# Examination Syllabus Classic IESOL C1

## C1 Language Specification

| Functions | Grammar | Discourse markers | Topics |
|---|---|---|---|
| <ul><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><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><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><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

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|---|---|
| Simple, compound and complex sentences, with more than one subordinate clause | • Word order in complex sentences, including choice of order for emphasis<br>• There could be/would be/should be<br>• Could have/would have/should have<br>• Wide range of conjunctions, including on condition that, provided that<br>• Conditional forms, using had + would/could/should have<br>• Comparative clauses<br>• More complex participial clauses with –ing and –ed<br>• Fronting and cleft sentences for emphasis<br>• Reported speech, using a range of verb forms<br>• More complex embedded questions<br>• Reported questions, using a range of verb forms<br>• Statements with question tags, using level 2 verbs and tenses<br>• Imperative + question tag |
| Noun phrase | • Noun phrases of increasing complexity<br>• Use of zero article with a wide range of countable and uncountable nouns in a range of constructions |
| Verb forms and time markers in statements, interrogatives, negatives and short forms | • Use of a wide range of simple, continuous, perfect and perfect continuous verb forms, active and passive<br>• Would expressing habit in the past<br>• Use of had + would/could/should have in conditional sentences<br>• Modals expressing past obligation, possibility, rejected conditions<br>• A wide range of phrasal verbs with a number of particles |
| Adjectives | • Connotations and emotive strength of adjectives |
| Adverbs and prepositional phrases | • Prepositions + –ing form<br>• Prepositions followed by noun phrases |
| Discourse | • A range of logical markers<br>• Sequence markers |