C1 – Expert level requirements
Skills, Topics, Functions and Grammar
Skills

Listening

The candidate will be able to:

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

Phonological features

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

Range

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

Register

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

Understanding gist

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

Understanding detail

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

The candidate will be able to:

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

Range

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

Register

- understand the role of register in all contexts.

Text structure

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

Writing

The candidate will be able to:

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

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

• letter
• email message
• article
• report
• description
• narrative
• simple argument

Candidates must demonstrate awareness of and ability to use a variety of registers in a variety of contexts. The extent of each text to be produced by candidates is up to 300 words.

**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 subthemes
• speak clearly on complex themes, developing particular points and rounding off appropriately
• pronounce clearly the sounds of English in connected speech and use stress and intonation to covey finer shades of meaning precisely.
• maintain a consistently high degree of grammatical accuracy with few errors, generally correcting those that do occur.
• use complex sentences, idiomatic expressions and colloquialisms and qualify opinions and statements without much conspicuous searching for words.
• cope linguistically in sensitive or stressful situations even in unfamiliar contexts.
• display controlled use of discourse organisation, connectors and cohesive devices and be able to backtrack or reformulate when encountering difficulty
• confidently manage the conventions of turn taking using appropriate phrases for making and dealing with interruptions and requesting clarification.
Topics

PERSONAL IDENTIFICATION
• personal details
• occupation
• family
• likes and dislikes
• physical appearance
• first language
• character
• image

HOUSE AND HOME & LOCAL ENVIRONMENT
• types of accommodation
• interior design
• local & regional
• services/amenities
• regional geographical
• features
• national flora and fauna
• region-specific phenomena

DAILY LIFE
• at home
• at work
• income
• prospects
• stress
• money management

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

TRAVEL
• public & private transport
• traffic & traffic control
• ‘green’ travel
• holidays
• accommodation
• entering and leaving a
  country
• common currency eg. the
  euro
• migration

RELATIONS WITH OTHER PEOPLE
• family relationships
• friendship
• manners
• social conventions
• anti-social behaviour

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

FOOD AND DRINK
• eating habits
• sourcing food locally
• fast food
• organic food
• year round availability
• diets
• food fashions
SERVICES
- communications
- financial services
- emergency services
- leisure facilities
- care for the elderly
- IT in the community
- diplomatic services
- employment agencies

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

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

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

MEASURES AND SHAPES
- statistics
- processes
- importance of maths in everyday life

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

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

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

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

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

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

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

EXPRESSING THOUGHTS, FEELINGS AND ATTITUDES
- expressing and asking about agreement or disagreement
- denying something
- expressing agreement reluctantly or with reservations
- conceding, demurring
- expressing views and feelings with reasons
- asserting and asking about knowledge or ignorance of something or someone
- stating whether a person, thing or action is remembered or forgotten
- enquiring of someone else whether a person, thing or action is remembered or forgotten
- stating and asking about degrees of probability
- expressing, denying or asking about necessity (including logical deduction)
- stating and asking about one’s certainty or uncertainty of something
- reminding someone to do something
- expressing doubt, incredulity, bewilderment
- hypothesising
- speculating
- stating and asking about one’s ability or inability to do something
- stating and enquiring about one’s obligation (or lack of) to do something
- seeking, granting or denying permission
- stating and asking about the permissibility of doing something
- expressing and asking about wishes, hopes, expectations
- expressing and asking about wants, desires, needs
- stating and asking about intention
- stating, responding to and asking about preference
- expressing and asking about likes and dislikes, with reasons
- expressing and asking about (dis) pleasure, (un)happiness
- expressing and asking about satisfaction or dissatisfaction
- expressing disappointment
- expressing gratitude
- expressing and asking about interest or lack of it
- expressing surprise or lack of it
- expressing and asking about fear, anxiety
- giving reassurance
- expressing regret, sympathy, condolence
- expressing fellow-feeling, empathy
- expressing and asking about pain, anguish, suffering
- expressing relief
- expressing indifference
- expressing fatigue, resignation
- offering and accepting an apology
- granting forgiveness
- expressing and asking about approval, appreciation or disapproval
- expressing moral obligation
- expressing regret
- accepting, attaching or denying blame for something.

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

- asking someone to repeat all or part of something
- asking someone to speak more slowly
- asking for help in finding words or phrases
- asking for and giving the spelling and meaning of words
- counting and using numbers
- asking for and telling people the time, day, date
- interrupting politely
- objecting, protesting
- exemplifying or emphasising a point
- classifying, generalising, defining something
- encouraging another speaker to continue
- indicating a wish to continue or finish speaking
- summing up
- taking leave
- observing telephone conventions
- observing letter-writing conventions

**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
### Grammar

Please note that:

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

<table>
<thead>
<tr>
<th>Communicator as Achiever and in addition</th>
<th>Expert as Communicator and in addition</th>
<th>Mastery as Expert and in addition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Simple, compound and complex sentences with subordinate clauses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• word order in sentences with more than one subordinate clause</td>
<td>• word order in complex sentences, including order selected for emphasis</td>
<td>• full range of conjunctions</td>
</tr>
<tr>
<td>• there had been</td>
<td>• there could be/would be/should be</td>
<td></td>
</tr>
<tr>
<td>• use of common conjunctions expressing contrast, purpose, consequence, condition, concession</td>
<td>• could have/would have/should have</td>
<td></td>
</tr>
<tr>
<td>• non-defining relative clauses</td>
<td>• wider range of conjunctions including on condition that, provided that</td>
<td></td>
</tr>
<tr>
<td>• defining relative clauses with <em>where, whose, when</em></td>
<td>• comparative clauses</td>
<td></td>
</tr>
<tr>
<td>• defining relative clauses without relative pronouns</td>
<td>• more complex participial clauses describing action with <em>-ed</em></td>
<td></td>
</tr>
<tr>
<td>• participial clauses describing action with <em>-ing</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Verb forms

<table>
<thead>
<tr>
<th>Communicator as Achiever and <strong>in addition</strong></th>
<th>Expert as Communicator and <strong>in addition</strong></th>
<th>Mastery as Expert and <strong>in addition</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Verb forms</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Present/Past reference:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• present perfect continuous</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Past reference:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• past perfect</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Other:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• simple passive</td>
<td>• all verb forms active and passive</td>
<td>• as Expert</td>
</tr>
<tr>
<td>• use of 2\textsuperscript{nd} and 3\textsuperscript{rd} conditional</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• verbs + (object) + gerund or infinitive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>such as <em>would like someone to do something</em>, + <em>suggest doing something</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• causative use of <em>have</em> and <em>get</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• reported speech with a range of tenses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• wider range of phrasal verbs such as <em>give up</em>, <em>hold out</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• reported requests and instructions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• question tags using tenses appropriate to this level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Modals, nouns, prepositions</td>
<td>Communicator as Achiever and <strong>in addition</strong></td>
<td>Expert as Communicator and <strong>in addition</strong></td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-------------------------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td><strong>Modals</strong></td>
<td>• <em>ought to</em> (obligation)</td>
<td>• <em>should have/might have/may have/ could have/must have</em> and negative forms of these</td>
</tr>
<tr>
<td></td>
<td>• negative of <em>need</em> and <em>have to</em> to express absence of obligation</td>
<td>• <em>can’t have, needn’t have</em></td>
</tr>
<tr>
<td></td>
<td>• <em>must/can’t</em> (deduction)</td>
<td></td>
</tr>
<tr>
<td><strong>Nouns</strong></td>
<td>• wider range of noun phrases with pre- and post-modification</td>
<td>• extended range of complex noun phrases</td>
</tr>
<tr>
<td></td>
<td>• word order of determiners, eg <em>all my books</em></td>
<td></td>
</tr>
<tr>
<td><strong>Prepositions and prepositional phrases</strong></td>
<td>• wider range of prepositions including <em>despite, in spite of</em></td>
<td>• preposition + having + past participle such as <em>having eaten</em></td>
</tr>
<tr>
<td></td>
<td>• collocations of verbs/nouns + prepositions such as <em>point at, have an interest in</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• preposition + <em>-ing</em> form such as <em>after leaving</em></td>
<td></td>
</tr>
<tr>
<td>Articles</td>
<td>Communicator as Achiever and in addition</td>
<td>Expert as Communicator and in addition</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------------------------</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td><strong>Articles</strong></td>
<td>• definite, indefinite and zero article with both countable and uncountable nouns in a range of uses</td>
<td>• as Communicator</td>
</tr>
<tr>
<td><strong>Adjectives</strong></td>
<td>• comparisons with fewer and less</td>
<td>• as Communicator</td>
</tr>
<tr>
<td></td>
<td>• collocation of adjective + preposition such as responsible for</td>
<td></td>
</tr>
<tr>
<td><strong>Adverbs</strong></td>
<td>• adverbial phrases of degree, extent, probability</td>
<td>• as Communicator</td>
</tr>
<tr>
<td></td>
<td>• comparative and superlative of adverbs</td>
<td></td>
</tr>
<tr>
<td><strong>Intensifiers</strong></td>
<td>• wide range, including extremely, much, too</td>
<td>• collocation of intensifiers with absolute and relative adjectives such as absolutely gorgeous, very pretty</td>
</tr>
</tbody>
</table>
### Punctuation and spelling

<table>
<thead>
<tr>
<th>Articles</th>
<th>Communicator as Achiever and in addition</th>
<th>Expert as Communicator and in addition</th>
<th>Mastery as Expert and in addition</th>
</tr>
</thead>
<tbody>
<tr>
<td>• multiple uses of commas</td>
<td>• accurate use of all punctuation</td>
<td>• as Expert</td>
<td></td>
</tr>
<tr>
<td>• use of apostrophes for possession and omission</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• use of other punctuation to enhance meaning</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Adjectives</th>
<th>Communicator as Achiever and in addition</th>
<th>Expert as Communicator and in addition</th>
<th>Mastery as Expert and in addition</th>
</tr>
</thead>
<tbody>
<tr>
<td>• the correct spelling of words used in work, studies and daily life</td>
<td>• the correct spelling of words used in work, studies and daily life including familiar technical words</td>
<td>• the correct spelling of words used in more specialized contexts (such as business, academia, international affairs)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Discourse</th>
<th>Communicator as Achiever and in addition</th>
<th>Expert as Communicator and in addition</th>
<th>Mastery as Expert and in addition</th>
</tr>
</thead>
<tbody>
<tr>
<td>• a range of discourse markers expressing addition, cause and effect, contrast (however), sequence and time (at a later date)</td>
<td>• a range of logical markers (in this respect, accordingly)</td>
<td>• a full range of discourse markers adapted to context and register</td>
<td></td>
</tr>
<tr>
<td>• markers to structure spoken discourse (as I was saying)</td>
<td>• sequence markers (subsequently)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• use of ellipsis in informal speech and writing (sounds good)</td>
<td>• a wider range of discourse markers to structure formal and informal speech (can we now turn to)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>