

ENTRY 2

English Speaking Board (International) Ltd.



ESB Entry Level Award in ESOL Skills for Life (Speaking and Listening) (Entry 2) 601/5447/0



Speaking and Listening

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Introduction

English Speaking Board (International) Ltd. (ESB International) offers high-quality Speech and Language qualifications in the UK and internationally.

We aim to support learners to possess the oracy and English language skills they need to achieve their aspirations. ESB International has a full range of qualifications for learners of all ages and backgrounds which are designed to stretch the most able, support the least confident and realise the potential of all. Do contact ESB International via our website www.esbuk.org if you wish to find out more about our qualifications and how learners can progress.

Our assessments are marked and administered externally by ESB International. ESB International carries out moderation and standardisation of all its assessors to ensure their assessment of your learners is consistent and of the highest quality.

When you choose to be a centre of ESB International and prepare your learners for our assessments, we offer you support via our website and your centre's online booking hub, along with training and guidance for all of your staff involved with the learning experience. We are here to support you so that your learners achieve and enjoy the experience of assessment with ESB International.



ESB Entry Level Award in ESOL Skills for Life (Speaking and Listening) (Entry 2)

These specifications are to assist tutors in preparing learners for the ESB Entry Level Award in ESOL Skills for Life (Speaking and Listening) (Entry 2). The document supports both tutors and learners and describes the content and assessment of the qualification.

Qualification Objective

The ESB Entry Level Award in ESOL Skills for Life (Speaking and Listening) (Entry 2) is part of the portfolio of ESB ESOL Skills for Life qualifications from Entry 1 to Level 2 on the Regulated Qualifications Framework (RQF). 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 assessments 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.

ESB ESOL Skills for Life 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), the Council for the Curriculum, Examinations and Assessment (CCEA) and Qualifications Wales (QW). At Entry 2, adults can listen and respond to spoken language, including straightforward information, short narratives, explanations and instructions, speak to communicate information, feelings and opinions on familiar topics, and engage in discussion with one or more people in a familiar situation to establish shared understanding about familiar topics (National Standards for Adult Literacy).

Prior Knowledge, Skills and Understanding

There are no prior learning or formal qualification requirements for ESB ESOL Skills for Life qualifications. Learners can be entered for the Speaking and Listening, Reading or Writing Awards appropriate for their ability and needs. Learners must have the skills, knowledge and understanding to meet the specified learning outcomes for Entry 2 by the assessment date. Learners who have achieved the three Awards at the same level can be awarded an ESB Entry Level Certificate in ESOL Skills for Life (Entry 2).

Reasonable Adjustments

We believe that 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, and we recognise that disabilities can be physical or invisible. Some learners may need an access arrangement (also known as a special accommodation or reasonable adjustment) to access the assessment and show what they know and can do without changing the demands of the assessment, i.e. the learning outcomes and assessment criteria. We refer to these as Reasonable Adjustments and centres need to apply for a reasonable adjustment before their learners' assessment. Please see <https://esbuk.org/web/support/equality-diversity-inclusion-safeguarding/> for examples of reasonable adjustments, how to apply for them and further guidance. For further information about our policy in relation to access arrangements, please visit <https://esbuk.org/web/app/uploads/2022/11/ESB-POL-C10-Reasonable-Adjustments-and-Special-Considerations-Policy-v8.pdf>.

Qualification Profile

ESB ENTRY LEVEL AWARD IN ESOL SKILLS FOR LIFE (SPEAKING AND LISTENING) (ENTRY 2)	
Assessment method	Assessment by external assessors
Grading	Pass / Unsuccessful
Accreditation start date	1 st February 2015
Guided learning hours (GLH)*	120
Total Qualification Time (TQT)*	130
Ofqual Qualification number	601/5447/0
Age range	16-19,19+
An ESOL Skills for Life learner may be anyone who speaks English as an acquired language, for example:	<ul style="list-style-type: none"> • Learners at further education colleges and adult education centres • Learners attending private training organisations • Learners attending community-based ESOL providers and educational charities • Learners referred from Jobcentre Plus • Young learners (16-18) on ESOL courses • Learners from settled minority communities • Refugees or asylum seekers • Migrant workers • Partners or spouses of UK residents

Learners' educational and employment backgrounds are often highly diverse. ESB ESOL Skills for Life assessments are designed to reflect this diversity. Learners' real-life circumstances are taken into account when assessments are designed and topics include such themes as employability.

*GLH (Guided Learning Hours) is an estimate of the time allocated to teach, instruct, assess and support learners. Learner-initiated private study, preparation and marking of formative assessment is not taken into account. TQT (Total Qualification Time) includes both the number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, directed by but not under the supervision of a lecturer, supervisor or tutor. Both GLH and TQT are estimates as all learners are unique and will take different times to prepare for and achieve qualifications.

Qualification Framework

Qualification Option
3 Awards <ul style="list-style-type: none">• ESB Entry Level Award in ESOL Skills for Life (Reading) (Entry 2)• ESB Entry Level Award in ESOL Skills for Life (Writing) (Entry 2)• ESB Entry Level Award in ESOL Skills for Life (Speaking and Listening) (Entry 2)
ESB Entry Level Certificate in ESOL Skills for Life (Entry 2)

Learners are entered for each individual Award and may take Awards at different levels. Once three Awards have been achieved, learners can apply for an ESB Certificate in ESOL Skills for Life. Please see <https://esbuk.org/web/support/policies-and-procedures/>.

Speaking and Listening assessments are conducted on site at approved ESB International centres by a team of trained assessors. All assessors are independent of the centres they visit and subject to moderation following Ofqual guidelines. Assessment takes place in pairs; learner interaction is an integral part of the assessment. Each learner is assessed according to the qualification learning outcomes and assessment criteria. All learners receive a report form with their grade and personalised feedback. Successful learners receive a certificate with the qualification title and level. Results are issued within 5 working days (10 days at peak times) and qualification certificates are issued to centres within 10 working days.

Reading and Writing assessments are set by ESB International and papers are shared securely with centres. Assessments are completed on site at approved centres and subject to ESB International regulations (see Centre Handbook <https://esbuk.org/web/app/uploads/2022/09/ESB-HBK-C29-ESB-Handbook-for-Skills-for-Life-Centres-in-the-UK-v1.pdf>). Invigilation is undertaken by the centre and monitored by ESB International. Papers are marked by ESB ESOL Skills for Life markers and results are issued within 5 working days (10 days at peak times). Qualification certificates are sent to centres within 10 working days.

Resources and Support for Tutors

Sample papers and resources are available on our website <https://esbuk.org/web/our-tutor-resources/esol-skills-for-life-resources/esol-skills-for-life-entry-2/>

For questions about the content and conduct of assessments, contact product@esbuk.org. To find out more about the type of training available for your centre and to arrange bespoke face-to-face or remote training for tutors, contact business@esbuk.org.

Assessment Overview

To pass the assessment, learners are required to achieve all the assessment criteria. Learners have two opportunities to meet each criterion over the four tasks in the assessment, and three opportunities to meet AC4.3.

1. Assessment Format

Length	25 minutes
Format	Two learners with an assessor
Number of tasks/sections	4
Task 1	Exchanging personal information (5 minutes) The assessor greets the learners and invites them to ask each other questions. The learners ask their partners for personal information e.g. where they live, likes and dislikes, daily activities, past events. The assessor asks each learner additional questions and instigates a short discussion.
Task 2	Giving an unprepared talk (6 minutes) The assessor asks one of the learners to give a two-minute talk on a topic related to everyday life. The learner can have one minute to think. The learner talks to their partner, who listens and then asks two questions. The assessor may also ask a question. The assessor then asks the other learner to talk about a different topic, following the same procedure.
Task 3	Describing people, places and things (4 minutes) Each learner describes two photographs provided by the assessor. The assessor asks follow-up questions and asks the learner to compare the people, places or things in the photograph.
Task 4	Listening and discussion (10 minutes) The assessor introduces the listening task, and then plays an audio file of Text 1 to both learners. After the audio has been played once, the assessor asks one of the learners a gist question, which they answer orally. The assessor then asks both learners a detail question each, before playing Text 1 a second time. After the learners have heard the audio for the second time, the assessor asks each learner their detail question again, and they answer orally. The assessor then plays the audio file of Text 2 to both learners. After the audio has been played once, the assessor asks the other learner a gist question, which they answer orally. The assessor then asks both learners a detail question each, before playing Text 2 a second time. After the learners have heard the audio for the second time, the assessor asks each learner their detail question again, and they answer orally. Texts are short dialogues or monologues in everyday situations. The assessment ends with a short discussion between the assessor and the learners on the topic of the first or second listening text.

2. Learning Outcomes and Assessment Criteria

Adult ESOL Core Curriculum Reference:	Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	Assessed in tasks:
Lr/E2.1a, b, c, d Lr/E2.2a, b, c, d Lr/E2.4a Lr/E2.5a Lr/E2.6a Lr/E2.7a	1. Be able to obtain information from verbal communication	1.1 Follow the gist of verbal communication	2,4
		1.2 Obtain necessary information from straightforward verbal communication for a given task	2,4
		1.3 Follow straightforward verbal instructions correctly for a given task	1,3
Sc/E2.1a, b Sd/E2.1b	2. Be able to speak English to communicate	2.1 Use pronunciation to convey intended meaning	2,3
		2.2 Use straightforward language appropriate for context when speaking	1,2
Sc/E2.3a, b, c, d, e, f Sd/E2.1b, c, d, e	3. Be able to convey information	3.1 Provide relevant information to others during straightforward verbal communication	2,3
		3.2 Provide a verbal account for a given task	1,2
Lr/E2.5b Lr/E2.6a Lr/E2.8a Sc/E2.2c, d, e, f Sd/E2.1a, b, c, d, e	4. Be able to engage in discussion with others	4.1 Make appropriate contributions to discussion	1,4
		4.2 Express views clearly during verbal communication	3,4
		4.3 Obtain specific information from others	1,2,4

Pages 11-14 list the topic areas, functions and grammatical structures expected of learners by the time they have completed their course of study and undertake the assessments for the ESB ESOL Skills for Life awards at this level. The topics, functions and structures are from the Adult ESOL Core Curriculum <https://esbuk.org/web/app/uploads/2023/09/Adult-ESOL-Core-All-files.zip>. In addition to those listed here, learners should already be confident with the topic areas, functions and grammatical structures of Entry 1.

3. List of Topic Areas

Daily account
Descriptions of people, places and things
Education and studying
Events, celebrations and festivals
Food
Friends, family and neighbours
Health
Hobbies and leisure/free time
Home
Instructions
Jobs and work
Known country/town/country of origin
Last weekend/week/month/year
Local area and community
Shopping
Special occasions
Special places
Sport
Technology e.g. computers, phones
Travel and transport
Trips, visits and days out
TV, books, films
Weather and seasons

4. List of Functions

Apologise and give reasons
Ask about past events
Ask about people's feelings, opinions, interests, wishes, hopes
Ask about possession
Ask for clarification and explanation and respond to requests for clarification
Ask for descriptions of people, places and things
Check back
Compare people, places, things and make comparative questions
Describe daily routines and regular activities and ask about regular or daily routines
Describe self and others, places and things
Express likes and dislikes with reasons, and cause and effect
Express need
Express possession
Express thanks gratefully
Express views, with reasons, and cause and effect
Express wishes and hopes
Give personal information and ask for personal details
Give warnings
Greet and respond to greetings
Insist politely
Make requests – ask for directions and respond to requests for directions
Make requests – ask for permission formally and respond to formal requests for permission
Make requests – ask for something face-to-face or on the telephone
Make requests – ask someone to do something in formal and informal situations
Narrate – talk about personal past events
Offer
Persuade
Respond to formal and informal requests for something and to do something
Respond to questions about preference
Respond to requests for explanations
Take leave
Talk about future plans, arrangements and intentions and ask about future plans and intentions

5. Grammatical Structures

Simple and compound sentences
Word order in compound sentences, e.g. subject – verb – object
Clauses joined with and/but/so: <i>I like tea and coffee.</i> Questions: <i>Do you want blue or pink?</i>
There was/were/is going to be
A limited range of common verbs + –ing form Verb + infinitive with and without to: <i>We went shopping yesterday. I want to buy some fruit.</i>
Wh-questions, comparative questions, alternative questions: <i>Are buses cheaper than trains? What is better – summer or winter?</i> Question words <i>when, what time, how often, why, how</i> and expressions <i>Can you tell me..?</i>
Statements with question tags, using Entry 1 and Entry 2 tenses <i>You arrived last year, didn't you?</i>

Nouns phrases
Countable and uncountable nouns: <i>roads, trees, water, information</i> Simple noun phrases: <i>a large red box</i> Object and reflexive pronouns: <i>I gave him my book.</i> Determiners of quantity: <i>any, many</i>
Use of articles including definite article and zero article with uncountable nouns: <i>The traffic is bad today. Water is important for health.</i> Definite article with superlatives: <i>the best example</i>
Possessive s and possessive pronouns: <i>Magda's, mine, yours</i>

Verb forms and time markers in statements, interrogatives, negatives and short forms
Simple present tense of regular transitive and intransitive verbs with frequency adverbs and phrases: <i>The children often eat apples. They always go to school. I see her every day.</i> Simple past tense of regular and common irregular verbs with time markers: <i>We went to the cinema yesterday. I saw her two weeks ago.</i> Future time using present continuous, going to, will Use of time markers: <i>next week, in two days' time</i>
Modals and forms with similar meaning: <i>must</i> to express obligation <i>mustn't</i> to express prohibition <i>have to, had to</i> to express need <i>could</i> to make requests <i>couldn't</i> to express impossibility Use of simple modal adverbs: <i>possibly, probably, perhaps</i>
Very common phrasal verbs: <i>get on/off/up/down</i>

Adjectives
Adjectives and adjective word order: <i>a large black horse</i> Comparatives, regular and common irregular forms: <i>wet, wetter, dark, darker, good, better</i>

Adverbs and prepositional phrases
Prepositions and prepositional phrases of place and time: <i>until tomorrow, by next week, by the river</i>
Adverbs and simple adverbial phrases including sequencing: <i>after that</i> ; of time and place: <i>in the morning, at the bus stop</i> ; of frequency: <i>always, sometimes</i> ; of manner: <i>carefully, quickly</i> Word order with adverbs and adverbial phrases: <i>He always brought food to our house early in the morning.</i> Use of intensifiers, e.g. <i>really, quite, so</i>

Discourse
Adverbs to indicate sequence: <i>first, finally</i> Use of substitution: <i>I think so. I hope so.</i> Markers to structure spoken discourse: <i>Right. Well.</i>

Assessment, Moderation and Quality Assurance

All Reading and Writing scripts are marked and moderated by ESB International's team of ESOL Skills for Life markers and moderators according to ESB International policies.

Our markers are standardised and grade all written papers according to the ESB ESOL Skills for Life mark scheme which is based on the National Standards for Adult Literacy and aligned to the Adult ESOL Core Curriculum.

To ensure additional quality assurance throughout the process, all markers are moderated within each marking session and a proportion of all written scripts are second marked to maintain standardisation levels.

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

All ESOL Skills for Life Speaking and Listening assessors are trained and standardised by our Chief and Senior Assessors. In addition to this, ESB International conducts live moderations of a proportion of assessors every year.

Speaking and Listening Assessment Amplification

Assessment Criteria	Amplification
Task One – Exchange of personal information	
1.3 Follow straightforward verbal instructions correctly for a given task	Learner demonstrates understanding with appropriate actions. Can ask for clarification if required.
2.2 Use straightforward language appropriate for context when speaking	Learner uses register relevant to the situation.
3.2 Provide a verbal account for a given task	Learner uses a range of grammar appropriate to the level and topic, e.g. present and past tense statements and negatives, present continuous for the future, time markers appropriate to the level.
4.1 Make appropriate contributions to discussion	Learner demonstrates understanding of the main points of a discussion by asking and answering relevant questions, making relevant statements and using non-verbal signals as appropriate. Learner uses vocabulary appropriate to the topic. Errors do not impede communication.
4.3 Obtain specific information from others	Learner uses a range of question forms appropriate to the level, e.g. present simple and past simple.

Task Two – Unprepared talk	
1.1 Follow the gist of verbal communication	Learner's questions and responses indicate that the main point of the interaction has been understood.
1.2 Obtain necessary information from straightforward verbal communication for a given task	Learner's questions and responses indicate that specific information has been understood.
2.1 Use pronunciation to convey intended meaning	Learner speaks with sufficient clarity to be understood by a sympathetic listener. Learner's use of word stress and intonation assists comprehension.
2.2 Use straightforward language appropriate for context when speaking	Learner uses register relevant to the situation.
3.1 Provide relevant information to others during straightforward verbal communication	Learner uses a range of vocabulary appropriate to the context and level e.g. descriptive adjectives and comparative adjectives.
3.2 Provide a verbal account for a given task	Learner uses a range of grammar appropriate to the level and topic, e.g. present and past tense statements and negatives, present continuous for the future, time markers appropriate to the level.
4.3 Obtain specific information from others	Learner uses a range of question forms appropriate to the level, e.g. present simple and past simple.
Task Three – Describing and comparing pictures	
1.3 Follow straightforward verbal instructions correctly for a given task	Learner demonstrates understanding with appropriate actions.
2.1 Use pronunciation to convey intended meaning	Learner speaks clearly enough to be understood by a sympathetic listener. Learner's use of stress and intonation assists comprehension.
3.1 Provide relevant information to others during straightforward verbal communication	Learner uses a range of vocabulary appropriate to the context and level, e.g. descriptive adjectives and comparative adjectives.
4.2 Express views clearly during verbal communication	Learner expresses views using grammatical structures and vocabulary appropriate to the context and level e.g. "I think", "because". Errors do not impede communication.
Task Four – Listening and discussion	
1.1 Follow the gist of verbal communication	Learner's questions and responses indicate that the main point of the interaction has been understood.
1.2 Obtain necessary information from straightforward communication for a given task	Learner's questions and responses indicate that specific information has been understood.
4.1 Make appropriate contributions to discussion	Learner demonstrates understanding of the main points of a discussion by asking and answering relevant questions, making relevant statements and using nonverbal signals as appropriate. Learner uses vocabulary appropriate to the topic. Errors do not impede communication.
4.2 Express views clearly during verbal communication	Learner expresses views using grammatical structures and vocabulary appropriate to the context and level, e.g. "I think", "because". Errors do not impede communication.
4.3 Obtain specific information from others	Learner uses a range of question forms appropriate to the level e.g. present simple and past simple.

Task	Assessment Criteria									
	1.1	1.2	1.3	2.1	2.2	3.1	3.2	4.1	4.2	4.3
One			X		X		X	X		X
Two	X	X		X	X	X	X			X
Three			X	X		X			X	
Four	X	X						X	X	X

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