

## Syllabi & Examination Specification Classic B2

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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 1 Certificate in ESOL International (Classic B2)

### B2 Examinations Overview

The GA Level 1 Certificate in ESOL International (B2) consists of four examinations:

Examination	No. of Tasks	Task 1 Type	Task 2 Type	Task 3 Type	Time Allowed
Speaking	3	Communicating personal information	Prepared presentation	Discussion	Approximately 20 minutes per 2 Candidates
Listening	3	6 x multiple choice questions (ABCD)	8 x multiple choice questions (ABCD)	8 x matching statements to speakers	Approximately 20 minutes
Reading	3	6 x multiple choice (ABCD Gap Fill)	8 x multiple choice (ABCD)	8 x matching statements to texts	50 minutes
Writing	2	Candidate chooses 1 of 2 options: email or letter (minimum 150 words)	Candidate chooses 1 of 2 options: essay or article (minimum 150 words)	N/A	60 minutes

### B2 Text Types

At Level 1, Candidates are expected to read and understand straightforward texts of varying length on a variety of topics accurately and independently, reading and obtaining information from different sources, in texts such as:

- Reports
- Instructional texts
- Explanatory texts
- Persuasive 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. Candidates will be assessed on their ability to write the following text types:

- Letters and emails
- Articles
- Reports or records
- Instructions or explanations
- Complex forms

Candidates will also be expected to demonstrate their ability to plan, draft and proofread and revise their own writing.

## B2 Language Specification

Functions	Grammar	Discourse markers	Topics
<ul style="list-style-type: none"> <li>• Critiquing and reviewing</li> <li>• Describing experiences</li> <li>• Describing feelings and emotions</li> <li>• Describing hopes and plans</li> <li>• Developing an argument</li> <li>• Encouraging and inviting another speaker to continue, come in</li> <li>• Expressing abstract ideas</li> <li>• Expressing agreement and disagreement</li> <li>• Expressing opinions</li> <li>• Expressing reaction, e.g. indifference</li> <li>• Interacting informally, reacting, expressing interest, sympathy, surprise etc.</li> <li>• Opinion, justification</li> <li>• Speculating</li> <li>• Taking the initiative in interaction</li> <li>• Synthesizing, evaluating, glossing info</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>• Mixed conditionals</li> <li>• Modals – can't have, needn't have</li> <li>• Modals of deduction and speculation</li> <li>• Narrative tenses</li> <li>• Passives</li> <li>• Past perfect</li> <li>• Past perfect continuous</li> <li>• Phrasal verbs, extended</li> <li>• Relative clauses</li> <li>• Reported speech</li> <li>• Will and going to, for prediction</li> <li>• Wish</li> <li>• Would expressing habits, in the past</li> </ul>	<ul style="list-style-type: none"> <li>• Connecting words expressing cause and effect, contrast etc.</li> <li>• Discourse markers to structure formal speech</li> <li>• Linkers: although, in spite of, despite</li> <li>• Linkers: sequential – past time – Subsequently</li> </ul>	<ul style="list-style-type: none"> <li>• The Arts, Books and literature</li> <li>• Education</li> <li>• Entertainment and media</li> <li>• Film</li> <li>• Health, medicine and exercise</li> <li>• Language</li> <li>• Lifestyles</li> <li>• News and current affairs</li> <li>• Personal feelings, opinions and experiences</li> <li>• Social interaction</li> <li>• Sport</li> <li>• Transport</li> <li>• Travel and holidays</li> <li>• Work and jobs</li> </ul>

## **B2 Communicative Functions & Notions**

- Give personal information
- Introduce others
- Ask for personal information
- Describe self/others
- Ask for descriptions of people
- Describe places and things
- Ask for descriptions of things, places
- Compare people, places, things
- Make comparative questions
- Narrate events in the past
- Ask about past events
- Give factual accounts – define
- Ask for definitions
- Give factual accounts – classify
- Give factual accounts – describe a simple process
- Ask about processes
- Generalise
- Give examples
- Express obligation and reasons
- Express absence of obligation
- Report information
- Make requests in informal and formal situations – ask for something
- Make requests in informal and formal situations – ask someone to do something for you
- Make requests in informal and formal situations – ask for permission
- Ask for confirmation
- Respond to request for confirmation
- Check back
- Give views and opinions
- Hypothesise
- Explain, and give reasons
- Show contrast, reason, purpose, consequence, result
- Express feeling, likes and dislikes, hopes
- Ask about people’s feelings, opinions, interests, wishes, hopes
- Ask for advice and suggestions
- Make suggestions and give advice
- Make recommendations
- Respond to request for instructions
- Interrupt
- Praise and compliment
- Persuade
- Complain
- Warn
- Take leave

## B2 Key Language Items

<p><b>Simple, compound and complex sentences, with more than one subordinate clause</b></p>	<ul style="list-style-type: none"> <li>• Word order in sentences with more than one subordinate clause</li> <li>• There had been</li> <li>• A range of conjunctions to express contrast, reason, purpose, consequence, result, condition, concession</li> <li>• Conditional forms, using if and unless with past and use of would</li> <li>• Non-defining relative clauses</li> <li>• Defining relative clauses with where or whose</li> <li>• Participial clauses to describe accompanying actions with –ing</li> <li>• Clause as subject or object</li> <li>• Reported speech with a range of tenses, including use of would and had</li> <li>• A range of embedded questions using if and whether</li> <li>• Reported questions with if and whether</li> <li>• Use of had and would in reported questions</li> <li>• Reported requests</li> <li>• Statements with question tags using Level 1 tenses</li> <li>• Reported instructions</li> </ul>
<p><b>Noun phrase</b></p>	<ul style="list-style-type: none"> <li>• More-complex noun phrases with pre- and post-modification</li> <li>• Word order of determiners</li> <li>• Use of definite, indefinite and zero article with a wide range of nouns in a range of uses</li> <li>• Range of expressions to indicate possession</li> </ul>
<p><b>Verb forms and time markers in statements, interrogatives, negatives and short forms</b></p>	<ul style="list-style-type: none"> <li>• Present perfect continuous</li> <li>• Past perfect</li> <li>• Present and past simple passive</li> <li>• Use of would in conditional sentences</li> <li>• Causative use of have and get</li> <li>• Modals: ought to express obligation; negative of need and have to express absence of obligation; would to express hypotheses; use of forms, e.g. Be able to refer to future; would like + object, + infinitive, e.g. Would like you to</li> <li>• A range of phrasal verbs</li> </ul>
<p><b>Adjectives</b></p>	<ul style="list-style-type: none"> <li>• Comparisons, using fewer and less</li> <li>• Collocation of adjective + preposition</li> </ul>
<p><b>Adverbs and prepositional phrases</b></p>	<ul style="list-style-type: none"> <li>• Prepositions to express concession</li> <li>• Collocations of: verbs + prepositions; nouns + prepositions</li> <li>• A range of adverbial phrases of time, manner, degree, extent, place, frequency, probability</li> <li>• Comparative and superlative forms of adverbs</li> <li>• A wide range of intensifiers</li> </ul>
<p><b>Discourse</b></p>	<ul style="list-style-type: none"> <li>• A range of discourse markers expressing: addition, cause and effect, contrast, sequence and time</li> <li>• Markers to structure spoken discourse</li> <li>• Use of ellipsis in informal speech and writing</li> </ul>

## Examination Specification: B2

### Overview of the B2 Speaking Examination

The total guide time for the Speaking examination is 20 minutes, including an introduction read by the Interlocutor.

There are 3 tasks in total.

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

Successful B2 Candidates will demonstrate the following competencies across the examination:

- Can interact with a degree of fluency and spontaneity on a number of familiar subjects
- Can take active part in a discussion, presenting and justifying their views
- Can present clear, detailed descriptions on a wide range of subjects
- Can explain a viewpoint
- Can give advantages and disadvantages of each option

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 B2 Speaking Examination

B2 Speaking Examination (total time: approximately 20 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>• Do you enjoy meeting new people? (Why? /Why not?)</li> <li>• Tell me about your favourite television programme.</li> <li>• If you could have any job in the world, what would you like to do? (Why?)</li> </ul>	6 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. They are expected to speak for up to 1.5 minutes. 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>• To learn English, it is better to live in an English speaking country.</li> <li>• People's lifestyles used to be healthier in the past.</li> <li>• Fashion is an important part of life.</li> </ul>	8 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 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 planning to buy a new house. She works in a city, but would like to live in the countryside. Discuss whether she should move to the countryside or stay in the city, and which you would recommend and why.</li> </ul>	6 minutes for two Candidates

## Overview of the B2 Listening Examination

The total time allowed for the Listening examination is 20 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 B2 Candidates will demonstrate the following competencies across the examination:

- Can understand standard spoken language on both familiar and unfamiliar topics
- Can follow the essentials of lectures, talks and reports
- Can understand animated conversation between native speakers
- Can understand the main ideas of propositionally and linguistically complex speech on both abstract and concrete topics
- Can follow complex lines of argument, provided the topic is reasonably familiar
- Can understand speech delivered in a standard dialect and at normal speed

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 B2 Listening Examination

<b>B2 Listening Examination (total time: approximately 20 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, talk, presentation or instructions) and answer 8 multiple choice ABCD questions about the content of the recording. The Candidates hear the recording twice.	8
<b>Task 3: Listen to 3 different speakers</b>	The Candidates listen to three speakers presenting their opinions on the same 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 B2 Reading Examination

The total time allowed for the Reading examination is 50 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 B2 Candidates will demonstrate the following competencies across the examination:

- Can read correspondence relating to his/her field of interest and readily grasp the essential meaning
- Can scan longer texts in order to find the required information, or gather information from different parts of the text
- Can gather information from different texts to fulfil a specific task
- Can read for information, ideas and opinions from highly specialised sources across their field
- Can understand specialised articles outside of their field provided they can occasionally use a dictionary
- Can understand lengthy, complex instructions

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 B2 Reading Examination

<b>B2 Reading Examination (time allowed: 50 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: Three short texts</b>	The Candidates read three 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 B2 Writing Examination

The total time allowed for the Writing examination is 60 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 B2 Candidates will demonstrate the following competencies across the examination:

- Can write letters conveying degrees of emotion and highlighting the personal significance
- Can comment on the correspondent's news and views
- Can write clear, detailed descriptions of real or imaginary events
- Can mark the relationship between the ideas in clear, connected text
- Can write an essay that develops an argument systematically
- Can appropriately highlight relevant points
- Can include relevant supporting details
- Can evaluate different ideas or solutions

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 B2 Writing Examination

B2 Writing Examination (time allowed: 60 minutes)	
Task	Summary
<b>Task 1: 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>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 150 words in this task.</p> <p>Example:</p> <ul style="list-style-type: none"> <li>• Write an email to your teacher recommending what your class could do to celebrate the end of the school year. Include information about what you recommend, and why you think it would be a popular choice.</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 150 words in this task.</p> <p>Example:</p> <ul style="list-style-type: none"> <li>• Today's teenagers have less responsibility for doing household chores, for example cleaning, cooking, or looking after the pets, than they did in the past. Write an essay giving your opinion about why you think this change has happened.</li> </ul>