



International English for Speakers  
of Other Languages  
(Listening, Reading, Writing)  
Qualification Handbook

June 2017

Version 03.0

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## About LanguageCert

LanguageCert is an Ofqual recognised Awarding Organisation responsible for the development and award of language qualifications. LanguageCert's mission is to offer high quality language qualifications that are truly fit-for purpose for the markets/candidates they serve.

LanguageCert International ESOL Qualifications (Entry level, Level 1, Level 2, and Level 3, corresponding to CEFR levels A1 to C2) are regulated by Ofqual.

# 1 ESOL Qualifications

ESOL International qualifications are designed for candidates who are not native speakers of English and who wish to achieve a high quality, internationally recognised qualification in English that is available and recognised worldwide and at the highest level (RQF level 3 / CEFR C2). They are suitable for 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 (CEFR). The levels in the CEFR have been mapped to the levels in the Regulated 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).

## 1.1. The International ESOL qualification handbook

The International ESOL qualification handbook for centres provides a comprehensive introduction to the LanguageCert suite of International ESOL (English for Speakers of Other Languages) qualifications and their associated examinations.

The aim of this handbook is to provide information and advice for users of LanguageCert's qualifications, inclusive of all existing and potential centres offering the LanguageCert International ESOL qualifications (Listening, Reading and Writing). This handbook also serves as a reference point for teachers who prepare their candidates for the LanguageCert International ESOL examinations.

This handbook lists all of the most important criteria that a Centre needs to adhere to when administering the International ESOL examinations for Listening, Reading and Writing. If required, for further advice and/or guidance that may be required LanguageCert can be contacted using the LanguageCert "Contact us Guide".

A separate qualification handbook has been produced for the International ESOL (Speaking) Qualifications.

## 1.2. International ESOL Qualifications

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

This range of qualifications offers a communicative approach to the testing of Listening, Reading and Writing at six levels. The names used for each level of the LanguageCert International ESOL qualifications and each level's correspondence to the Common European Framework of Reference (CEFR) and UK national levels are shown in the table below:

LanguageCert International ESOL Qualification Levels	Corresponding CEFR Levels	Equivalent UK (England and Wales) national levels
Preliminary	A1 Breakthrough	Entry 1
Access	A2 Waystage	Entry 2
Achiever	B1 Threshold	Entry 3
Communicator	B2 Vantage	Level 1
Expert	C1 Effective Operational Proficiency	Level 2
Mastery	C2 Mastery	Level 3

### International ESOL (Speaking)

This range of qualifications complements the International ESOL series of qualifications for Listening, Reading and Writing. The International ESOL (Speaking) qualifications are assessed by separately administered spoken examinations and are available at the same levels as the International ESOL (Listening, Reading and Writing) qualifications. A separate qualification handbook is available for the International ESOL (Speaking) qualifications.

### Total Qualification Time (TQT) and Guided Learning Hours (GLH)

The term 'Guided Learning Hours' is defined as the hours of guided learning under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

Total Qualification Time is the number of notional hours which represent an estimate of the total amount of time that could reasonably be expected to be required in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

With regard to Guided Learning Hours, LanguageCert is consistent with CEFR references which assign approximate values to levels of ESOL qualifications. As highlighted by ALTE, as

a Learner advances up the levels, the number of hours to attain each level increases, this being evidence of the continual nature of language learning.

<b>CEFR Level and Corresponding LanguageCert and UK national Levels (England and Wales)</b>	<b>Qualification Title</b>	<b>Guided Learning Hours (GLH)</b>	<b>Total Qualification Time (TQT)</b>
<b>Preliminary Level – A1 – Entry 1</b>	LanguageCert Entry Level Certificate in ESOL International (Entry 1) (Listening, Reading, Writing) (Preliminary A1)	95 hours	200 hours
<b>Access Level – A2 – Entry 2</b>	LanguageCert Entry Level Certificate in ESOL International (Entry 2) (Listening, Reading, Writing) (Access A2)	95 hours	200 hours
<b>Achiever Level – B1 – Entry 3</b>	LanguageCert Entry Level Certificate in ESOL International (Entry 3) (Listening, Reading, Writing) (Achiever B1)	180 hours	300 hours
<b>Communicator Level – B2 – Level 1</b>	LanguageCert Level 1 Certificate in ESOL International (Listening, Reading, Writing) (Communicator B2)	180 hours	300 hours
<b>Expert Level – C1 – Level 2</b>	LanguageCert Level 2 Certificate in ESOL International (Listening, Reading, Writing) (Expert C1)	200 hours	350 hours
<b>Mastery Level – C2 – Level 3</b>	LanguageCert Level 3 Certificate in ESOL International (Listening, Reading, Writing) (Mastery C2)	250 hours	350 hours

Please note that the above figures are estimates of numbers of hours a Learner is reasonably likely to undertake in respect of each respective level of the qualification, not cumulative estimates across levels.

LanguageCert liaises with its centres and users to ensure that appropriate and consistent numbers of study hours are assigned to its qualifications.

### 1.3. Introduction to International ESOL

The aim of the LanguageCert International ESOL qualifications is to demonstrate a candidate's ability to communicate using the English language across the CEFR levels from A1 (Entry 1) to C2 (Level 3).

The LanguageCert International ESOL qualifications offer a comprehensive test of Listening, Reading and Writing skills in English which can either be taken as a stand-alone examinations or a complement to the International ESOL (Speaking) examinations.

These qualifications and associated examinations have been mapped to the levels of the Common European Framework of Reference for Languages (CEFR) and are directly calibrated to the CEFR levels via the LanguageCert Item Difficulty (LID) scale using Rasch measurement statistical techniques.

#### **Who are the LanguageCert International ESOL qualifications intended for?**

The overall objective of the LanguageCert International ESOL qualifications is to provide candidates with a qualification that they can use where the ability to speak, write and understand verbal and written English is required. The qualifications are suitable 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 command of the English language
- those who are attending courses over a period and require a series of graded examinations which provide steps in the ladder of English language proficiency
- learners attending short courses in English

#### Entry Requirements

- There are no other qualifications that a candidate must achieve, prior to taking a LanguageCert International ESOL qualification.
- There are no prior learning requirements that candidates must achieve/have prior to taking the LanguageCert International ESOL qualifications, however it is important that centres offer candidates the most appropriate LanguageCert International ESOL qualification, dependent on each candidate's ability and needs.

## **Why take LanguageCert International ESOL qualifications?**

### *Flexible Examination Dates*

Centres or LanguageCert regional offices are in control of scheduling the date and time of the examinations and can hold examinations whenever it is suitable for them.

### *Integrity of total external assessment*

All exams are externally set and are assessed by a closed group of markers at LanguageCert, regularly standardised through training to ensure consistency and objectivity of assessment that is benchmarked against the CEFR.

### *Flexibility of exam structure*

Candidates may decide to take International ESOL (Listening, Reading, Writing) and International ESOL (Speaking) separately, if they wish to, depending on the skills focused on during preparation and the type of qualification needed.

### *Feedback reports*

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

### *Ofqual Recognition*

LanguageCert is an Awarding Organisation recognised and regulated by Ofqual. Ofqual is a non-ministerial government department that regulates qualifications, exams and tests in England. Ofqual is independent of government and reports directly to Parliament.

### *International recognition*

LanguageCert's International English Qualifications (IEQs) are quality English language exams recognised by employers, educational institutions and professional bodies worldwide for both academic progression and employment.

### *Relevance*

The tasks are sufficiently universal to suit all language learning styles and preparation methods.

Exam content authentically replicates real-life English in use. All efforts are made to minimise bias, including statistical analysis methods.



## Levels and duration of the exam

The levels chart below shows the six levels of the International ESOL (Listening, Reading and Writing) qualifications and the duration of each associated examination. All examinations test listening, reading and writing skills.

Examination Levels	Qualification Titles	Duration for Listening	Duration for Reading and Writing
A1 Preliminary (Entry 1)	LanguageCert Entry Level Certificate in ESOL International (Entry 1) (Listening, Reading, Writing) (Preliminary A1)	about 20 minutes	1 hour 20 minutes
A2 Access (Entry 2)	LanguageCert Entry Level Certificate in ESOL International (Entry 2) (Listening, Reading, Writing) (Access A2)	about 20 minutes	1 hour 20 minutes
B1 Achiever (Entry 3)	LanguageCert Entry Level Certificate in ESOL International (Entry 3) (Listening, Reading, Writing) (Achiever B1)	about 30 minutes	2 hours 10 minutes
B2 Communicator (Level 1)	LanguageCert Level 1 Certificate in ESOL International (Listening, Reading, Writing) (Communicator B2)	about 30 minutes	2 hours 10 minutes
C1 Expert (Level 2)	LanguageCert Level 2 Certificate in ESOL International (Listening, Reading, Writing) (Expert C1)	about 30 minutes	2 hours 40 minutes
C2 Mastery (Level 3)	LanguageCert Level 3 Certificate in ESOL International (Listening, Reading, Writing) (Mastery C2)	about 30 minutes	2 hours 40 minutes

## 1.4. Qualification titles

The table below outlines the level names, full titles and qualification numbers for all levels of the International ESOL (Listening, Reading and Writing) qualifications.

LanguageCert and CEFR level	Qualification Title	Ofqual Qualification Numbers
Preliminary (A1)	LanguageCert Entry Level Certificate in ESOL International (Entry 1) (Listening, Reading, Writing) (Preliminary A1)	603/1955/0
Access (A2)	LanguageCert Entry Level Certificate in ESOL International (Entry 2) (Listening, Reading, Writing) (Access A2)	603/1957/4
Achiever (B1)	LanguageCert Entry Level Certificate in ESOL International (Entry 3) (Listening, Reading, Writing) (Achiever B1)	603/1959/8
Communicator (B2)	LanguageCert Level 1 Certificate in ESOL International (Listening, Reading, Writing) (Communicator B2)	603/1961/6
Expert (C1)	LanguageCert Level 2 Certificate in ESOL International (Listening, Reading, Writing) (Expert C1)	603/1963/X
Mastery (C2)	LanguageCert Level 3 Certificate in ESOL International (Listening, Reading, Writing) (Mastery C2)	603/1965/3

The full qualification titles identify the level of each qualification inclusive of the LanguageCert, CEFR, England and Wales levels.

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

## 1.5. CEFR and alignment of International ESOL to the CEFR

The six levels of the LanguageCert International ESOL qualifications are linked to those of the Common European Framework of Reference for Languages<sup>1</sup> developed by the Council of Europe. The comparative levels chart below shows how the levels relate to each other.

LanguageCert Levels	Common European Framework	Equivalent UK national levels (England and Wales)
A1 Preliminary	A1 Breakthrough	Entry 1
A2 Access	A2 Waystage	Entry 2
B1 Achiever	B1 Threshold	Entry 3
B2 Communicator	B2 Vantage	Level 1
C1 Expert	C1 Effective Operational Proficiency	Level 2
C2 Mastery	C2 Mastery	Level 3

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

## 1.6. Descriptions of competence at each level

LanguageCert and CEFR qualification level	Descriptor
<b>Preliminary (A1)</b>	<ul style="list-style-type: none"> <li>• Can understand and use familiar everyday expressions and very basic phrases satisfying practical needs in connection with education, training and social roles.</li> <li>• Can introduce him/herself and others.</li> <li>• Can ask and answer questions about personal details such as possessions, address and people known.</li> <li>• Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.</li> <li>• Can read and understand short texts on familiar topics and obtain information from common signs and symbols.</li> <li>• Can write short simple phrases and sentences in documents such as forms, lists and messages.</li> </ul>
<b>Access (A2)</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Can communicate in simple and routine tasks requiring a direct exchange of information, feelings and opinions on familiar and routine matters.</li> <li>• Can engage in conversation to establish shared understanding about familiar topics.</li> <li>• Can read, understand and obtain information from short documents, familiar sources, signs and symbols.</li> <li>• Can write to communicate with some awareness of the intended audience.</li> </ul>

<b>Achiever (B1)</b>	<ul style="list-style-type: none"> <li>• Can understand the main points of clear standard communication on matters regularly encountered in social roles, work, school, leisure, education and training.</li> <li>• Can convey information, feelings and opinions on familiar topics, using appropriate formality.</li> <li>• Can engage in discussion in a familiar situation making relevant points and responding to reach a shared understanding.</li> <li>• Can deal with most situations likely to arise whilst travelling in an area where the language is spoken.</li> <li>• Can produce a simple connected text on topics which are familiar or of personal interest, adapting to the intended audience.</li> <li>• Can describe experiences and events, dreams, hopes and ambitions and briefly give explanations for opinions and plans.</li> </ul>
<b>Communicator (B2)</b>	<ul style="list-style-type: none"> <li>• Can understand the main ideas of complex communication on both concrete and abstract topics, including technical discussions in his/her field of specialisation.</li> <li>• Can communicate with a degree of fluency and spontaneity that makes interaction quite possible without strain for either party.</li> <li>• Can adapt to take account of the listener(s), the context and the medium.</li> <li>• Can engage in discussion in familiar and unfamiliar situations making clear and relevant contributions.</li> <li>• Can obtain information from different sources.</li> <li>• 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.</li> </ul>

<b>Expert (C1)</b>	<ul style="list-style-type: none"> <li>• Can understand a wide range of demanding longer texts, both written and spoken, and recognise implicit meaning.</li> <li>• Can use the language fluently and spontaneously without much obvious searching for expressions.</li> <li>• Can respond to extended information and narratives, follow detailed explanations and complex instructions, adapting response to audience, medium and context.</li> <li>• Can engage in discussion in a variety of situations making clear and effective contributions.</li> <li>• Can use language flexibly and understand a range of texts of varying complexity and length for social, academic and professional purposes.</li> <li>• Can produce clear well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.</li> <li>• Can communicate ideas and opinions effectively, using length, format and style appropriate to purpose, content and audience.</li> </ul>
<b>Mastery (C2)</b>	<ul style="list-style-type: none"> <li>• Can understand with ease virtually everything heard or read.</li> <li>• 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.</li> </ul>

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

## 1.7. Format and features of International ESOL suite of examinations

**Qualification Title: LanguageCert Entry Level Certificate in ESOL International (Entry 1) (Listening, Reading, Writing) (Preliminary A1)**

**Preliminary Level – (A1/Entry Level 1) – (examination duration: Listening: about 20 minutes; Reading and Writing: 1 hour 20 minutes)**

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

Skill & Focus	Task	Format	Raw Marks
<b>Reading 1:</b> understanding of organisational and lexical features of the text	Six short texts with one gap per text	One three-option multiple choice question for each text to complete each one correctly	6
<b>Reading 2:</b> understand the structure of a short simple text	Gapped text with six deletions (5 + example) and 1 distractor (7 items)	Gapped text followed by a choice of seven options to complete the text correctly (6 + example)	5
<b>Reading 3:</b> awareness of purpose of different text and ability to locate specific information	Four short texts, eg notice, letter, appointment card, with a linked theme, but with a different purpose	Seven multiple matching questions to identify information from the texts	7
<b>Reading 4:</b> identify meaning in short texts (8 short texts)	Table to complete with 8 items (7 + example)	Match each statement to the appropriate text.	8
<b>Writing 1:</b> simple sentences to communicate ideas or basic information	Instructions to write on a given topic, eg about themselves, daily life, people, where they live, what they do	Write four sentences (about 30 words)	12
<b>Writing 2:</b> short simple text for an intended audience	Instructions to write a letter, card, postcard or message about two given topics	20 – 30 words	12



**Qualification Title: LanguageCert Entry Level Certificate in ESOL International (Entry 2) (Listening, Reading, Writing) (Access A2)**

**Access Level – (A2) – (examination duration: Listening: about 20 minutes; Reading and Writing: 1 hour 20 minutes)**

Skill & Focus	Task	Format	Raw Marks
<b>Listening 1:</b> recognise simple key information in short statements	Listen twice to match seven short statements to pictures, numbers, spellings, maps, plans, etc.  Each item contains two pieces of information	Three-option multiple choice question for each utterance	7
<b>Listening 2:</b> identify functions in short utterances typical of spoken English	Listen twice to choose the best reply to seven short utterances, one being formal	Three-option multiple choice question for each utterance	7
<b>Listening 3:</b> identify a specific aspect of a conversation	Listen twice to six short conversations with two speakers to identify: topic, purpose, context, speakers, gist, relationship between speakers, functions, attitudes, feeling and opinions	Three-option multiple choice question for each dialogue	6
<b>Listening 4:</b> extract key information from a monologue to complete a task	Listen twice to a message, announcement, etc to identify specific information	A note or message pad with six headings and space to write the correct information for each heading	6

Skill & Focus	Task	Format	Raw Marks
<b>Reading 1:</b> understand coherence and cohesion of short texts	Six short texts, eg, list, label, address, notice, each with a gap	One three-option multiple choice question for each text to complete each one correctly	6
<b>Reading 2:</b> understand the structure of a short simple text	Gapped text with seven deletions (6 + example) and one distractor (8 items)	Gapped text followed by a choice of eight options to complete the text correctly (7 + example)	6
<b>Reading 3:</b> understand the purpose of text and to locate specific information	Four short texts, eg notice, letter, appointment card, with a linked theme, but with a different purpose	Seven multiple matching questions to identify information from the texts	7
<b>Reading 4:</b> understand specific information through detailed reading	A continuous text: narrative, descriptive, explanatory, expository	Seven three-option multiple choice questions on the text	7
<b>Writing 1:</b> respond informally to a given text	Instruction to write a response to a given letter, message, email, greetings card, postcard, etc. The text includes three questions, suggestions, or requests, etc	30 - 50 words	12
<b>Writing 2:</b> write a neutral or formal text for an intended audience	Instruction to write for a particular reader in a specified way, eg letter, message, note, etc. Three items of content to be included	30 - 50 words	12

**Qualification Title: LanguageCert Entry Level Certificate in ESOL International (Entry 3) (Listening, Reading, Writing) (Achiever B1)**

**Achiever Level – (B1) – (examination duration: Listening: about 30 minutes; Reading and Writing: 2 hours 10 minutes)**

Skill & Focus	Task	Format	Raw Marks
<b>Listening 1:</b> understand context, meaning and function of a range of utterances	Listen twice to seven short sentences: statement, explanation, description, instruction or question	Three-option multiple choice question for each utterance to choose the appropriate response	7
<b>Listening 2:</b> identify a specific aspect of a conversation	Listen twice to three short conversations with two speakers to identify: topic, purpose, context, speakers, gist, relationship between speakers, roles, functions, attitudes, feeling and opinions	Two three-option multiple choice questions for each conversation	6
<b>Listening 3:</b> extract key information from a monologue to complete a task	Listen twice to a radio broadcast, talk, narrative, presentation, etc to identify specific information	A note or message pad with seven headings and space to write the correct information for each heading	7
<b>Listening 4:</b> follow a discussion between two speakers	Listen twice to a discussion to identify gist, examples, fact, opinion, contrast, purpose, key ideas, attitude, cause and effect	Six three-option multiple choice questions	6

<b>Reading 1:</b> understand the coherence and cohesion of a variety of authentic texts	Five short texts each with one gap testing layout, lexis, cohesive devices, coherence	Five, three-option multiple choice questions for each text to complete each one correctly	5
<b>Reading 2:</b> understand how meaning is built up in a text	One text with six sentences removed, eg topic sentence, summarising sentence, developing idea, emphasising a point, opinion, contrast, sequence, forward/back reference, transition to new idea	Choice of seven sentences to choose from to complete the six gaps	6
<b>Reading 3:</b> understand the purpose of text and to locate specific information	Four short texts, eg email, article, advert, etc with a linked theme, but with a different purpose	Eight (7 + example) multiple matching questions to identify information from the texts	7
<b>Reading 4:</b> understand specific information through detailed reading	A continuous text: narrative, descriptive, expository, biographical, instructive	Eight open-ended 'wh' questions requiring short answers	8
<b>Writing 1:</b> respond appropriately to a given text to produce a formal response for an intended public audience	Instruction to write a response to a letter, poster, diary, timetable, leaflet, etc for a specified reader and with four content points to be included	70 - 100 words	12
<b>Writing 2:</b> produce an informal letter to a friend	Instruction to write a letter on a given topic of personal interest with two functions to be included, eg invite friend to stay, describe what you will do	100 - 120 words	12

**Qualification Title: LanguageCert Level 1 Certificate in ESOL International (Listening, Reading, Writing) (Communicator B2)**

**Communicator Level – (B2) – (examination duration: Listening: about 30 minutes; Reading and Writing: 2 hours 10 minutes)**

Skill & Focus	Task	Format	Raw Marks
<b>Listening 1:</b> understand context, meaning and function in short conversations on concrete and abstract topics	Listen twice to seven unfinished conversations between two speakers, one being a formal conversation	One three-option multiple choice question for each conversation to choose the appropriate completion or continuation of the conversation	7
<b>Listening 2:</b> identify a specific aspect of a conversation	Listen twice to three conversations each with two speakers to identify: topic, purpose, context, speakers, gist, relationship between speakers, roles, functions, attitudes, feeling and opinions	Two three-option multiple choice questions for each conversation	6
<b>Listening 3:</b> extract key information from a monologue to complete a task	Listen twice to a radio broadcast, narrative, presentation, etc to identify specific information	A note or message pad with seven headings and space to write the correct information for each heading	7
<b>Listening 4:</b> follow a discussion between two speakers	Listen twice to a discussion to identify gist, examples, fact, opinion, contrast, purpose, key ideas, attitude, cause and effect	Six three-option multiple choice questions	6
<b>Reading 1:</b> understand in detail information, ideas and opinions	One long text: news story, article, review or proposal	Six three-option multiple choice questions	6

Skill & Focus	Task	Format	Raw Marks
<b>Reading 2:</b> understand how meaning is built up in a text	One text with six sentences removed, eg topic sentence, summarising sentence, developing idea, emphasising a point, opinion, contrast, sequence, forward and back reference, transition to new idea	Choice of seven sentences to choose from to complete the six gaps	6
<b>Reading 3:</b> understand the purpose of text and to locate specific information and awareness of writers' stance and attitude	Four texts, eg email, article, advert, brochure, etc with a linked theme, but with a different purpose	Eight (7 + example) multiple matching questions to identify information from the texts	7
<b>Reading 4:</b> understand specific information through detailed reading	A continuous text: narrative, descriptive, explanatory, expository, biographical, instructive	Seven open-ended 'wh' questions requiring short answers	7
<b>Writing 1:</b> respond appropriately to a given text to produce a formal response for an intended public audience	Instruction to respond formally using a written input with three content points to be addressed and the intended reader specified	100 - 150 words	12
<b>Writing 2:</b> produce a personal letter, a narrative or descriptive composition	Instruction to write an informal piece of writing for a specified reader on a general subject not requiring specialist knowledge with two content points to be addressed	150 - 200 words	12

**Qualification Title: LanguageCert Level 2 Certificate in ESOL International (Listening, Reading, Writing) (Expert C1)**

**Expert Level – (C1) – (examination duration: Listening: about 30 minutes; Reading and Writing: 2 hours 40 minutes)**

Skill & Focus	Task	Format	Raw Marks
<b>Listening 1:</b> understand context, meaning and function in short conversations on concrete and abstract topics	Listen twice to six unfinished conversations between two speakers. Idiomatic expressions, colloquialisms, register shifts and use of stress and intonation to indicate attitude included	One three-option multiple choice question for each conversation to choose the appropriate completion or continuation of the conversation	6
<b>Listening 2:</b> identify a specific aspect of a conversation	Listen twice to three conversations each with two speakers to identify: topic, purpose, context, speakers, gist, relationship between speakers, roles, functions, attitudes, feeling and opinions	Two three-option multiple choice questions for each conversation	6
<b>Listening 3:</b> extract key information from a monologue to complete a task	Listen twice to a lecture, radio broadcast, narrative, presentation, etc to identify specific information. Listening text contains dense, factual information	A note, message pad or form with seven headings and space to write the correct information for each heading	7
<b>Listening 4:</b> follow a discussion between two speakers	Listen twice to a discussion to identify gist, examples, fact, opinion, contrast, purpose, key ideas, attitude, cause and effect	Seven four-option multiple choice questions	7
<b>Reading 1:</b> understand articles, use of language and texts dense with complex structures	One text including idiomatic language, narrative or academic ideas, arguments and opinions	Five sentences to identify true and false statements about the text	5

Skill & Focus	Task	Format	Raw Marks
<b>Reading 2:</b> understand how meaning is built up in discourse	One text with six sentences removed, eg topic sentence, summarising sentence, developing idea, emphasising a point, opinion, contrast, sequence, forward and back reference, transition to new idea	Choice of eight sentences to choose from to complete the six gaps	6
<b>Reading 3:</b> understand the purpose of different authentic texts and identify specific information	Four texts, eg email, article, advert, brochure, etc with a linked theme, but with a different purpose	Eight (7 + example) multiple matching questions to identify information from the texts	7
<b>Reading 4:</b> understand text discourse, purpose and gist and to locate specific information	A continuous text: narrative, descriptive, explanatory, expository, biographical, instructive	Eight open-ended 'wh' questions requiring short answers	8
<b>Writing 1:</b> respond appropriately to a given input to produce a formal response for an intended public audience	Instruction to write a letter, report, argument or article using a written, graphic or visual input and the intended reader specified expressing stance, opinion, justification, argumentation	150 - 200 words	12



**Qualification Title: LanguageCert Level 3 Certificate in ESOL International (Listening, Reading, Writing) (Mastery C2)**

**Mastery Level – (C2) – (examination duration: Listening: about 30 minutes; Reading and Writing: 2 hours 40 minutes)**

Skill & Focus	Task	Format	Raw Marks
<b>Listening 1:</b> understand context, meaning and function in single utterances	Listen twice to six short sentences including statements, explanations, descriptions, instructions or questions, each with a different function and context. Two items with Idiomatic expressions, colloquialisms, register shifts and use of stress and intonation to indicate attitude included. One formal item included	One three-option multiple choice question for each item to choose the appropriate response	6
<b>Listening 2:</b> identify a specific aspect of a conversation	Listen twice to three conversations each with two speakers to identify: topic, purpose, context, speakers, gist, relationship between speakers, roles, functions, attitudes, feeling and opinions	Two three-option multiple choice questions for each conversation	6
<b>Listening 3:</b> extract key information from a monologue to complete a task	Listen twice to a lecture, radio broadcast, narrative, presentation, etc to identify specific information. Listening text contains dense, factual information	A note, message pad or form with seven headings and space to write the correct information for each heading	7
<b>Listening 4:</b> follow a discussion between two speakers	Listen twice to a discussion to identify gist, examples, fact, opinion, contrast, purpose, key ideas, attitude, cause and effect	Seven four-option multiple choice questions	7

Skill & Focus	Task	Format	Raw Marks
<b>Reading 1:</b> understand literary texts, use of emotive language and texts dense with complex structures	One text including metaphors, similes and idiomatic language, literary narrative or academic ideas, arguments and opinions	Five sentences to identify true and false statements about the text	5
<b>Reading 2:</b> understand how meaning is built up in discourse	One text with six sentences removed, eg topic sentence, summarising sentence, developing idea, emphasising a point, opinion, contrast, sequence, forward and back reference, transition to new idea	Choice of eight sentences to choose from to complete the six gaps	6
<b>Reading 3:</b> understand the purpose of different authentic texts and identify specific information	Four texts, eg email, article, advert, brochure, etc with a linked theme, but with a different purpose	Eight (7 + example) multiple matching questions to identify information from the texts	7
<b>Reading 4:</b> understand text to locate specific information	A continuous text: narrative, descriptive, explanatory, expository, biographical, instructive	Eight 'wh' questions on text to be answered in a few words	8
<b>Writing 1:</b> respond appropriately to a given input to produce a formal response for an intended public audience	Instruction to write a letter, report, argument or article using a written, graphic or visual input and the intended reader specified expressing stance, opinion, justification, argument	200 - 250 words	12

Skill & Focus	Task	Format	Raw Marks
<p><b>Writing 2:</b> produce a personal letter, a narrative or descriptive composition</p>	<p>Instruction to write an informal piece of writing for a specified reader. Instructions elicit functions: persuasion, argument, hypothesis; expressing mood, opinion, justifying, evaluating etc.</p>	<p>250 - 300 words</p>	<p>12</p>

## 2 Syllabus

### 2.1. Introduction

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

The standards set out in the following pages are cumulative. That is, an A2 candidate, for example, will be able to carry out the standards set out for A1 and A2. Similarly, a C2 candidate will be able to meet the standards of all lower levels (A1 – C1) in addition to the C2 standards.

### 2.2. Preliminary level – A1

#### Listening

The candidate will be able to:

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

#### Phonological features

The candidate will be able to:

- listen for phonological detail to distinguish between similar words.

## Range

The candidate will be able to:

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

## Understanding gist

The candidate will be able to:

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

## Understanding detail

The candidate will be able to:

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

## Reading

The candidate will be able to:

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

## Range

The candidate will be able to:

- understand very familiar names, words and phrases in simple common texts found in everyday life
- understand isolated words, short simple phrases and understand grammatical structures that link clauses and help identify time reference

- understand the meanings conveyed by capital letters and full stops in very simple sentences.

## **Register**

The candidate will be able to:

- understand simple social courtesies.

## **Text structure**

The candidate will be able to:

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

## **Writing**

The candidate will be able to:

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

## Topics - Preliminary Level – A1

### PERSONAL IDENTIFICATION

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

### HOUSE AND HOME, ENVIRONMENT

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

### DAILY LIFE

- at home
- at work

### FREE TIME, ENTERTAINMENT

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

### TRAVEL

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

### LANGUAGE

- foreign language ability
- spelling and the alphabet

### RELATIONS WITH OTHER PEOPLE

- relationships
- correspondence
- behaviour

- friends

## HEALTH AND BODYCARE

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

## SHOPPING

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

## FOOD AND DRINK

- types of food and drink
- eating and drinking out

## SERVICES

- post
- telephone
- banking
- police
- hospital, surgery
- garage
- petrol station
- emergency

## PLACES

- asking the way and giving directions
- location

## WEATHER

- obtain information from weather forecast
- climate and weather

## MEASURES AND SHAPES

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

## EDUCATION

- schooling
- subjects



## Functions - Preliminary Level – A1

(see topics list for contexts)

### Personal environment

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

### Expressing thoughts and feelings

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

### Making things happen

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

## **Social contact**

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

## 2.3. Access level – A2

### Listening

The candidate will be able to:

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

### Phonological features

The candidate will be able to:

- recognise stress and intonation in simple and compound sentences

### Range

The candidate will be able to:

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

### Understanding gist

The candidate will be able to:

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

## Understanding detail

The candidate will be able to:

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

## Reading

The candidate will be able to:

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

## Range

The candidate will be able to:

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

## Text structure

The candidate will be able to:

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

## Writing

The candidate will be able to:

- compose simple texts using the appropriate format with some awareness of the intended audience
- follow instructions to write a letter, message or note
- write informally about family, living conditions, schooling and job, plans and arrangements, likes and dislikes and past activities
- write short descriptions or tell a simple story using simple and compound sentences
- write a short sequence of simple explanations, instructions or directions
- express simple opinions clearly
- spell correctly the majority of words used for personal detail and familiar common words
- write with reasonable accuracy short words appropriate to the level
- use punctuation and capital letters correctly to show questions, commas in lists and proper nouns
- construct simple and compound sentences using basic structures
- use a limited range of vocabulary to deal with simple and familiar topics and tasks
- link a short sequence of simple sentences using basic linking words.

## Topics – Access Level – A2

### PERSONAL IDENTIFICATION

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

### HOUSE AND HOME, ENVIRONMENT

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

### DAILY LIFE

- at home
- at work

### FREE TIME, ENTERTAINMENT

- leisure
- sports, hobbies and interests
- TV, radio, computer etc

- cinema, theatre
- intellectual pursuits
- press, the internet
- music
- holidays

### TRAVEL

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

### RELATIONS WITH OTHER PEOPLE

- relationship
- correspondence
- behaviour
- invitations
- friends

### HEALTH AND BODYCARE

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

### SHOPPING

- shopping facilities
- foodstuffs

- clothes, fashion
- household articles
- prices

## **FOOD AND DRINK**

- types of food and drink
- eating and drinking out

## **SERVICES**

- post
- telephone
- banking
- police
- hospital, surgery
- garage
- petrol station
- emergency

## **PLACES**

- asking the way and giving directions
- location

## **LANGUAGE**

- foreign language ability
- spelling and the alphabet

## **WEATHER**

- obtain information from weather forecast
- climate and weather

## **MEASURES AND SHAPES**

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

## **EDUCATION**

- schooling
- subjects

## Functions – Access Level – A2

(See topics list for contexts)

### Personal environment

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

### Expressing thoughts and feelings

- expressing agreement or disagreement
- denying something
- expressing views and feelings with reasons
- stating and asking about knowledge or ignorance of something or someone
- stating and asking about ability or inability to do something
- stating and asking about certainty or uncertainty of something
- seeking, granting or denying permission

- expressing and asking about wishes and hopes
- expressing and asking about wants, desires, needs
- stating and asking about intention
- stating a preference
- expressing and asking about likes and dislikes, with reasons
- expressing and asking about (dis)pleasure, (un)happiness
- expressing gratitude
- offering and accepting an apology
- expressing approval or appreciation
- expressing regret.

### Making things happen

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



## Social contact

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

## 2.4. Achiever level – B1

### Listening

The candidate will be able to:

- understand clearly articulated standard speech delivered relatively slowly
- follow short conversations both formal and informal in a range of familiar situations understanding gist, context, feelings, opinions and relationships
- understand straightforward narratives, sequences, instructions, directions and explanations
- identify the function of short utterances (see Grammar and Functions sections)
- follow the main points, speakers, purposes and attitudes in an extended discussion
- extract and reproduce key information from announcements and media broadcasts on a range of familiar topics.

### Phonological features

- recognise stress and intonation in order to follow discourse
- recognise feelings, moods, attitudes, important points and opinions expressed through stress and intonation.

### Range

- understand key grammatical forms used in familiar and less familiar contexts and situations
- understand high frequency vocabulary and expressions relating to familiar and less familiar topics.

### Understanding gist

- understand the main ideas in straightforward announcements, conversations and discussions on familiar and less familiar topics.

### Understanding detail

- extract key information from announcements, conversations and discussions on familiar and less familiar topics.

### Reading

The candidate will be able to:

- locate and understand details in narratives, explanations, descriptions, instructions, biographies, articles and discursive texts on familiar topics
- understand the main ideas in straightforward texts of more than one paragraph
- locate and understand specific information in formal and

informal real-life texts which may include graphics

- understand the purpose of different texts
- understand information or purpose which may not be expressed overtly
- understand a line of argument and conclusions clearly signalled in discursive text
- understand feelings and opinions expressed in informal texts.

### Range

- understand words relating to work, leisure and study
- understand longer texts which may contain some complex structures.

### Register

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

### Text structure

- recognise the purpose of texts through layout conventions, common signs and symbols
- use organisational features of texts to locate information
- understand the organisational, lexical and grammatical features of a text

- recognise the common structure of paragraphing to build up meaning in a text
- understand how meaning is built up over discourse using markers to indicate addition, sequence and contrast.

## Writing

The candidate will be able to:

- write straightforward connected texts on a range of familiar topics
- write short simple formal letters to ask for and convey simple information
- write short simple texts for practical purposes: instructions
- write short informal letters on topics of personal interest and knowledge
- write brief narratives and descriptions on straightforward topics
- express opinions simply, giving supporting reasons
- use correct punctuation in formal and informal texts
- spell correctly the majority of common words and key words relating to work, study and leisure interests
- use basic grammatical structures correctly, including conjunctions, connectives and discourse markers (errors do not impede a sympathetic reader's understanding)

- use vocabulary adequately to meet straightforward needs
- communicate information and ideas with some adaptation to the intended reader
- link a short linear sequence of ideas using discourse markers and conjunctions
- demonstrate some awareness of conventions of an informal and formal letter.

## Topics - Achiever Level – B1

### PERSONAL IDENTIFICATION

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

### HOUSE AND HOME, ENVIRONMENT

- accommodation, rooms
- furniture, bedclothes
- services
- amenities
- region
- flora and fauna
- types of accommodation
- cost

### DAILY LIFE

- at home
- at work
- income
- prospects

### FREE TIME, ENTERTAINMENT

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

### PLACES

- asking the way and giving directions
- location

### MEASURES AND SHAPES

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

## **TRAVEL**

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

## **RELATIONS WITH OTHER PEOPLE**

- relationships
- correspondence
- behaviour
- invitations
- club membership
- government and politics
- crime and justice
- social affairs
- friends

## **HEALTH AND BODYCARE**

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

## **SHOPPING**

- shopping facilities
- foodstuffs

- clothes, fashion
- household articles
- prices

## **FOOD AND DRINK**

- types of food and drink
- eating and drinking out

## **SERVICES**

- post
- telephone
- banking
- police
- hospital, surgery
- garage
- petrol station
- emergency

## **LANGUAGE**

- foreign language ability
- spelling and the alphabet

## **WEATHER**

- obtain information from weather forecast
- climate and weather

## **EDUCATION**

- schooling
- subjects
- qualifications

## Functions - Achiever Level – B1

(see topics list for contexts)

### Personal environment

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

### Expressing thoughts, feelings and attitudes

- expressing and asking about agreement or disagreement
- denying something
- expressing views and feelings with reasons
- stating and asking about knowledge or ignorance of something or someone
- stating whether a person, thing or action is remembered or forgotten
- enquiring of someone else whether a person, thing or action is remembered or forgotten
- stating and asking about degrees of probability
- expressing, denying or asking about necessity (including logical deduction)
- stating and asking about one's certainty or uncertainty of something
- stating and asking about one's ability or inability to do something
- stating and enquiring about one's obligation (or lack of) to do something
- seeking, granting or denying permission
- stating and asking about the permissibility of doing something
- expressing and asking about wishes and hopes
- expressing and asking about wants, desires, needs

- stating and asking about intention
- stating, responding to and asking about preference
- expressing and asking about likes and dislikes, with reasons
- expressing and asking about (dis)pleasure, (un)happiness
- expressing and asking about satisfaction or dissatisfaction
- expressing disappointment
- expressing gratitude
- expressing and asking about interest or lack of it
- expressing surprise or lack of it
- expressing and asking about fear or worry
- giving reassurance
- expressing regret, sympathy
- offering and accepting an apology
- granting forgiveness
- expressing approval or appreciation
- expressing regret
- expressing indifference
- expressing and asking about approval or disapproval
- expressing moral obligation.

### **Making things happen**

- responding to a request
- requesting something or requesting someone to do something
- inviting someone to do something
- accepting or declining an offer or invitation
- giving instructions
- giving and asking for advice
- responding to or rejecting advice, with reasons
- warning others to be careful or to stop doing something
- offering and requesting assistance
- insisting politely
- persuading someone to do something



- suggesting a course of action
- asking for, responding to or rejecting suggestions with reason/alternative
- encouraging someone to do something
- making and agreeing plans and arrangements
- reaching a compromise
- prohibiting someone from doing something
- making a complaint.

### **Social contact**

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

- summing up
- taking leave
- observing telephone conventions
- observing letter-writing conventions.

## 2.5. Communicator level – B2

### Listening

The candidate will be able to:

- understand standard spoken English delivered at normal speed
- follow short conversations both formal and informal in a range of familiar situations understanding gist, context, purpose, function, attitude, feelings, opinions and relationships
- follow a conversation and predict the likely outcome
- understand narratives, sequences, instructions, descriptions and explanations
- identify the function of short utterances which may contain idiomatic expressions (see Grammar and Functions sections)
- follow a discussion to identify gist, detail, purposes and key ideas and distinguish between fact and opinion
- extract and reproduce key information from announcements, media broadcasts, presentations and lectures including abstract and concrete topics encountered in personal, social, academic and vocational life
- follow clearly structured extended speech and more complex argument when familiar with the topic.

### Phonological features

The candidate will be able to:

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

### Range

The candidate will be able to:

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

## Register

The candidate will be able to:

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

## Understanding gist

The candidate will be able to:

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

## Understanding detail

The candidate will be able to:

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

## Reading

The candidate will be able to:

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

## Range

The candidate will be able to:

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

## Register

The candidate will be able to:

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

## Text structure

The candidate will be able to:

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

## Writing

The candidate will be able to:

- write coherently on topics of general interest linking ideas appropriately and effectively
- write clear connected text describing real or imaginary people or events
- present an argument giving points for and against, supporting and evaluating different views
- write formal letters, reports or articles to fulfil a range of functions for practical purposes
- write letters descriptions of personally significant events, people or experiences
- use correct punctuation in formal and informal writing to enhance meaning
- correctly spell words used in work, study and daily life
- control grammar to communicate effectively although errors may occur when complex structures are attempted

- use words and expressions appropriate to topic and purpose of the writing
- adjust register in familiar contexts to suit purpose and readership
- use a range of linking words effectively to show clearly the relationship between ideas
- paragraph appropriately
- reproduce conventional features of common types of text.

## Topics - Communicator Level - B2

### PERSONAL IDENTIFICATION

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

### HOUSE AND HOME & LOCAL ENVIRONMENT

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

### DAILY LIFE

- at home
- at work
- income
- prospects

### FREE TIME, ENTERTAINMENT

- leisure, hobbies & interests
- TV, radio, cinema, theatre
- computer, internet
- intellectual/artistic pursuits

- sports
- press
- music
- photography
- the written word (reading, letter-writing, diaries etc)
- exhibitions, museums

### TRAVEL

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

### RELATIONS WITH OTHER PEOPLE

- family relationships
- friendship
- manners
- social conventions

### HEALTH AND BODYCARE

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

### SHOPPING

- shopping facilities
- foodstuffs

- clothes, fashion
- household articles
- prices

## **FOOD AND DRINK**

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

## **SERVICES**

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

## **PLACES & LOCATION**

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

## **LANGUAGE**

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

## **WEATHER**

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

## **MEASURES AND SHAPES**

- statistics
- processes

## **EDUCATION**

- schooling
- subjects
- qualifications and examinations

## **THE ENVIRONMENT**

- recycling
- pollution
- global warming

## **BELIEFS**

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

## **ARTS**

- modern art, theatre
- classical art, theatre



## **SCIENCE & TECHNOLOGY**

- scientific development
- space exploration
- power of the computer
- important inventions

## **SOCIETY**

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

## Functions - Communicator Level – B2

(See Topics list for contexts)

### Personal environment

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

### Expressing thoughts, feelings and attitudes

- expressing and asking about agreement or disagreement
- denying something
- expressing agreement reluctantly or with reservations
- conceding a point or argument, demurring
- expressing views and feelings with reasons
- asserting and asking about knowledge or ignorance of something or someone
- stating whether a person, thing or action is remembered or forgotten
- enquiring of someone else whether a person, thing or action is remembered or forgotten
- stating and asking about degrees of probability/possibility
- expressing, denying or asking about necessity (including logical deduction)
- stating and asking about one's certainty or uncertainty of something
- reminding someone to do something
- expressing doubt, incredulity, bewilderment

- hypothesising
- stating and asking about one's ability or inability to do something
- stating and enquiring about one's obligation (or lack of) to do something
- seeking, granting or denying permission
- stating and asking about the permissibility of doing something
- expressing and asking about wishes, hopes, expectations
- expressing and asking about wants, desires, needs
- stating and asking about intention
- stating, responding to and asking about preference
- expressing and asking about likes and dislikes, with reasons
- expressing and asking about (dis)pleasure, (un)happiness
- expressing and asking about satisfaction or dissatisfaction
- expressing disappointment
- expressing gratitude
- expressing and asking about interest or lack of it
- expressing surprise or lack of it
- expressing and asking about fear, worry, anxiety
- giving reassurance
- expressing regret, sympathy, condolence
- expressing fellow-feeling, empathy
- expressing and asking about pain, anguish, suffering
- expressing relief
- expressing indifference
- expressing fatigue, resignation
- offering and accepting an apology
- granting forgiveness
- expressing and asking about approval, appreciation or disapproval
- expressing moral obligation
- expressing regret
- accepting, attaching or denying blame for something

## **Making things happen**

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

## **Social contact**

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

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

## 2.6. Expert level – C1

### Listening

The candidate will be able to:

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

### Phonological features

The candidate will be able to:

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

### Range

The candidate will be able to:

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

### Register

The candidate will be able to:

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

### **Understanding gist**

The candidate will be able to:

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

### **Understanding detail**

The candidate will be able to:

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

## **Reading**

The candidate will be able to:

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

### **Range**

The candidate will be able to:

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

## Register

The candidate will be able to:

- understand the role of register even in emotional or allusive contexts.

## Text structure

The candidate will be able to:

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

## Writing

The candidate will be able to:

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



## Topics – Expert Level – C1

### PERSONAL IDENTIFICATION

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

### HOUSE AND HOME & LOCAL ENVIRONMENT

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

### DAILY LIFE

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

### FREE TIME, ENTERTAINMENT

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

### TRAVEL

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

### RELATIONS WITH OTHER PEOPLE

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

## SHOPPING

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

## FOOD AND DRINK

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

## SERVICES

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

## PLACES & LOCATION

- satellite navigation systems
- World Heritage sites

- locating motorways and airports
- protecting open spaces
- how geography affects people
- alternative places to live eg. underwater, on Mars

## LANGUAGE

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

## WEATHER

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

## MEASURES AND SHAPES

- statistics
- importance of maths in everyday life

## EDUCATION

- schooling
- subjects
- qualifications and examinations
- education systems

- teaching and learning

## **THE ENVIRONMENT**

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

## **BELIEFS**

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

## **ARTS**

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

## **SCIENCE & TECHNOLOGY**

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

## **SOCIETY**

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

## Functions - Expert Level – C1

(See Topics list for contexts)

### Personal environment

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

### Expressing thoughts, feelings and attitudes

- expressing and asking about agreement or disagreement
- denying something
- expressing agreement reluctantly or with reservations
- conceding, demurring
- expressing views and feelings with reasons
- asserting and asking about knowledge or ignorance of something or someone
- stating whether a person, thing or action is remembered or forgotten
- enquiring of someone else whether a person, thing or action is remembered or forgotten
- stating and asking about degrees of probability
- expressing, denying or asking about necessity (including logical deduction)
- stating and asking about one's certainty or uncertainty of something
- reminding someone to do something
- expressing doubt, incredulity, bewilderment

- hypothesising
- speculating
- stating and asking about one's ability or inability to do something
- stating and enquiring about one's obligation (or lack of) to do something
- seeking, granting or denying permission
- stating and asking about the permissibility of doing something
- expressing and asking about wishes, hopes, expectations
- expressing and asking about wants, desires, needs
- stating and asking about intention
- stating, responding to and asking about preference
- expressing and asking about likes and dislikes, with reasons
- expressing and asking about (dis)pleasure, (un)happiness
- expressing and asking about satisfaction or dissatisfaction
- expressing disappointment
- expressing gratitude
- expressing and asking about interest or lack of it
- expressing surprise or lack of it
- expressing and asking about fear, anxiety
- giving reassurance
- expressing regret, sympathy, condolence
- expressing fellow-feeling, empathy
- expressing and asking about pain, anguish, suffering
- expressing relief
- expressing indifference
- expressing fatigue, resignation
- offering and accepting an apology
- granting forgiveness
- expressing and asking about approval, appreciation or disapproval
- expressing moral obligation
- expressing regret
- accepting, attaching or denying blame for something

## **Making things happen**

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

## **Social contact**

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

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

## 2.7. Mastery level – C2

### Listening

The candidate will be able to:

- understand virtually everything spoken even when delivery is fast
- follow short conversations both formal and informal in a comprehensive range of situations, understanding gist, context, purpose, function and recognising subtly expressed attitudes, feelings and opinions
- understand sophisticated narratives, sequences, explanations and subtle arguments
- recognise the function of short utterances which may contain idiomatic/colloquial English (see Grammar and Functions sections)
- follow a discussion which may be academic or professional to identify gist, detail, purposes and key ideas and distinguish between fact and opinion
- extract and reproduce key information from announcements, media broadcasts, presentations and lectures on abstract and concrete topics of general, academic and professional interest
- follow a complex argument even when it is not clearly structured.

### Phonological features

The candidate will be able to:

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

### Range

The candidate will be able to:

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



## Register

The candidate will be able to:

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

## Understanding gist

The candidate will be able to:

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

## Understanding detail

The candidate will be able to:

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

## Reading

The candidate will be able to:

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

## Range

The candidate will be able to:

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

## Register

The candidate will be able to:

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

## Text structure

The candidate will be able to:

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

## Writing

The candidate will be able to:

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

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

## Topics – Mastery Level – C2

### PERSONAL IDENTIFICATION

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

### HOUSE AND HOME & LOCAL ENVIRONMENT

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

### DAILY LIFE

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

### FREE TIME, ENTERTAINMENT

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

### TRAVEL

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

### RELATIONS WITH OTHER PEOPLE

- family relationships
- friendship

- manners
- social conventions
- anti-social behaviour
- tolerance & respect

- care for the elderly
- IT in the community
- diplomatic services
- employment agencies
- government

## SHOPPING

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

## PLACES & LOCATION

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

## FOOD AND DRINK

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

## LANGUAGE

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

## SERVICES

- communications
- financial services
- emergency services
- leisure facilities

## WEATHER

- climate and weather
- weather forecast
- climate change
- extreme weather
- weather and mood

- effect of weather on lifestyle

## MEASURES AND SHAPES

- statistics
- importance of maths in everyday life
- design

## EDUCATION

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

## THE ENVIRONMENT

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

## BELIEFS

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

## ARTS

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

## SCIENCE & TECHNOLOGY

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

## SOCIETY

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

## Functions - Mastery Level – C2

(See Topics list for contexts)

### Personal environment

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

### Expressing thoughts, feelings and attitudes

- expressing and asking about agreement or disagreement
- denying something
- expressing agreement reluctantly or with reservations
- conceding, demurring
- expressing views and feelings with reasons
- asserting and asking about knowledge or ignorance of something or someone
- stating whether a person, thing or action is remembered or forgotten
- enquiring of someone else whether a person, thing or action is remembered or forgotten
- stating and asking about degrees of probability
- expressing, denying or asking about necessity (including logical deduction)
- stating and asking about one's certainty or uncertainty of something
- reminding someone to do something
- expressing doubt, incredulity, bewilderment

- hypothesising
- speculating
- stating and asking about one's ability or inability to do something
- stating and enquiring about one's obligation (or lack of) to do something
- seeking, granting or denying permission
- stating and asking about the permissibility of doing something
- expressing and asking about wishes, hopes, expectations
- expressing and asking about wants, desires, needs
- stating and asking about intention
- stating, responding to and asking about preference
- expressing and asking about likes and dislikes, with reasons
- expressing and asking about (dis)pleasure, (un)happiness
- expressing and asking about satisfaction or dissatisfaction
- expressing disappointment
- expressing gratitude
- expressing and asking about interest or lack of it
- expressing surprise or lack of it
- expressing and asking about fear, anxiety
- giving reassurance
- expressing regret, sympathy, condolence
- expressing fellow-feeling, empathy
- expressing and asking about pain, anguish, suffering
- expressing relief
- expressing indifference
- expressing fatigue, resignation
- offering and accepting an apology
- granting forgiveness
- expressing and asking about approval, appreciation or disapproval
- expressing moral obligation
- expressing regret
- accepting, attaching or denying blame for something.



## **Making things happen**

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

## **Social contact**

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

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

## 2.8. Grammar

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

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

	Preliminary	Access	Achiever
		as Preliminary and in addition	as Access and in addition
Simple sentences	<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>
Compound sentences		<ul style="list-style-type: none"> <li>use of conjunctions <i>and/but/or</i></li> <li>word order subject-verb-(object)</li> </ul>	

		(+and/but/or) + subject-verb-(object)	
Complex sentences		<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 a 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	Achiever
		as Preliminary and <b>in addition</b>	as Access and <b>in addition</b>
Verb forms	<p>Present reference:</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>Other:</p> <ul style="list-style-type: none"> <li>• Yes/no questions</li> <li>• Question words: <i>who/what/where/when/how</i>      <i>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> </ul>	<p>Present reference:</p> <ul style="list-style-type: none"> <li>• simple present with no time focus</li> <li>• present continuous to express continuity</li> </ul> <p>Past reference:</p> <ul style="list-style-type: none"> <li>• past tense of regular and common irregular verbs with time markers</li> </ul> <p>Future reference:</p> <ul style="list-style-type: none"> <li>• NP + <i>be going to</i>, present continuous and time markers</li> </ul> <p>Other:</p>	<p>Present/Past reference:</p> <ul style="list-style-type: none"> <li>• Present perfect with <i>since/for/ever/never, yet/already, just</i></li> </ul> <p>Past reference:</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>Future reference:</p> <ul style="list-style-type: none"> <li>• Future simple verb forms, NP + <i>will</i></li> </ul> <p>Other:</p> <ul style="list-style-type: none"> <li>• Zero and 1<sup>st</sup> conditional</li> </ul>

	<ul style="list-style-type: none"> <li>• imperatives and negative imperatives</li> <li>• contracted forms appropriate to this level <ul style="list-style-type: none"> <li>• <i>let's</i> + infinitive for suggestion</li> </ul> </li> </ul>	<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 + <i>to</i> + infinitive such as <i>want, hope</i></li> <li>• very common phrasal verbs such as <i>get up, get off</i></li> <li>• questions such as <i>what time, how often, why, 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>	<ul style="list-style-type: none"> <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 appropriate at the level</li> <li>• contracted forms appropriate to this level</li> </ul>
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## Modals, nouns, pronouns, possessives, prepositions

	Preliminary	Access	Achiever
		as Preliminary and <b>in addition</b>	as Access and <b>in addition</b>
Modals	<p>Present reference:</p> <ul style="list-style-type: none"> <li>• <i>can, can't</i> (ability/inability, permission) and <i>would like</i> (request)</li> </ul>	<p>Modals and forms with similar meaning:</p> <ul style="list-style-type: none"> <li>• <i>must</i> (obligation)</li> <li>• <i>mustn't</i> (prohibition)</li> <li>• have to, had got to (need)</li> <li>• can, could (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>Modals and forms with similar meaning:</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>• would/should (advice)</li> <li>• <i>need to</i> (obligation)</li> <li>• <i>needn't</i> (lack of obligation)</li> <li>• <i>will definitely</i> (certainty in the future)</li> <li>• <i>may I</i> (asking for permission)</li> <li>• <i>I'd rather</i> (stating preference)</li> </ul>
Nouns	<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 noun phrases</li> </ul>	<ul style="list-style-type: none"> <li>• noun phrases with pre- and post-modification such as fair-haired people with sensitive skin</li> <li>• all cardinal numbers</li> </ul>

		<ul style="list-style-type: none"> <li>• cardinal numbers up to 100 and multiples of 100</li> </ul>	
Pronouns	<ul style="list-style-type: none"> <li>• personal - subject</li> </ul>	<ul style="list-style-type: none"> <li>• object, reflexive</li> </ul>	
Possessives	<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>
Prepositions and prepositional phrases	<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	Achiever
		as Preliminary and <b>in addition</b>	as Access and <b>in addition</b>
Articles	<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 <i>the 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>
Determiners	<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>
Adjectives	<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 and 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, e.g. <i>as.....as, is the same as, not so.....as..., looks like/is like</i></li> <li>all ordinal numbers</li> </ul>
Adverbs	<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> </ul>	<ul style="list-style-type: none"> <li>more complex adverbial phrases of time, place, frequency, manner, e.g. <i>as soon as possible</i></li> </ul>

		<ul style="list-style-type: none"> <li>• position of adverbs and word order of adverbial phrases</li> </ul>	
Intensifiers	<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	Achiever
		as Preliminary and <b>in addition</b>	as Access and <b>in addition</b>
Punctuation	<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>
Spelling	<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	<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>

## Grammar – Communicator (B2), Expert (C1), Mastery (C2) levels

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

	Communicator	Expert	Mastery
	as Achiever and <b>in addition</b>	as Communicator and <b>in addition</b>	as Expert and <b>in addition</b>
Simple, compound and complex sentences with subordinate clauses	<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>• participle 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 participle clauses describing action with <i>-ed</i></li> </ul>	<ul style="list-style-type: none"> <li>• full range of conjunctions</li> </ul>

## Verb forms

	Communicator	Expert	Mastery
	as Achiever and <b>in addition</b>	as Communicator and <b>in addition</b>	as Expert and <b>in addition</b>
Verb forms	<p>Present/Past reference:</p> <ul style="list-style-type: none"> <li>• present perfect continuous</li> </ul> <p>Past reference:</p> <ul style="list-style-type: none"> <li>• past perfect</li> </ul> <p>Other:</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 would like someone to do something, + suggest doing something</li> <li>• causative use of <i>have</i> and <i>get</i></li> </ul>	<ul style="list-style-type: none"> <li>• all verb forms active and passive</li> </ul> <p>Other:</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>

	<ul style="list-style-type: none"> <li>• reported speech with a range of tenses</li> <li>• wider range of phrasal verbs such as <i>give up</i>, <i>put up with</i></li> <li>• reported requests and instructions</li> <li>• question tags using tenses appropriate to this level</li> </ul>		
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## Modals, nouns, prepositions

	Communicator	Expert	Mastery
	as Achiever and <b>in addition</b>	as Communicator and <b>in addition</b>	as Expert and <b>in addition</b>
Modals	<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>• can't have, needn't have</li> </ul>	<ul style="list-style-type: none"> <li>• as Expert</li> </ul>
Nouns	<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>
Prepositions and prepositional phrases	<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 + having + 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

	Communicator	Expert	Mastery
	as Achiever and <b>in addition</b>	as Communicator and <b>in addition</b>	as Expert and <b>in addition</b>
Articles	<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>
Adjectives	<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>
Adverbs	<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>
Intensifiers	<ul style="list-style-type: none"> <li>wide range such as extremely, much, too</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

	Communicator	Expert	Mastery
	as Achiever and <b>in addition</b>	as Communicator and <b>in addition</b>	as Expert and <b>in addition</b>
Punctuation	<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>
Spelling	<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	<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 (in this respect, accordingly)</li> <li>sequence markers (subsequently)</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>

### 3 Overview of Assessment for International ESOL

#### 3.1. Assessment of the International ESOL examination paper

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

The LanguageCert International ESOL suite of examinations is directly calibrated to the levels of the Common European Framework of Reference produced by the Council of Europe.

#### Overall Grades

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

IESOL skill	Maximum part marks	Total scaled score* per skill	Total marks	Grades
Listening	26	50	150	Fail 0-74
Reading	26	50		Pass 75-100
Writing	24	50		High Pass 101-150

The formula to translate part marks into the scaled score is as follows:

- Listening & Reading: Part marks × 1.923 = scaled score
- Writing: Part marks × 2.084 = scaled score

A **High Pass** is awarded when the candidate achieves an overall total of between 101 and 150 marks.

A **Pass** is awarded when the candidate achieves an overall total of between 75 and 100 marks.

A **Fail** is awarded when the candidate achieves an overall total of between 0 and 74 marks.

Depending on the exact difficulty of an individual test form/version, the above cut scores might have to be adjusted slightly.

## Listening and Reading

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

## Writing

- Marks are awarded for the Writing tasks; the breakdown of these is shown for each level, together with the minimum requirements for High Pass and Pass.
- The Writing tasks are marked against criteria aligned to the descriptors of the CEFR. These criteria are Task Fulfilment, Accuracy and range of Grammar, Accuracy and range of Vocabulary and Structure.

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

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

A description of the tasks is provided at each level in the Syllabi section of the Handbook.

## Feedback reports

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

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

## 4 Access Arrangements

Access arrangements are reasonable adjustments and a reasonable adjustment must be applied for using the LanguageCert Reasonable Adjustment and Special Considerations Policy.

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

Access arrangements are agreed before an assessment. For some arrangements, including readers and scribes, centres must apply to LanguageCert for permission before the examination. Please refer to the LanguageCert Reasonable Adjustment and Special Considerations Policy for the specific timeframes to apply for permission.

For information on arrangements not listed here, please contact LanguageCert. Specific contact details can be located in the LanguageCert “Contact us Guide”.

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

Access Arrangement	Definition	Listening	Reading	Writing
Extra Time		Yes	Yes	Yes
Reader	Someone who reads the questions to the candidate	Yes	No	Yes
Scribe	Someone who writes down the candidate’s dictated answers	Yes	Yes	No
Braille or Modified question papers	A range of formats are available, including large print	Yes	Yes	Yes
Practical Assistant	Someone who helps with practical tasks not related to the test	Yes	Yes	Yes

Supervised rest breaks	The candidate must remain under exam conditions	Yes	Yes	Yes
Sign Language Interpreter	To sign the questions	Signing for the recording is not permitted	No	Yes
Transcript	Where the candidate's handwriting is illegible	Yes	Yes	Yes
Live speaker	A transcript of the recording can be requested	Yes	N/A	N/A
Word processor	Computer or similar device to record answers	Yes	Yes	Yes

## Exemptions

Exemptions can only be considered as a last resort. For more information, please contact LanguageCert.

Specimen Assessment Materials: LanguageCert offers a comprehensive range of candidate practice papers and specimen assessment materials for its International ESOL qualifications which can be down loaded via the LanguageCert website.

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