



ESOL
INTERNATIONAL



ESB Entry 3

Certificate in ESOL International All Modes **(B1)**

Syllabus



English Speaking Board
Internationally recognised qualifications

Syllabus for Centres and Assessors

ESB EFL/ESOL Certificate in English as a Foreign Language

ESOL International All Modes
Entry 3 (B1)

Qualification number
B1 500/3646/4

Register of Accredited Qualifications
by Ofqual and mapped to
Common European Framework of Reference for Languages (CEFR)

How does the ESB Entry Level Certificate B1 in ESOL International All Modes (Entry 3) relate to the Common European Framework of Reference for Languages (CEFR)?

The ESB Entry Level Certificate in ESOL International All Modes (Entry 3) has been designed against level B1 of the CEFR developed by the Council of Europe. ESB has worked in conjunction with specialist consultants in order to create a high-quality examination that accurately reflects the CEFR. Development of the qualification by ESB will continue to be underpinned by research thus ensuring it remains fit for purpose.

Learner can:

- understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc.
- understand texts that consist mainly of high frequency every day or job-related language.
- understand the description of events, feelings and wishes in personal letters.
- deal with most situations likely to arise whilst travelling in an area where the language is spoken.
- enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).
- connect phrases in a simple way in order to describe experiences and events, dreams, hopes and ambitions.
- briefly give reasons and explanations for opinions and plans.
- narrate a story or relate the plot of a book or film and describe personal reactions.
- write simple connected text on topics which are familiar or of personal interest.
- write personal letters describing experiences and impressions.

Language, Functions and Vocabulary which may be required to complete tasks

LANGUAGE	FUNCTIONS/NOTIONS	VOCABULARY THEMES
<p>Learner can use grammatical forms for Entry 2 accurately and appropriately plus:</p> <ul style="list-style-type: none"> • Past Simple of irregular verbs • Past Continuous • Past Simple v. Past Continuous • Present Perfect Simple + adverbs of frequency • Present Perfect Simple + since/for • Past Simple v. Present Perfect • Future – Present Simple • Future Simple – Will • Future passive – Will be + past participle • Verb + infinitive v. verb + ing • Question tags in all tenses to date • Common Multi-word verbs • Must v. have to • Should v. ought to • May / might • Reported questions and simple statements • Zero/first/second conditional • Present Simple passive form/ past Simple passive form • Adverbs and adverbs of manner, place, time • Comparative and superlative of adjectives • Comparatives of adverbs • Nouns / verbs / adjectives + prepositions • Relative pronouns • Subordinating conjunctions • Multiple compound 	<p>Learner can use language to realise functions such as:</p> <ul style="list-style-type: none"> • Asking for / giving strong advice • Asking for / giving information • Asking and explaining how something is made • Buying / selling • Clarifying / confirming understanding • Comparing likes and dislikes • Describing interrupted activities • Describing biographical details • Describing personal experiences / events • Describing discontinued habits • Describing obligations and necessity • Describing dreams, hopes, ambitions • Describing future possibilities • Describing eternal truths • Describing processes • Discussions • Discussing the future • Expressing agreement / disagreement • Expressing opinions • Expressing reasons • Giving and asking permission • Giving demonstrations • Giving directions / instructions • Inviting and accepting / refusing • Making suggestions / comparisons • Making and accepting an apology • Ordering food • Reporting / telling a story • Requesting and giving information • Warning 	<p>Learner can use words, phrases and collocations to talk about:</p> <ul style="list-style-type: none"> • Family and friends • Relationships • Personality, character, feelings and emotions • Home and the environment • Leisure activities and entertainment • Education and school • Language and languages • Travel and transport • Religious and cultural activities • Special occasions • Sports, health and fitness • Weather, climate and the world around us • Daily life and society • Shopping, clothes and commodities • Fashion and youth culture

ESB Entry 3 International Certificate in English as a Foreign Language - Entry 3 B1 Syllabus

These sections are administered within a single paper in a single session of two hours.

Examination Format

Skill and Focus	Task	Format	Marks
<u>Listening Part One</u> Learner can <ul style="list-style-type: none"> listen for specific information i.e. location description time & place understand the main points of clear standard speech on familiar matters. follow the main points of extended clearly articulated conversation between native speakers 	Ten questions. For each question there is a short recording, heard twice and three written answers Learner to choose the correct answer	Three-option multiple choice	10
<u>Listening Part Two</u> Learner can <ul style="list-style-type: none"> follow in outline a straightforward short talk on a familiar topic delivered in clearly articulated standard speech listen for specific information, personal information, numbers, times, dates, topic-specific vocabulary 	Ten questions. One recording, played twice. Learner to choose the correct answer	True/False items	10
Total weighting for the Listening section = 20% of the examination.			
<u>Reading Part One (1)</u> Learner can <ul style="list-style-type: none"> find and understand relevant information identify line of argument/locate information within a text 	Four short items. Learner to match the heading to the paragraph in order to demonstrate understanding of the content of the paragraph	Seven headings, one of which is an example and two of which are distractors	4
<u>Reading Part One (2)</u> Learner can <ul style="list-style-type: none"> read straightforward factual texts related to his/her field with satisfactory level of comprehension, orientation and information 	Six short items. Learner to indicate comprehension of the information in the text by identifying whether the statement is true or false	True/false items	6
<u>Reading Part Two</u> Learner can <ul style="list-style-type: none"> read straightforward factual texts related to his/her field with satisfactory level of comprehension scan longer texts in order to locate desired information, and gather information from different parts of a text in order to fulfil a specific task. 	Five multiple choice. Learner to indicate comprehension questions including skimming and scanning of informative text	Five-option multiple choice	5
Total weighting for the Reading section = 20% of the examination.			

<p>Use of English Part One Learner can</p> <ul style="list-style-type: none"> demonstrate reasonable accuracy in familiar contexts demonstrate generally good grammatical control appropriate to the level 	<p>Ten grammatical multiple choice items. (Learner to work at sentence level)</p>	<p>Four-option multiple choice items</p>	<p>10</p>
<p>Use of English Part Two Learner can</p> <ul style="list-style-type: none"> show good control of elementary vocabulary 	<p>Ten lexical multiple choice items. (Learner to work at sentence level)</p>	<p>Four-option multiple choice items</p>	<p>10</p>
<p>Use of English Part Three Learner can</p> <ul style="list-style-type: none"> show good control of elementary vocabulary demonstrate reasonable accuracy in familiar contexts demonstrate generally good grammatical control appropriate to the level 	<p>Ten error correction items within a short text. (Learner to identify the correct answer in relation to filling in gaps in a text. Work at text level)</p>	<p>Ten correct/incorrect items</p>	<p>10</p>
<p>Use of English Part Four Learner can</p> <ul style="list-style-type: none"> demonstrate reasonable accuracy in familiar contexts. can identify a wide range of language functions using their most common exponents can follow cohesion in a connected linear sequence of points 	<p>Five-meaning-matching items. (Learner to work at sentence level)</p>	<p>Four-option multiple choice items</p>	<p>5</p>
<p>Total weighting for the Use of English section = 20% of the examination.</p>			
<p>Writing Learner can</p> <ul style="list-style-type: none"> write straightforward detailed descriptions on a range of familiar subjects express experiences, feelings or reactions in relation to events or abstract or cultural topics describe real or imagined events organise text to a limited extent communicate clearly despite relatively frequent inaccuracies of grammar and vocabulary 	<p>Story, description, letter or short-answer essay based on provided title and description of expected content</p>	<p>Story, description or short-essay</p>	<p>100%</p>
<p>Total weighting for the Writing section = 20% of the examination.</p>			

<p>Speaking Part One (1 minute per learner) Learner can</p> <ul style="list-style-type: none"> • understand native/near native speaker • follow clearly articulated speech directed at him/her in everyday conversation • provide concrete information in response to questions relating to self and family • maintain a conversation but may need to ask for repetition • engage in monitoring and repair 	<p>Learner is interviewed on personal information</p>	<p>Series of short questions relating to personal information</p>	<p>n/a</p>
<p>Speaking Part Two: (2 minutes per learner) Learner can</p> <ul style="list-style-type: none"> • engage in sustained (1 minute) monologue putting a case • develop an argument based on written prompt and give reasons and explanations • engage in monitoring and repair • give his/her opinion on sustained monologue of partner (1 minute) 	<p>Sustained (1 minute) An individual monologue followed by commentary on partner's contribution. (1 minute) All based on written prompt</p>	<p>Sustained (1 minute) An individual monologue with commentary</p>	<p>n/a</p>
<p>Speaking Part Three: (4 minutes for two learners, 6 minutes for three learners) Learner can</p> <ul style="list-style-type: none"> • develop a straightforward argument based on a visual or written stimulus and give reasons and explanations • maintain a discussion • express and respond to feelings such as surprise, happiness, sadness, interest and indifference • engage in monitoring and repair 	<p>Learner-to-learner discussion. Based on visual or written prompt</p>	<p>Learner-to-learner discussion</p>	<p>n/a</p>

Total weighting for the Speaking section = 20% of the examination.

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