



Language
Cert

IESOL & ISESOL

C1 EXPERT LEVEL SYLLABUS

SKILLS, TOPICS, FUNCTIONS AND GRAMMAR

Skills

Listening

The candidate will be able to:

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

Phonological features

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

Range

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

Register

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

Understanding gist

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

Understanding detail

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

Reading

The candidate will be able to:

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

Range

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

Register

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

Text structure

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

Writing

The candidate will be able to:

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

- adapt register effectively and appropriately according to purpose in most contexts
- link and organise ideas using a range of linking words and cohesive devices
- organise text effectively to reflect the structure of the ideas expressed.

The text types candidates at this level will be required to produce are as follows:

- letter
- article
- email
- report
- review
- blog post
- story
- argumentative composition
- descriptive composition

Speaking

The candidate will be able to:

- interact fluently and spontaneously on all subjects except the most abstract with some degree of searching for expressions or use of avoidance strategies
- communicate personal information, opinions, feelings and ideas on all topics except the most complex
- communicate in almost all social situations, including those requiring tact and diplomacy, using a wide range of language functions
- engage in discussion to express and elicit opinion, persuade someone to a point of view, try to reach agreement or perform a specific task
- explain, describe, narrate, account for and report on complex subjects integrating sub-themes
- speak clearly on complex themes, developing particular points and rounding off appropriately.
- pronounce clearly the sounds of English in connected speech and use stress and intonation to convey finer shades of meaning precisely.
- maintain a consistently high degree of grammatical accuracy with few errors, generally correcting those that do occur.
- use complex sentences, idiomatic expressions and colloquialisms and qualify opinions and statements without much conspicuous searching for words.
- cope linguistically in sensitive or stressful situations even in unfamiliar contexts.
- display controlled use of discourse organisation, connectors and cohesive devices and be able to backtrack or reformulate when encountering difficulty
- confidently manage the conventions of turn taking using appropriate phrases for making and dealing with interruptions and requesting clarification.

Topics

PERSONAL IDENTIFICATION

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

HOUSE AND HOME & LOCAL ENVIRONMENT

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

DAILY LIFE

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

FREE TIME, ENTERTAINMENT

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

TRAVEL

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

RELATIONS WITH OTHER PEOPLE

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

SHOPPING

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

FOOD AND DRINK

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

SERVICES

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

PLACES & LOCATION

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

LANGUAGE

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

WEATHER

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

MEASURES AND SHAPES

- statistics
- processes
- importance of maths in everyday life

EDUCATION

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

THE ENVIRONMENT

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

BELIEFS

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

ARTS

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

SCIENCE & TECHNOLOGY

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

SOCIETY

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

Functions

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.
- asking for and telling people the time, day, date
- interrupting politely
- objecting, protesting
- exemplifying or emphasising a point
- classifying, generalising, defining something
- encouraging another speaker to continue
- indicating a wish to continue or finish speaking
- summing up
- taking leave
- observing telephone conventions
- observing letter-writing conventions.

Social contact

- getting someone's attention
- greeting people and responding to greetings
- expressing thanks
- addressing somebody
- making and responding to formal and informal introductions
- opening, closing a formal or informal conversation
- congratulating someone
- praising someone
- paying someone a compliment
- asking someone's opinion
- making someone feel welcome
- giving and responding to constructive criticism
- indicating lack of understanding
- giving and asking for clarification, explanation or definition of something
- 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

Grammar

Please note that:

- Candidates may be exposed to the grammar required for the level above, but will not be tested on it.
- Candidates are required to possess all structures described in the level(s) below them

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

Verb forms

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

Modals, nouns, prepositions

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

Articles, determiners, adjectives, adverbs, intensifiers

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

Punctuation and spelling

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

Discourse

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