



ESOL Skills  
for Life

# ESB Pre-Entry Level Award in ESOL Skills for Life

(Speaking and Listening)

**Unregulated**



## Changes from Version 1

<b>Change made</b>	<b>Page</b>
'Unregulated' specified on front cover	Front cover
Accreditation information updated	6
Email address updated to product@esbuk.org	back cover

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## Introduction

English Speaking Board (International) Ltd. (ESB International) offers high quality Speech and Language qualifications in the UK and internationally. It aims to promote clear communication at all levels and recognises the potential of all.

The ESB Pre-entry Level Award in ESOL Skills for Life (Speaking and Listening) is the introductory qualification to the ESB Skills for Life portfolio of qualifications from Entry 1 to Level 2. It can be used as an initial, unregulated qualification to evidence progression to Entry 1. ESB Skills for Life Entry 1 to Level 2 qualifications are based on the National Standards for Adult Literacy and aligned to the Adult ESOL Core Curriculum. They are regulated by the Office of Qualifications and Examinations Regulation (Ofqual) and Qualifications in Wales (QiW).

The assessments are marked and administered externally by ESB International. Speaking and Listening assessments take place at the candidates' centre, and are delivered by our team of supportive, experienced assessors. ESB International also provides training to teachers and assessment staff, and its team carry out inspections of assessments and oral exams.

## Qualification Objective

The ESB Pre-entry Assessment in Speaking and Listening is an unregulated qualification for students of English for Speakers of Other Languages (ESOL) who have very little literacy knowledge or experience with English but who need English to manage day-to-day life in the UK. The assessment can be used as first step in working towards the ESOL Skills for Life Entry 1 – Level 2 qualifications. Working towards the qualification will be particularly useful to those who have never experienced an external assessment or have not studied in a formal educational environment for some years.

ESOL Skills for Life learners are diverse and may be members of settled minority communities, refugees or asylum seekers, migrant workers, or partners or spouses of UK residents. ESB ESOL Skills for Life examinations are designed to assess real-life English language skills for work, further learning and everyday life, encourage progression into further and higher education and employment, support learners' integration into the community and equip learners with the confidence to use English language skills in the real world. They are suitable for learners from the age of 16 upwards and are available in England, Wales and Northern Ireland.

## Prior knowledge, Skills and Understanding

There are no prior learning or formal qualification requirements for the ESB Pre-entry Assessment in Speaking and Listening. ESB recommends that each learner have an initial assessment before the start of their programme to identify whether this qualification or ESOL Skills for Life Entry Level 1 would be more appropriate.

## Reasonable Adjustments

Assessment should be a fair test of learners' skills and knowledge; for some learners the usual format of assessment may not be suitable or accessible. Learners with specific needs can apply for reasonable adjustments to be made to the examination. In order to make an application for a reasonable adjustment, centres should email [customer@esbuk.org](mailto:customer@esbuk.org) as soon as they book an examination. For further information about our policy in relation to access arrangements, please visit: <https://esbuk.org/web/app/uploads/2019/12/ESB-POL-10-Reasonable-Adjustments-and-Special-Considerations-Policy-v4.pdf>.

## Qualification Profile

<b>ESB PRE-ENTRY ASSESSMENT IN SPEAKING AND LISTENING</b>	
<b>Subject sector</b>	14.1 Foundations for Learning and Life
<b>Level</b>	Pre-entry
<b>Assessment method</b>	External examiner in groups of 2 - 7
<b>Time of assessment</b>	5 minutes per candidate
<b>Grading</b>	Pass / Unsuccessful
<b>Accreditation information</b>	This qualification is unregulated
<b>Guided learning hours (GLH) and Total Qualification time (TQT)</b>	N/A These figures are intended as a guide to the relative size of a qualification as individual progression varies according to personal and educational circumstances.
<b>Age range</b>	14-16,16-19,19 +
<b>An English Speaking Board ESOL candidate may be anyone who speaks English as an acquired language, for example:</b>	<ul style="list-style-type: none"> <li>• a learner enrolled at a further education college or local authority centre</li> <li>• a learner attending a private training organisation</li> <li>• a Job Centre Plus learner</li> <li>• a learner on a workplace learning course</li> <li>• a young learner on a discrete ESOL course.</li> </ul>
<b>Progression</b>	Possible progression is to Skills for Life Entry 1, and then subsequent levels up to Level 2, further education or employment.

## Qualification Content

**Language Functions and Vocabulary** *examples of language items are in italics*

**The candidate can use high-frequency, familiar words to talk about:**

adjectives *nice, happy, big, good*

classroom objects *pen, book*

clothes *shirt, dress, hat*

colours *red, green*

common / everyday places *supermarket, park, school*

days of the week

food and drink *rice, chicken, pasta, tea*

free time activities *watch TV, play football*

jobs *teacher, police officer, shop assistant*

letters of the alphabet *to spell candidate's own name*

me, my family and friends *husband, son, sister*

months of the year

numbers 1-20

parts of the day *in the morning, at night*

the home – rooms and furniture *living room, sofa, TV*

weather *It's sunny. It's cold.*

**Language functions** *examples of language items are in italics*

**The candidate can:**

ask for / indicate the need for clarification. *Sorry? Pardon?*

describe familiar objects, food, people, clothes. *It's salad. She's a mother. It's blue.*

describe the weather *It's sunny.*

give short answers *Yes, I am. No, I'm not. Yes, it is. No, it isn't. Yes, I can. No, I can't.*

greet and take leave *Good morning. Goodbye.*

indicate likes and dislikes when asked *I like football. I don't like rain.*

respond to questions asking for factual information *I live in Leeds. I'm from Turkey.*

respond to requests for personal information *My name is Maria.*

respond to simple single step instructions, e.g. *Please give me the pen.*

**Language features** *examples of language items are in italics*

**The candidate can understand and use:**

formulaic use of present simple affirmative and negative in the first person singular *I live in Leeds. I like pizza. I don't like rain. I watch TV. I study English.*

prepositions of place *in, on, between, next to*

singular and plural of nouns *child, children, pen, pens*

subject personal pronouns *I, you, he, she, we, they*

there is / there are *there are four students, there is a teacher.*

**The candidate can understand and respond to:**

formulaic use of Present Simple questions in the second person singular *Do you like football? (Yes) What day do you come to college? (Tuesday)*

possessive adjectives *my, your, his, her, its, our, their*

questions using the present continuous *What's he wearing? (a shirt), What's she doing? (cooking)*

questions with can *Can you cook? (Yes, I can. No, I can't.)*

questions with have you got *Have you got a bicycle? (Yes, I have. No, I haven't)*

questions with the verb to be *What's the weather in the picture? (Sunny) What's your favourite drink? (tea) What colour is it? (Blue)*

this / that *What's that? (a pen)*

## Assessment Procedure

The assessment takes place in groups of 2 to 7 candidates, with one assessor. There are three parts to the assessment.

### **Introduction** – up to 1 minute

The assessor introduces her/himself to the group, establishing a positive and encouraging atmosphere.

### **Part 1 Personal information** – 2 minutes per candidate

Each candidate comes to where the assessor is sitting and speaks to him/her individually. The assessor asks the candidate simple personal information questions about his / her home, family, study or work and simple free time activities. The candidate returns to his/her seat in the group.

### **Part 2 Expressing likes / dislikes and using vocabulary** – 2 minutes per candidate

The assessor leads a conversation with the candidates in a group. The assessor will show the group photographs and ask individual candidates questions about the people, activities, weather and places in the picture, and the candidates' likes and dislikes.

### **Part 3 Following single-step instructions** – 1 minute per candidate

The assessor leads a conversation with the candidates in a group. The assessor will show the group a small selection of objects or pictures and ask individual candidates to follow single step instructions.

### **Thanks and farewell** – up to 1 minute

The assessor ends the conversation, thanks the candidates and says goodbye.



## Assessment, Moderation and Quality Assurance

Speaking and Listening assessments are carried out by ESB trained assessors according to our policies. Speaking examinations are marked as they happen, based on the ESB mark scheme linked to the Adult ESOL Core Curriculum where applicable.

All ESOL Skills for Life Speaking and Listening assessors are trained and standardised by our Chief Examiner and Senior Examiner. In addition to this, ESB teams conduct live moderations of a proportion of assessors during each examination period.

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