



ESOL
INTERNATIONAL



ESB Level 2

Certificate in ESOL International All Modes **(C1)**

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 2 (C1)

Qualification number
C1 500/3648/8

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

How does the ESB Level 2 Certificate C1 in ESOL International All Modes relate to the Common European Framework of Reference for Languages (CEFR)?

The ESB Level 2 Certificate in ESOL International All Modes has been designed against level C1 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 extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly;
- understand long and complex factual and literary texts;
- appreciate distinctions of style in texts;
- understand specialised articles, even when they do not relate to his/her field;
- express him/herself fluently and spontaneously without much obvious searching for expressions;
- use language flexibly and effectively for social and professional purposes;
- formulate ideas and opinions with precision;
- relate contributions skillfully to those of other speakers;
- present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion;
- express him/herself in clear, well-structured text, expressing points of view at some length;
- write about complex subjects in a letter, an essay or a report, underlining what he/she considers to be the salient issue;
- select a style appropriate to the reader in mind.

Language, Functions and Vocabulary which may be required to complete tasks above		
LANGUAGE	FUNCTIONS/NOTIONS	VOCABULARY THEMES
<p>Learner can use grammatical forms for Level 1 accurately and appropriately plus:</p> <ul style="list-style-type: none"> • Future Perfect Simple • Future Perfect Continuous • All uses of Present Perfect • Present Continuous to say something is irritating or annoying • Future – Present Simple + words of Time • All Tense forms • Question tags in all tenses to date • Semi-modal uses of will • Verbs followed by gerunds or infinitives • Verbs of perception • Used to + verb or would + verb • Multi-word verbs • Supposition • Gerunds v. gerundives • Causatives and other complex passive forms • 3rd conditional and mixed conditionals • Defining v. non-defining clauses • More complex indirect speech • Verbs, nouns, adjectives + prepositions • Subordinating conjunctions • Conjunctive adverbs • Multiple complex sentences • Multiple compound sentences <p>Register of language – informality and formality</p>	<p>Learner can use language to realise functions such as:</p> <ul style="list-style-type: none"> • Asking for / giving personal advice • Changing the past • Clarifying/ confirming for understanding • Complaining about Goods / services • Daydreaming • Describing, comparing and discussing changes in lifestyle, etc • Developing ideas and opinions • Expressing irritation • Expressing thoughts and emotions • Giving a critical response • Giving advantages / disadvantages • Interrupting • Making speculations • Making / responding to complaints • Making / responding to false accusations • Planning a trip • Qualifying / illustrating arguments • Requesting and giving detailed travel information / instructions • Self-correcting • Speculating about future • Summarising stories and events • Trying to get out of longstanding arrangement 	<p>Learner can use a variety of words, phrases, collocations, idiomatic expressions, synonyms and antonyms to talk about:</p> <ul style="list-style-type: none"> • Family and relationships • Friends, people and relationships • Personality, character • Feelings and emotions • House, home and environment • Daily life and society / social relations • The environment • The future • 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 • Music and the pop world • Politics and current events • Social and cultural issues

ESB Level 2 International Certificate in English as a Foreign Language Level 2 C1 Syllabus

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

Examination Format

Skill and Focus	Task	Format	Marks
<p><u>Listening: Part One – Sections A and B</u> Learner can:</p> <ul style="list-style-type: none"> easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics understand broadcast audio material and identify finer points of detail including implicit attitudes and relationships between speakers recognise a wide range of idiomatic expressions and colloquialisms and appreciate register shifts 	<p>Ten questions. Two recordings of 600 words in length based on a related theme each played twice. Learner to choose the correct answer from three written answers. Recording of complex interactions in paired/group discussion and/or specialised lectures/presentations.</p>	<p>Three-option multiple choice</p>	<p>5+5</p>
<p><u>Listening: Part Two – Sections A and B</u> Learner can:</p> <ul style="list-style-type: none"> follow extended speech even when it is not clearly structured and when relationships are only implied and not explicitly signalled recognise a wide range of idiomatic expressions and colloquialisms and appreciate register shifts understand conversation between native speakers and/or can follow the essentials of lectures/talks/reports listen for specific information 	<p>Ten items. Three recordings each played twice. Learner to choose the correct answer from three written answers. Recordings of conversations of complex nature involving abstract, complex unfamiliar topics.</p>	<p>Three-option multiple choice</p>	<p>10</p>
<p>Total weighting for the Listening section = 20% of the examination.</p>			
<p><u>Reading Part One (1)</u> Learner can</p> <ul style="list-style-type: none"> quickly scan through complex texts, quickly identifying the content infer meaning from contextual clues Multiple matching 	<p>Seven-eight items. Text length 500 - 550 words. Learner to choose the correct answer from four written answers. Texts of abstract, structurally complex, or highly colloquial literary and non-literary nature.</p>	<p>Four-option multiple choice</p>	<p>4</p>
<p><u>Reading Part Two</u> Learner can</p> <ul style="list-style-type: none"> read to understand information and argumentation quickly scan through complex texts, locating relevant details. infer meaning from contextual clues 	<p>Seven-eight items. Text length 500 - 550 words. Learner to choose the correct answer from four written answers. Texts of abstract, structurally complex, or highly colloquial literary and non-literary nature.</p>	<p>Four-option multiple choice</p>	<p>5</p>
	<p>Total of fifteen items for Reading Parts One and Two</p>		<p>5</p>
<p>Total weighting for the Reading section = 20% of the examination.</p>			

<p><u>Use of English Part One</u> Learner can</p> <ul style="list-style-type: none"> maintain a high degree of grammatical accuracy appropriate to this level. 	<p>Ten grammatical multiple choice items. (Learner to work at sentence level)</p>	<p>Four-option multiple choice</p>	<p>10</p>
<p><u>Use of English Part Two</u> Learner can</p> <ul style="list-style-type: none"> demonstrate a good command of a broad lexical repertoire and of idiomatic expressions and colloquialisms 	<p>Ten lexical multiple choice items. (Learner to work at sentence level)</p>	<p>Four-option multiple choice</p>	<p>10</p>
<p><u>Use of English Part Three</u> Learner can</p> <ul style="list-style-type: none"> maintain a high degree of grammatical accuracy demonstrate a good command of a broad lexical repertoire and of idiomatic expressions and colloquialisms 	<p>Ten open cloze items (Learner to work at text level)</p>	<p>Open cloze items</p>	<p>10</p>
<p><u>Use of English Part Four</u> Learner can</p> <ul style="list-style-type: none"> maintain a high degree of grammatical accuracy maintain a high degree of grammatical accuracy and a broad lexical repertoire including idiomatic expressions and colloquialisms 	<p>Ten word formation exercises Learner to transform word in order to create meaningful and grammatically correct text. More than one change may be required (Work at text level)</p>	<p>Ten word formation exercises</p>	<p>5</p>
<p><u>Use of English Part Five</u> Learner can</p> <ul style="list-style-type: none"> maintain a high degree of grammatical accuracy of a broad lexical repertoire and of idiomatic expressions and colloquialisms identify synonymous sentences 	<p>Transformation exercises at sentence level Learner to complete a second sentence so that it means the same as the first one, making use of the keyword provided and using no more than five words in total (Work at sentence level)</p>	<p>Sentence Transformation exercise</p>	<p>5</p>
<p>Total weighting for the Use of English section = 20% of the examination.</p>			

<p>Writing</p> <p>Learner can</p> <ul style="list-style-type: none"> • write clear, well-structured texts of complex texts, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion • produce clear smoothly flowing, well-structured text, showing controlled use of organisational patterns, connectors and cohesive devices • express him/herself with clarity and precision relating to the addressee flexibly and effectively • consistently maintain a high degree of grammatical accuracy; errors are rare and difficult to spot <p>Learner can demonstrate</p> <ul style="list-style-type: none"> • a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions • little obvious searching for expressions or avoidance strategies • a good command of idiomatic expressions and colloquialisms 	<p>Story, description, letter or short-answer essay (120-150 words) based on provided title and description of expected content</p>	<p>Story, description or short-essay</p>	<p>100%</p>
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Total weighting for the Writing section = 20% of the examination.

<p>Speaking Part One (1.5 minutes per learner) Learner can</p> <ul style="list-style-type: none"> • understand in detail speech on abstract and complex topics beyond his/her field, given the opportunity to confirm occasional details, especially if the accent is unfamiliar • use language flexibly and effectively including emotional, allusive and joking usage • participate fully in an interview, expanding and developing the point being discussed fluently without any support and handling interjections well 	<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 (5 minutes for two learners) Learner can</p> <ul style="list-style-type: none"> • put his/her case in a clear, smoothly flowing, elaborate and often memorable fashion • put an articulate and persuasive argument • argue a formal position convincingly, responding to questions and comments and answering complex lines of counter argument fluently, spontaneously and appropriately • backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it 	<p>Learner-to-learner discussion. Based on visual or written prompt</p>	<p>Learner-to-learner discussion</p>	<p>n/a</p>
<p>Speaking Part Three (5 minutes for two learners, 8 minutes for three learners) Learner can</p> <ul style="list-style-type: none"> • express him/herself fluently and spontaneously, almost effortlessly • demonstrate a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions • demonstrate there is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language 	<p>Three-way discussion between interlocutor and candidates based on the topic from part two of the test</p>	<p>Sustained Three-way discussion</p>	<p>n/a</p>
<p>Total weighting for the Speaking section = 20% of the examination.</p>			

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