

## International English for Speakers of Other Languages (Speaking) Qualification Handbook

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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.

## International ESOL Qualifications (IEQs)

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 of 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 (Speaking) qualification handbook

The International ESOL (Speaking) qualification handbook for centres from LanguageCert provides a comprehensive introduction to the LanguageCert suite of International ESOL (Speaking) (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 (Speaking) qualifications. This handbook also serves as a reference point for teachers who prepare their candidates for the LanguageCert International ESOL examinations.

A separate qualification handbook has been produced for the International ESOL Qualifications (Listening, Reading and Writing). This handbook lists all of the most important criteria that a centre needs to adhere to when administering the International ESOL examinations for Speaking. If required, for further advice and/or guidance that may be required, LanguageCert can be contacted using the LanguageCert "Contact us Guide".

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

### 1.2. International ESOL Qualifications

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

For detailed information on LanguageCert's International ESOL qualifications (Listening, Reading and Writing) please refer to the appropriate Qualification Handbook which can be downloaded from the LanguageCert website.

## International ESOL (Speaking)

This suite of qualifications complements the International ESOL series. The Speaking exam qualification is a separately administered spoken examination and is available at the same levels as the International ESOL (Listening, Reading and Writing) suite of qualifications. This is the qualification handbook for International ESOL (Speaking) qualifications.

This range of qualifications offers a communicative approach to the testing of Speaking 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   |

## 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.

Recognition of Prior Learning (RPL) is not applicable to the suite of International ESOL qualifications.

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

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 (Speaking) qualifications offer a comprehensive test of spoken English which can either be a stand-alone examination or a complement to the International ESOL (Reading, Writing and Listening) examinations. The tasks in the examinations are designed to test the use of English in real-life situations. The Spoken ESOL series of graded examinations provides 'steps up the ladder' of proficiency and can motivate candidates who are attending courses over a long period to continue their studies. They are also suitable for candidates attending short courses in English.

These examinations have been mapped to the levels of the Common European Framework of Reference for Languages (CEFR).

#### 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 and International ESOL (Speaking) separately if they wish to, depending on the skills focused on during preparation, and the type of qualification required.

### *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 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 in the examination materials. This includes robust quality assurance in the qualifications/exams development process and extensive trialing of qualification/assessment materials before live use.

### Levels and duration of the exam

The levels chart below shows the six levels of the International ESOL (Speaking) qualifications and the duration of each associated examination. All examinations test Speaking skills.

| Examination Levels            | Qualification Titles   | Duration of Speaking Test |
|-------------------------------|--|---------------------------|
| A1 – Preliminary – (Entry 1)  | LanguageCert Entry Level Certificate in ESOL International (Entry 1) (Speaking) (Preliminary A1) | 6 minutes                 |
| A2 – Access – (Entry 2)       | LanguageCert Entry Level Certificate in ESOL International (Entry 2) (Speaking) (Access A2)      | 9 minutes                 |
| B1 – Achiever – (Entry 3)     | LanguageCert Entry Level Certificate in ESOL International (Entry 3) (Speaking) (Achiever B1)    | 12 minutes                |
| B2 – Communicator - (Level 1) | LanguageCert Level 1 Certificate in ESOL International (Speaking) (Communicator B2)              | 13 minutes                |
| C1 – Expert - (Level 2)       | LanguageCert Level 2 Certificate in ESOL International (Speaking) (Expert C1)                    | 15 minutes                |
| C2 – Mastery – (Level3)       | LanguageCert Level 3 Certificate in ESOL International (Speaking) (Mastery C2)                   | 17 minutes                |

### 1.4. Qualification Titles

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

| LanguageCert and CEFR level | Qualification Title  | Ofqual Qualification Numbers |
|-----------------------------|--|------------------------------|
| Preliminary (A1)            | LanguageCert Entry Level Certificate in ESOL International (Entry 1) (Speaking) (Preliminary A1) | 603/1956/2                   |
| Access (A2)                 | LanguageCert Entry Level Certificate in ESOL International (Entry 2) (Speaking) (Access A2)      | 603/1958/6                   |
| Achiever (B1)               | LanguageCert Entry Level Certificate in ESOL International (Entry 3) (Speaking) (Achiever B1)    | 603/1960/4                   |
| Communicator (B2)           | LanguageCert Level 1 Certificate in ESOL International (Speaking) (Communicator B2)              | 603/1962/8                   |
| Expert (C1)                 | LanguageCert Level 2 Certificate in ESOL International (Speaking) (Expert C1)                    | 603/1964/1                   |
| Mastery (C2)                | LanguageCert Level 3 Certificate in ESOL International (Speaking) (Mastery C2)                   | 603/1966/5                   |

The full qualification titles identify the level of each qualification inclusive of the LanguageCert, CEFR, and 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 (Speaking) to the CEFR

The six levels of the LanguageCert International ESOL (Speaking) 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 spoken competence at each level

| LanguageCert and CEFR qualification level | Descriptor   |
|---|--|
| Preliminary (A1)                          | <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 and 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> </ul>   |
| Access (A2)                               | <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> </ul>   |
| Achiever (B1)                             | <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 describe experiences and events, dreams, hopes and ambitions and briefly give explanations for opinions and plans.</li> </ul> |
| Communicator (B2)                         | <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 communicate clearly and in detail on a wide range of subjects and explain a</li> </ul>   |

| LanguageCert and CEFR qualification level | Descriptor   |
|---|--|
|   | viewpoint giving the advantages and disadvantages of various options.  |
| Expert (C1)                               | <ul style="list-style-type: none"> <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.</li> <li>• Can communicate ideas and opinions effectively, appropriate to purpose, content and audience.</li> </ul> |
| Mastery (C2)                              | <ul style="list-style-type: none"> <li>• Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.</li> </ul>   |

The above descriptors have been adapted from the global description of the Common European Framework of Reference for Languages.

## 1.7. Format and features of International ESOL (Speaking)

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

## 1.8. The four parts of International ESOL (Speaking)

### Part 1 – communicating personal information

The aim of this part is to settle the candidate and to elicit personal and everyday information. The interlocutor first asks the candidate's name, asks for the spelling of their family name and then asks for the candidate's country of origin. It is not necessary for any information to be written down. The interlocutor then selects further questions from the list provided.

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

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

### Part 2 – communicating appropriately in social situations

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

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

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

|  |   |
|--|---|
| At <b>Preliminary</b> level, a typical situation might be: | <b>Interlocutor:</b> We are in a café. I'm a waiter. You're a customer. I start.<br><br><i>'Good morning. What would you like to drink?'</i>  |
| At <b>Achiever</b> level, a typical situation might be:    | <b>Interlocutor:</b> I'm your friend. You look tired. I start.<br><br><i>'Why don't you take a holiday?'</i>  |
| At <b>Mastery</b> level, a typical situation might be:     | <b>Interlocutor:</b> We're both in a meeting. I'm the chairperson. I start.<br><br><i>'Well, I'm quite concerned. John Phillips hasn't arrived yet. I wonder what's happened to him and if we should start. What do you think?'</i> |

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

|  |  |
|--|--|
| At <b>Preliminary</b> level, a typical situation might be: | <b>Interlocutor:</b> You want to find a post office. Ask me. You start.  |
| At <b>Achiever</b> level, a typical situation might be:    | <b>Interlocutor:</b> I'm waiting for you outside the cinema. You're very late. You start.                                      |
| At <b>Mastery</b> level, a typical situation might be:     | <b>Interlocutor:</b> I'm your neighbour. Complain about the large tree in my garden and say what you want me to do. You start. |

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

### Part 3 – exchanging information and opinions

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

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

At **Preliminary** and **Access** levels the candidate needs to give and ask for information to find the differences between two pictures.

At **Achiever** an attempt at agreement after a discussion based on visual prompts is expected.

At **Communicator** level a plan or arrangement is attempted after a discussion based on one or two written texts.

At **Expert** and **Mastery** levels the task takes the form of a discussion or negotiation based on written prompts. The candidate is asked to rank or prioritise, analyse, eliminate or hypothesise. Candidates at these levels will be required to expand and exemplify, justify, challenge and ask the interlocutor for clarification.

|  |  |
|--|--|
| A typical discursive task at Mastery level is: | <p><b>Interlocutor:</b> Here is a list of some of the factors which might be important for job satisfaction. Let's discuss the different factors and decide the most and least important ones for us. Let's also consider which jobs involve the different factors.</p> <p style="text-align: center;"> <b>social status      variety      lack of pressure    being praised</b><br/> <b>exercising power      freedom      meeting people</b><br/> <b>anything else?</b> </p> |
|--|--|

## Part 4 – presenting a topic

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

|  |   |
|--|---|
| At <b>Preliminary</b> level, a typical topic might be: | What you do on Sundays?                                   |
| At <b>Achiever</b> level, a typical topic might be:    | Your most exciting experience.                            |
| At <b>Mastery</b> level, a typical topic might be:     | How does the design of towns and cities affect our lives? |

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

### 1.9. Key responsibilities of the Interlocutors

The Interlocutor is responsible for conducting LanguageCert International ESOL (Speaking) examinations. They elicit the spoken performance of the candidate by asking questions or setting up speaking tasks using the scripted Interlocutor Framework.

The Interlocutor must be:

- fluent in spoken English
- suitably qualified and experienced in the Teaching of English as a Foreign Language
- fully familiar with the 6 levels of the Common European Framework (CEFR)
- able to adjust their language to reflect the 6 levels of the CEFR
- highly skilled at eliciting

The Interlocutor may be a native-speaker or non-native speaker of English. They must have an excellent command of English, and be able to use the language to high degrees of skill in order to elicit language at an appropriate level from the candidate. A wide range of spoken skills are tested: long turns, short turns, interactional and transactional language.

All recorded live exams must be sent directly to LanguageCert where they are marked centrally by LanguageCert examiners who do not know the candidates.

To ensure all candidates have an equal chance of giving their best performance, the examinations must be conducted fairly and consistently and in accordance with the rules and regulations laid down by LanguageCert.

Interlocutors do not examine or assess the candidate’s performance. The Interlocutor must:

- be fully familiar with the contents of:

- The Guide for Interlocutors
  - The International ESOL (Speaking) Handbook
  - The regulations for the conduct of examinations
- manage the interaction in the test and facilitate the candidate's performance
  - be able to attend training prior to administering a live exam
  - help set up the examination room
  - be completely familiar with the scripted Interlocutor Framework for each level of the International ESOL (Speaking) exams and deliver it as accurately as possible
  - read each exam paper thoroughly before using it in a live exam
  - adjust own use of English and speed of delivery as is appropriate for the level of the exam
  - keep to the prescribed timings for all parts of the exam
  - ensure that all candidates are treated fairly and given an equal opportunity to speak
  - take a 15-minute break after running 12 consecutive exams at Preliminary and Access levels, and after 8 consecutive exams at Achiever level and above
  - take a 10-minute level-change break between groups of candidates who are entered at different levels
  - conduct the exam in accordance with LanguageCert's Regulations for the conduct of examinations
  - ensure the security of examination material at all times
  - record spoken examinations in digital format
  - ensure the examinations are recorded live with the candidate in the same room
  - ensure that all the administration connected with the live exam recordings is accurately carried out.
  - ensure all necessary procedures are in place to prevent malpractice during the examination
  - ensure that all examination scripts are collected immediately after the examination and handed to the person responsible for despatching them
  - undertake to offer the services set out above within the specified times and in accordance with LanguageCert' procedures.

During each examination, an Invigilator must be available for all aspects of the examination outside the Exam Room. The **Invigilator** is responsible for:

- checking the identity of each candidate prior to the exam
- ensuring that candidates wait in a designated area prior to their exam taking place
- showing candidates into the Exam Room at the appropriate time
- ensuring that candidates who have completed their exam do not mix with those who are still waiting to go into the Exam Room



- ensuring that timings are adhered to as accurately as possible, if necessary by pointing out to the Interlocutor between candidates that each exam is taking too long or not long enough
- ensuring that candidates do not bring unauthorised material into the exam room
- ensuring that people moving around in the vicinity of the Exam Room remain quiet.

After the examinations have been conducted, the sound files have to be uploaded to the online system LanguageCert uses. The upload will be the responsibility of the Test Centre Manager.

## 2. Syllabus

### Introduction

The syllabus shows the standards which a learner must achieve to gain a pass in each of the six levels of the examination. The standards must be read in conjunction with the sections showing the grammar tested at each level and the functions and topics used and tested at each level. These follow each set of standards.

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.

### 2.1 Preliminary level – A1

#### Speaking

The candidate will be able to:

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

#### Pronunciation

The candidate will be able to:

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

#### Accuracy

The candidate will be able to:

- display a limited control of very basic grammatical structures.

### **Range**

The candidate will be able to:

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

### **Register**

The candidate will be able to:

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

### **Fluency**

The candidate will be able to:

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

## Topics - Preliminary Level – A1

The candidate will be able to engage in spoken interaction on the following topics.

### 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

- giving information about the climate and weather
- 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.

## 2.2 Access level – A2

### Speaking

The candidate will be able to:

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

### Pronunciation

The candidate will be able to:

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

### Accuracy

The candidate will be able to:

- display some control of basic grammatical structures.

### Range

The candidate will be able to:

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

### Register

The candidate will be able to:

- adjust language to suit context in straightforward situations.

### Fluency

The candidate will be able to:

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

## Topics – Access Level – A2

### PERSONAL IDENTIFICATION

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

### HOUSE AND HOME, ENVIRONMENT

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

### DAILY LIFE

- at home
- at work

### FREE TIME, ENTERTAINMENT

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

### TRAVEL

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

### RELATIONS WITH OTHER PEOPLE

- relationship
- correspondence
- behaviour
- invitations
- friends

### HEALTH AND BODYCARE

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



## SHOPPING

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

## FOOD AND DRINK

- types of food and drink
- eating and drinking out

## SERVICES

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

## PLACES

- asking the way and giving directions
- location

## LANGUAGE

- foreign language ability
- spelling and the alphabet

## WEATHER

- providing limited information about the climate and weather

## MEASURES AND SHAPES

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

## EDUCATION

- schooling
- subjects

## Functions - Access Level – A2

(See topics list for contexts)

### Personal environment

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

### Expressing thoughts and feelings

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

### Making things happen

- responding to a request
- requesting something or requesting someone to do something

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

### **Social contact**

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

## 2.3 Achiever level – B1

### Speaking

The candidate will be able to:

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

### Pronunciation

The candidate will be able to:

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

### Accuracy

The candidate will be able to:

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

### Range

The candidate will be able to:

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

### Register

The candidate will be able to:

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

### Fluency

The candidate will be able to:

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

## 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
- understanding, expression
- spelling and the alphabet

## **WEATHER**

- give information about the 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

## 2.4 Communicator level – B2

### Speaking

The candidate will be able to:

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

### Pronunciation

The candidate will be able to:

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

### Accuracy

The candidate will be able to:

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

### Range

The candidate will be able to:

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

### Register

The candidate will be able to:

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

## Fluency

The candidate will be able to:

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

## 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

## 2.5 Expert level – C1

### 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.

### Pronunciation

The candidate will be able to:

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

### Accuracy

The candidate will be able to:

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

### Range

The candidate will be able to:

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

### Register

The candidate will be able to:

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

### Fluency

The candidate will be able to:

- 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 – 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

## 2.6 Mastery level – C2

### Speaking

The candidate will be able to:

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

### Pronunciation

The candidate will be able to:

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

### Accuracy

The candidate will be able to:

- maintain consistent grammatical control of complex language.

### Range

The candidate will be able to:

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

### Register

The candidate will be able to:

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

### Fluency

The candidate will be able to:

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

## 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 and amenities
- regional geographical features
- national flora and fauna
- region-specific phenomena
- demographics

### DAILY LIFE

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

### FREE TIME, ENTERTAINMENT

- leisure, hobbies and interests
- TV, radio, cinema, theatre
- computer, internet

- intellectual/artistic pursuits
- sports
- press
- music
- photography
- the written word (reading, letter-writing, diaries etc)
- exhibitions, museums
- leisure/work ratio
- the social importance of leisure

### TRAVEL

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

### RELATIONS WITH OTHER PEOPLE

- family relationships
- friendship
- manners
- social conventions
- anti-social behaviour
- tolerance & respect

### SHOPPING

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

- retail therapy
- consumerism

### **FOOD AND DRINK**

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

### **SERVICES**

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

### **PLACES & LOCATION**

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

### **LANGUAGE**

- foreign language ability

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

### **WEATHER**

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

### **MEASURES AND SHAPES**

- statistics
- 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
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- 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

## 2.7 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 <b>in addition</b>  | as Access and <b>in addition</b>  |
| 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>There is/are + noun</li> </ul> | <ul style="list-style-type: none"> <li>There was/were</li> </ul>   | <ul style="list-style-type: none"> <li>There has/have been</li> <li>There will be/there is going to be</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) (+<i>and/but/or</i>) + subject-verb-(object)</li> </ul> |   |

|                   | Preliminary | Access  | Achiever   |
|-------------------|-------------|---|--|
|                   |             | as Preliminary and <b>in addition</b>   | as Access and <b>in addition</b>   |
| Complex sentences |             | <ul style="list-style-type: none"> <li>• Clauses of: time with <i>when, before, after</i></li> <li>• 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 be/have/do and common regular verbs</li> <li>• present continuous of common verbs</li> <li>• Have got</li> </ul> <p>Other:</p> <ul style="list-style-type: none"> <li>• Yes/no questions</li> <li>• Question words: who/what/where/when/how much/how many/how old</li> <li>• Auxiliary 'do' for questions and negatives (positive questions only)</li> <li>• Short answers such as yes he does, no I haven't</li> <li>• imperatives and negative imperatives</li> <li>• contracted forms appropriate to this level</li> <li>• <i>let's</i> + infinitive for suggestion</li> </ul> | <p>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> <ul style="list-style-type: none"> <li>• limited range of common verbs, <i>-ing</i> form, such as <i>like, go</i></li> <li>• verb + to + infinitive such as <i>want, hope</i></li> <li>• very common phrasal verbs such as <i>get up, get off</i></li> <li>• questions such as what time, how often, why, which</li> </ul> | <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 1st conditional</li> <li>• Range of verbs + <i>-ing</i> forms</li> <li>• to + infinitive to express purpose</li> <li>• common phrasal verbs and position of object pronouns, such as I looked it up</li> <li>• simple reported/embedded statements and questions</li> </ul> |

|  | Preliminary | Access  | Achiever   |
|--|-------------|---|--|
|  |             | as Preliminary and <b>in addition</b>   | as Access and <b>in addition</b>   |
|  |             | <ul style="list-style-type: none"> <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>• question tags using all verbs appropriate at the level</li> <li>• contracted forms appropriate to this level</li> </ul> |



## 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>• <i>have to, had got to</i> (need)</li> <li>• <i>can, could</i> (requests)</li> <li>• <i>couldn't</i> (impossibility)</li> <li>• <i>may</i> (permission)</li> <li>• single modal adverbs: possibly, probably, perhaps</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>• <i>would/should</i> (advice)</li> <li>• <i>need to</i> (obligation)</li> <li>• <i>needn't</i> (lack of obligation)</li> <li>• <i>will definitely</i> (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 nouns phrases</li> <li>• cardinal numbers up to 100, multiples of 100</li> </ul>  | <ul style="list-style-type: none"> <li>• noun phrases with pre- and post-modification such as <i>fair-haired people with sensitive skin</i></li> <li>• all cardinal numbers</li> </ul>  |

|  | Preliminary  | Access   | Achiever   |
|--|--|--|--|
|  |  | as Preliminary and <b>in addition</b>  | as Access and <b>in addition</b>   |
| 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 my, your, his, her, its, our, their</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 at, in, on, under, next to, between, near, to, from</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 before, after, towards, up, down, along, across, in front of, behind, opposite</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 in her twenties, of average height, in the top right hand corner</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 the <i>present you gave me</i></li> <li>use of indefinite article in definitions, such as <i>an architect is a person who designs buildings</i></li> </ul>                          |
| Determiners | <ul style="list-style-type: none"> <li>any, some, a lot of</li> </ul>  | <ul style="list-style-type: none"> <li>all, none, not (any), enough, (a) few, (a) little, many, more, most, much, no</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</i> and <i>-ing</i> such as <i>tired</i> and <i>tiring</i></li> <li>comparative structures, eg <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> <li>position of adverbs and word order of</li> </ul>  | <ul style="list-style-type: none"> <li>more complex adverbial phrases of time, place, frequency, manner, eg <i>as soon as possible</i></li> </ul>   |

|              | Preliminary  | Access   | Achiever   |
|--------------|--|--|--|
|              |  | as Preliminary and <b>in addition</b>                                | as Access and <b>in addition</b>   |
|              |  | adverbial phrases  |  |
| Intensifiers | <ul style="list-style-type: none"> <li>• very, really</li> </ul> | <ul style="list-style-type: none"> <li>• quite, so, a bit</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>there had been</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>there could be/would be/should be</li> <li>could have/would have/should have</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 |
| 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 have and get</li> <li>reported speech with a range of tenses</li> <li>wider range of phrasal verbs such as give up, put up with</li> <li>reported requests and instructions</li> <li>question tags using tenses appropriate to this</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> |           |

|  | Communicator                       | Expert                                 | Mastery   |
|--|------------------------------------|--|-----------|
|  | as Achiever and <b>in addition</b> | as Communicator and <b>in addition</b> | as Expert |
|  | level                              |  |           |

#### Modals, nouns, prepositions

|        | Communicator   | Expert   | Mastery   |
|--------|--|--|-----------|
|        | as Achiever and <b>in addition</b>   | as Communicator and <b>in addition</b>   | as Expert |
| 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>• should have/might have/may have/could have/must have and negative forms of these</li> <li>• can't have, needn't have</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 all my books</li> </ul>   | <ul style="list-style-type: none"> <li>• extended range of complex noun phrases</li> </ul>   |           |



|   |   |  |  |
|---|---|--|--|
| <p>Prepositions and prepositional phrases</p> | <ul style="list-style-type: none"> <li>• wider range of prepositions including <i>despite</i>, <i>in spite of</i></li> <li>• collocations of verbs/nouns + prepositions such as <i>point at</i>, <i>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> |  |
|---|---|--|--|

## Articles, determiners, adjectives, adverbs, intensifiers

|              | Communicator  | Expert   | Mastery   |
|--------------|---|--|-----------|
|              | as Achiever and <b>in addition</b>  | as Communicator and <b>in addition</b>   | as Expert |
| 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>  |           |
| Adjectives   | <ul style="list-style-type: none"> <li>comparisons with fewer and less</li> <li>collocation of adjective + preposition such as responsible for</li> </ul> | <ul style="list-style-type: none"> <li>as Communicator</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>  |           |
| 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 absolutely gorgeous, very pretty</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>   |   |
| 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 (however), sequence and time (at a later date)</li> <li>markers to structure spoken discourse (as I was saying)</li> <li>use of ellipsis in informal speech and writing (sounds good)</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 (can we now turn to)</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 (Speaking)

#### 3.1 Assessment of the International ESOL (Speaking) examination

The focus of the four parts of spoken ESOL is the same at each level. The differences between the six levels are found in:

- the length of the test
- the linguistic difficulty and complexity
- the range of topics and functions
- the nature of the tasks.

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

Spoken ESOL examinations are assessed against the following four criteria (as detailed in the syllabus):

- **Task Fulfilment and Coherence:** the ability to manage the tasks adequately for the level and link the utterances into coherent speech
- **Accuracy and Range of Grammar:** the ability to demonstrate a range and control of grammar
- **Accuracy and Range of Vocabulary:** the ability to demonstrate a range and control of vocabulary
- **Pronunciation, Intonation and Fluency:** the ability to connect utterances, maintain the flow and engage in effective communicative exchanges

Each of the four parts of the test is given equal importance.

The grades awarded will be either High Pass, Pass or Fail.

Candidates are awarded a mark from 0 to 3 for each of the four criteria, so that the maximum raw marks they can get across the four parts of the test is 12.

#### Overall Result Determination

The maximum available raw marks for the International ESOL (Speaking) exam are 12, regardless of the level. There are three possible overall grades: High Pass, Pass and Fail. The table below shows what the requirements for each grade are.

| International ESOL skill | Maximum raw marks | Total scaled score | Grades                                     |
|--------------------------|-------------------|--------------------|--|
| Speaking                 | 12                | 50                 | Fail 0-24<br>Pass 25-34<br>High Pass 35-50 |

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

- Part marks × 4.167 = scaled score

Depending on the exact difficulty of each test set, the cut scores might have to be slightly adjusted accordingly.

| Performance Codes  |            |
|--|------------|
| Speaking: High Pass  | <b>SHP</b> |
| Speaking: Pass   | <b>SP</b>  |
| Speaking: Task fulfilment: Standard not met                    | <b>STN</b> |
| Speaking: Grammar: Standard not met                            | <b>SGN</b> |
| Speaking: Vocabulary: Standard not met                         | <b>SVN</b> |
| Speaking: Pronunciation, Intonation, Fluency: Standard not met | <b>SPN</b> |

### Feedback reports

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

The assessment of the candidate is not carried out by the Interlocutor. The test is recorded, and the LanguageCert Marking Examiners listen to the recording and mark the candidate based on a set of criteria and descriptors of performance for each level.

### 3.2 International ESOL (Speaking): CEFR descriptors

#### PRELIMINARY – A1 – CEFR Descriptors

|                                |   |
|--------------------------------|---|
| <b>Overall oral production</b> | <b>Can produce simple mainly isolated phrases about people and places.</b>  |
| Accuracy                       | Shows only limited control of a few simple grammatical structures and sentence patterns in a memorised repertoire.  |
| Range                          | Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations.   |
| Phonology                      | Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.     |
| Fluency                        | Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words and to repair communication.              |
| Interaction                    | Can ask and answer questions about personal details. Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. |
| Coherence                      | Can link words or groups of words with very basic linear connectors like 'and' or 'then'.   |

## ACCESS – A2 – CEFR Descriptors

|                                |  |
|--------------------------------|--|
| <b>Overall oral production</b> | <b>Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.</b> |
| Accuracy                       | Uses some simple structures correctly, but still systematically makes basic mistakes.  |
| Range                          | Uses basic sentence patterns with memorised phrases, groups of a few words and formulae in order to communicate limited information in simple everyday situations.                                       |
| Phonology                      | Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.                             |
| Fluency                        | Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident.   |
| Interaction                    | Can answer questions and respond to simple statements. Can indicate when he/she is following but is rarely able to understand enough to keep conversation going of his/her own accord.                   |
| Coherence                      | Can link groups of words with simple connectors like 'and', 'but' and 'because'.   |

## ACHIEVER – B1 – CEFR Descriptors

|                                |  |
|--------------------------------|--|
| <b>Overall oral production</b> | <b>Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.</b>                         |
| Accuracy                       | Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.  |
| Range                          | Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events. |
| Phonology                      | Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.  |
| Fluency                        | Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.                                       |
| Interaction                    | Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. Can repeat back part of what someone has said to confirm mutual understanding.        |
| Coherence                      | Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.  |



## COMMUNICATOR – B2 – CEFR Descriptors

|                         |   |
|-------------------------|---|
| Overall oral production | Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.   |
|                         | Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.  |
| Accuracy                | Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding, and can correct most of his/her mistakes.   |
| Range                   | Has a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words, using some complex sentence forms to do so.  |
| Phonology               | Has acquired a clear, natural, pronunciation and intonation.  |
| Fluency                 | Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions. There are few noticeably long pauses.  |
| Interaction             | Can initiate discourse, take his/her turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly. Can help the discussion along on familiar ground confirming comprehension, inviting others in, etc. |
| Coherence               | Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some 'jumpiness' in a long contribution.  |

## EXPERT – C1 – CEFR Descriptors

|                                |   |
|--------------------------------|---|
| <b>Overall oral production</b> | <b>Can give clear, detailed descriptions and presentations on complex subjects, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.</b>   |
| Accuracy                       | Consistently maintains a high degree of grammatical accuracy; errors are rare, difficult to spot and generally corrected when they do occur.  |
| Range                          | Has a good command of broad range of language allowing him/her to select a formulation to express him/herself clearly in an appropriate style on a wide range of general, academic, professional or leisure topics without having to restrict what he/she wants to say. |
| Phonology                      | Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.  |
| Fluency                        | Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.   |
| Interaction                    | Can select a suitable phrase from a readily available range of discourse functions to preface his remarks in order to get or to keep the floor and to relate his/her own contributions skillfully to those of other speakers.   |
| Coherence                      | Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.  |

## MASTERY – C2 – CEFR Descriptors

|                                |  |
|--------------------------------|--|
| <b>Overall oral production</b> | <b>Can produce clear, smoothly flowing well-structured speech with an effective logical structure which helps the recipient to notice and remember significant points.</b>   |
| Accuracy                       | Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (eg in forward planning, in monitoring others' reactions).   |
| Range                          | Shows great flexibility reformulating ideas in differing linguistic forms to convey finer shades of meaning precisely, to give emphasis, to differentiate and to eliminate ambiguity. Also has a good command of idiomatic expressions and colloquialisms. |
| Phonology                      | Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.   |
| Fluency                        | Can express him/herself spontaneously at length with a natural colloquial flow, avoiding or backtracking around any difficulty so smoothly that the interlocutor is hardly aware of it.  |
| Interaction                    | Can interact with ease and skill, picking up and using non-verbal and intonational cues apparently effortlessly. Can interweave his/her contribution into the joint discourse with fully natural turn-taking, referencing, allusion making, etc.           |
| Coherence                      | Can create coherent and cohesive discourse making full and appropriate use of a variety of organisational patterns and a wide range of connectors and other cohesive devices.  |

## 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 (Speaking) examination assesses the candidate's speaking ability and oral communication skills. As a result, certain access arrangements cannot be permitted. Examples are given in the table below.

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

## **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 downloaded via the LanguageCert website.

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