



ESOL  
International

# ESB Level 3 Certificate in ESOL International

## All Modes – (C2)



## Syllabus for Centres and Assessors

### **ESB EFL/ESOL Certificate in English as a Foreign Language**

ESOL International All Modes  
Level 3 (C2)

**Qualification number**  
C2 500/3655/5

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

**How does the ESB Level 3 Certificate C2 in ESOL International All Modes relate to the Common European Framework of Reference for Languages (CEFR)?**

The ESB Level 3 Certificate in ESOL International All Modes has been designed against level C2 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 any kind of spoken language, whether live or broadcast, delivered at fast native speed when given some time to get familiar with the speaker's accent.
- read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
- take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms.
- express him/herself fluently and convey finer shades of meaning precisely. If there is a problem s/he can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
- present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
- write clear, smoothly-flowing text in an appropriate style.
- write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points.
- write summaries and reviews of professional or literary works.

Language, Functions and Vocabulary which may be required to complete tasks above		
LANGUAGE	VOCABULARY	EXTENDED DISCOURSE
<p>Learner can use grammatical forms for <b>Level 2</b> accurately and maintain control of even complex grammatical forms while discussing unfamiliar topics. Language is used appropriately and includes accurate use of:</p> <ul style="list-style-type: none"> <li>• All tense and aspect forms</li> <li>• All question forms including the use of intonation to signal question</li> <li>• Modals and modality (including pasts)</li> <li>• Verb patterns</li> <li>• Multi-word verbs</li> <li>• Real and unreal conditions</li> <li>• Complex multi-clause sentences</li> <li>• More complex indirect speech</li> <li>• Effective use of intonation to convey meaning</li> <li>• Use of connotation to imply meaning</li> </ul> <p>Register of language – informality and formality</p>	<p>Learner can use language to realise a full range of functions such as:</p> <ul style="list-style-type: none"> <li>• Asking for / giving personal advice</li> <li>• Changing the past</li> <li>• Clarifying / confirming for understanding</li> <li>• Complaining about goods / services</li> <li>• Conceding a point</li> <li>• Counter-arguing</li> <li>• Daydreaming</li> <li>• Decision-making</li> <li>• Describing, comparing and discussing changes in lifestyle, etc</li> <li>• Developing ideas, opinions and systematic arguments</li> <li>• Discuss hypothetical situations</li> <li>• Eliciting opinions</li> <li>• Expressing irritation</li> <li>• Expressing regrets, hopes and desires</li> <li>• Expressing thoughts and emotions precisely</li> <li>• Giving a critical response in a constructive fashion</li> <li>• Giving advantages / disadvantages</li> <li>• Hedging and expressing ideas tentatively</li> <li>• Interrupting</li> <li>• Making speculations</li> <li>• Making / responding to complaints</li> </ul>	<p>Learner can use a variety of words, phrases, collocations, idiomatic expressions, synonyms and antonyms accurately and consistently to talk and interact in a highly effective manner on a wide range of topics both familiar and unfamiliar:</p> <ul style="list-style-type: none"> <li>• Family and relationships</li> <li>• Friends, people and relationships</li> <li>• Personality, character</li> <li>• Feelings and emotions</li> <li>• House, home and environment</li> <li>• Daily life and society / social relations</li> <li>• The environment</li> <li>• The future</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 and the world around us</li> <li>• Daily life and society</li> <li>• Shopping, clothes and commodities</li> <li>• Fashion and youth culture</li> <li>• Music and the pop world</li> <li>• Politics and current events</li> <li>• Social and cultural issues</li> <li>• Demonstrate awareness of and ability to use language connotatively</li> </ul>

- Making / responding to false accusations
- Modifying
- Negotiating meaning
- Persuading
- Qualifying / illustrating arguments
- Requesting and giving detailed travel information / instructions
- Seeking consensus and compromising
- Self-correcting
- Speculating about future
- Summarising and rounding up

- Ability to use colloquial language appropriately

**ESB Level 3 International Certificate in English as a Foreign Language Level 3 C2 Syllabus**

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

**Assessment Criteria**

<b>Skill and Focus</b>	<b>Task</b>	<b>Format</b>	<b>Marks</b>
<p><b><u>Listening Part One - Sections A and B</u></b> Learner can</p> <ul style="list-style-type: none"> <li>understand any kind of spoken language involving native speakers, even when delivered at fast, native speed</li> <li>understand a wide range of recorded and broadcast audio material</li> <li>identify finer points of detail</li> <li>identify implicit attitudes and relationships between speakers</li> </ul>	<p><b>Ten items.</b> 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. Recordings of complex interactions in paired/group discussion and/or specialised lectures/presentations</p>	Three-option multiple choice	5+5
<p><b><u>Listening Part Two</u></b> Learner can</p> <ul style="list-style-type: none"> <li>understand any kind of spoken language involving native speakers, even when delivered at fast, native speed</li> <li>easily follow complex interactions even on abstract, complex unfamiliar topics</li> <li>identify finer points of detail</li> </ul>	<p><b>Ten items.</b> Three recordings each played twice. Learner to choose the correct answer from three written answers. Conversations of complex nature involving abstract, complex unfamiliar topics.</p>	Three-option multiple choice	10
<p>Total weighting for the Listening section = 20% of the examination.</p>			

<p><b><u>Reading Part One</u></b> Learner can</p> <ul style="list-style-type: none"> <li>• understand all forms of the written language</li> <li>• appreciate subtle distinctions of style and implicit as well as explicit meaning</li> <li>• quickly scan through long and complex texts, locating relevant details</li> </ul>	<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>7-8</p>
<p><b><u>Reading Part Two</u></b> Learner can</p> <ul style="list-style-type: none"> <li>• understand all forms of the written language</li> <li>• appreciate subtle distinctions of style and implicit as well as explicit meaning, quickly scan through long and complex texts, locating relevant details</li> </ul>	<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>7-8</p>
	<p>Total of fifteen items for Reading Parts One and Two</p>		<p>Total of 15</p>
<p>Total weighting for the Reading section = 20% of the examination.</p>			

<p><b><u>Use of English Part One</u></b> Learner can</p> <ul style="list-style-type: none"> <li>maintain consistent grammatical control of complex language</li> </ul>	Ten grammatical multiple choice items. (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>demonstrate a good command of a broad lexical repertoire and of idiomatic expressions and colloquialisms</li> </ul>	Ten lexical multiple choice items. (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>maintain consistent grammatical control of complex language</li> <li>Can demonstrate a good command of a broad lexical repertoire and of idiomatic expressions and colloquialisms</li> </ul>	Ten open cloze items (Learner to work at text level)	Open cloze items	10
<p><b><u>Use of English Part Four</u></b> Learner can</p> <ul style="list-style-type: none"> <li>maintain consistent grammatical control of complex language</li> <li>demonstrate a good command of a broad lexical repertoire and of idiomatic expressions and colloquialisms</li> <li>distinguish different meanings according to form of word</li> </ul>	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)	Ten word formation exercises	10
<p><b><u>Use of English Part Five</u></b> Learner can</p> <ul style="list-style-type: none"> <li>demonstrate a good command of a broad lexical repertoire and of idiomatic expressions and colloquialisms</li> <li>identify synonymous sentences</li> </ul>	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)	Sentence transformation exercise	10

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



<p><b>Writing</b></p> <p>Learner can</p> <ul style="list-style-type: none"> <li>• write 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</li> <li>• produce clear, smoothly flowing, well-structured text, showing controlled use of organisational patterns, connectors and cohesive devices</li> <li>• express him/herself with clarity and precision</li> <li>• maintain consistent grammatical control of complex language</li> <li>• demonstrate a good command of a broad lexical repertoire and of idiomatic expressions and colloquialisms</li> </ul>	<p>Essay (300 - 350 words) based on one of the three titles provided</p>	<p>Essay</p>	<p>100%</p>
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Total weighting for the Writing section = 20% of the examination.

<p><b><u>Speaking Part One</u></b> (1.5 minutes per learner) Learner can</p> <ul style="list-style-type: none"> <li>• understand any native speaker interlocutor and given an opportunity to adjust to non-standard accent or dialect</li> <li>• converse comfortably and appropriately, unhampered by any linguistic limitations in a personal, social context</li> <li>• backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it</li> </ul>	Learner is interviewed on personal information	Series of short questions relating to personal information	n/a
<p><b><u>Speaking Part Two</u></b> (2 + 3 minutes per learner) Learner can</p> <ul style="list-style-type: none"> <li>• put his/her case in a clear, smoothly flowing, elaborate and often memorable fashion</li> <li>• put an articulate and persuasive argument</li> <li>• hold his/her own in formal discussions of complex issues</li> <li>• backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it</li> </ul>	Sustained (2-minute) individual monologue followed by commentary on partner's contribution. (3 minutes) Based on written prompt	Sustained (2-minute) individual monologue turn plus commentary (3 minutes)	n/a
<p><b><u>Speaking Part Three</u></b> (3 minutes for two learners, 5 minutes for three learners) Learner can</p> <ul style="list-style-type: none"> <li>• put an articulate and persuasive argument</li> <li>• hold his/her own in formal discussions of complex issues</li> <li>• backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it</li> </ul>	Learner-to-learner discussion. Based on visual or written prompt	Learner-to-learner discussion	n/a
Total weighting for the Speaking section = 20% of the examination.			

English Speaking Board (International) Ltd  
9 Hattersley Court  
Burscough Road  
Ormskirk L39 2AY

Tel: (+44) 01695 573439

Fax: (+44) 01695 228003

[www.esbuk.org](http://www.esbuk.org)

Email: [admin@esbuk.org](mailto:admin@esbuk.org)

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