

## Syllabi & Examination Specification Classic C1

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The examination specification for each level provides teachers, Candidates, and other stakeholders with comprehensive information about the content of the examinations.

### Overview of the Topics Used Across the Levels

Topic	A1	A2	B1	B2	C1	C2
Personal Details						
Family & Friends						
Hobbies & Leisure Activities						
Holidays						
Transport						
Weather						
Shopping						
Health & Exercise						
Education						
Work, Jobs & Careers						
Films, Media & Entertainment						
Books and Literature						
News, Lifestyles & Culture						
Environment						
Technology & Science						
Community and Society						
Law and Order						
Abstract topics						

At each level, the following information is provided:

- **Examinations Overview:** details of each examination’s structure, how individual skills are examined, the types of tasks the examinations consist of and how long the examinations take to complete.
- **Text Types:** details of the general text types that Candidates are expected to be familiar with and may find in their examination.
- **Language Specification:** details of the functions, grammar, discourse markers and topics that Candidates are expected to be familiar with and use and which may form part of the examination.
- **Communicative Functions and Notions:** details of the kinds of functions that Candidates are expected to be familiar with and able to perform and which may be part of the examination.

- **Key Language Items:** Further details of elements of language Candidates are expected to be familiar with and use, and which may be part of the examination.
- **Candidate Skills, Knowledge and Understanding:** the criteria against which Candidates will be assessed.
- **Examination Specification:** the breakdown of each task within each individual examination.

Please note that as the units of the **GA Entry Level Certificate in ESOL International (Speaking and Listening) (Classic)** qualifications are included in the full ESOL International certificate, the details for the Speaking and Listening qualification have not been reproduced as separate sections below.

## GA Level 2 Certificate in ESOL International (Classic C1)

### C1 Examinations Overview

The GA Level 2 Certificate in ESOL International (C1) consists of four examinations:

Unit	No. of Tasks	Task 1 Type	Task 2 Type	Task 3 Type	Time Allowed
<b>Speaking</b>	3	Communicating personal information	Prepared presentation	Discussion	Approximately 30 minutes per 2 Candidates
<b>Listening</b>	3	6 x multiple choice (ABCD)	8 x multiple choice (ABCD)	8 x matching statements to speakers	Approximately 30 minutes
<b>Reading</b>	3	6 x multiple choice (ABCD gap fill)	8 x multiple choice (ABCD)	8 x matching statements to texts	55 minutes
<b>Writing</b>	2	Candidate chooses 1 of 2 options: formal email or letter (minimum 200 words)	Candidate chooses 1 of 2 options: essay or article (minimum 200 words)	N/A	75 minutes

## C1 Text Types

At Level 2, Candidates are expected to read and understand complex texts of varying length on a variety of topics accurately and independently, reading and obtaining information from different sources, in texts such as:

- Lengthy, complex articles and reports
- Complex instructional texts
- Persuasive/ argumentative texts
- Technical and specialised texts
- Fictional and literary texts

At this level, Candidates are expected to be able to write a variety of texts composed for different purposes and different audiences, and reflect those in their choice of lexis, grammar and register.

They are expected to write to communicate information, ideas and opinions clearly and effectively using length, format and style appropriate to purpose, content and audience in a wide range of documents.

Candidates will be assessed on their ability to write the following text types:

- Letters and emails
- Articles
- Reports
- Essays
- Complex forms

## C1 Language Specification

Functions	Grammar	Discourse markers	Topics
<ul style="list-style-type: none"> <li>• Conceding a point</li> <li>• Critiquing and reviewing constructively</li> <li>• Defending a point of view persuasively</li> <li>• Developing an argument systematically</li> <li>• Emphasizing a point, feeling, issue</li> <li>• Expressing attitudes and feelings precisely</li> <li>• Expressing certainty, probability, doubt</li> <li>• Expressing opinions tentatively, hedging</li> <li>• Expressing reaction, e.g. indifference</li> <li>• Expressing shades of opinion and certainty</li> <li>• Responding to counterarguments</li> <li>• Speculating and hypothesising about causes, consequences etc.</li> <li>• Synthesising, evaluating and glossing information</li> </ul>	<ul style="list-style-type: none"> <li>• Adjectives and adverbs</li> <li>• Future continuous</li> <li>• Future perfect</li> <li>• Future perfect continuous</li> <li>• Inversion with negative adverbials</li> <li>• Mixed conditionals in past, present and future</li> <li>• Modals in the past</li> <li>• Modals of deduction and speculation</li> <li>• Narrative tenses for experience, including passive</li> <li>• Passives - all</li> <li>• Past perfect</li> <li>• Past perfect continuous</li> <li>• Phrasal verbs, extended, including splitting</li> <li>• Relative clauses</li> <li>• Reported speech</li> <li>• Will and going to, for prediction</li> <li>• Wish / if only for regrets</li> <li>• Would expressing habits, in the past</li> <li>• Wish/if only regrets</li> </ul>	<ul style="list-style-type: none"> <li>• Connecting words expressing cause</li> <li>• and effect, contrast etc.</li> <li>• Linking devices, logical markers</li> <li>• Markers to structure and signpost formal and informal in speech</li> <li>• and writing</li> </ul>	<ul style="list-style-type: none"> <li>• Arts</li> <li>• Books and literature</li> <li>• Film</li> <li>• Languages</li> <li>• Media</li> <li>• News, lifestyles and current affairs</li> <li>• Personal feelings, opinions and experiences</li> <li>• Scientific developments</li> <li>• Social interactions</li> <li>• Work and jobs</li> </ul>

## C1 Communicative Functions & Notions

- Greet and sustain social interaction
- Give personal information
- Ask for personal information
- Describe self/others
- Ask for descriptions of people
- Give general and specific descriptions of things and places
- Ask for descriptions of things, places
- Narrate
- Ask about past events
- Give factual accounts – define within explanations
- Ask for definitions
- Give factual accounts – give examples
- Give factual accounts – classify
- Generalise and compare/contrast
- Give factual accounts – describe a complex process
- Ask about processes
- Express obligation in the past
- Express definite and tentative arrangements in the future report
- Explain and give reasons
- Give instructions
- Summarise
- Hypothesise
- Speculate
- Give views, opinions and justification
- Ask for advice
- Respond to requests for confirmation
- Ask for confirmation
- Clarify
- Rephrase for clarification or emphasis
- Check back
- Express feelings, likes and dislikes, wishes ask about people’s feelings, opinions, interests, wishes, hopes
- Make requests in informal and formal situations – ask for something
- Make requests in informal and formal situations – ask someone to do something
- Make requests in informal and formal situations – ask for permission
- Criticise, rebuke
- Give reassurance and praise
- Negotiate
- Persuade
- Complain
- Warn and threaten
- Interrupt
- Disagree
- Change the topic
- Take leave

## C1 Key Language Items

<b>Simple, compound and complex sentences, with more than one subordinate clause</b>	<ul style="list-style-type: none"> <li>• Word order in complex sentences, including choice of order for emphasis</li> <li>• There could be/would be/should be</li> <li>• Could have/would have/should have</li> <li>• Wide range of conjunctions, including on condition that, provided that</li> <li>• Conditional forms, using had + would/could/should have</li> <li>• Comparative clauses</li> <li>• More complex participial clauses with –ing and –ed</li> <li>• Fronting and cleft sentences for emphasis</li> <li>• Reported speech, using a range of verb forms</li> <li>• More complex embedded questions</li> <li>• Reported questions, using a range of verb forms</li> <li>• Statements with question tags, using level 2 verbs and tenses</li> <li>• Imperative + question tag</li> </ul>
<b>Noun phrase</b>	<ul style="list-style-type: none"> <li>• Noun phrases of increasing complexity</li> <li>• Use of zero article with a wide range of countable and uncountable nouns in a range of constructions</li> </ul>
<b>Verb forms and time markers in statements, interrogatives, negatives and short forms</b>	<ul style="list-style-type: none"> <li>• Use of a wide range of simple, continuous, perfect and perfect continuous verb forms, active and passive</li> <li>• Would expressing habit in the past</li> <li>• Use of had + would/could/should have in conditional sentences</li> <li>• Modals expressing past obligation, possibility, rejected conditions</li> <li>• A wide range of phrasal verbs with a number of particles</li> </ul>
<b>Adjectives</b>	<ul style="list-style-type: none"> <li>• Connotations and emotive strength of adjectives</li> </ul>
<b>Adverbs and prepositional phrases</b>	<ul style="list-style-type: none"> <li>• Prepositions + –ing form</li> <li>• Prepositions followed by noun phrases</li> </ul>
<b>Discourse</b>	<ul style="list-style-type: none"> <li>• A range of logical markers</li> <li>• Sequence markers</li> </ul>



## Examination Specification: C1

### Overview of the C1 Speaking Examination

The total guide time for the Speaking examination is 30 minutes, including an introduction read by the Interlocutor.

There are 3 tasks in total.

The examination takes place with two Candidates and the Interlocutor present.

Successful C1 Candidates will demonstrate the following competencies across the examination:

- Can express him/herself fluently and spontaneously without much searching for expressions
- Can use language flexibly and effectively
- Can take active part in a discussion, formulating ideas and opinions with precision
- Can relate his/her contribution skilfully to those of other speakers
- Can present clear, detailed descriptions of complex subjects
- Can develop points, integrate themes and round off with appropriate conclusions

Candidates' performance is assessed across two categories:

**1) Communicative Effectiveness** – in other words, how appropriately they responded to each task. The maximum number of marks that can be achieved in this category is 27 marks.

**2) Overall Linguistic Competency** – in other words, how well they used the language to respond to the tasks.

Within Overall Linguistic Competency, Candidates receive a global score (i.e. a score based on their performance across all three tasks). The maximum number of marks that can be achieved in this category is 28.

Overall Linguistic Competency is broken down into the following components:

- Vocabulary range
- Vocabulary control
- Grammar range
- Grammar control
- Phonological control
- Fluency
- Coherence

## Content of the C1 Speaking Examination

C1 Speaking Examination (total time: approximately 30 minutes)		
Task	Summary	Timings
<b>Task 1: Conversation</b>	<p>The Candidates listen and talk to the Interlocutor to introduce themselves and exchange personal information.</p> <p>Example questions:</p> <ul style="list-style-type: none"> <li>• Tell me about what you do to improve your English.</li> <li>• If you could learn a new skill, what would you choose? (Why?)</li> <li>• Tell me something about an interesting book you read recently.</li> </ul>	8 minutes for two Candidates
<b>Task 2: Prepared presentation</b>	<p>The Presentation topics are published in advance to allow Candidates to prepare for this task.</p> <p>In turn, each Candidate delivers their prepared presentation. Candidates are expected to talk for up to 3 minutes.</p> <p>Candidates ask questions about each other's presentation and respond to questions from the Interlocutor.</p> <p>Example presentation topics:</p> <ul style="list-style-type: none"> <li>• The best way to meet a future husband or wife is to join an online dating website.</li> <li>• Singing well can't be learned – you have to have a natural talent.</li> <li>• What are the best ways to increase security in modern cities?</li> </ul>	10 minutes for two Candidates
<b>Task 3: Discussion</b>	<p>The Candidates participate in a discussion on a topic introduced by the Interlocutor. A scenario is given and the Candidates discuss various options, ideas and opinions.</p> <p>Visual prompts are provided.</p> <p>Example discussion topic:</p> <ul style="list-style-type: none"> <li>• Our friend is worried as she doesn't have much money. She wants to buy a car but cannot afford it. Discuss what her options are and what you would recommend and why.</li> </ul>	8 minutes for two Candidates

## Overview of the C1 Listening Examination

The total time allowed for the Listening examination is 30 minutes. There are 3 tasks in total.

The Listening examination is completed under the supervision of an Invigilator, under controlled examination conditions. The Examination may be conducted with one or multiple Candidates at the same time.

Successful C1 Candidates will demonstrate the following competencies across the examination:

- Can understand standard spoken language on both familiar and unfamiliar topics, including some complex topics
- Can follow extended speech on abstract and complex topics
- Can recognise a range of colloquialisms and idiomatic expressions, appreciating register shifts
- Can follow most lectures, discussions and debates with relative ease
- Can follow propositionally and linguistically complex speech even on unfamiliar or abstract topics
- Can understand animated conversation between native speakers
- Can infer attitude, mood and intentions and anticipate what will come next
- Can understand speech even when it is not clearly structured

Candidates' performance in this examination is assessed based on the number of correct answers they chose in each task. All of the questions across the assessment tasks are equally weighted.

## Content of the C1 Listening Examination

<b>C1 Listening Examination (total time: approximately 30 minutes)</b>		
<b>Task</b>	<b>Summary</b>	<b>Marks Available</b>
<b>Task 1: Listen to a conversation</b>	The Candidates listen to a conversation between two speakers and answer 6 multiple choice ABCD questions about the content of the conversation. The Candidates hear the recording twice.	6
<b>Task 2: Listen to a monologue</b>	The Candidates listen to a monologue (e.g. news, lecture, presentation or instructions) and answer 8 multiple choice ABCD questions about the recording. The Candidates hear the recording twice.	8
<b>Task 3: Listen to 4 different speakers</b>	The Candidates listen to four different speakers presenting their opinions, ideas or experiences on a related subject. The Candidates match 8 statements to the correct speaker. The Candidates hear the recording twice.	8
<b>Total Marks Available in the Listening Examination: 22</b>		

## Overview of the C1 Reading Examination

The total time allowed for the Reading examination is 55 minutes. There are 3 tasks in total.

The Reading examination is completed under the supervision of an Invigilator, under controlled examination conditions. The Examination may be conducted with one or multiple Candidates at the same time.

Candidates are allowed access to a monolingual (English – English) dictionary.

Successful C1 Candidates will demonstrate the following competencies across the examination:

- Can read and understand lengthy complex texts
- Can read and understand any correspondence provided they can use a dictionary
- Can scan quickly through long and complex texts to locate relevant details
- Can quickly identify the content and relevance of everyday materials and news, articles and reports on a wide range of topics
- Can identify finer points of detail including attitudes and implied as well as stated opinions
- Can understand in detail lengthy, complex instructions even relating to unfamiliar items or tasks

Candidates' performance in this examination is assessed based on the number of correct answers they chose in each task. All of the questions across the assessment tasks are equally weighted.

## Content of the C1 Reading Examination

<b>C1 Reading Examination (time allowed: 55 minutes)</b>		
<b>Task</b>	<b>Summary</b>	<b>Marks Available</b>
<b>Task 1: Gap fill</b>	The Candidates read a continuous text which contains 6 gaps and choose the most suitable word to complete the text from a choice of four options.	6
<b>Task 2: Long text</b>	The Candidates read a continuous text, and answer 8 multiple choice ABCD questions based on the content of the text.	8
<b>Task 3: Four short texts</b>	The Candidates read four separate texts on the same topic and match 8 statements or questions to the most appropriate text.	8
<b>Total Marks Available in the Reading Examination: 22</b>		

## Overview of the C1 Writing Examination

The total time allowed for the Writing examination is 75 minutes. There are 2 tasks in total.

The Writing examination is completed under the supervision of an Invigilator, under controlled examination conditions. The Examination may be conducted with one or multiple Candidates at the same time.

Candidates are allowed access to a monolingual (English – English) dictionary.

Successful C1 Candidates will demonstrate the following competencies in the examination:

- Can express him/herself with clarity and precision, relating to addressee flexibly and effectively
- Can use emotional, allusive and joking language in personal correspondence
- Can produce clear, well-structured, detailed text on a complex subject
- Can demonstrate controlled use of organisational patterns, connectors and cohesive devices
- Can express and expand on points of view at some length, giving reasons and relevant examples
- Can write detailed essays or reports, clearly indicating salient points
- Can write clear, developed descriptions and imaginative texts in an assured, natural style
- Can write texts in a style appropriate to the reader

Candidates' performance is assessed across two categories:

**1) Task Achievement** – in other words, how appropriately they responded to each task. The maximum number of marks that can be achieved in this category is 27 marks.

**2) Overall Linguistic Competency** – in other words, how well they used the language to respond to the tasks.

Within Overall Linguistic Competency, Candidates receive a global score (i.e. a score based on their performance across both writing tasks). The maximum number of marks that can be achieved in this category is 28.

Overall Linguistic Competency is broken down into the following categories:

- Vocabulary range
- Vocabulary control
- Grammar range
- Grammar control
- Spelling, punctuation and legibility
- Propositional precision
- Coherence

## Content of the C1 Writing Examination

C1 Writing Examination (time allowed: 75 minutes)	
Task	Summary
<b>Task 1: Formal letter or email</b>	<p>Candidates are given a choice of two different options in this task. One of the options is to produce a letter, and the other to produce an email. The Candidate must choose one option.</p> <p>The task requires the Candidate to produce formal text (e.g. making a complaint, expressing reaction, emphasizing a point, persuading).</p> <p>Guidance is provided.</p> <p>Candidates should spend approximately half of the total time allowed on this task.</p> <p>Word Count: Candidates are expected to write a minimum of 200 words in this task.</p> <p>Example:</p> <ul style="list-style-type: none"> <li>You belong to a sports club. You and other members are not happy with how the club is run. Write a letter of complaint to the manager.</li> </ul>
<b>Task 2: Essay or article</b>	<p>Candidates are given a choice of two different options in this task. One of the options is to produce an essay, and the other to produce an article. The Candidate must choose one option.</p> <p>Guidance is provided.</p> <p>Candidates should spend approximately half of the total time allowed on this task.</p> <p>Word Count: Candidates are expected to write a minimum of 200 words in this task.</p> <p>Example:</p> <ul style="list-style-type: none"> <li>Children should be paid for good results at school as it will help to motivate them to learn. Do you agree with this statement? Write an essay giving your opinion.</li> </ul>