



ESOL  
INTERNATIONAL



# ESB Level 1

Certificate in ESOL International All Modes **(B2)**

**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  
Level 1 (B2)

**Qualification number**  
B2 500/3647/6

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

**How does the ESB Level 1 Certificate B2 in ESOL International All Modes relate to the Common European Framework of Reference for Languages (CEFR)?**

The ESB Level 1 Certificate in ESOL International All Modes has been designed against level B2 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 ideas of complex text on both concrete and abstract topics, including technical discussions in a field of specialisation.
- produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
- interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible.
- take an active part in discussion in familiar contexts, accounting for and sustaining own views.
- present clear, detailed descriptions on a wide range of subjects related to own field of interest.
- explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
- write clear, detailed text on a wide range of subjects related to own interests.
- write an essay or report, passing on information or giving reasons in support of or against a particular point of view.
- write letters highlighting the personal significance of events and experiences.
- understand extended speech and lectures and follow complex lines of argument provided the topic is reasonably familiar.
- understand most TV news and current affairs programmes.
- read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints.
- understand contemporary literary prose.

<b>Language, Functions and Vocabulary which may be required to complete tasks</b>		
<b>LANGUAGE</b>	<b>FUNCTIONS/NOTIONS</b>	<b>VOCABULARY THEMES</b>
<p>Learner can use grammatical forms for Entry 3 accurately and appropriately plus:</p> <ul style="list-style-type: none"> <li>• Will - Future Continuous</li> <li>• Will – Future Simple v. Future Continuous</li> <li>• Going to + verb / Will</li> <li>• Present Perfect Continuous – since / for</li> <li>• Present Perfect Simple v. Pres. Perfect C.</li> <li>• Past Perfect Continuous</li> <li>• Past Perfect Simple v. Past Perfect Continuous</li> <li>• Used to</li> <li>• Question tags in all tenses to date</li> <li>• Subject question forms</li> <li>• Verb + infinitive v. verb + ing</li> <li>• Had better / supposed to</li> <li>• Need / need to</li> <li>• Limited uses of modal ‘will’</li> <li>• All modals</li> <li>• Second and third conditional</li> <li>• Passive forms in Present and Past</li> <li>• Simple indirect speech</li> <li>• Adjectives ending in verb + ing / ed</li> <li>• Order of adjectives and adverbs</li> <li>• Comparatives and superlatives of adverbs</li> <li>• Defining and non-defining clauses</li> <li>• Nouns / verbs / adjectives + prepositions</li> <li>• Genitive (‘s/of)</li> <li>• Co-ordinating conjunctions</li> <li>• Subordinating conjunctions</li> <li>• Multiple</li> <li>• Gerunds</li> <li>• Multi-word verbs</li> </ul>	<p>Learner can use language to realise functions such as:</p> <ul style="list-style-type: none"> <li>• Advising</li> <li>• Clarifying / confirming for understanding</li> <li>• Complaining about goods, services, behaviour, etc.</li> <li>• Describing feelings and emotions</li> <li>• Describing a personal experience</li> <li>• Describing a personal event</li> <li>• Describing discontinued habits</li> <li>• Discussing necessities</li> <li>• Discussing the future</li> <li>• Expressing regrets</li> <li>• Expressing qualified views</li> <li>• Giving practical instructions</li> <li>• Giving practical demonstration</li> <li>• Intervening</li> <li>• Making hypotheses</li> <li>• Making arrangements</li> <li>• Persuading</li> <li>• Reflecting</li> <li>• Reporting information</li> <li>• Sharing and comparing life</li> <li>• Sharing and comparing future plans</li> <li>• Suggesting, choosing and deciding on a present</li> <li>• Taking part in discussion</li> </ul>	<p>Learner can use words, phrases, collocations and idiomatic expressions to talk about:</p> <ul style="list-style-type: none"> <li>• Family and friends</li> <li>• Relationships</li> <li>• Personality, character</li> <li>• Feelings, emotions</li> <li>• Home and the environment</li> <li>• Leisure activities and entertainment</li> <li>• Education and school</li> <li>• Language and languages</li> <li>• Travel and transport</li> <li>• Religious and cultural activities</li> <li>• Special occasions</li> <li>• Sports, health and fitness</li> <li>• Weather, climate</li> <li>• World around us</li> <li>• Daily life and society</li> <li>• Shopping, clothes and commodities</li> <li>• Fashion and youth culture</li> </ul>

**ESB Level 1 International Certificate in English as a Foreign Language - Level 1 B2 Syllabus**

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

**Examination Format**

<b>Skill and Focus</b>	<b>Task</b>	<b>Format</b>	<b>Marks</b>
<p><b><u>Listening Part One</u></b> Learner can:</p> <ul style="list-style-type: none"> <li>• understand conversation between native speakers</li> <li>• infer meaning based on the context and on what is actually stated</li> <li>• identify speaker's mood</li> <li>• listen for specific information</li> </ul>	<p>Ten items For each question there is a short recording, heard twice. Learner to choose the correct answer on topics relating to society and culture (e.g. social, scientific, professional, academic)</p>	True/False items -	10
<p><b><u>Listening Part Two Sections A and B</u></b> Learner can:</p> <ul style="list-style-type: none"> <li>• understand conversation between native speakers and/or can follow the essentials of lectures/talks/reports</li> <li>• listen for specific information</li> </ul>	<p>Five items For each question there is a short recording, heard twice and three written answers. Learner to choose the correct answer on topics relating to society and culture (e.g. social, scientific, professional, academic)</p>	Three-option multiple choice	5 + 5
Total weighting for the Listening section = 20% of the examination.			
<p><b><u>Reading Part One (1)</u></b> Learner can:</p> <ul style="list-style-type: none"> <li>• quickly scan through complex texts, quickly identifying the content</li> <li>• infer meaning from contextual clues</li> </ul>	<p>Four items. Text length 400-450 words Learner to match the heading to the paragraph in order to demonstrate understanding of the content of the paragraph</p>	Seven headings, one of which is an example and two of which are distractors	4
<p><b><u>Reading Part One (2)</u></b> Learner can:</p> <ul style="list-style-type: none"> <li>• quickly scan through complex texts, locating relevant details</li> <li>• infer meaning from contextual clues</li> </ul>	<p>Five items. Text length 400-450 words (same text as in Part One (1))</p>	Four-option multiple choice	5
<p><b><u>Reading Part Two</u></b> Learner can:</p> <ul style="list-style-type: none"> <li>• read to understand information and argumentation</li> <li>• quickly scan through complex texts, locating relevant details.</li> <li>• infer meaning from contextual clues</li> </ul>	<p>Five items. Text length 400-450 words</p>	Four-option multiple choice	5
Total weighting for the Reading section = 20% of the examination.			

<p><b><u>Use of English Part One</u></b> Learner can:</p> <ul style="list-style-type: none"> <li>demonstrate a relatively high degree of grammatical control appropriate to this level</li> </ul>	Ten grammatical multiple choice items. (Learner to work at sentence level)	Four-option multiple choice	10
<p><b><u>Use of English Part Two</u></b> Learner can:</p> <ul style="list-style-type: none"> <li>show a good range of vocabulary for matters relating to his/her field and most general topics</li> </ul>	Ten lexical multiple choice items. (Learner to work at sentence level)	Four-option multiple choice	10
<p><b><u>Use of English Part Three</u></b> Learner can:</p> <ul style="list-style-type: none"> <li>show a good range of vocabulary for matters relating to his/her field and most general topics</li> <li>demonstrate a relatively high degree of grammatical control</li> </ul>	Ten multiple choice cloze items. (Learner to identify the correct answer in relation to filling in gaps in a text. Work at text level)	Four-option multiple choice	10
<p><b><u>Use of English Part Four</u></b> Learner can:</p> <ul style="list-style-type: none"> <li>show a good range of vocabulary for matters relating to his/her field and most general topics</li> <li>distinguish different meanings according to prefixes and suffixes</li> </ul>	Five multiple-choice items. (Learner to work at sentence level)	Four-option multiple choice items	5
<p><b><u>Use of English Part Five</u></b> Learner can:</p> <ul style="list-style-type: none"> <li>show a good range of vocabulary for matters relating to his/her field and most general topics</li> <li>identify synonymous sentences</li> </ul>	Five multiple-choice items. (Learner to work at sentence level)	Four-option multiple choice items	5

Total weighting for the Use of English section = 20% of the examination.

<p><b><u>Writing</u></b> Learner can:</p> <ul style="list-style-type: none"> <li>write clear, detailed descriptions on a variety of subjects related to his/her field of interest</li> <li>write an essay or report which develops an argument, giving reasons in support of or against a particular point of view</li> <li>write letters conveying degrees of emotion and highlighting the personal significance of events</li> <li>demonstrate a sufficient range of language to communicate clearly</li> <li>employ a range of cohesive devices</li> <li>communicate effectively, showing a relatively high degree of grammatical control</li> </ul>	Story, description, letter or short-answer essay (120-150 words) based on provided title and description of expected content	Story, description or short-essay	100%
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Total weighting for the Writing section = 20% of the examination.

<p><b>Speaking Part One:</b> (1 minute per learner) Learner can:</p> <ul style="list-style-type: none"> <li>• understand in detail what is said to him/her in the standard spoken language</li> <li>• provide concrete information in response to questions relating to self and family</li> <li>• engage in conversation in participatory fashion</li> <li>• engage in monitoring and repair</li> </ul>	<p>Learner is interviewed on personal information</p>	<p>Series of short questions relating to personal information</p>	<p>n/a</p>
<p><b>Speaking Part Two:</b> (2 minutes per learner) Learner can:</p> <ul style="list-style-type: none"> <li>• engage in sustained (1 minute) monologue</li> <li>• develop a clear argument expanding and supporting point of view</li> <li>• engage in monitoring and repair</li> <li>• give his/her opinion on sustained monologue of partner (1 minute)</li> </ul>	<p>Sustained (1 minute) individual monologue followed by commentary on partner's contribution. (1 minute) Based on written prompt</p>	<p>Sustained (1 minute) individual monologue with commentary</p>	<p>n/a</p>
<p><b>Speaking Part Three</b> (4 minutes for two learners, 6 minutes for three learners) Learner can:</p> <ul style="list-style-type: none"> <li>• develop a clear argument expanding and supporting point of view based on a visual or written stimulus</li> <li>• participate actively in discussions</li> <li>• can intervene appropriately in discussions</li> <li>• engage in monitoring and repair</li> </ul>	<p>Learner-to-learner discussion. Based on visual or written prompt</p>	<p>Learner-to-learner discussion</p>	<p>n/a</p>
<p>Total weighting for the Speaking section = 20% of the examination.</p>			

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