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**B2 COMMUNICATOR LEVEL SYLLABUS**

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



**B2 - Communicator level requirements  
Skills, Topics, Functions and Grammar**

# **B2 - Communicator level requirements**

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

### **Skills**

#### **Listening**

The candidate will be able to:

- understand standard spoken English delivered at normal speed
- follow short conversations both formal and informal in a range of familiar situations understanding gist, context, purpose, function, attitude, feelings, opinions and relationships
- follow a conversation and predict the likely outcome
- understand narratives, sequences, instructions, descriptions and explanations
- identify the function of short utterances which may contain idiomatic expressions (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 including abstract and concrete topics encountered in personal, social, academic and vocational life
- follow clearly structured extended speech and more complex argument when familiar with the topic.

#### Phonological features

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

#### Range

- understand ideas, arguments and descriptions expressed through complex sentence forms
- understand some lower frequency vocabulary and expressions relating to everyday life and current events.

#### Register

- recognise degrees of formality used by speakers in different types of utterances in everyday and less familiar situations.

#### Understanding gist

- understand the main ideas in longer but clearly structured announcements, conversations and discussions on familiar and unfamiliar concrete and abstract topics.

#### Understanding detail

- extract the more salient points of detail from longer but clearly structured texts on familiar and unfamiliar topics and on both concrete and abstract topics.

## Reading

The candidate will be able to:

- understand texts in different styles and purposes with a large degree of independence
- understand the main ideas in complex texts on both familiar and abstract topics
- understand the way meaning is built up in a range of texts
- locate specific information from different parts of a text or different texts
- understand feelings, opinions, warnings and conditions in both formal and informal text
- understand lengthy texts containing complex instructions or explanations
- understand articles and reports concerned with contemporary issues in which the writers adopt particular viewpoints
- locate and understand information, ideas and opinions from longer more specialised sources in familiar contexts.

Range

- understand a broad range of vocabulary but may experience some difficulty with low frequency idioms
- understand texts which contain a broad range of grammatical structures.

Register

- understand the features of register in texts conveying emotion
- understand features which signal different levels of formality.

Text structure

- recognise how purpose is achieved in a range of texts including those containing images, graphical and tabular data
- understand a broad range of discourse markers including those expressing addition, cause and effect, contrast, sequence and time.

## Writing

The candidate will be able to:

- write coherently on topics of general interest linking ideas appropriately and effectively
- write clear connected text describing real or imaginary people or events
- present an argument giving points for and against, supporting and evaluating different views
- write formal letters, reports or articles to fulfil a range of functions for practical purposes
- write letters descriptions of personally significant events, people or experiences.
- use correct punctuation in formal and informal writing to enhance meaning
- correctly spell words used in work, study and daily life
- control grammar to communicate effectively although errors may occur when complex structures are attempted
- use words and expressions appropriate to topic and purpose of the writing
- adjust register in familiar contexts to suit purpose and readership
- use a range of linking words effectively to show clearly the relationship between ideas
- paragraph appropriately
- reproduce conventional features of common types of text.

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 both formal and informal/neutral registers. The extent of each text to be produced by candidates is up to 200 words.

## **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
- 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.
- display a relatively high degree of grammatical control without impeding errors.
- 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
- adopt a degree of formality appropriate to the circumstances
- cope linguistically with more stressful kinds of interaction such as complaints or disputes.
- 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

## PERSONAL IDENTIFICATION

- personal details
- occupation
- family
- likes and dislikes
- physical appearance
- first language
- character

## HOUSE AND HOME, 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, letterwriting, 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

## 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.
- 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
- 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

## 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>Communicator</b> as Achiever and <b>in addition</b>	<b>Expert</b> as Communicator and <b>in addition</b>	<b>Mastery</b> as Expert and <b>in addition</b>
<b>Simple, compound and complex sentences with subordinate clauses</b>	<ul style="list-style-type: none"> <li>• word order in sentences with more than one subordinate clause</li> <li>• <i>there had been</i></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>• participial 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>• <i>there could be/would be/should be</i></li> <li>• <i>could have/would have/should have</i></li> <li>• wider range of conjunctions including <i>on condition that, provided that</i></li> <li>• comparative clauses</li> <li>• more complex participial clauses describing action with <i>-ed</i></li> </ul>	<ul style="list-style-type: none"> <li>• full range of conjunctions</li> </ul>

## Verb forms

<b>Communicator</b> as Achiever and <b>in addition</b>	<b>Expert</b> as Communicator and <b>in addition</b>	<b>Mastery</b> as Expert and <b>in addition</b>
<b>Verb forms</b> <b>Present/Past reference:</b> <ul style="list-style-type: none"> <li>• present perfect continuous</li> </ul> <b>Past reference:</b> <ul style="list-style-type: none"> <li>• past perfect</li> </ul> <b>Other:</b> <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 <i>would like someone to do something</i>, + <i>suggest doing something</i></li> <li>• causative use of <i>have</i> and <i>get</i></li> <li>• reported speech with a range of tenses</li> <li>• wider range of phrasal verbs such as <i>give up</i>, <i>hold out</i></li> <li>• reported requests and instructions</li> <li>• question tags using tenses appropriate to this level</li> </ul>	<ul style="list-style-type: none"> <li>• all verb forms active and passive</li> </ul> <b>Other:</b> <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>	<ul style="list-style-type: none"> <li>• as Expert</li> </ul>

## Modals, nouns, prepositions

	<b>Communicator</b> as Achiever and <b>in addition</b>	<b>Expert</b> as Communicator and <b>in addition</b>	<b>Mastery</b> as Expert and <b>in addition</b>
<b>Modals</b>	<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>• <i>should have/might have/may have/could have/must have</i> and negative forms of these</li> <li>• <i>can't have, needn't have</i></li> </ul>	<ul style="list-style-type: none"> <li>• as Expert</li> </ul>
<b>Nouns</b>	<ul style="list-style-type: none"> <li>• wider range of noun phrases with pre- and post-modification</li> <li>• word order of determiners, eg <i>all my books</i></li> </ul>	<ul style="list-style-type: none"> <li>• extended range of complex noun phrases</li> </ul>	<ul style="list-style-type: none"> <li>• as Expert</li> </ul>
<b>Prepositions and prepositional phrases</b>	<ul style="list-style-type: none"> <li>• wider range of prepositions including <i>despite, in spite of</i></li> <li>• collocations of verbs/nouns + prepositions such as <i>point at, 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>	<ul style="list-style-type: none"> <li>• as Expert</li> </ul>

## Articles, determiners, adjectives, adverbs, intensifiers

	<b>Communicator</b> as Achiever and <b>in addition</b>	<b>Expert</b> as Communicator and <b>in addition</b>	<b>Mastery</b> as Expert and <b>in addition</b>
<b>Articles</b>	<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>	<ul style="list-style-type: none"> <li>as Expert</li> </ul>
<b>Adjectives</b>	<ul style="list-style-type: none"> <li>comparisons with <i>fewer</i> and <i>less</i></li> <li>collocation of adjective + preposition such as <i>responsible for</i></li> </ul>	<ul style="list-style-type: none"> <li>as Communicator</li> </ul>	<ul style="list-style-type: none"> <li>as Expert</li> </ul>
<b>Adverbs</b>	<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>	<ul style="list-style-type: none"> <li>as Expert</li> </ul>
<b>Intensifiers</b>	<ul style="list-style-type: none"> <li>wide range, including <i>extremely</i>, <i>much</i>, <i>too</i></li> </ul>	<ul style="list-style-type: none"> <li>collocation of intensifiers with absolute and relative adjectives such as <i>absolutely gorgeous</i>, <i>very pretty</i></li> </ul>	<ul style="list-style-type: none"> <li>as Expert</li> </ul>

## Punctuation and spelling

	<b>Communicator</b> as Achiever and <b>in addition</b>	<b>Expert</b> as Communicator and <b>in addition</b>	<b>Mastery</b> as Expert and <b>in addition</b>
<b>Articles</b>	<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>	<ul style="list-style-type: none"> <li>as Expert</li> </ul>
<b>Adjectives</b>	<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 (<i>such as business, academia, international affairs</i>)</li> </ul>

B2

## Discourse

	<b>Communicator</b> as Achiever and <b>in addition</b>	<b>Expert</b> as Communicator and <b>in addition</b>	<b>Mastery</b> as Expert and <b>in addition</b>
<b>Discourse</b>	<ul style="list-style-type: none"> <li>a range of discourse markers expressing addition, cause and effect, contrast (<i>however</i>), sequence and time (<i>at a later date</i>)</li> <li>markers to structure spoken discourse (<i>as I was saying</i>)</li> <li>use of ellipsis in informal speech and writing (<i>sounds good</i>)</li> </ul>	<ul style="list-style-type: none"> <li>a range of logical markers (<i>in this respect, accordingly</i>)</li> <li>sequence markers (<i>subsequently</i>)</li> <li>a wider range of discourse markers to structure formal and informal speech (<i>can we now turn to</i>)</li> </ul>	<ul style="list-style-type: none"> <li>a full range of discourse markers adapted to context and register</li> </ul>

