td>7</td>
</tr>
<tr>
<td>Reading 4: understand specific information through detailed reading</td>
<td>A continuous text: narrative, descriptive, explanatory, expository</td>
<td>7 three-option multiple choice questions on the text</td>
<td>7</td>
</tr>
<tr>
<td>Writing 1: respond informally to a given text</td>
<td>Instruction to write a response to a given letter, message, email, greetings card, postcard, etc. The text includes three questions, suggestions, or requests, etc</td>
<td>30-50 words</td>
<td>12</td>
</tr>
<tr>
<td>Writing 2: write a neutral or formal text for an intended audience</td>
<td>Instruction to write for a particular reader in a specified way, eg letter, message, note, etc. Three items of content to be included</td>
<td>30-50 words</td>
<td>12</td>
</tr>
</tbody>
</table>
### Achiever Level – (B1) – (examination duration: listening: about 30 minutes; reading and writing: 2 hours 10 minutes)

<table>
<thead>
<tr>
<th>Skill and Focus</th>
<th>Task</th>
<th>Format</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening 1:</strong> understand context, meaning and function of a range of utterances</td>
<td>Listen twice to seven short sentences: statement, explanation, description, instruction or question</td>
<td>Three-option multiple choice for each utterance to choose the appropriate response</td>
<td>7</td>
</tr>
<tr>
<td><strong>Listening 2:</strong> identify a specific aspect of a conversation</td>
<td>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</td>
<td>Two three-option multiple choice questions for each conversation</td>
<td>6</td>
</tr>
<tr>
<td><strong>Listening 3:</strong> extract key information from a monologue to complete a task</td>
<td>Listen twice to a radio broadcast, talk, narrative, presentation, etc to identify specific information</td>
<td>A note or message pad with seven headings and space to write the correct information for each heading</td>
<td>7</td>
</tr>
<tr>
<td><strong>Listening 4:</strong> follow a discussion between two speakers</td>
<td>Listen twice to a discussion to identify gist, examples, fact, opinion, contrast, purpose, key ideas, attitude, cause and effect</td>
<td>Six three-option multiple choice questions</td>
<td>6</td>
</tr>
<tr>
<td><strong>Reading 1:</strong> understand the coherence and cohesion of a variety of authentic texts</td>
<td>Five short texts each with one gap testing layout, lexis, cohesive devices, coherence</td>
<td>Five, three-option multiple choice for each text to complete each one correctly</td>
<td>5</td>
</tr>
<tr>
<td><strong>Reading 2:</strong> understand how meaning is built up in a text</td>
<td>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</td>
<td>Choice of seven sentences to choose from to complete the six gaps</td>
<td>6</td>
</tr>
<tr>
<td>Skill and Focus</td>
<td>Task</td>
<td>Format</td>
<td>Marks</td>
</tr>
<tr>
<td>----------------</td>
<td>------</td>
<td>--------</td>
<td>-------</td>
</tr>
<tr>
<td><strong>Reading 3:</strong> understand the purpose of text and to locate specific information</td>
<td>Four short texts, eg email, article, advert, etc with a linked theme, but with a different purpose</td>
<td>Eight (seven+example) multiple matching questions to identify information from the texts</td>
<td>7</td>
</tr>
<tr>
<td><strong>Reading 4:</strong> understand specific information through detailed reading</td>
<td>A continuous text: narrative, descriptive, expository, biographical, instructive</td>
<td>Eight open-ended ‘wh’ questions requiring short answers</td>
<td>8</td>
</tr>
<tr>
<td><strong>Writing 1:</strong> respond appropriately to a given text to produce a formal response for an intended public audience</td>
<td>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</td>
<td>70-100 words</td>
<td>12</td>
</tr>
<tr>
<td><strong>Writing 2:</strong> produce an informal letter to a friend</td>
<td>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</td>
<td>100-120 words</td>
<td>12</td>
</tr>
<tr>
<td>Skill and Focus</td>
<td>Task</td>
<td>Format</td>
<td>Marks</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td><strong>Listening 1:</strong> understand context, meaning and function in short conversations on concrete and abstract topics</td>
<td>Listen twice to seven unfinished conversations between two speakers, one being a formal conversation</td>
<td>One three-option multiple choice for each conversation to choose the appropriate completion or continuation of the conversation</td>
<td>7</td>
</tr>
<tr>
<td><strong>Listening 2:</strong> identify a specific aspect of a conversation</td>
<td>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</td>
<td>Two three-option multiple choice questions for each conversation</td>
<td>6</td>
</tr>
<tr>
<td><strong>Listening 3:</strong> extract key information from a monologue to complete a task</td>
<td>Listen twice to a radio broadcast, narrative, presentation, etc to identify specific information</td>
<td>A note or message pad with seven headings and space to write the correct information for each heading</td>
<td>7</td>
</tr>
<tr>
<td><strong>Listening 4:</strong> follow a discussion between two speakers</td>
<td>Listen twice to a discussion to identify gist, examples, fact, opinion, contrast, purpose, key ideas, attitude, cause and effect</td>
<td>Six three-option multiple choice questions</td>
<td>6</td>
</tr>
<tr>
<td><strong>Reading 1:</strong> understand in detail information, ideas and opinions</td>
<td>One long text: news story, article, review or proposal</td>
<td>Six three-option multiple choice questions</td>
<td>6</td>
</tr>
<tr>
<td><strong>Reading 2:</strong> understand how meaning is built up in a text</td>
<td>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</td>
<td>Choice of seven sentences to choose from to complete the six gaps</td>
<td>6</td>
</tr>
<tr>
<td>Skill and Focus</td>
<td>Task</td>
<td>Format</td>
<td>Marks</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td><strong>Reading 3:</strong> understand the purpose of text and to locate specific information and awareness of writers’ stance and attitude</td>
<td>Four texts, eg email, article, advert, brochure, etc with a linked theme, but with a different purpose</td>
<td>Eight (seven+example) multiple matching questions to identify information from the texts</td>
<td>7</td>
</tr>
<tr>
<td><strong>Reading 4:</strong> understand specific information through detailed reading</td>
<td>A continuous text: narrative, descriptive, explanatory, expository, biographical, instructive</td>
<td>Seven open-ended ‘wh’ questions requiring short answers</td>
<td>7</td>
</tr>
<tr>
<td><strong>Writing 1:</strong> respond appropriately to a given text to produce a formal response for an intended public audience</td>
<td>Instruction to respond formally using a written input with three content points to be addressed and the intended reader specified</td>
<td>100-150 words</td>
<td>12</td>
</tr>
<tr>
<td><strong>Writing 2:</strong> produce a personal letter, a narrative or descriptive composition</td>
<td>Instruction to write an informal piece of writing for a specified reader on a general subject not requiring specialist knowledge with two content points to be addressed</td>
<td>150-200 words</td>
<td>12</td>
</tr>
</tbody>
</table>
### Expert Level – (C1) – (examination duration: listening: about 30 minutes; reading and writing: 2 hours 40 minutes)

<table>
<thead>
<tr>
<th>Skill and Focus</th>
<th>Task</th>
<th>Format</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening 1:</strong> understand context, meaning and function in short conversations on concrete and abstract topics</td>
<td>Listen twice to six unfinished conversations between two speakers. Idiomatic expressions, colloquialisms, register shifts and use of stress and intonation to indicate attitude included</td>
<td>One three-option multiple choice for each conversation to choose the appropriate completion or continuation of the conversation</td>
<td>6</td>
</tr>
<tr>
<td><strong>Listening 2:</strong> identify a specific aspect of a conversation</td>
<td>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</td>
<td>Two three-option multiple choice questions for each conversation</td>
<td>6</td>
</tr>
<tr>
<td><strong>Listening 3:</strong> extract key information from a monologue to complete a task</td>
<td>Listen twice to a lecture, radio broadcast, narrative, presentation, etc to identify specific information. Listening text contains dense, factual information</td>
<td>A note, message pad or form with seven headings and space to write the correct information for each heading</td>
<td>7</td>
</tr>
<tr>
<td><strong>Listening 4:</strong> follow a discussion between two speakers</td>
<td>Listen twice to a discussion to identify gist, examples, fact, opinion, contrast, purpose, key ideas, attitude, cause and effect</td>
<td>Seven four-option multiple choice questions</td>
<td>7</td>
</tr>
<tr>
<td><strong>Reading 1:</strong> understand articles, use of language and texts dense with complex structures</td>
<td>One text including idiomatic language, narrative or academic ideas, arguments and opinions</td>
<td>Choice of five sentences to identify true and false statements about the text</td>
<td>5</td>
</tr>
<tr>
<td>Skill and Focus</td>
<td>Task</td>
<td>Format</td>
<td>Marks</td>
</tr>
<tr>
<td>----------------</td>
<td>------</td>
<td>--------</td>
<td>-------</td>
</tr>
<tr>
<td><strong>Reading 2:</strong> understand how meaning is built up in discourse</td>
<td>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</td>
<td>Choice of eight sentences to choose from to complete the six gaps</td>
<td>6</td>
</tr>
<tr>
<td><strong>Reading 3:</strong> understand the purpose of different authentic texts and identify specific information</td>
<td>Four texts, eg email, article, advert, brochure, etc with a linked theme, but with a different purpose</td>
<td>Eight (seven+example) multiple matching questions to identify information from the texts</td>
<td>7</td>
</tr>
<tr>
<td><strong>Reading 4:</strong> understand text discourse, purpose and gist and to locate specific information</td>
<td>A continuous text: narrative, descriptive, explanatory, expository, biographical, instructive</td>
<td>Eight open-ended ‘wh’ questions requiring short answers</td>
<td>8</td>
</tr>
<tr>
<td><strong>Writing 1:</strong> respond appropriately to a given input to produce a formal response for an intended public audience</td>
<td>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</td>
<td>150-200 words</td>
<td>12</td>
</tr>
<tr>
<td><strong>Writing 2:</strong> produce a personal letter, a narrative or descriptive composition</td>
<td>Instruction to write an informal piece of writing for a specified reader. Instructions elicit functions: persuasion, argument, hypothesis; expressing mood, opinion, justifying, evaluating etc.</td>
<td>250-300 words</td>
<td>12</td>
</tr>
</tbody>
</table>
**Mastery Level – (C2) – (examination duration: listening: about 30 minutes; reading and writing: 2 hours 40 minutes)**

<table>
<thead>
<tr>
<th>Skill and Focus</th>
<th>Task</th>
<th>Format</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening 1</strong>: understand context, meaning and function in single utterances</td>
<td>Listen twice to six 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</td>
<td>One three-option multiple choice for each item to choose the appropriate response</td>
<td>6</td>
</tr>
<tr>
<td><strong>Listening 2</strong>: identify a specific aspect of a conversation</td>
<td>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</td>
<td>Two three-option multiple choice questions for each conversation</td>
<td>6</td>
</tr>
<tr>
<td><strong>Listening 3</strong>: extract key information from a monologue to complete a task</td>
<td>Listen twice to a lecture, radio broadcast, narrative, presentation, etc to identify specific information. Listening text contains dense, factual information</td>
<td>A note, message pad or form with seven headings and space to write the correct information for each heading</td>
<td>7</td>
</tr>
<tr>
<td><strong>Listening 4</strong>: follow a discussion between two speakers</td>
<td>Listen twice to a discussion to identify gist, examples, fact, opinion, contrast, purpose, key ideas, attitude, cause and effect</td>
<td>Seven four-option multiple choice questions</td>
<td>7</td>
</tr>
<tr>
<td>Skill and Focus</td>
<td>Task</td>
<td>Format</td>
<td>Marks</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Reading 1: understand literary texts, use of emotive language and texts dense</td>
<td>One text including metaphors, similes and idiomatic language, literary</td>
<td>Choice of five sentences to identify true and false statements about the</td>
<td>5</td>
</tr>
<tr>
<td>with complex structures</td>
<td>narrative or academic ideas, arguments and opinions</td>
<td>text</td>
<td></td>
</tr>
<tr>
<td>Reading 2: understand how meaning is built up in discourse</td>
<td>One text with six sentences removed, eg topic sentence, summarising</td>
<td>Choice of eight sentences to choose from to complete the six gaps</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>sentence, developing idea, emphasising a point, opinion, contrast,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>sequence, forward and back reference, transition to new idea</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading 3: understand the purpose of different authentic texts and identify</td>
<td>Four texts, eg email, article, advert, brochure, etc with a linked</td>
<td>Eight (seven+example) multiple matching questions to identify information</td>
<td>7</td>
</tr>
<tr>
<td>specific information</td>
<td>theme, but with a different purpose</td>
<td>from the texts</td>
<td></td>
</tr>
<tr>
<td>Reading 4: understand text to locate specific information</td>
<td>A continuous text: narrative, descriptive, explanatory, expository,</td>
<td>Eight ‘wh’ questions on text to be answered in a few words</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>biographical, instructive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing 1: respond appropriately to a given input to produce a formal</td>
<td>Instruction to write a letter, report, argument or article using a</td>
<td>200-250 words</td>
<td>12</td>
</tr>
<tr>
<td>response for an intended public audience</td>
<td>written, graphic or visual input and the intended reader specified</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>expressing stance, opinion, justification, argument</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing 2: produce a personal letter, a narrative or descriptive</td>
<td>Instruction to write an informal piece of writing for a specified</td>
<td>250-300 words</td>
<td>12</td>
</tr>
<tr>
<td>composition</td>
<td>reader. Instructions elicit functions: persuasion, argument,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>hypothesis; expressing mood, opinion, justifying, evaluating etc.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2 Syllabus

2.1 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.
2.2 Preliminary level – A1

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 from conversations to complete a simple task.

Phonological features

- listen for phonological detail to distinguish between similar words.

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, common signs and symbols.

Writing

The candidate will be able to:

- write to communicate simple information to a sympathetic reader
- 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
- construct simple phrases and sentences using only basic grammatical 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.
Topics - Preliminary Level – A1

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

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

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

PLACES
- asking the way and giving directions
- location

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

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

EDUCATION
- schooling
- subjects
Functions - Preliminary Level – A1

(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
- 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 requesting someone to do something
- inviting someone to do something
- accepting or declining an offer or invitation
- giving single-step instructions
- counting and using numbers.

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
- asking for and telling people the time, day, date
- taking leave.
2.3 Access level – A2

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

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 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
- understand routine 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.

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.

Writing

The candidate will be able to:

- compose simple texts using the appropriate format with some awareness of the intended audience
- follow instructions to write a 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
- 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
- link a short sequence of simple sentences using basic linking word.
Topics - Access Level – A2

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

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

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 - Access Level – A2
(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 gratitude
- offering and accepting an apology
- expressing approval or appreciation
- expressing regret.

Making things happen
- responding to a request
- requesting something or requesting someone to do something
- inviting someone to do something
- accepting or declining an offer or invitation
- giving instructions
- giving advice
- warning others to be careful or to stop doing something
- offering and requesting assistance
- 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
- 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.
2.4 Achiever level – B1

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
- 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
- write short informal letters on topics of personal interest and knowledge
- write brief narratives and descriptions on straightforward topics
- express opinions simply, giving supporting reasons
- use correct punctuation in formal and informal texts
- spell correctly the majority of common words and key words relating to work, study and leisure interests
- use basic grammatical structures correctly, including conjunctions, connectives and discourse markers. Errors do not impede a sympathetic reader’s understanding
- use vocabulary adequately to meet straightforward needs
- communicate information and ideas with some adaptation to the intended reader
- link a short linear sequence of ideas using discourse markers and conjunctions
- demonstrate some awareness of conventions of an informal and formal letter.
Topics - Achiever Level – B1

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

HOUSE AND HOME, ENVIRONMENT
- accommodation, rooms
- furniture, bedclothes
- services
- amenities
- region
- flora and fauna
- types of accommodation
- cost

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

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

PLACES
- asking the way and giving directions
- location

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

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

RELATIONS WITH OTHER PEOPLE
- relationships
- correspondence
- behaviour
- invitations
- club membership
- government and politics
- crime and justice
- social affairs
- friends

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

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

FOOD AND DRINK
- types of food and drink
- eating and drinking out

SERVICES
- post
- telephone
- banking
- police
- hospital, surgery
- garage
- petrol station
- emergency
LANGUAGE
- foreign language ability
- understanding, expression
- spelling and alphabet

WEATHER
- obtain information from weather forecast
- climate and weather

EDUCATION
- schooling
- subjects
- qualifications
Functions - Achiever Level – B1
(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 requesting someone to do something
- inviting someone to do something
- accepting or declining an offer or invitation
- giving instructions
- giving and asking for advice
- responding to or rejecting advice, with reasons
- warning others to be careful or to stop doing something
- offering and requesting assistance
- insisting politely
- persuading someone to do something
- suggesting a course of action
- asking for, responding to or rejecting suggestions with reason/alternative
- encouraging someone to do something
- making and agreeing plans and arrangements
- reaching a compromise
- prohibiting someone from doing something
- making a complaint.

Social contact

- getting someone's attention
- greeting people and responding to greetings
- expressing thanks
- addressing somebody
- making and responding to introductions
- opening, closing a conversation
- congratulating someone
- praising someone
- paying a compliment
- asking someone's opinion
- indicating lack of understanding
- giving and asking for clarification or explanation of something
- confirming one's own or another's understanding
- asking someone to repeat a word, phrase or sentence
- asking someone to speak more slowly
- asking for help in finding words or phrases
- asking for and giving the spelling and meaning of words
- counting and using numbers
- asking for and telling people the time, day, date
- interrupting politely
- exemplifying or emphasising a point
- encouraging another speaker to continue
- indicating a wish to continue or finish speaking
- summing up
- taking leave
- observing telephone conventions
- observing letter-writing conventions.
2.5 Communicator level – B2

**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.
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
- diets

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
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 - Communicator Level – B2
(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 requesting someone to do something
• inviting someone to do something
• accepting or declining an offer or invitation
• giving instructions or orders
• giving and asking for advice
• responding to or rejecting advice, with reasons
• warning others to be careful or to stop doing something
• offering and requesting assistance
• insisting politely
• persuading someone to do something
• suggesting a course of action
• asking for, responding to, agreeing to or rejecting suggestions with reason/alternative
• making and agreeing plans and arrangements
• encouraging someone to do something
• reaching a compromise
• prohibiting someone from doing something
• making a complaint
• refusing to do something, expressing defiance
• pleading with someone to do something.
Social contact

- getting someone's attention
- greeting people and responding to greetings
- expressing thanks
- addressing somebody
- making and responding to formal and informal introductions
- opening, closing a formal or informal conversation
- congratulating someone
- praising someone
- paying someone a compliment
- asking someone's opinion
- making someone feel welcome
- 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.
2.6 Expert level – C1

**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.
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 eg. the euro
- migration

RELATIONS WITH OTHER PEOPLE
- family relationships
- friendship
- manners
- social conventions
- anti-social behaviour

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

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

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

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

LANGUAGE
- foreign language ability
- accents and dialects
- preserving minority languages
- bilingualism
- universal languages eg. Esperanto
- body language
WEATHER
- climate and weather
- weather forecasting
- climate change
- extreme weather
- weather and mood

MEASURES AND SHAPES
- statistics
- processes
- importance of maths in everyday life

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

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

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

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

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

SOCIETY
- individual rights
- family life
- parental responsibilities
- social responsibilities
- equal opportunities
- human rights
- citizenship
- the global village
Functions - Expert Level – C1
(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 requesting someone to do something
• inviting someone to do something
• accepting or declining an offer or invitation
• giving instructions or orders
• giving and asking for advice
• responding to or rejecting advice, with reasons
• warning others to be careful or to stop doing something
• offering and requesting assistance
• insisting politely
• persuading someone to do something
• suggesting a course of action
• asking for, responding to, agreeing to or rejecting suggestions with reason/alternative
• making and agreeing plans and arrangements
• encouraging someone to do something
• reaching a compromise
• prohibiting someone from doing something
• making a complaint
• refusing to do something, expressing defiance
• pleading with someone to do something.

Social contact
• getting someone’s attention
• greeting people and responding to greetings
• expressing thanks
• addressing somebody
• making and responding to formal and informal introductions
• opening, closing a formal or informal conversation
• congratulating someone
• praising someone
• paying someone a compliment
• asking someone’s opinion
• making someone feel welcome
• giving and responding to constructive criticism
• indicating lack of understanding
• giving and asking for clarification, explanation or definition of something
• confirming one’s own or another’s understanding
• 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.
2.7  Mastery level – C2

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 attitudes, feelings and opinions
- understand sophisticated narratives, sequences, explanations and subtle arguments
- recognise the function of short utterances which may contain idiomatic/colloquial English (see Grammar and Functions sections)
- follow a discussion which may be academic or professional to identify gist, detail, purposes and key ideas and distinguish between fact and opinion
- extract and reproduce key information from announcements, media broadcasts, presentations and lectures on abstract and concrete topics of general, academic and professional interest
- follow a complex argument even when it is not clearly structured.

Phonological features

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

Range

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

Register

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

Understanding gist

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

Understanding detail

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

The candidate will be able to:

- understand with ease virtually all types of authentic written texts of different purposes and style and those dense in complex structures
- understand the main ideas of all forms of written language, including lengthy abstract, structurally or linguistically complex texts or highly idiomatic, literary and non-literary writing on a wide range of professional, academic and social topics
- gather specific information from different parts of a text or from different texts
- understand descriptions and narratives in which language is used to create different sophisticated and subtle effects
- understand lengthy texts containing complex instructions or explanations on specialist subjects
- understand texts concerned with contemporary issues in which the writers adopt particular viewpoints, identifying finer points of attitude and implied opinions, and follow complex lines of reasoning.

Range

- understand a wide range of texts, hardly ever being impeded by any lexical features
- 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 consistently maintaining the style appropriate to purpose
• develop cogent and smoothly flowing arguments
• use all punctuation marks accurately and effectively
• spell correctly words used in more specialised contexts such as business, academic and international affairs
• maintain consistent control of complex grammatical structures
• use a very wide range of vocabulary demonstrating ability to distinguish between finer shades of meaning
• use idioms appropriately and naturally
• use a full range of structures to achieve different styles and purposes
• consistently use appropriate register in a wide range of contexts including those requiring sensitive and tactful responses
• use a range of linguistic devices to create coherent and cohesive writing
• structure texts logically using linguistic markers to enable the reader to understand significant points.
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 eg. the euro
- migration
- travel restrictions & border controls

RELATIONS WITH OTHER PEOPLE
- family relationships
- friendship
- manners
- social conventions
- anti-social behaviour
- tolerance & respect

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

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

SERVICES
- communications
- financial services
- emergency services
- leisure facilities
- care for the elderly
- IT in the community
- diplomatic services
- employment agencies
- government
PLACES & LOCATION
- satellite navigation systems
- World Heritage sites
- locating motorways and airports
- protecting open spaces
- how geography affects people
- alternative places to live eg. underwater, on Mars
- living in hostile environments

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

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

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

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

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

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

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

MEASURES AND SHAPES
- statistics
- processes
- importance of maths in everyday life
- design

EDUCATION
- schooling
- subjects
- qualifications and examinations
- education systems
- teaching and learning
- knowledge versus skills
- a basic human right
Functions - Mastery Level – C2
(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 requesting someone to do something
• inviting someone to do something
• accepting or declining an offer or invitation
• giving instructions or orders
• giving and asking for advice
• responding to or rejecting advice, with reasons
• warning others to be careful or to stop doing something
• offering and requesting assistance
• insisting politely
• persuading someone to do something
• suggesting a course of action
• asking for, responding to, agreeing to or rejecting suggestions with reason/alternative
• making and agreeing plans and arrangements
• encouraging someone to do something
• reaching a compromise
• negotiating a result
• prohibiting someone from doing something
• making a complaint
• refusing to do something, expressing defiance
• pleading with someone to do something.

Social contact
• getting someone's attention
• greeting people and responding to greetings
• expressing thanks
• addressing somebody
• making and responding to formal and informal introductions
• opening, closing a formal or informal conversation
• congratulating someone
• praising someone
• paying someone a compliment
• asking someone's opinion
• making someone feel welcome
• giving and responding to constructive criticism
• indicating lack of understanding
• giving and asking for clarification, explanation or definition of something
• confirming one's own or another's understanding
• 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.
### 2.8 Grammar

**Grammar – Preliminary (A1), Access (A2) and Achiever (B1) levels**

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

<table>
<thead>
<tr>
<th></th>
<th>Preliminary</th>
<th>Access as Preliminary and in addition</th>
<th>Achiever as Access and in addition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Simple sentences</strong></td>
<td>word order in simple statements: subject-verb-object/adverb/adjective/prepositional phrase</td>
<td>There was/were</td>
<td>There has/have been</td>
</tr>
<tr>
<td></td>
<td>word order in instructions</td>
<td></td>
<td>There will be/there is going to be</td>
</tr>
<tr>
<td></td>
<td>word order in questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>There is/are + noun</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Compound sentences</strong></td>
<td>use of conjunctions and/but/or</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>word order</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>subject-verb-(object)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(+and/but/or) + subject-verb-(object)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Complex sentences</strong></td>
<td>clauses of: time with when, before, after reason because, result so</td>
<td></td>
<td>word order in complex sentences</td>
</tr>
<tr>
<td></td>
<td>noun clause with that</td>
<td></td>
<td>complex sentences with on subordinate clause</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>defining relative clauses with who, which, that</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>clause as subject/object</td>
</tr>
</tbody>
</table>
**Verb forms**

<table>
<thead>
<tr>
<th>Verb forms</th>
<th>Preliminary</th>
<th>Access as Preliminary and in addition</th>
<th>Achiever as Access and in addition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Present reference:</strong></td>
<td>• simple present tense of be/have/do and common regular verbs</td>
<td>• simple present with no time focus</td>
<td>• Present perfect with since/for/ever/never, yet/already, just</td>
</tr>
<tr>
<td></td>
<td>• present continuous of common verbs</td>
<td>• present continuous to express continuity</td>
<td><strong>Past reference:</strong></td>
</tr>
<tr>
<td></td>
<td>• Have got</td>
<td><strong>Past reference:</strong></td>
<td>• used to for regular actions in the past</td>
</tr>
<tr>
<td><strong>Other:</strong></td>
<td>• Yes/no questions</td>
<td>• past tense of regular and common irregular verbs with time markers</td>
<td>• past continuous</td>
</tr>
<tr>
<td></td>
<td>• Question words: who/what/where/when/how much/how many/how old</td>
<td><strong>Future reference:</strong></td>
<td><strong>Future reference:</strong></td>
</tr>
<tr>
<td></td>
<td>• Auxiliary ‘do’ for questions and negatives (positive questions only)</td>
<td>• NP + be going to, present continuous and time markers</td>
<td>• Future simple verb forms, NP + will</td>
</tr>
<tr>
<td></td>
<td>• Short answers such as yes he does, no I haven’t</td>
<td><strong>Other:</strong></td>
<td><strong>Other:</strong></td>
</tr>
<tr>
<td></td>
<td>• imperatives and negative imperatives</td>
<td>• limited range of common verbs - -ing form, such as like, go</td>
<td>• Zero and 1st conditional</td>
</tr>
<tr>
<td></td>
<td>• contracted forms appropriate to this level</td>
<td>• verb + to + infinitive such as want, hope</td>
<td>• Range of verbs + -ing forms</td>
</tr>
<tr>
<td></td>
<td>• let’s + infinitive for suggestion</td>
<td>• very common phrasal verbs such as get up, switch on</td>
<td>• to + infinitive to express purpose</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• questions such as what time, how often, why, which</td>
<td>• common phrasal verbs and position of object pronouns, such as I looked it up</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• simple question tags using all the verb forms at this level</td>
<td>• simple reported/embedded statements and questions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• contracted forms appropriate to this level</td>
<td>• question tags using all verbs</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• appropriate at the level</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• contracted forms appropriate to this level</td>
</tr>
</tbody>
</table>
Modals, nouns, pronouns, possessives, prepositions

<table>
<thead>
<tr>
<th>Preliminary</th>
<th>Access as Preliminary and in addition</th>
<th>Achiever as Access and in addition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Modals</strong></td>
<td>Present reference:</td>
<td>Modals and forms with similar meaning:</td>
</tr>
<tr>
<td></td>
<td>• can, can’t (ability/inability, permission) and would like (request)</td>
<td>• must (obligation)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• mustn’t (prohibition)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• have to, had got to (need)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• can, could (requests)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• couldn’t (impossibility)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• may (permission)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• single modal adverbs: possibly, probably, perhaps</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Nouns</strong></td>
<td>• regular and common irregular plural forms</td>
<td>• countable and uncountable nouns</td>
</tr>
<tr>
<td></td>
<td>• very common uncountable nouns</td>
<td>• simple nouns phrases</td>
</tr>
<tr>
<td></td>
<td>• cardinal numbers 1-31</td>
<td>• cardinal numbers up to 100+ multiples of 100</td>
</tr>
<tr>
<td><strong>Pronouns</strong></td>
<td>• personal - subject</td>
<td>• object, reflexive</td>
</tr>
<tr>
<td><strong>Possessives</strong></td>
<td>• possessive adjectives such as my, your, his, her, its, our, their</td>
<td>• possessive pronouns such as mine, yours, whose</td>
</tr>
<tr>
<td></td>
<td>• use of ‘s, s’</td>
<td></td>
</tr>
<tr>
<td><strong>Prepositions and prepositional phrases</strong></td>
<td>• common prepositions such as at, in, on, under, next to, between, near, to, from</td>
<td>• prepositions of place, time and movement, such as before, after, towards, up, down, along, across, in front of, behind, opposite</td>
</tr>
<tr>
<td></td>
<td>• prepositional phrases of place, time and movement, such as at home, on the left, on Monday, at six o’clock</td>
<td>• prepositional phrases of place and time, such as after dinner, before tea</td>
</tr>
</tbody>
</table>
### Articles, determiners, adjectives, adverbs, intensifiers

<table>
<thead>
<tr>
<th>Articles</th>
<th>Access as Preliminary and <strong>in addition</strong></th>
<th>Achiever as Access and <strong>in addition</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Preliminary</strong></td>
<td>• Definite, indefinite</td>
<td>• definite article</td>
</tr>
<tr>
<td>Articles</td>
<td>• zero article with uncountable nouns</td>
<td>• zero article with uncountable nouns</td>
</tr>
<tr>
<td>Articles</td>
<td>• definite article with superlatives</td>
<td>• definite article with superlatives</td>
</tr>
<tr>
<td><strong>Determiners</strong></td>
<td>• <strong>any</strong>, some, a lot of</td>
<td>• <strong>all</strong>, none, not <strong>(any)</strong>, <strong>enough</strong>, (a) <strong>few</strong>, (a) <strong>little</strong>, many, more, most, much, no</td>
</tr>
<tr>
<td><strong>Adjectives</strong></td>
<td>• common adjectives in front of a noun</td>
<td>• order of adjectives</td>
</tr>
<tr>
<td>Adjectives</td>
<td>• demonstrative adjectives this, that, these, those</td>
<td>• comparative, superlative, regular and common irregular forms</td>
</tr>
<tr>
<td>Adjectives</td>
<td>• <strong>ordinal numbers</strong> 1-31</td>
<td>• use of than</td>
</tr>
<tr>
<td>Adjectives</td>
<td></td>
<td>• ordinal numbers up to 100 + multiples of 100</td>
</tr>
<tr>
<td><strong>Adverbs</strong></td>
<td>• simple adverbs of place, manner and time, such as <strong>here</strong>, <strong>slowly</strong>, <strong>now</strong></td>
<td>• simple adverbs and adverbial phrases: sequencing, time and place, frequency, manner</td>
</tr>
<tr>
<td>Intensifiers</td>
<td>• <strong>very</strong>, <strong>really</strong></td>
<td>• <strong>quite</strong>, <strong>so</strong>, <strong>a bit</strong></td>
</tr>
</tbody>
</table>
### Punctuation and spelling

<table>
<thead>
<tr>
<th>Punctuation</th>
<th>Preliminary</th>
<th>Access as Preliminary and in addition</th>
<th>Achiever as Access and in addition</th>
</tr>
</thead>
<tbody>
<tr>
<td>• use of capital letters and full stops</td>
<td>• use of question marks, exclamation marks, use of comma in lists</td>
<td>• use of punctuation in formal and informal texts, such as dashes, brackets, bullet points, speech marks</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spelling</th>
<th>Preliminary</th>
<th>Access as Preliminary and in addition</th>
<th>Achiever as Access and in addition</th>
</tr>
</thead>
<tbody>
<tr>
<td>• the correct spelling of personal keywords and familiar words</td>
<td>• the correct spelling of most personal details and familiar common words</td>
<td>• the correct spelling of common words and key words relating to own work, leisure and study interests</td>
<td></td>
</tr>
</tbody>
</table>

### Discourse

<table>
<thead>
<tr>
<th>Discourse</th>
<th>Preliminary</th>
<th>Access as Preliminary and in addition</th>
<th>Achiever as Access and in addition</th>
</tr>
</thead>
<tbody>
<tr>
<td>• sentence connectives: then, next</td>
<td>• adverbs to indicate sequence (first, finally)</td>
<td>• markers to indicate addition (also), sequence (in the first place), contrast (on the other hand)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• use of substitution (I think so, I hope so)</td>
<td>• markers to structure spoken discourse, (anyway, by the way)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• markers to structure spoken discourse (Right, well, OK)</td>
<td>• use of ellipsis in informal situations (got to go)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• use of vague language (I think, you know)</td>
<td></td>
</tr>
</tbody>
</table>
Grammar – Communicator (B2), Expert (C1), Mastery (C2) levels
Candidates may be exposed to the grammar required for the level above, but will not be tested on it.

<table>
<thead>
<tr>
<th></th>
<th>Communicator as Achiever and in addition</th>
<th>Expert as Communicator and in addition</th>
<th>Mastery as Expert and in addition</th>
</tr>
</thead>
</table>
| Simple, compound and complex sentences with subordinate clauses | • word order in sentences with more than one subordinate clause  
• there had been  
• use of common conjunctions expressing contrast, purpose, consequence, condition, concession  
• non-defining relative clauses  
• defining relative clauses with where, whose, when  
• defining relative clauses without relative pronouns  
• participial clauses describing action with -ing | • word order in complex sentences, including order selected for emphasis  
• there could be/would be/should be  
• could have/would have/should have  
• wider range of conjunctions including on condition that, provided that  
• comparative clauses  
• more complex participial clauses describing action with -ed | • full range of conjunctions |

- [555x121]71
## Verb forms

<table>
<thead>
<tr>
<th>Communicator</th>
<th>Expert</th>
<th>Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>as Achiever and in addition</strong></td>
<td><strong>as Communicator and in addition</strong></td>
<td><strong>as Expert and in addition</strong></td>
</tr>
<tr>
<td><strong>Present/Past reference:</strong></td>
<td></td>
<td><strong>all verb forms active and passive</strong></td>
</tr>
<tr>
<td>- present perfect continuous</td>
<td></td>
<td><strong>as Expert</strong></td>
</tr>
<tr>
<td><strong>Past reference:</strong></td>
<td></td>
<td><strong>would expressing habit in the past</strong></td>
</tr>
<tr>
<td>- past perfect</td>
<td></td>
<td><strong>mixed conditionals</strong></td>
</tr>
<tr>
<td><strong>Other:</strong></td>
<td></td>
<td><strong>reported speech with full range of tenses and introductory verbs</strong></td>
</tr>
<tr>
<td>- simple passive</td>
<td></td>
<td><strong>extended phrasal verbs such as get round to, carry on with</strong></td>
</tr>
<tr>
<td>- use of 2nd and 3rd conditional</td>
<td></td>
<td><strong>question tags using all tenses</strong></td>
</tr>
<tr>
<td>- verbs + (object) _ gerund or infinitive such as would like someone to do something, + suggest doing something</td>
<td></td>
<td><strong>imperative + question tag</strong></td>
</tr>
<tr>
<td>- causative use of have and get</td>
<td></td>
<td><strong>contracted forms appropriate to this level</strong></td>
</tr>
<tr>
<td>- reported speech with a range of tenses</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Modals, nouns, prepositions

<table>
<thead>
<tr>
<th>Modals</th>
<th>Communicator as Achiever and in addition</th>
<th>Expert as Communicator and in addition</th>
<th>Mastery as Expert and in addition</th>
</tr>
</thead>
<tbody>
<tr>
<td>• ought to (obligation)</td>
<td>• should have/might have/may have/could have/must have and negative forms of these</td>
<td>• as Expert</td>
<td></td>
</tr>
<tr>
<td>• negative of need and have to to express absence of obligation</td>
<td>• can’t have, needn’t have</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• must/can’t (deduction)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Communicator as Achiever and in addition</th>
<th>Expert as Communicator and in addition</th>
<th>Mastery as Expert and in addition</th>
</tr>
</thead>
<tbody>
<tr>
<td>• wider range of noun phrases with pre- and post-modification</td>
<td>• extended range of complex noun phrases</td>
<td>• as Expert</td>
<td></td>
</tr>
<tr>
<td>• word order of determiners, eg all my books</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prepositions and prepositional phrases</th>
<th>Communicator as Achiever and in addition</th>
<th>Expert as Communicator and in addition</th>
<th>Mastery as Expert and in addition</th>
</tr>
</thead>
<tbody>
<tr>
<td>• wider range of prepositions including despite, in spite of</td>
<td>• preposition + having + past participle such as having eaten</td>
<td>• as Expert</td>
<td></td>
</tr>
<tr>
<td>• collocations of verbs/nouns + prepositions such as point at, have an interest in</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• preposition + -ing form such as after leaving</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Articles, determiners, adjectives, adverbs, intensifiers

<table>
<thead>
<tr>
<th>Articles</th>
<th>Communicator as Achiever and <strong>in addition</strong></th>
<th>Expert as Communicator and <strong>in addition</strong></th>
<th>Mastery as Expert and <strong>in addition</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• definite, indefinite and zero article with both countable and uncountable nouns in a range of uses</td>
<td>• as Communicator</td>
<td>• as Expert</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Adjectives</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• comparisons with fewer and less</td>
<td>• as Communicator</td>
<td>• as Expert</td>
</tr>
<tr>
<td></td>
<td>• collocation of adjective + preposition such as responsible for</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Adverbs</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• adverbial phrases of degree, extent, probability</td>
<td>• as Communicator</td>
<td>• as Expert</td>
</tr>
<tr>
<td></td>
<td>• comparative and superlative of adverbs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intensifiers</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• wide range such as extremely, much too</td>
<td>• collocation of intensifiers with absolute and relative adjectives such as absolutely gorgeous, very pretty</td>
<td>• as Expert</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Punctuation and spelling

<table>
<thead>
<tr>
<th>Punctuation</th>
<th>Communicator as Achiever and in addition</th>
<th>Expert as Communicator and in addition</th>
<th>Mastery as Expert and in addition</th>
</tr>
</thead>
<tbody>
<tr>
<td>• multiple uses of commas</td>
<td>• accurate use of all punctuation</td>
<td>• as Expert</td>
<td></td>
</tr>
<tr>
<td>• use of apostrophes for possession and omission</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• use of other punctuation to enhance meaning</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Spelling

<table>
<thead>
<tr>
<th>Spelling</th>
<th>Communicator as Achiever and in addition</th>
<th>Expert as Communicator and in addition</th>
<th>Mastery as Expert and in addition</th>
</tr>
</thead>
<tbody>
<tr>
<td>• the correct spelling of words used in work, studies and daily life</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Discourse

<table>
<thead>
<tr>
<th>Discourse</th>
<th>Communicator as Achiever and in addition</th>
<th>Expert as Communicator and in addition</th>
<th>Mastery as Expert and in addition</th>
</tr>
</thead>
<tbody>
<tr>
<td>• a range of discourse markers expressing addition, cause and effect,</td>
<td>• a range of logical markers *(in this</td>
<td>• a full range of discourse markers</td>
<td></td>
</tr>
<tr>
<td>contrast (however), sequence and time <em>(at a later date)</em></td>
<td>respect, accordingly)*</td>
<td>adapted to context and register</td>
<td></td>
</tr>
<tr>
<td>• markers to structure spoken discourse <em>(as I was saying)</em></td>
<td>• sequence markers <em>(subsequently)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• use of ellipsis in informal speech and writing <em>(sounds good)</em></td>
<td>• a wider range of discourse markers to</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>structure formal and informal speech</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>(can we now turn to)</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*The table lists the skills expected at different levels of mastery, with detail on specific aspects of punctuation, spelling, and discourse markers.*
3 Overview of Assessment for International ESOL

3.1 Assessment of the International ESOL examination paper

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.

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, or two or more Narrow 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, Accuracy and range of Grammar, Accuracy and range of Vocabulary and Structure.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task fulfilment</td>
<td>A measure of how far the candidate has achieved/addressed the task and whether or not the candidate has done what was asked</td>
</tr>
<tr>
<td>Accuracy and range of grammar</td>
<td>A measure of the range, appropriacy and accuracy of grammar</td>
</tr>
<tr>
<td>Accuracy and range of vocabulary</td>
<td>A measure of the range, accuracy and appropriacy of vocabulary as well as spelling accuracy.</td>
</tr>
<tr>
<td>Structure</td>
<td>A measure of how coherently ideas are linked together in the text and how accurate the punctuation is</td>
</tr>
</tbody>
</table>
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 of the Handbook.

Marks for the Listening, Reading and Writing sections

<table>
<thead>
<tr>
<th></th>
<th>Listening</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>26</td>
<td>26</td>
<td>24</td>
</tr>
<tr>
<td>First Class Pass</td>
<td>21-26</td>
<td>21-26</td>
<td>20-24</td>
</tr>
<tr>
<td>Pass</td>
<td>13-20</td>
<td>13-20</td>
<td>12-15</td>
</tr>
<tr>
<td>Narrow Fail</td>
<td>12</td>
<td>12</td>
<td>11</td>
</tr>
<tr>
<td>Fail</td>
<td>0-11</td>
<td>0-11</td>
<td>0-10</td>
</tr>
</tbody>
</table>

Overall Examination Result

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Class</strong></td>
<td>3 First Class grades</td>
</tr>
</tbody>
</table>
| **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  |
Feedback reports

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

<table>
<thead>
<tr>
<th>PERFORMANCE CODES</th>
</tr>
</thead>
<tbody>
<tr>
<td>HI Writing – Grammar – standard not met</td>
</tr>
<tr>
<td>HJ Writing – Task Fulfilment – standard not met</td>
</tr>
<tr>
<td>HK Writing – Vocabulary – standard not met</td>
</tr>
<tr>
<td>HL Writing – Structure – standard not met</td>
</tr>
<tr>
<td>GA Section grade for Listening: First Class Pass</td>
</tr>
<tr>
<td>GB Section grade for Listening: Pass</td>
</tr>
<tr>
<td>GC Section grade for Listening: Narrow Fail</td>
</tr>
<tr>
<td>GD Section grade for Listening: Fail</td>
</tr>
<tr>
<td>GE Section grade for Reading: First Class Pass</td>
</tr>
<tr>
<td>GF Section grade for Reading: Pass</td>
</tr>
<tr>
<td>GG Section grade for Reading: Narrow Fail</td>
</tr>
<tr>
<td>GH Section grade for Reading: Fail</td>
</tr>
<tr>
<td>GI Section grade for Writing: First Class Pass</td>
</tr>
<tr>
<td>GJ Section grade for Writing: Pass</td>
</tr>
<tr>
<td>GK Section grade for Writing: Narrow Fail</td>
</tr>
<tr>
<td>GL Section grade for Writing: Fail</td>
</tr>
</tbody>
</table>
4 Access Arrangements

Access arrangements allow candidates with learning difficulties, disabilities or temporary injuries to show what they know and can do without changing the demands of the assessment. Examples include: a reader to read the questions and a scribe to write the answers.

Access arrangements are agreed before an assessment. For some arrangements, including readers and scribes, centres must apply to City & Guilds for permission before the examination. For information on arrangements not listed here, please contact City & Guilds.

The International English for Speakers of Other Languages (International ESOL) examination assesses the candidate's ability to listen, read, and write in English. As a result some access arrangements cannot be permitted. Examples are given in the table below.

<table>
<thead>
<tr>
<th>Access Arrangement</th>
<th>Definition</th>
<th>Listening</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extra Time</td>
<td></td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Reader</td>
<td>Someone who reads the questions to the candidate</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Scribe</td>
<td>Someone who writes down the candidate's dictated answers</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Braille or Modified</td>
<td>A range of formats are available, including large print</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>question papers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practical Assistant</td>
<td>Someone who helps with practical tasks not related to the test</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Supervised rest breaks</td>
<td>The candidate must remain under exam conditions</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Sign Language Interpreter</td>
<td>To sign the questions</td>
<td>Signing for the recording is not permitted</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Transcript</td>
<td>Where the candidate's handwriting is illegible</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Live speaker</td>
<td>A transcript of the recording can be requested</td>
<td>Yes</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Word processor</td>
<td>Computer or similar device to record answers</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Exemptions

Exemptions can only be considered as a last resort. For more information please contact City & Guilds.

More information can be found at the following website:
