

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

**Qualification handbook**



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June 2007  
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# 1 International English Qualifications (IEQs)

## 1.1 The International Spoken ESOL qualification handbook and other publications

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

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

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

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

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

**An overview of assessment for all levels of International Spoken ESOL** – provides detailed information to Centres and Candidates about the assessment methods used and provides the assessment criteria for a pass at each level.

**Guide for Interlocutors** - aimed at preparing interlocutors for all aspects of administering the Spoken ESOL tests, this publication is also a valuable aid to teachers preparing candidates for exams.

**Sample Examination Papers** are available on the website and on purchasable CD-Rom.

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

International Spoken English for Speakers of Other Languages

<b>Stock code</b>	<b>Title</b>	<b>ISBN</b>
TL-01-8985	International Spoken ESOL: Student Book 1 Preliminary/Access	0 85193 024 7
TL-02-8985	International Spoken ESOL: Student Book 2 Achiever/Communicator	0 85193 025 5
TL-03-8985	International Spoken ESOL: Student Book 3 Expert/Mastery	0 85193 026 3
TL-04-8985	International Spoken ESOL: Teacher's Book 1 Preliminary/Access	0 85193 027 1
TL-05-8985	International Spoken ESOL: Teacher's Book 2 Achiever/Communicator	0 85193 028 X
TL-06-8985	International Spoken ESOL: Teacher's Book 3 Expert/Mastery	0 85193 029 8
TL-07-8985	International Spoken ESOL: Cassette 1 Preliminary/Access	0 85193 037 9
TL-08-8985	International Spoken ESOL: Cassette 2 Achiever/Communicator	0 85193 038 7
TL-09-8985	International Spoken ESOL: Cassette 3 Expert/Mastery	0 85193 039 5

A similar range of support materials is also available for the International ESOL awards.

# 1 International English Qualifications (IEQs)

## 1.2 Qualifications

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

This is a stand-alone spoken examination available at six levels:

- Preliminary (equivalent to A1 Breakthrough on the Common European Framework<sup>1</sup>)
- Access (equivalent to A2 Waystage on the Common European Framework)
- Achiever (equivalent to B1 Threshold on the Common European Framework)
- Communicator (equivalent to B2 Vantage on the Common European Framework)
- Expert (equivalent to C1 EOP on the Common European Framework)
- Mastery (equivalent to C2 Mastery on the Common European Framework).

This qualification handbook covers all six levels.

### **International 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. These examinations complement the International Spoken ESOL series. A separate qualification handbook is available for International ESOL.

### **Spoken English Tests for Business (8981)**

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

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

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

<sup>1</sup> See: 2.2 The Common European Framework of Reference for Languages - page 10

## **English for Business Communication (8959)**

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

## **English for Office Skills (8960)**

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



# 1 International English Qualifications (IEQs)

## 1.3 Teaching qualifications

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

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

## 2 International Spoken ESOL

### 2.1 Introduction

#### **Who are the qualifications intended for?**

The City & Guilds International Spoken ESOL examinations offer a comprehensive test of spoken English which can either be a stand-alone examination or a complement to the International ESOL (reading, writing and listening) examination. The tasks in the examination are designed to test the use of English in real-life situations. The Spoken ESOL series of graded examinations provides ‘steps up the ladder’ of proficiency and can motivate students who are attending courses over a long period to continue their studies. They are suitable for learners attending short courses in English.

These examinations are accredited by the UK Qualification & Curriculum Authority (QCA) and are defined by QCA as being ESOL International qualifications.

According to QCA criteria, ESOL International qualifications are designed for candidates who are not native speakers of English and who wish to achieve a high quality, internationally recognised qualification in English that is available and recognised world-wide and, at the highest level (NQF level 3/CEF C2), candidates who are preparing for entry to higher education or professional employment in the UK or elsewhere.

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

#### **Who are the City & Guilds International Spoken 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 Spoken ESOL examinations?**

##### **• Examinations are on demand**

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

##### **• Integrity of total external assessment**

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

##### **• Feedback reports**

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

##### **• Rapid certification**

Results and certificates are issued within eight weeks

- **Easy to run**

Simple administration

Assessment is by means of a recorded interview marked by City & Guilds examiners Examination does not rely on reading at higher levels

- **Relevance**

Task-based questions

Real-world context

International Spoken ESOL is an oral examination consisting of a one-to-one interview conducted by an interlocutor appointed by the centre. The interlocutor must be a suitably qualified and experienced teacher of English. The examination is recorded and the tapes are sent to City & Guilds for detailed assessment by an examiner.

The levels chart below shows the six levels of the Spoken ESOL examinations and the duration of each examination.

### Levels

<b>Examination</b>	<b>Equivalent to</b>	<b>Duration of test</b>
Preliminary	A1	5 minutes
Access	A2	7 minutes
Achiever	B1	9 minutes
Communicator	B2	10 minutes
Expert	C1	12 minutes
Mastery	C2	15 minutes

## 2 International Spoken ESOL

### 2.2 Common European Framework of Reference for Languages

International Spoken ESOL levels are linked to the Common European Framework of Reference for Languages, developed by the Council of Europe.

#### Comparative levels chart

<b>City &amp; Guilds ESOL Levels</b>	<b>Common European Framework</b>	<b>Equivalent UK national levels</b>	<b>English speaking union levels</b>
Preliminary	A1 Breakthrough	Entry 1	2
Access	A2 Waystage	Entry 2	3
Achiever	B1 Threshold	Entry 3	4
Communicator	B2 Vantage	Level 1	5
Expert	C1 Effective Operational Proficiency	Level 2	6
Mastery	C2 Mastery	Level 3	7

## 2 International Spoken ESOL

### 2.3 Qualification titles and Q Numbers

The table below details the full title of each International ESOL qualification and also lists the Qualification Numbers (Q numbers) that have been assigned by the UK Qualifications and Curriculum Authority (QCA).

<b>International Spoken ESOL Examination</b>	<b>Title on certificate</b>	<b>Q number</b>	<b>Certification end date</b>
Preliminary (A1)	City & Guilds Entry Level Certificate in ESOL International (Spoken) (Entry 1)	500/1770/6	30/04/2011
Access (A2)	City & Guilds Entry Level Certificate in ESOL International (Spoken) (Entry 2)	500/1773/1	30/04/2011
Achiever (B1)	City & Guilds Entry Level Certificate in ESOL International (Spoken) (Entry 3)	500/1772/X	30/04/2011
Communicator (B2)	City & Guilds Entry Level Certificate in ESOL International (Spoken) (Entry 4)	500/1775/5	30/04/2011
Expert (C1)	City & Guilds Entry Level Certificate in ESOL International (Spoken) (Entry 5)	500/1768/8	30/04/2011
Mastery (C2)	City & Guilds Entry Level Certificate in ESOL International (Spoken) (Entry 6)	500/1771/8	20/04/2011

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

## 2 International Spoken ESOL

### 2.4 Descriptions of competence at each level

<b>City &amp; Guilds qualification level</b>	<b>Descriptor</b>
<b>Preliminary</b>	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 and 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.
<b>Access</b>	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.
<b>Achiever</b>	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.
<b>Communicator</b>	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.

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**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.

## 2 International Spoken ESOL

### 2.5 Centre Approval and operating procedures

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

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

You will need to complete an *Application for centre approval*. This form includes a list of our approval criteria and you will be asked to provide information on how you satisfy/will be able to satisfy these criteria. For example, we need to know that you have a safe or lockable steel cabinet and appropriate arrangements to ensure the security of all examination papers.

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

#### **Operating procedures – general requirements**

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

This includes the provision of:

- appropriately qualified staff to invigilate the examination waiting rooms
- appropriately qualified staff to act as the interlocutor during the examination
- facilities for assessments to be undertaken at appropriate times under conditions required by City & Guilds.

#### **Centre facilities**

To run the examination you will need an examination room and a room or waiting area for candidates to wait in. Choose rooms which are close together and are not affected by noise. Candidates who have taken the test must not be allowed to contact those who are waiting to do so. The examination room must have two chairs, a tape recorder and a power point. A table will be needed for the examination materials and for positioning the tape recorder at an appropriate height. It is the responsibility of the centre to provide the best possible conditions for recording. Before the examination check the recording equipment in the examination room by making a sample recording in order to assess the acoustic quality of the room and the quality of the recording. Make sure that the microphone is directed more towards the candidate but make sure that the interlocutor is also clearly recorded. If possible use separate microphones for the candidate and interlocutor, as this will produce a much clearer recording. Use new cassettes rather than re-using old ones and have a second machine and a number of tapes available in case of problems.



## Exam supervision

The examinations supervisor role is to supervise the waiting room. The invigilator must ensure that each candidate completes an entry form and that they take this into the examination room when told they may enter by the invigilator.

## Interlocutor

The interlocutor must be a suitably qualified and experienced teacher of English and be familiar with the *City & Guilds Guide for Interlocutors*. They may be the candidate's own English teacher. The examination cannot be administered without preparation and the interlocutor must be familiar with the content and format of the examination well before the actual examination session. An Interlocutor Framework is provided to support the progress of the examination. The script of the Interlocutor Framework should be adhered to as strictly as possible. For further advice on conducting the interaction, refer to the *Guide for Interlocutors*.

The examination secretary will give the examination material to the interlocutor one hour before the examination is scheduled. This time must be used by interlocutors to:

- familiarise themselves with the Interlocutor Framework
- read and thoroughly familiarise themselves with the specific content of all four parts of the tests about to be administered
- make sure that the recording equipment is working properly
- check that there is sufficient supply of new cassette tapes and that a second tape recorder is available in case of breakdown
- ensure that there is sufficient supply of paper and pencils for the candidates to use during the preparation for Part 4.

Candidates must be recorded in the same order in which they appear on the attendance register. At the beginning of the examination the interlocutor must enter the candidate's name on the mark sheet.

Before the first candidate's examination, switch on the tape recorder making sure the tape is wound on slightly, and record the following:

### **'City & Guilds International Spoken ESOL examination, (Level), (date)'**

Detailed instructions for the conduct of each part of the examination are contained in the Interlocutor Framework found in the examination paper. Additional guidance and advice for interlocutors is provided in the *City & Guilds Guide for Interlocutors*.

## Conduct and supervision of the examinations

Centres must ensure the following:

- 1 Any information charts in rooms where the tests take place should be removed or covered if they are likely to give help to candidates taking the tests.
- 2 Where, in the opinion of the Examination Supervisor, the candidate engages in any conduct during an examination that is deemed to have given him/her an unfair advantage, the candidate will be required to retake an alternative paper.

## Security of assessment materials

Centres must provide secure and lockable storage for:

- the question papers
- interim storage of all question papers and recorded cassettes.

Please note: Centres must provide their own cassettes. These will not be returned to the centre. Standard size cassettes only should be used.

## 2 International Spoken ESOL

### 2.6 Format and features of International Spoken ESOL

Skill & Focus	Task
<b>Speaking Part 1: to communicate personal information</b> Preliminary and Access: to give personal information Achiever and Communicator: also to express opinions and ideas Expert: to communicate opinions and ideas on a variety of topics and at Mastery to give personal opinions on contemporary topics and issues	<ul style="list-style-type: none"><li>• Give and spell name</li><li>• Give nationality</li><li>• Answer five questions</li></ul>
<b>Speaking Part 2: to communicate appropriately in social situations</b> All levels: to communicate in real-life situations using a range of functional language to elicit or respond as appropriate Expert and Mastery: to also show the ability to use a wide range of language functions	<ul style="list-style-type: none"><li>• Two or three situations are presented by the interlocutor at each level and candidates are required to respond to and initiate interactions.</li></ul>
<b>Speaking Part 3: to exchange information and opinions</b> Preliminary and Access: to exchange information to complete a simple task Achiever and Communicator: to co-operate to reach agreement/decision Expert and Mastery: to engage in discussion and to justify, challenge and persuade when expressing and eliciting opinion	<ul style="list-style-type: none"><li>• Exchange information to identify similarities and differences in pictures of familiar situations at Preliminary and Access levels</li><li>• Hold a short discussion to make a plan, arrange or decide something using visual prompts at Achiever and written text as the prompt at the three higher levels</li></ul>
<b>Speaking Part 4: to present a topic</b> Preliminary and Access: to demonstrate the ability to use sentences and produce a piece of connected spoken English Achiever and Communicator: to narrate, describe, communicate ideas and express opinions Expert and Mastery: to speak in depth on one topic from a wide range of abstract and complex subjects	<ul style="list-style-type: none"><li>• After 30 seconds of preparation time talk about a topic provided by the interlocutor and answer follow-up questions</li><li>• Preliminary and Access – 1 minute</li><li>• Achiever and Communicator – 2-3 minutes</li><li>• Expert and Mastery – 3 minutes</li><li>• Answer follow-up questions</li></ul>

## 2 International Spoken ESOL

### 2.7 The four parts of the examination

#### Part 1 - communicating personal information

The aim of this part is to settle the candidate and to elicit personal and everyday information. The interlocutor first asks the candidate's name, asks for the spelling of their family name and then asks for the candidate's nationality. It is not necessary for any information to be written down.

The interlocutor then selects further questions from the list provided.

From **Access** to **Mastery** levels, the questions are given under five topic headings. The questions allow the candidate to respond by giving personal information, ideas and opinions on a range of topics and should produce a natural interaction in the time allowed.

Questions range from very simple, eg *How old are you?* (**Preliminary**) to complex, eg *Which aspects of your education so far have been the most beneficial for you?* (**Mastery**). The interlocutor may expand the questioning, particularly at the higher levels, to help the candidate produce sufficient language.

#### Part 2 - communicating appropriately in social situations

The aim of this part is to test the candidate's use of functional language in a range of real-life situations. The interlocutor and candidate enact at least two situations. The Interlocutor may need to assume a different persona, but the candidate is never required to do so.

At the lower levels the dialogue will usually involve four exchanges (up to two short turns each). At the higher levels the given situations will require the candidate to enter into exchanges of greater length and complexity. The interlocutor reads aloud the exact words given for the chosen situation which signals the start of the dialogue.

The interlocutor first chooses one from four given situations, to which the candidate responds.

At **Preliminary** level a typical situation might be:

Interlocutor: We are in a café. I'm a waiter. You're a customer. I start.

*'Good morning. What would you like to drink?'*

At **Achiever** level a typical situation might be:

Interlocutor: I'm your friend. You look tired. I start.

*'Why don't you take a holiday?'*

At **Mastery** level a typical situation might be:

Interlocutor: We're both in a meeting. I'm the chairperson. I start.

*'Well, I'm quite concerned. John Phillips hasn't arrived yet. I wonder what's happened to him and if we should start. What do you think?'*

The interlocutor then chooses one from four given situations which require the candidate to initiate the interaction.

At **Preliminary** level a typical situation might be:

Interlocutor: You want to find a post office. Ask me. You start.

At **Achiever** level a typical situation might be:

Interlocutor: I'm waiting for you outside the cinema. You're very late. You start.

At **Mastery** level a typical situation might be:

Interlocutor: I'm your neighbour. Complain about the large tree in my garden and say what you want me to do. You start.

At **Preliminary** and **Access** levels the interlocutor guides the interaction and supports the candidate. At the higher levels, especially **Expert** and **Mastery**, the interlocutor allows the candidate to guide and maintain the interaction. At the higher levels the candidate's contribution is expected to demonstrate an awareness of the tone and register appropriate to the situations. For example, when making a complaint it is necessary to consider how direct the language should be and which tone of voice should be used. Further guidance for interlocutors can be found in the *City & Guilds Qualifications Guide for Interlocutors*.

### Part 3 - exchanging information and opinions

The aim of this part is to test the candidate's ability to use English to give and receive information in order to perform a communicative task. The task topics do not require the candidate to have specialist knowledge but at **Expert** and **Mastery** levels candidates are required to have an awareness of and opinions about social and contemporary issues. The interlocutor and candidate exchange information to perform a task.

It is the language used in the interaction that is most important, not the ability to complete the task in the given time. However, the interaction should move towards achievement of the task set.

- At **Preliminary** and **Access** levels the candidate needs to give and ask for information to find the differences between two pictures.
- At **Achiever** an attempt at agreement after a discussion based on visual prompts is expected.
- At **Communicator** level a plan or arrangement is attempted after a discussion based on one or two written texts.
- At **Expert** and **Mastery** levels the task takes the form of a discussion or negotiation based on written prompts. The candidate is asked to rank or prioritise, analyse, eliminate or hypothesise. Candidates at these levels will be required to expand and exemplify, justify, challenge and ask the interlocutor for clarification.

A typical discursive task at **Mastery** level is:

Interlocutor: Here is a list of some of the factors which might be important for job satisfaction. Let's discuss the different factors and decide the most and least important ones for us. Let's also consider which jobs involve the different factors.

social status	variety	lack of pressure	being praised
exercising power	freedom	meeting people	anything else?

#### **Part 4 - presenting a topic**

The aim of this part is to test a candidate's ability to speak at greater length with minimal participation by the interlocutor. This part of the test gives candidates the opportunity to demonstrate their range and fluency in English. The interlocutor chooses one of three given topics and asks the candidate to talk about it. The candidate is given pencil and paper to make notes during the 30 seconds of preparation time. The Interlocutor ensures that the chosen topic is not one which has already been touched on in the previous three parts of the test.

A typical topic at **Preliminary** level is:

What do you do on Sundays?

A typical topic at **Achiever** level is:

Your most exciting experience.

A typical topic at **Mastery** level is:

How does the design of towns and cities affect our lives?

The candidate will be asked to follow up questions to their presentation or may be interrupted with questions from the interlocutor.

## 2 International Spoken ESOL

### 2.8 Assessment

Spoken ESOL examinations are assessed against the criteria as detailed in the syllabus. The grades awarded will be either First Class Pass, Pass or Fail.

Two scales will be used to mark the Spoken ESOL tests at all levels. They are:

1) A global communication scale

2) An ARPF scale which covers:

- accuracy
- range
- pronunciation
- fluency

Each part of the test is given equal importance. Each part is given a global communication grade, while overall performance is assessed and confirmed using the ARPF scale.

The speaking skills expected at each level are found in the syllabus.

#### **Feedback reports**

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

## **3 Syllabus**

### 3.1 Introduction

The syllabus shows the standards which a learner must achieve to gain a pass in each of the six levels of the examination. 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 each set of standards.

## 3 Syllabus

### 3.2 Preliminary level

#### **Speaking**

The candidate will be able to:

- interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech
- initiate and respond to simple statements about personal details, in areas of immediate need or on very familiar topics
- communicate in a very limited range of social situations using a basic range of functional language
- exchange information to perform a task
- describe and explain familiar topics and simple routines
- give single-step instructions and directions in familiar contexts
- ask and answer simple questions
- produce simple phrases to express likes, dislikes and preferences in relation to familiar topics
- contribute points to a discussion, provided the other speakers are co-operative.

#### **Pronunciation**

- pronounce with sufficient clarity a limited repertoire of words and phrases so they can be understood by a sympathetic listener.

#### **Accuracy**

- display a limited control of very basic grammatical structures.

#### **Range**

- produce simple phrases and sentences to give basic information about and descriptions of familiar people and places, feelings and opinions.

#### **Register**

- cope appropriately, with support from the other person, in a limited range of familiar social situations.

#### **Fluency**

- manage the conventions of turn taking in very simple interactions
- use a very limited range of connectors to link utterances.



## Grammar

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

### Sentence structure

	Preliminary	Access as Preliminary and <b>in addition</b>
<b>Simple sentences</b>	<ul style="list-style-type: none"><li>• word order in simple statements: subject-verb-object/adverb/adjective/prepositional phrase</li><li>• word order in instructions</li><li>• word order in questions</li><li>• <i>There is/are</i> + noun</li></ul>	<ul style="list-style-type: none"><li>• <i>There was/were</i></li></ul>
<b>Compound sentences</b>		<ul style="list-style-type: none"><li>• Use of conjunctions <i>and/but/or</i></li><li>• Word order Subject-verb-(object) (+ <i>and/but/or</i>) + subject-verb-(object)</li></ul>
<b>Complex sentences</b>		<ul style="list-style-type: none"><li>• Clauses of: time with <i>when, before, after</i> reason <i>because</i>, result <i>so</i></li><li>• Noun clause with <i>that</i></li></ul>

## Verb forms

	<b>Preliminary</b>	<b>Access</b> as Preliminary and <b>in addition</b>
<b>Verb forms</b>	<p><b>Present reference:</b></p> <ul style="list-style-type: none"> <li>• simple present tense of <i>be/have/do</i> and common regular verbs</li> <li>• present continuous of common verbs</li> <li>• <i>have got</i></li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>• yes/no questions</li> <li>• question words: <i>who/what/where/when/how much/how many/how old</i></li> <li>• auxiliary 'do' for questions and negatives (positive questions only)</li> <li>• short answers such as <i>yes he does, no I haven't</i></li> <li>• imperatives and negative imperatives</li> <li>• contracted forms appropriate to this level</li> <li>• <i>let's</i> + infinitive for suggestion</li> </ul>	<p><b>Present reference:</b></p> <ul style="list-style-type: none"> <li>• simple present with no time focus</li> <li>• present continuous to express continuity</li> </ul> <p><b>Past reference:</b></p> <ul style="list-style-type: none"> <li>• past tense of regular and common irregular verbs with time markers</li> </ul> <p><b>Future reference:</b></p> <ul style="list-style-type: none"> <li>• NP + <i>be going to</i>, present continuous and time markers</li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>• limited range of common verbs _-<i>ing</i> form, such as <i>like, go</i></li> <li>• verb + to + infinitive such as <i>want, hope</i></li> <li>• very common phrasal verbs such as <i>get up, switch on</i></li> <li>• questions such as <i>what time, how often, why, how which</i></li> <li>• simple question tags using all the verb forms at this level</li> <li>• contracted forms appropriate to this level</li> </ul>

## Modals, nouns, pronouns, possessives, prepositions

	Preliminary	Access as Preliminary and <b>in addition</b>
<b>Modals</b>	<ul style="list-style-type: none"> <li>• <i>can, can't</i> (ability/inability, permission) and <i>would like</i> (request)</li> <li>• not negative questions</li> </ul>	<b>Modals and forms with similar meaning:</b> <ul style="list-style-type: none"> <li>• <i>must</i> (obligation)</li> <li>• <i>mustn't</i> (prohibition)</li> <li>• <i>have to, had got to</i> (need)</li> <li>• <i>can, could</i> (requests)</li> <li>• <i>couldn't</i> (impossibility)</li> <li>• <i>may</i> (permission)</li> <li>• single modal adverbs: <i>possibly, probably, perhaps</i></li> </ul>
<b>Nouns</b>	<ul style="list-style-type: none"> <li>• regular and common irregular plural forms</li> <li>• very common uncountable nouns</li> <li>• cardinal number 1-31</li> </ul>	<ul style="list-style-type: none"> <li>• countable and uncountable nouns</li> <li>• simple noun phrases</li> <li>• cardinal numbers up to 100,</li> <li>• multiples of 100</li> </ul>
<b>Pronouns</b>	<ul style="list-style-type: none"> <li>• personal-subject</li> </ul>	<ul style="list-style-type: none"> <li>• object, reflexive</li> </ul>
<b>Possessives</b>	<ul style="list-style-type: none"> <li>• possessive adjectives such as <i>my, your, his, her, its, our, their</i></li> <li>• use of 's, s'</li> </ul>	<ul style="list-style-type: none"> <li>• possessive pronouns such as <i>mine, yours, whose</i></li> </ul>
<b>Prepositions and prepositional phrases</b>	<ul style="list-style-type: none"> <li>• common prepositions such as <i>at, in, on, under, next to, between, near, to, from</i></li> <li>• prepositional phrases of place, time and movement, such as <i>at home, on the left, on Monday, at six o'clock</i></li> </ul>	<ul style="list-style-type: none"> <li>• Prepositions of place, time and movement, such as <i>before, after, towards, up, down, along, across, in front of, behind, opposite</i></li> <li>• Prepositional phrases of place and time, such as <i>dinner, before tea</i></li> </ul>

## Articles, determiners, adjectives, adverbs, intensifiers

	Preliminary	Access as Preliminary and <b>in addition</b>
<b>Articles</b>	<ul style="list-style-type: none"> <li>definite, indefinite</li> </ul>	<ul style="list-style-type: none"> <li>definite article</li> <li>zero article with uncountable nouns</li> <li>definite article with superlatives</li> </ul>
<b>Determiners</b>	<ul style="list-style-type: none"> <li><i>Any, some, a lot of</i></li> </ul>	<ul style="list-style-type: none"> <li><i>All, none, not(any), enough, (a) few, (a) little, many, more, most, much, no</i></li> </ul>
<b>Adjectives</b>	<ul style="list-style-type: none"> <li>common adjectives in front of a noun</li> <li>demonstrate adjectives <i>this, that, these, those</i></li> <li>ordinal number 1-31</li> </ul>	<ul style="list-style-type: none"> <li>Order of adjectives</li> <li>Comparative, superlative, regular and common irregular forms</li> <li>Use of <i>than</i></li> <li>Ordinal numbers up to 100, multiples of 100</li> </ul>
<b>Adverbs</b>	<ul style="list-style-type: none"> <li>simple adverbs of place, manner and time, such as <i>here, slowly, now</i></li> </ul>	<ul style="list-style-type: none"> <li>Simple adverbs and adverbial phrases: sequencing, time and place, frequency, manner</li> <li>Position of adverbs and word order of adverbial phrases</li> </ul>
<b>Intensifiers</b>	<ul style="list-style-type: none"> <li><i>very, really</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Quite, so, a bit</i></li> </ul>

## Punctuation and spelling

	Preliminary	Access as Preliminary and <b>in addition</b>
<b>Punctuation</b>	<ul style="list-style-type: none"><li>• use of capital letters and full stops</li></ul>	<ul style="list-style-type: none"><li>• use of question marks, exclamation marks, use of comma in lists</li></ul>
<b>Spelling</b>	<ul style="list-style-type: none"><li>• the correct spelling of personal keywords and familiar words</li></ul>	<ul style="list-style-type: none"><li>• the correct spelling of most personal details and familiar common words</li></ul>

## Discourse

	Preliminary	Access as Preliminary and <b>in addition</b>
	<ul style="list-style-type: none"><li>• sentence connectives: <i>then, next</i></li></ul>	<ul style="list-style-type: none"><li>• adverbs to indicate sequence (<i>first, finally</i>)</li><li>• use of substitution, (I think so, I hope so)</li><li>• markers to structure spoken discourse (<i>right, well, OK</i>)</li></ul>

## Topics

### 1 Self and family

- name
- title
- address
- telephone/fax number
- e-mail address
- date and place of birth
- age
- sex
- marital status
- nationality
- origin
- occupation
- family members
- religion
- likes and dislikes
- physical appearance

### 2 Home

- accommodation, rooms
- furniture, furnishings

### 3 Own local area

- services
- amenities
- region
- flora and fauna

### 4 Everyday life

- at home
- at work
- signs and notices

### 5 Education

- type of school, college
- subjects studied

### 6 Free-time interests

- leisure
- hobbies and interests
- computer, Internet
- music
- holidays
- sport

## **7 Entertainment**

- TV
- radio
- cinema
- theatre
- concerts
- sporting events
- newspapers, magazines

## **8 Travel**

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

## **9 Relationships**

- friends
- colleagues
- correspondence with others
- behaviour

## **10 Health and hygiene**

- parts of the body
- personal comfort
- hygiene
- ailments, accidents
- insurance

## **11 Shopping**

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

## **12 Food and drink**

- types of food and drink
- eating and drinking out

### **13 Public services**

- post
- telephone
- banking
- police
- hospital
- surgery (doctor/dentist)
- garage
- petrol station
- insurance
- emergency services (fire, ambulance)

### **14 Places**

- asking the way
- giving directions
- location

### **15 Language**

- ability at using a foreign language
- understanding of foreign language
- expression
- English spelling and alphabet

### **16 Weather**

- weather forecast
- types of weather
- types of climate

### **17 Measures and shapes**

- digits and cardinal numbers up to 31
- telephone numbers
- height, length, weight
- capacity and volume
- temperature
- dates, days
- times
- shape



## **Functions**

(see topics list for contexts)

### **Personal environment**

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

### **Expressing thoughts and feelings**

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

### **Making things happen**

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

### **Social contact**

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

## 3 Syllabus

### 3.3 Access level

#### **Speaking**

The candidate will be able to:

- speak with reasonable ease in structured situations and short conversations on familiar topics, although from time to time will be asked to repeat or clarify
- communicate personal information to give simple descriptions of family, other people, living or working conditions, habits and daily routines, education background and/or job
- communicate in a limited number of social situations using a range of functional language
- exchange information to perform a task
- give simple directions, instructions and explanations
- ask and answer questions
- give a short description or tell a simple story using simple and compound sentences
- express simple feelings and opinions and establish a shared understanding.

#### **Pronunciation**

- pronounce the sounds of English sufficiently clearly to be generally understood.

#### **Accuracy**

- display some control of basic grammatical structures.

#### **Range**

- display an adequate range of vocabulary to communicate on familiar topics and perform simple tasks.

#### **Register**

- adjust language to suit context in straightforward situations.

#### **Fluency**

- manage the conventions of turn taking in short social exchanges, using simple techniques to start, maintain, and end a conversation
- use a limited number of common discourse markers.

## Grammar

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

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

## Verb forms

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

## Modals, nouns, pronouns, possessives, prepositions

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

## Articles, determiners, adjectives, adverbs, intensifiers

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

## Punctuation and spelling

	Preliminary	Access as Preliminary and <b>in addition</b>	Achiever as Access and <b>in addition</b>
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>use of capital letters and full stops</li> </ul>	<ul style="list-style-type: none"> <li>use of question marks, exclamation marks, use of comma in lists</li> </ul>	<ul style="list-style-type: none"> <li>use of punctuation in formal and informal texts, such as dashes, brackets, bullet points, speech marks</li> </ul>
<b>Spelling</b>	<ul style="list-style-type: none"> <li>the correct spelling of personal keywords and familiar words</li> </ul>	<ul style="list-style-type: none"> <li>the correct spelling of most personal details and familiar common words</li> </ul>	<ul style="list-style-type: none"> <li>the correct spelling of common words and key words relating to own work, leisure and study interests</li> </ul>

## Discourse

	Preliminary	Access as Preliminary and <b>in addition</b>	Achiever as Access and <b>in addition</b>
<b>Discourse</b>	<ul style="list-style-type: none"> <li>sentence connectives: <i>then, next</i></li> </ul>	<ul style="list-style-type: none"> <li>adverbs to indicate sequence (<i>first, finally</i>)</li> <li>use of substitution (<i>I think so, I hope so</i>)</li> <li>markers to structure spoken discourse (<i>Right, well, OK</i>)</li> </ul>	<ul style="list-style-type: none"> <li>markers to indicate addition (<i>also</i>), sequence (<i>in the first place</i>), contrast (<i>on the other hand</i>)</li> <li>markers to structure spoken discourse, (<i>anyway, by the way</i>)</li> <li>use of ellipsis in informal situations (<i>got to go</i>)</li> <li>use of vague language (<i>I think, you know</i>)</li> </ul>

## Topics

### 1 Self and family

- name
- title
- address
- telephone/fax number
- e-mail address
- date and place of birth
- age
- sex
- marital status
- nationality
- origin
- occupation
- family members
- religion
- likes and dislikes
- physical appearance

### 2 Home

- accommodation, rooms
- furniture, furnishings

### 3 Own local area

- services
- amenities
- region
- flora and fauna

### 4 Education

- type of school, college
- subjects studied

### 6 Free-time interests

- leisure
- hobbies and interests
- computer, Internet
- music
- holidays
- sport



## **7 Entertainment**

- TV
- radio
- cinema
- theatre
- concerts
- sporting events
- newspapers, magazines

## **8 Travel**

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

## **9 Relationships**

- friends
- colleagues
- correspondence with others
- behaviour
- invitations

## **10 Health and hygiene**

- parts of the body
- personal comfort
- hygiene
- ailments, accidents
- insurance

## **11 Shopping**

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

## **12 Food and drink**

- types of food and drink
- eating and drinking in restaurants, cafes, etc

### **13 Public services**

- post
- telephone
- banking
- police
- hospital
- surgery (doctor/dentist)
- garage
- petrol station
- insurance
- emergency services (fire, ambulance)

### **14 Places**

- asking the way
- giving directions
- location
- points of the compass (4)

### **15 Language**

- ability at using a foreign language
- understanding of foreign language
- expression
- English spelling and alphabet

### **16 Weather**

- weather forecast
- types of weather
- types of climate

### **17 Measures and shapes**

- digits and cardinal numbers (up to 100 and multiples of 100)
- telephone numbers
- height, length, weight
- capacity and volume
- temperature
- dates, days
- times
- shapes

## **Functions**

(see topics list for contexts)

### **Personal environment**

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

### **Expressing thoughts and feelings**

- expressing agreement or disagreement
- denying something
- expressing views and feelings with reasons
- stating and asking about knowledge or ignorance of something or someone
- stating and asking about ability or inability to do something
- stating and asking about certainty or uncertainty of something
- seeking, granting or denying permission
- expressing and asking about wishes and hopes
- expressing and asking about wants, desires, needs
- stating and asking about intention
- stating a preference
- expressing and asking about likes and dislikes, with reasons
- expressing and asking about (dis)pleasure, (un)happiness
- expressing and asking about satisfaction or dissatisfaction
- expressing disappointment
- expressing gratitude
- offering and accepting an apology
- expressing approval or appreciation
- expressing regret.

### **Making things happen**

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

## **Social contact**

- getting someone's attention
- greeting people and responding to greetings
- expressing thanks
- addressing somebody
- introducing oneself, family and close friends
- opening, closing a conversation
- congratulating someone
- proposing a toast
- indicating lack of understanding
- asking someone to clarify or explain something
- asking someone to repeat all or part of something
- asking someone to speak more slowly
- asking for help in finding words or phrases
- asking for and giving the spelling and meaning of words
- counting and using numbers
- asking for and telling people the time, day, date
- interrupting politely
- summing up
- taking leave
- observing telephone conventions
- observing letter-writing conventions.

## 3 Syllabus

### 3.4 Achiever level

#### **Speaking**

The candidate will be able to:

- interact competently if not always accurately in everyday situation
- communicate personal information, opinions and ideas and respond to those of others
- communicate in a variety of social situations using an appropriate range of functional language
- exchange information, feelings and opinions to perform a task
- narrate, describe, explain and express opinions in extended speech related to familiar contexts
- contribute points to a simple discussion.

#### **Pronunciation**

- pronounce the sounds of English sufficiently well to be generally understood and show a fair control of stress and intonation patterns.

#### **Accuracy**

- display a good control of basic grammatical structures without impeding errors when dealing with familiar topics.

#### **Range**

- display an adequate range of vocabulary and expression to deal with familiar situations and topics
- narrate using past tenses.

#### **Register**

- adopt a degree of formality appropriate to familiar circumstances
- use appropriate phrases in familiar situations such as greeting and leave-taking.

#### **Fluency**

- initiate and follow the norms of turn-taking, prompt and manage the discourse with a degree of independence
- connect descriptions, narratives and descriptions in simple ways
- speak without undue hesitation unless searching for information, vocabulary or when reformulating

## Grammar

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

### Sentence structure

	<b>Access</b> as Preliminary and <b>in addition</b>	<b>Achiever</b> as Access and <b>in addition</b>	<b>Communicator</b> as Achiever and <b>in addition</b>
<b>Simple sentences</b>	<ul style="list-style-type: none"> <li>• <i>There was/were</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>There has/have been</i></li> <li>• <i>There will be/there is going to be</i></li> </ul>	<b>Simple, compound And complex sentences with subordinate clauses</b> <ul style="list-style-type: none"> <li>• word order in sentences with more than one subordinate clause</li> <li>• <i>there had been</i></li> <li>• use of common conjunctions expressing contrast, purpose, consequence, condition, concession</li> <li>• non-defining relative clauses</li> <li>• defining relative clauses with <i>where, whose, when</i></li> <li>• defining relative clauses without relative pronouns</li> <li>• participial clauses describing action with <i>-ing</i></li> </ul>
<b>Compound sentences</b>	<ul style="list-style-type: none"> <li>• use of the conjunctions <i>and/but/or</i></li> <li>• word order subject-verb-(object) (+<i>and/but/or</i>) + subject-verb-(object)</li> </ul>		
<b>Complex sentences</b>	<ul style="list-style-type: none"> <li>• clauses of: time with <i>when, before, after</i>, reason <i>because</i> result <i>so</i></li> <li>• noun clause with <i>that</i></li> </ul>	<ul style="list-style-type: none"> <li>• word order in complex sentences</li> <li>• complex sentences with one subordinate clause</li> <li>• defining relative clauses with <i>who, which, that</i> clause as subject/object</li> </ul>	

## Verb forms

	<b>Access</b> as Preliminary and <b>in addition</b>	<b>Achiever</b> as Access and <b>in addition</b>	<b>Communicator</b> as Achiever and <b>in addition</b>
<b>Verb forms</b>	<p><b>Present/Past reference:</b></p> <ul style="list-style-type: none"> <li>simple present with no time focus present continuous to express continuity</li> </ul> <p><b>Past reference:</b></p> <ul style="list-style-type: none"> <li>past tense of regular and common irregular verbs with time markers</li> </ul> <p><b>Future reference:</b></p> <ul style="list-style-type: none"> <li>NP + <i>be going to</i>, present continuous and time markers</li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>limited range of common verbs _ <i>-ing</i> form, such as <i>like, go</i></li> <li>verb + to + infinitive such as <i>want, hope</i></li> <li>very common phrasal verbs such as <i>get up, switch on</i></li> <li>questions such as <i>what time, how often, why, how which</i></li> <li>simple question tags using all the verb forms at this level</li> <li>contracted forms appropriate to this level</li> </ul>	<p><b>Present/Past reference:</b></p> <ul style="list-style-type: none"> <li>Present perfect with <i>since/for/ever/never, yet/already, just</i></li> </ul> <p><b>Past reference:</b></p> <ul style="list-style-type: none"> <li><i>used to</i> for regular actions in the past past continuous</li> </ul> <p><b>Future reference:</b></p> <ul style="list-style-type: none"> <li>Future simple verb forms, NP + <i>will</i></li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>Zero and 1<sup>st</sup> conditional</li> <li>Range of verbs + <i>-ing</i> forms</li> <li><i>to</i> + infinitive to express purpose</li> <li>common phrasal verbs and position of object pronouns, such as <i>I looked it up</i></li> <li>simple reported/embedded statements and questions</li> <li>question tags using all verbs</li> <li>appropriate at the level</li> <li>contracted forms appropriate to this level</li> </ul>	<p><b>Present/Past reference:</b></p> <ul style="list-style-type: none"> <li>present perfect continuous</li> </ul> <p><b>Past reference:</b></p> <ul style="list-style-type: none"> <li>past perfect</li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>simple passive</li> <li>use of 2<sup>nd</sup> and 3<sup>rd</sup> conditional</li> <li>verbs + (object) _ gerund or infinitive such as <i>would like someone to do something, + suggest doing something</i></li> <li>causative use of <i>have</i> and <i>get</i></li> <li>reported speech with a range of tenses</li> <li>wider range of phrasal verbs such as <i>give up, hold out</i></li> <li>reported requests and instructions</li> <li>question tags using tenses appropriate to this level</li> </ul>

## Modals, nouns, pronouns, possessives, prepositions

	<b>Access</b> as Preliminary and <b>in addition</b>	<b>Achiever</b> as Access and <b>in addition</b>	<b>Communicator</b> as Achiever and <b>in addition</b>
<b>Modals</b>	<p><b>Modals and forms with similar meaning:</b></p> <ul style="list-style-type: none"> <li>• <i>must</i> (obligation)</li> <li>• <i>mustn't</i> (prohibition)</li> <li>• <i>have to, had got to</i> (need)</li> <li>• <i>can, could</i> (requests)</li> <li>• <i>couldn't</i> (impossibility)</li> <li>• <i>may</i> (permission)</li> <li>• single modal adverbs: <i>possibly, probably, perhaps</i></li> </ul>	<p><b>Modals and forms with similar meaning:</b></p> <ul style="list-style-type: none"> <li>• <i>should</i> (obligation, advice)</li> <li>• <i>might, may, will, probably</i> (possibility and probability in the future)</li> <li>• <i>would/should</i> (advice)</li> <li>• <i>need to</i> (obligation)</li> <li>• <i>needn't</i> (lack of obligation)</li> <li>• <i>will definitely</i> (certainly in the future)</li> <li>• <i>may I</i> (asking for permission)</li> <li>• <i>I'd rather</i> (stating preference)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>ought to</i> (obligation)</li> <li>• negative of <i>need</i> and <i>have to</i> to express absence of obligation</li> <li>• <i>must/can't</i> (deduction)</li> </ul>
<b>Nouns</b>	<ul style="list-style-type: none"> <li>• countable and uncountable nouns</li> <li>• simple nouns phrases</li> <li>• cardinal numbers up to 100+ multiples of 100</li> </ul>	<ul style="list-style-type: none"> <li>• noun phrases with pre- and post-modification such as <i>fair-haired people with sensitive skin</i></li> <li>• all cardinal numbers</li> </ul>	<ul style="list-style-type: none"> <li>• wider range of noun phrases with pre- and post-modification</li> <li>• word order of determiners, eg <i>all my books</i></li> </ul>
<b>Pronouns</b>	<ul style="list-style-type: none"> <li>• object, reflexive</li> </ul>		
<b>Possessives</b>	<ul style="list-style-type: none"> <li>• possessive pronouns such as <i>mine, yours, whose</i></li> </ul>	<ul style="list-style-type: none"> <li>• As Access</li> </ul>	
<b>Prepositions and prepositional phrases</b>	<ul style="list-style-type: none"> <li>• prepositions of place, time and movement, such as <i>before, after, towards, up, down, along, across, in front of, behind, opposite</i></li> <li>• prepositional phrases of place and time, such as <i>after dinner, before tea</i></li> </ul>	<ul style="list-style-type: none"> <li>• wide range of prepositions, such as <i>beyond, above, beneath, below</i></li> <li>• prepositional phrases such as <i>in her twenties, of average height, in the top right hand corner</i></li> </ul>	<ul style="list-style-type: none"> <li>• wider range of prepositions including <i>despite, in spite of</i></li> <li>• collocations of verbs/nouns + prepositions such as <i>point at, have an interest in</i></li> <li>• preposition + <i>-ing</i> form such as <i>after leaving</i></li> </ul>



## Articles, determiners, adjectives, adverbs, intensifiers

	<b>Access</b> as Preliminary and <b>in addition</b>	<b>Achiever</b> as Access and <b>in addition</b>	<b>Communicator</b> as Achiever and <b>in addition</b>
<b>Articles</b>	<ul style="list-style-type: none"> <li>definite article</li> <li>zero article with uncountable nouns</li> <li>definite article with superlatives</li> </ul>	<ul style="list-style-type: none"> <li>definite article with post-modification, such as the <i>present you gave me</i></li> <li>use of indefinite article in definitions, such as <i>an architect is a person who designs buildings</i></li> </ul>	<ul style="list-style-type: none"> <li>definite, indefinite and zero article with both countable and uncountable nouns in a range of uses</li> </ul>
<b>Determiners</b>	<ul style="list-style-type: none"> <li><i>all, none, not (any), enough, (a) few, (a) little, many, more, most, much, no</i></li> </ul>	<ul style="list-style-type: none"> <li>a range of determiners, eg <i>all the, most, both</i></li> </ul>	
<b>Adjectives</b>	<ul style="list-style-type: none"> <li>order of adjectives</li> <li>comparative, superlative, regular and common irregular forms</li> <li>use of <i>than</i></li> <li>ordinal numbers up to 100 + multiples of 100</li> </ul>	<ul style="list-style-type: none"> <li>adjectives ending <i>-ed + -ing</i> such as <i>tired</i> and <i>tiring</i></li> <li>comparative structures, such as <i>as... ..as, is the same as, not so.....as..., looks like/is like</i></li> <li>all ordinal numbers</li> </ul>	<ul style="list-style-type: none"> <li>comparisons with <i>fewer</i> and <i>less</i></li> <li>collocation of adjective + preposition such as <i>responsible for</i></li> </ul>
<b>Adverbs</b>	<ul style="list-style-type: none"> <li>simple adverbs and adverbial phrases: sequencing, time and place, frequency, manner</li> <li>position of adverbs and word order of adverbial phrases</li> </ul>	<ul style="list-style-type: none"> <li>more complex adverbial phrases of time, place, frequency, manner, such as <i>as soon as possible</i></li> </ul>	<ul style="list-style-type: none"> <li>adverbial phrases of degree, extent, probability</li> <li>comparative and superlative of adverbs</li> </ul>
<b>Intensifiers</b>	<ul style="list-style-type: none"> <li><i>quite, so, a bit</i></li> </ul>	<ul style="list-style-type: none"> <li>a range of intensifiers such as <i>too, enough</i></li> </ul>	<ul style="list-style-type: none"> <li>wide range such as <i>extremely, much too</i></li> </ul>

## Punctuation and spelling

	<b>Access</b> as Preliminary and <b>in addition</b>	<b>Achiever</b> as Access and <b>in addition</b>	<b>Communicator</b> as Achiever and <b>in addition</b>
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>• use of question marks, exclamation marks, use of comma in lists</li> </ul>	<ul style="list-style-type: none"> <li>• use of punctuation in formal and informal texts, such as dashes, brackets, bullet points, speech marks</li> </ul>	<ul style="list-style-type: none"> <li>• multiple uses of commas</li> <li>• use of apostrophes for possession and omission</li> <li>• use of other punctuation to enhance meaning</li> </ul>
<b>Spelling</b>	<ul style="list-style-type: none"> <li>• the correct spelling of most personal details and familiar common words</li> </ul>	<ul style="list-style-type: none"> <li>• the correct spelling of common words and key words relating to own work, leisure and study interests</li> </ul>	<ul style="list-style-type: none"> <li>• the correct spelling of words used in work, studies and daily life</li> </ul>

## Discourse

	<b>Access</b> as Preliminary and <b>in addition</b>	<b>Achiever</b> as Access and <b>in addition</b>	<b>Communicator</b> as Achiever and <b>in addition</b>
<b>Discourse</b>	<ul style="list-style-type: none"> <li>• adverbs to indicate sequence (<i>first, finally</i>)</li> <li>• use of substitution (<i>I think so, I hope so</i>)</li> <li>• markers to structure spoken discourse (<i>Right, well, OK</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• markers to indicate addition (<i>also</i>), sequence (<i>in the first place</i>), contrast (<i>on the other hand</i>)</li> <li>• markers to structure spoken discourse, (<i>anyway, by the way</i>)</li> <li>• use of ellipsis in informal situations (<i>got to go</i>)</li> <li>• use of vague language (<i>I think, you know</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• a range of discourse markers expressing addition, cause and effect, contrast (<i>however</i>), sequence and time (<i>at a later date</i>)</li> <li>• markers to structure spoken discourse (<i>as I was saying</i>)</li> <li>• use of ellipsis in informal speech and writing (<i>sounds good</i>)</li> </ul>

## Topics

### 1 Self and family

- name
- title
- address
- telephone/fax number
- e-mail address
- date and place of birth
- age
- sex
- marital status
- nationality
- origin
- occupation
- family members
- religion
- likes and dislikes
- physical appearance
- character, disposition

### 2 Home

- accommodation, rooms
- furniture, furnishings

### 3 Own local area

- services
- amenities
- region
- flora and fauna

### 4 Everyday life

- at home
- at work
- income
- prospects

### 5 Education

- type of school, college
- subjects studied
- qualifications

## **6 Free time interests**

- leisure
- hobbies and interests
- computer, Internet
- music
- holidays
- sport
- artistic pursuits

## **7 Entertainment**

- TV
- radio
- cinema
- theatre
- concerts
- sporting events
- newspapers, magazines
- exhibitions, museums

## **8 Travel**

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

## **9 Relationships**

- friends
- colleagues
- correspondence with others
- behaviour, conventions
- invitations
- membership of clubs
- government and politics
- crime, justice
- social issues

## **10 Health and hygiene**

- parts of the body
- personal comfort
- hygiene
- ailments, accidents
- insurance

## **11 Shopping**

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

## **12 Food and drink**

- types of food and drink
- eating and drinking in restaurants, cafes, etc

## **13 Public services**

- post
- telephone
- banking
- library
- police
- hospital
- surgery (doctor/dentist)
- garage
- petrol station
- insurance
- emergency services (fire, ambulance)
- embassies, consulates

## **14 Places**

- asking the way
- giving directions
- location
- points of the compass (8)

## **15 Language**

- ability at using a foreign language
- understanding of foreign language
- expression
- English spelling and alphabet

## **16 Weather**

- weather forecast
- types of weather
- types of climate

## **17 Measures and shapes**

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

## **Functions**

(see topics list for contexts)

### **Personal environment**

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

### **Expressing thoughts, feelings and attitudes**

- expressing and asking about agreement or disagreement
- denying something
- expressing views and feelings with reasons
- stating and asking about knowledge or ignorance of something or someone
- stating whether a person, thing or action is remembered or forgotten
- enquiring of someone else whether a person, thing or action is remembered or forgotten
- stating and asking about degrees of probability
- expressing, denying or asking about necessity (including logical deduction)
- stating and asking about one's certainty or uncertainty of something
- stating and asking about one's ability or inability to do something
- stating and enquiring about one's obligation (or lack of) to do something
- seeking, granting or denying permission
- stating and asking about the permissibility of doing something
- expressing and asking about wishes and hopes
- expressing and asking about wants, desires, needs
- stating and asking about intention
- stating, responding to and asking about preference
- expressing and asking about likes and dislikes, with reasons
- expressing and asking about (dis)pleasure, (un)happiness
- expressing and asking about satisfaction or dissatisfaction
- expressing disappointment
- expressing gratitude
- expressing and asking about interest or lack of it
- expressing surprise or lack of it
- expressing and asking about fear or worry
- giving reassurance
- expressing regret, sympathy
- offering and accepting an apology
- granting forgiveness
- expressing approval or appreciation
- expressing regret
- expressing indifference

- expressing and asking about approval or disapproval
- expressing moral obligation.

### **Making things happen**

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

### **Social contact**

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



- encouraging another speaker to continue
- indicating a wish to continue or finish speaking
- summing up
- taking leave
- observing telephone conventions
- observing letter-writing conventions.

## 3 Syllabus

### 3.5 Communicator level

#### Speaking syllabus

The candidate will be able to:

- speak with a degree of fluency and spontaneity making sustained interaction possible without undue strain
- communicate personal information, opinions, feelings and ideas
- communicate in a variety of social situations using a range of functional language
- exchange information to perform a task
- narrate, describe, explain and express opinions in extended speech
- give straightforward descriptions, narratives, directions, instructions on topics encountered in personal, social, academic or vocational life
- contribute points to an argument on a familiar topic integrating sub-themes and coming to a conclusion.

#### Pronunciation

- pronounce clearly the sounds of English in connected speech
- produce stretches of language with few noticeable long pauses, but with some hesitation when searching for patterns and expressions.

#### Accuracy

- display a relatively high degree of grammatical control without impeding errors.

#### Range

- use sufficient range of language to give detailed descriptions and arguments and be able to highlight personal events and emotions
- produce complex sentences although there is still some searching for vocabulary and expressions.

#### Register

- adopt a degree of formality appropriate to the circumstances
- cope linguistically with more stressful kinds of interaction such as complaints or disputes.

#### Fluency

- manage the conventions of turn taking using appropriate phrases for making and dealing with interruptions and requesting information
- link utterances using some cohesive devices although there may be some 'jerkiness' in extended speech.

## Grammar

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

### Sentence structure

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

## Verb forms

	<b>Achiever</b> as Access and <b>in addition</b>	<b>Communicator</b> as Achiever and <b>in addition</b>	<b>Expert</b> As Communicator and <b>in addition</b>
<b>Verb forms</b>	<p><b>Present/Past reference:</b></p> <ul style="list-style-type: none"> <li>Present perfect with <i>since/for/ever/never, yet/already, just</i></li> </ul> <p><b>Past reference:</b></p> <ul style="list-style-type: none"> <li><i>used to</i> for regular actions in the past</li> <li>past continuous</li> </ul> <p><b>Future reference:</b></p> <ul style="list-style-type: none"> <li>Future simple verb forms, NP + <i>will</i></li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>Zero and 1<sup>st</sup> conditional</li> <li>Range of verbs + <i>-ing</i> forms</li> <li><i>to</i> + infinitive to express purpose</li> <li>common phrasal verbs and position of object pronouns, such as <i>I looked it up</i></li> <li>simple reported/embedded statements and questions</li> <li>question tags using all verbs</li> <li>appropriate at the level</li> <li>contracted forms appropriate to this level</li> </ul>	<p><b>Present/Past reference:</b></p> <ul style="list-style-type: none"> <li>present perfect continuous</li> </ul> <p><b>Past reference:</b></p> <ul style="list-style-type: none"> <li>past perfect</li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>simple passive</li> <li>use of 2<sup>nd</sup> and 3<sup>rd</sup> conditional</li> <li>verbs + (object) _ gerund or infinitive such as <i>would like someone to do something, + suggest doing something</i></li> <li>causative use of <i>have</i> and <i>get</i></li> <li>reported speech with a range of tenses</li> <li>wider range of phrasal verbs such as <i>give up, hold out</i></li> <li>reported requests and instructions</li> <li>question tags using tenses appropriate to this level</li> </ul>	<ul style="list-style-type: none"> <li>all verb forms active and passive</li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li><i>would</i> expressing habit in the past</li> <li>mixed conditionals</li> <li>reported speech with full range of tenses and introductory verbs</li> <li>extended phrasal verbs such as <i>get round to, carry on with</i></li> <li>question tags using all tenses</li> <li>imperative + question tag</li> <li>contracted forms appropriate to this level</li> </ul>

## Modals, nouns, possessives, prepositions

	<b>Achiever</b> as Access and <b>in addition</b>	<b>Communicator</b> as Achiever and <b>in addition</b>	<b>Expert</b> as Communicator and <b>in addition</b>
<b>Modals</b>	<b>Modals and forms with similar meaning:</b> <i>should</i> (obligation, advice) <i>might, may, will, probably</i> (possibility and probability in the future) <i>would/should</i> (advice) <i>need to</i> (obligation) <i>needn't</i> (lack of obligation) <i>will definitely</i> (certainly in the future) <i>may I</i> (asking for permission) <i>I'd rather</i> (stating preference)	<i>ought to</i> (obligation) negative of <i>need</i> and <i>have to</i> to express absence of obligation <i>must/can't</i> (deduction)	<i>should have/might have/may have/could have/must have</i> and negative forms of these <i>can't have, needn't have</i>
<b>Nouns</b>	noun phrases with pre- and post-modification such as <i>fair-haired people with sensitive skin</i> all cardinal numbers	wider range of noun phrases with pre- and post-modification word order of determiners, eg <i>all my books</i>	extended range of complex noun phrases
<b>Pronouns</b>			
<b>Possessives</b>	As Access		
<b>Prepositions and prepositional phrases</b>	wide range of prepositions, such as <i>beyond, above, beneath, below</i> prepositional phrases such as <i>in her twenties, of average height, in the top right hand corner</i>	wider range of prepositions including <i>despite, in spite of</i> collocations of verbs/nouns + prepositions such as <i>point at, have an interest in</i> preposition + <i>-ing</i> form such as <i>after leaving</i>	preposition + <i>having</i> + past participle such as <i>having eaten</i>

## Articles, determiners, adjectives, adverbs, intensifiers

	<b>Achiever</b> as Access and <b>in addition</b>	<b>Communicator</b> as Achiever and <b>in addition</b>	<b>Expert</b> as Communicator and <b>in addition</b>
<b>Articles</b>	<ul style="list-style-type: none"> <li>definite article with post-modification, such as the <i>present you gave me</i></li> <li>use of indefinite article in definitions, such as <i>an architect is a person who designs buildings</i></li> </ul>	<ul style="list-style-type: none"> <li>definite, indefinite and zero article with both countable and uncountable nouns in a range of uses</li> </ul>	<ul style="list-style-type: none"> <li>as Communicator</li> </ul>
<b>Determiners</b>	<ul style="list-style-type: none"> <li>a range of determiners, eg <i>all the, most, both</i></li> </ul>		
<b>Adjectives</b>	<ul style="list-style-type: none"> <li>adjectives ending <i>-ed + -ing</i> such as <i>tired</i> and <i>tiring</i></li> <li>comparative structures, such as <i>as... ..as, is the same as, not so... ..as... , looks like/is like</i></li> <li>all ordinal numbers</li> </ul>	<ul style="list-style-type: none"> <li>comparisons with <i>fewer</i> and <i>less</i></li> <li>collocation of adjective + preposition such as <i>responsible for</i></li> </ul>	<ul style="list-style-type: none"> <li>as Communicator</li> </ul>
<b>Adverbs</b>	<ul style="list-style-type: none"> <li>more complex adverbial phrases of time, place, frequency, manner, such as <i>as soon as possible</i></li> </ul>	<ul style="list-style-type: none"> <li>adverbial phrases of degree, extent, probability</li> <li>comparative and superlative of adverbs</li> </ul>	<ul style="list-style-type: none"> <li>as Communicator</li> </ul>
<b>Intensifiers</b>	<ul style="list-style-type: none"> <li>a range of intensifiers such as <i>too, enough</i></li> </ul>	<ul style="list-style-type: none"> <li>wide range such as <i>extremely, much too</i></li> </ul>	<ul style="list-style-type: none"> <li>collocation of intensifiers with absolute and relative adjectives such as <i>absolutely gorgeous, very pretty</i></li> </ul>

## Punctuation and spelling

	<b>Achiever</b> as Access and <b>in addition</b>	<b>Communicator</b> as Achiever and <b>in addition</b>	<b>Expert</b> as Communicator and <b>in addition</b>
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>use of punctuation in formal and informal texts, such as dashes, brackets, bullet points, speech marks</li> </ul>	<ul style="list-style-type: none"> <li>multiple uses of commas</li> <li>use of apostrophes for possession and omission</li> <li>use of other punctuation to enhance meaning</li> </ul>	<ul style="list-style-type: none"> <li>accurate use of all punctuation</li> </ul>
<b>Spelling</b>	<ul style="list-style-type: none"> <li>the correct spelling of common words and key words relating to own work, leisure and study interests</li> </ul>	<ul style="list-style-type: none"> <li>the correct spelling of words used in work, studies and daily life</li> </ul>	<ul style="list-style-type: none"> <li>the correct spelling of words used in work, studies and daily life including familiar technical words</li> </ul>

## Discourse

	<b>Achiever</b> as Access and <b>in addition</b>	<b>Communicator</b> as Achiever and <b>in addition</b>	<b>Expert</b> as Communicator and <b>in addition</b>
<b>Discourse</b>	<ul style="list-style-type: none"> <li>markers to indicate addition (<i>also</i>), sequence (<i>in the first place</i>), contrast (<i>on the other hand</i>)</li> <li>markers to structure spoken discourse, (<i>anyway, by the way</i>)</li> <li>use of ellipsis in informal situations (<i>got to go</i>)</li> <li>use of vague language (<i>I think, you know</i>)</li> </ul>	<ul style="list-style-type: none"> <li>a range of discourse markers expressing addition, cause and effect, contrast (<i>however</i>), sequence and time (<i>at a later date</i>)</li> <li>markers to structure spoken discourse (<i>as I was saying</i>)</li> <li>use of ellipsis in informal speech and writing (<i>sounds good</i>)</li> </ul>	<ul style="list-style-type: none"> <li>a range of logical markers (<i>in this respect, accordingly</i>)</li> <li>sequence markers (<i>subsequently</i>)</li> <li>a wider range of discourse markers to structure formal and informal speech (<i>can we now turn to</i>)</li> </ul>

## **Topics**

### **1 Self and family**

- name
- title
- address
- telephone/fax number
- e-mail address
- date and place of birth
- age
- sex
- marital status
- nationality
- origin
- occupation
- family members
- religion
- likes and dislikes
- physical appearance
- character, disposition

### **2 Home**

- types of accommodation, rooms
- cost
- furniture, furnishings, decoration

### **3 Own local area**

- services
- amenities
- region and geographical features
- flora and fauna

### **4 Everyday life**

- at home
- at work
- income
- prospects

### **5 Education**

- type of school, college
- subjects studied
- qualifications and examinations



## **6 Free-time interests**

- leisure
- hobbies and interests
- computer, Internet
- music
- holidays
- sport
- artistic and intellectual pursuits
- photography

## **7 Entertainment**

- TV
- radio
- cinema
- theatre
- concerts
- sporting events
- newspapers, magazines
- exhibitions, museums

## **8 Travel**

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

## **9 Relationships**

- friends
- colleagues
- correspondence with others
- behaviour, conventions
- invitations
- membership of clubs
- government and politics
- crime, justice
- social issues

## **10 Health and hygiene**

- parts of the body
- personal comfort
- hygiene
- ailments, accidents
- insurance

## **11 Shopping**

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

## **12 Food and drink**

- types of food and drink
- eating and drinking in restaurants, cafes etc

## **13 Public services**

- post
- telephone
- banking
- library
- police
- hospital
- surgery (doctor/dentist)
- garage
- petrol station
- insurance
- emergency services (fire, ambulance)
- embassies, consulates

## **14 Places**

- asking the way
- giving directions
- location
- points of the compass

## **15 Language**

- ability at using a foreign language
- understanding of foreign language
- expression
- English spelling and alphabet

## **16 Weather**

- weather forecast
- types of weather
- types of climate

## **17 Measures and shapes**

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

## **Functions**

(See Topics list for contexts.)

### **Personal environment**

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

### **Expressing thoughts, feelings and attitudes**

- expressing and asking about agreement or disagreement
- denying something
- expressing agreement reluctantly or with reservations
- conceding a point or argument, demurring
- expressing views and feelings with reasons
- asserting and asking about knowledge or ignorance of something or someone
- stating whether a person, thing or action is remembered or forgotten
- enquiring of someone else whether a person, thing or action is remembered or forgotten
- stating and asking about degrees of probability/possibility
- expressing, denying or asking about necessity (including logical deduction)
- stating and asking about one's certainty or uncertainty of something
- reminding someone to do something
- expressing doubt, incredulity, bewilderment
- hypothesising
- stating and asking about one's ability or inability to do something
- stating and enquiring about one's obligation (or lack of) to do something
- seeking, granting or denying permission
- stating and asking about the permissibility of doing something
- expressing and asking about wishes, hopes, expectations
- expressing and asking about wants, desires, needs
- stating and asking about intention
- stating, responding to and asking about preference
- expressing and asking about likes and dislikes, with reasons
- expressing and asking about (dis)pleasure, (un)happiness
- expressing and asking about satisfaction or dissatisfaction
- expressing disappointment
- expressing gratitude
- expressing and asking about interest or lack of it
- expressing surprise or lack of it
- expressing and asking about fear, worry, anxiety

- giving reassurance
- expressing regret, sympathy, condolence
- expressing fellow-feeling, empathy
- expressing and asking about pain, anguish, suffering
- expressing relief
- expressing indifference
- expressing fatigue, resignation
- offering and accepting an apology
- granting forgiveness
- expressing and asking about approval, appreciation or disapproval
- expressing moral obligation
- expressing regret
- accepting, attaching or denying blame for something.

### **Making things happen**

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

## **Social contact**

- getting someone's attention
- greeting people and responding to greetings
- expressing thanks
- addressing somebody
- making and responding to formal and informal introductions
- opening, closing a formal or informal conversation
- congratulating someone
- proposing a toast
- praising someone
- paying someone a compliment
- asking someone's opinion
- making someone feel welcome
- indicating lack of understanding
- giving and asking for clarification, explanation or definition of something
- confirming one's own or another's understanding
- asking someone to repeat all or part of something
- asking someone to speak more slowly
- asking for help in finding words or phrases
- asking for and giving the spelling and meaning of words
- counting and using numbers
- asking for and telling people the time, day, date
- interrupting politely
- objecting, protesting
- exemplifying or emphasising a point
- classifying, generalising, defining something
- encouraging another speaker to continue
- indicating a wish to continue or finish speaking
- summing up
- taking leave
- observing telephone conventions
- observing letter-writing conventions.

## 3 Syllabus

### 3.6 Expert level

#### Speaking syllabus

The candidate will be able to:

- interact fluently and spontaneously on all subjects except the most abstract with some degree of searching for expressions or use of avoidance strategies
- communicate personal information, opinions, feelings and ideas on all topics except the most complex
- communicate in almost all social situations, including those requiring tact and diplomacy, using a wide range of language functions
- engage in discussion to express and elicit opinion, persuade someone to a point of view, try to reach agreement or perform a specific task
- explain, describe, narrate, account for and report on complex subjects integrating sub-themes
- speak clearly on complex themes, developing particular points and rounding off appropriately.

#### Pronunciation

- pronounce clearly the sounds of English in connected speech and use stress and intonation to convey finer shades of meaning precisely.

#### Accuracy

- maintain a consistently high degree of grammatical accuracy with few errors, generally correcting those that do occur.

#### Range

- use complex sentences, idiomatic expressions and colloquialisms and qualify opinions and statements without much conspicuous searching for words.

#### Register

- cope linguistically in sensitive or stressful situations even in unfamiliar contexts.

#### Fluency

- display controlled use of discourse organisation, connectors and cohesive devices and be able to backtrack or reformulate when encountering difficulty
- confidently manage the conventions of turn taking using appropriate phrases for making and dealing with interruptions and requesting clarification.

## Grammar

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

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



## Verb forms

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

## Modals, nouns, prepositions

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

## Articles, determiners, adjectives, adverbs, intensifiers

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

## Punctuation and spelling

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

## Discourse

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

## **Topics**

### **1 Self and family**

- name
- title
- address
- telephone/fax number
- e-mail address
- date and place of birth
- age
- sex
- marital status
- nationality
- origin
- occupation
- family members
- religion
- likes and dislikes
- physical appearance
- character, disposition

### **2 Home**

- types of accommodation, rooms
- cost
- furniture, furnishings, decoration

### **3 Own local area**

- services
- amenities
- region and geographical features
- flora and fauna

### **4 Everyday life**

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

### **5 Education**

- type of school, college
- subjects studied
- qualifications and examinations
- education system

## **6 Free-time interests**

- leisure
- hobbies and interests
- computer, Internet
- music
- holidays
- sport
- artistic and intellectual pursuits
- photography

## **7 Entertainment**

- TV
- radio
- cinema
- theatre
- concerts
- sporting events
- newspapers, magazines
- exhibitions, museums

## **8 Travel**

- public transport
- private transport
- traffic
- holiday accommodation
- luggage
- travel documents
- signs and notices
- passing through frontiers
- foreign currency

## **9 Relationships**

- friends
- colleagues
- correspondence with others
- behaviour, conventions
- invitations
- membership of clubs
- government and politics
- crime, justice
- social issues

## **10 Health and hygiene**

- parts of the body
- personal comfort
- hygiene
- ailments, accidents
- insurance

## **11 Shopping**

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

## **12 Food and drink**

- types of food and drink
- eating and drinking in restaurants, cafés, etc

## **13 Public services**

- post
- telephone
- banking
- library
- police
- hospital
- surgery (doctor/dentist)
- garage
- petrol station
- insurance
- emergency services (fire, ambulance)
- embassies, consulates

## **14 Places**

- asking the way
- giving directions
- location
- points of the compass (8)

## **15 Language**

- ability at using a foreign language
- understanding foreign language
- expression
- English spelling and alphabet

## **16 Weather**

- weather forecast
- types of weather
- types of climate

## **17 Measures and shapes**

- digits and cardinal numbers
- telephone numbers
- height, length, weight
- capacity and volume
- temperature
- dates, days
- times
- shape
- feel, touch

## **18 World affairs**

- environmental
- political
- cultural
- world/national economy
- international communication
- world/national events
- world/national leaders
- literature
- citizenship



## **Functions**

(See Topics list for contexts.)

### **Personal environment**

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

### **Expressing thoughts, feelings and attitudes**

- expressing and asking about agreement or disagreement
- denying something
- expressing agreement reluctantly or with reservations
- conceding, demurring
- expressing views and feelings with reasons
- asserting and asking about knowledge or ignorance of something or someone
- stating whether a person, thing or action is remembered or forgotten
- enquiring of someone else whether a person, thing or action is remembered or forgotten
- stating and asking about degrees of probability
- expressing, denying or asking about necessity (including logical deduction)
- stating and asking about one's certainty or uncertainty of something
- reminding someone to do something
- expressing doubt, incredulity, bewilderment
- hypothesising
- speculating
- stating and asking about one's ability or inability to do something
- stating and enquiring about one's obligation (or lack of) to do something
- seeking, granting or denying permission
- stating and asking about the permissibility of doing something
- expressing and asking about wishes, hopes, expectations
- expressing and asking about wants, desires, needs
- stating and asking about intention
- stating, responding to and asking about preference
- expressing and asking about likes and dislikes, with reasons
- expressing and asking about (dis)pleasure, (un)happiness
- expressing and asking about satisfaction or dissatisfaction
- expressing disappointment
- expressing gratitude
- expressing and asking about interest or lack of it
- expressing surprise or lack of it

- expressing and asking about fear, anxiety
- giving reassurance
- expressing regret, sympathy, condolence
- expressing fellow-feeling, empathy
- expressing and asking about pain, anguish, suffering
- expressing relief
- expressing indifference
- expressing fatigue, resignation
- offering and accepting an apology
- granting forgiveness
- expressing and asking about approval, appreciation or disapproval
- expressing moral obligation
- expressing regret
- accepting, attaching or denying blame for something.

### **Making things happen**

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

### **Social contact**

- getting someone's attention
- greeting people and responding to greetings
- expressing thanks
- addressing somebody
- making and responding to formal and informal introductions
- opening, closing a formal or informal conversation
- congratulating someone
- proposing a toast
- praising someone

- paying someone a compliment
- asking someone's opinion
- making someone feel welcome
- giving and responding to constructive criticism
- indicating lack of understanding
- giving and asking for clarification, explanation or definition of something
- confirming one's own or another's understanding
- asking someone to repeat all or part of something
- asking someone to speak more slowly
- asking for help in finding words or phrases
- asking for and giving the spelling and meaning of words
- counting and using numbers
- asking for and telling people the time, day, date
- interrupting politely
- objecting, protesting
- exemplifying or emphasising a point
- classifying, generalising, defining something
- encouraging another speaker to continue
- indicating a wish to continue or finish speaking
- summing up
- taking leave
- observing telephone conventions
- observing letter-writing conventions.

## 3 Syllabus

### 3.7 Mastery level

#### Speaking syllabus

The candidate will be able to:

- display a comprehensive and reliable mastery of the language with no sign of having to restrict what is said
- communicate personal information, feelings, ideas and opinions on a very wide range of topics including contemporary issues
- communicate in all situations using a very wide range of language functions
- engage in discussion to express and elicit opinion, defend and justify opinions when challenged, persuade someone to a point of view, try to reach agreement or perform a specific task
- provide sophisticated explanations, descriptions, narratives, account for or report on a complex subject, convey subtleties of meaning, integrate sub-themes and come to an appropriate conclusion.

#### Pronunciation

- articulate correctly and use stress and intonation patterns naturally to highlight, emphasise, and modify meaning.

#### Accuracy

- maintain consistent grammatical control of complex language.

#### Range

- display a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning, conveying subtleties by using a wide range of modification devices.

#### Register

- adjust register appropriately across a range of situations unhampered by linguistic limitations.

#### Fluency

- produce clearly flowing, well-structured speech with an effective logical management of the discourse, highlighting significant points
- produce coherent and cohesive discourse using a variety of organisational patterns, a wide range of connectors and other cohesive devices and backtracking and reformulating seamlessly
- interact skilfully and confidently with fully natural turn taking, referencing and allusion making.

## Grammar

### Sentence structure

	<b>Expert</b> as Communicator and <b>in addition</b>	<b>Mastery</b> as Expert and <b>in addition</b>
<b>Simple, compound and complex sentences with subordinate clauses</b>	<ul style="list-style-type: none"><li>• word order in complex sentences, including order selected for emphasis</li><li>• <i>there could be/would be/should be</i></li><li>• <i>could have/would have/should have</i></li><li>• wider range of conjunctions including <i>on condition that, provided that</i></li><li>• comparative clauses</li><li>• more complex participial clauses describing action with <i>-ed</i></li></ul>	<ul style="list-style-type: none"><li>• full range of conjunctions</li></ul>

### Verb forms

	<b>Expert</b> as Communicator and <b>in addition</b>	<b>Mastery</b>
<b>Verb forms</b>	<ul style="list-style-type: none"><li>• all verb forms active and passive</li></ul> <p><b>Other:</b></p> <ul style="list-style-type: none"><li>• <i>would</i> expressing habit in the past</li><li>• mixed conditionals</li><li>• reported speech with full range of tenses and introductory verbs</li><li>• extended phrasal verbs such as <i>get round to, carry on with</i></li><li>• question tags using all tenses</li><li>• imperative + question tag</li><li>• contracted forms appropriate to this level</li></ul>	<ul style="list-style-type: none"><li>• as Expert</li></ul>

## Modals, nouns, pronouns, possessives, prepositions

	<b>Expert</b> as Communicator and <b>in addition</b>	<b>Mastery</b>
<b>Modals</b>	<ul style="list-style-type: none"> <li>• <i>should have/might have/may have/could have/must have</i> and negative forms of these</li> <li>• <i>can't have, needn't have</i></li> </ul>	<ul style="list-style-type: none"> <li>• as Expert</li> </ul>
<b>Nouns</b>	<ul style="list-style-type: none"> <li>• extended range of complex noun phrases</li> </ul>	<ul style="list-style-type: none"> <li>• as Expert</li> </ul>
<b>Prepositions and prepositional phrases</b>	<ul style="list-style-type: none"> <li>• preposition + having + past participle such as <i>having eaten</i></li> </ul>	<ul style="list-style-type: none"> <li>• as Expert</li> </ul>

## Articles, adjectives, adverbs, intensifiers

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

## Punctuation and spelling

	<b>Expert</b> as Communicator and <b>in addition</b>	<b>Mastery</b>
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>accurate use of all punctuation</li> </ul>	<ul style="list-style-type: none"> <li>as Expert</li> </ul>
<b>Spelling</b>	<ul style="list-style-type: none"> <li>the correct spelling of words used in work, studies and daily life including familiar technical words</li> </ul>	<ul style="list-style-type: none"> <li>the correct spelling of words used in more specialized contexts (such as business, academia, international affairs)</li> </ul>

## Discourse

	<b>Expert</b> as Communicator and <b>in addition</b>	<b>Mastery</b>
<b>Discourse</b>	<ul style="list-style-type: none"> <li>a range of logical markers (<i>in this respect, accordingly</i>)</li> <li>sequence markers (<i>subsequently</i>)</li> <li>a wider range of discourse markers to structure formal and informal speech (<i>can we now turn to</i>)</li> </ul>	<ul style="list-style-type: none"> <li>a full range of discourse markers adapted to context and register</li> </ul>

## **Topics**

### **1 Self and family**

- name
- title
- address
- telephone/fax number
- e-mail address
- date and place of birth
- age
- sex
- marital status
- nationality
- origin
- occupation
- family members
- religion
- likes and dislikes
- physical appearance
- character, disposition

### **2 Home**

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- observing letter-writing conventions.

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