

**IESOL & ISESOL**

**B1 ACHIEVER LEVEL SYLLABUS**

**SKILLS, TOPICS, FUNCTIONS, AND GRAMMAR**



**B1 - Achiever level requirements  
Skills, Topics, Functions and Grammar**

# **B1 - Achiever level requirements**

## **Skills, Topics, Functions and Grammar**

### **Skills**

#### **Listening**

The candidate will be able to:

- understand clearly articulated standard speech delivered relatively slowly
- follow short conversations both formal and informal in a range of familiar situations understanding gist, context, feelings, opinions and relationships
- understand straightforward narratives, sequences, instructions, directions and explanations
- identify the function of short utterances (see Grammar and Functions sections)
- follow the main points, speakers, purposes and attitudes in an extended discussion
- extract and reproduce key information from announcements and media broadcasts on a range of familiar topics.

Phonological features

- recognise stress and intonation in order to follow discourse
- recognise feelings, moods, attitudes, important points and opinions expressed through stress and intonation.

Range

- understand key grammatical forms used in familiar and less familiar contexts and situations
- understand high frequency vocabulary and expressions relating to familiar and less familiar topics.

Understanding gist

- understand the main ideas in straightforward announcements, conversations and discussions on familiar and less familiar topics.

Understanding detail

- extract key information from announcements, conversations and discussions on familiar and less familiar topics.

#### **Reading**

The candidate will be able to:

- locate and understand details in narratives, explanations, descriptions, instructions, biographies, articles and discursive texts on familiar topics
- understand the main ideas in straightforward texts of more than one paragraph
- locate and understand specific information in formal and informal real-life texts which may include graphics
- understand the purpose of different texts
- understand information or purpose which may not be expressed overtly
- understand a line of argument and conclusions clearly signalled in discursive text
- understand feelings and opinions expressed in informal texts.

## Range

- understand words relating to work, leisure and study
- understand longer texts which may contain some complex structures.

## Register

- understand some of the features which signal formal vs. neutral/informal register
- understand features which indicate the purpose of a text.

## Text structure

- recognise the purpose of texts through layout conventions, common signs and symbols
- use organisational features of texts to locate information
- understand the organisational, lexical and grammatical features of a text
- recognise the common structure of paragraphing to build up meaning in a text
- understand how meaning is built up over discourse using markers to indicate addition, sequence and contrast.

## Writing

The candidate will be able to:

- write straightforward connected texts on a range of familiar topics
- write short simple letters to ask for and convey simple information
- write short simple texts for practical purposes: instructions
- write short informal letters on topics of personal interest and knowledge
- write brief narratives and descriptions on straightforward topics
- express opinions simply, giving supporting reasons
- use correct punctuation in formal and informal texts
- spell correctly the majority of common words and key words relating to work, study and leisure interests
- use basic grammatical structures correctly, including conjunctions, connectives and discourse markers. Errors do not impede a sympathetic reader's understanding
- use vocabulary adequately to meet straightforward needs
- communicate information and ideas with some adaptation to the intended reader
- link a short linear sequence of ideas using discourse markers and conjunctions
- demonstrate some awareness of conventions of an informal and formal letter.

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

- informal/neutral letter
- informal/neutral email message

The extent of each text to be produced by candidates is up to 120 words.

## 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.
- pronounce the sounds of English sufficiently well to be generally understood and show a fair control of stress and intonation patterns.
- display a good control of basic grammatical structures without impeding errors when dealing with familiar topics.
- display an adequate range of vocabulary and expression to deal with familiar situations and topics
- narrate using past tenses.
- adopt a degree of formality appropriate to familiar circumstances
- use appropriate phrases in familiar situations such as greeting and leave-taking.
- 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

## 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, process
- 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 alphabet

## **WEATHER**

- obtain information from weather
- forecast
- climate and weather

## **EDUCATION**

- schooling
- subjects
- qualifications



# 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 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.
- 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 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

## 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

	<b>Preliminary</b>	<b>Access</b> as Preliminary and <b>in addition</b>	<b>Achiever</b> as Access and <b>in addition</b>
<b>Simple sentences</b>	<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>• <i>There is/are</i> + noun</li> </ul>	<ul style="list-style-type: none"> <li>• <i>There was/were</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>There has/have been</i></li> <li>• <i>There will be/there is going to be</i></li> </ul>
<b>Compound sentences</b>		<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>	
<b>Complex sentences</b>		<ul style="list-style-type: none"> <li>• clauses of: time with <i>when, before, after</i> reason <i>because, result 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 on subordinat clause</li> <li>• defining relative clauses with <i>who, which, that</i></li> <li>• clause as subject/object</li> </ul>

## Verb forms

	Preliminary	Access as Preliminary and in addition	Achiever as Access and in addition
<b>Verb forms</b>	<p><b>Present reference:</b></p> <ul style="list-style-type: none"> <li>• simple present tense of <i>be/have/do</i> and common regular verbs</li> <li>• present continuous of common verbs</li> <li>• <i>Have got</i></li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>• Yes/no questions</li> <li>• Question words: <i>who/what/where/when/how much/how many/how old</i></li> <li>• Auxiliary 'do' for questions and negatives (positive questions only)</li> <li>• Short answers such as <i>yes he does, no I haven't</i></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><b>Present reference:</b></p> <ul style="list-style-type: none"> <li>• simple present with no time focus</li> <li>• present continuous to express continuity</li> </ul> <p><b>Past reference:</b></p> <ul style="list-style-type: none"> <li>• past tense of regular and common irregular verbs with time markers</li> </ul> <p><b>Future reference:</b></p> <ul style="list-style-type: none"> <li>• <i>be going to</i>, present continuous and time markers</li> </ul> <p><b>Other:</b></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 + <i>to</i> + infinitive such as <i>want, hope</i></li> <li>• very common phrasal verbs such as <i>get up, switch on</i></li> <li>• questions such as <i>what time, how often, why, which</i></li> <li>• simple question tags using all the verb forms at this level</li> <li>• contracted forms appropriate to this level</li> </ul>	<p><b>Present/Past reference:</b></p> <ul style="list-style-type: none"> <li>• Present perfect with <i>since/for/ever/never, yet/already, just</i></li> </ul> <p><b>Past reference:</b></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><b>Future reference:</b></p> <ul style="list-style-type: none"> <li>• Future simple verb forms, NP + <i>will</i></li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>• Zero and 1st conditional</li> <li>• Range of verbs + <i>-ing</i> forms</li> <li>• <i>to</i> + infinitive to express purpose</li> <li>• common phrasal verbs and position of object pronouns, such as <i>I looked it up</i></li> <li>• simple reported/embedded statements and questions</li> <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

	<b>Preliminary</b>	<b>Access</b> as Preliminary and <b>in addition</b>	<b>Achiever</b> as Access and <b>in addition</b>
<b>Modals</b>	Present reference: <ul style="list-style-type: none"> <li>• <i>can, can't</i> (ability/inability, permission) and <i>would /like</i> (request)</li> </ul>	<b>Modals and forms with similar meaning:</b> <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: <i>possibly, probably, perhaps</i></li> </ul>	<b>Modals and forms with similar meaning:</b> <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> (certainly in the future)</li> <li>• <i>may I</i> (asking for permission)</li> <li>• <i>I'd rather</i> (stating preference)</li> </ul>
<b>Nouns</b>	<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 postmodification such as <i>fair-haired people with sensitive skin</i></li> <li>• all cardinal numbers</li> </ul>
<b>Pronouns</b>	<ul style="list-style-type: none"> <li>• personal - subject</li> </ul>	<ul style="list-style-type: none"> <li>• object, reflexive</li> </ul>	
<b>Possessives</b>	<ul style="list-style-type: none"> <li>• possessive adjectives such as <i>my, your, his, her, its, our, their</i></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>
<b>Prepositions and prepositional phrases</b>	<ul style="list-style-type: none"> <li>• common prepositions such as <i>at, in, on, under, next to, between, near, to, from</i></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 <i>before, after, towards, up, down, along, across, in front of, behind, opposite</i></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 <i>in her twenties, of average height, in the top right hand corner</i></li> </ul>

## Articles, determiners, adjectives, adverbs, intensifiers

	Preliminary	Access as Preliminary and in addition	Achiever as Access and in addition
<b>Articles</b>	<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>
<b>Determiners</b>	<ul style="list-style-type: none"> <li><i>any, some, a lot of</i></li> </ul>	<ul style="list-style-type: none"> <li><i>all, none, not (any), enough, (a) few, (a) little, many, more, most, much, no</i></li> </ul>	<ul style="list-style-type: none"> <li>a range of determiners, eg <i>all the, most, both</i></li> </ul>
<b>Adjectives</b>	<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 + multiples of 100</li> </ul>	<ul style="list-style-type: none"> <li>adjectives ending <i>-ed + -ing</i> such as <i>tired and tiring</i></li> <li>comparative structures, such as <i>as.....as</i>, is the same as, <i>not so.....as...., looks like/is like</i></li> <li>all ordinal numbers</li> </ul>
<b>Adverbs</b>	<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 adverbial phrases</li> </ul>	<ul style="list-style-type: none"> <li>more complex adverbial phrases of time, place, frequency, manner, such as as soon as possible</li> </ul>
<b>Intensifiers</b>	<ul style="list-style-type: none"> <li><i>very, really</i></li> </ul>	<ul style="list-style-type: none"> <li><i>quite, so, a bit</i></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 as Preliminary and in addition	Achiever as Access and in addition
<b>Punctuation</b>	<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>
<b>Spelling</b>	<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>
<b>Discourse</b>	Preliminary	Access as Preliminary and in addition	Achiever as Access and in addition
<b>Discourse</b>	<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>



