

ENTRY 3

English Speaking Board (International) Ltd.



ESB Entry Level Award in ESOL Skills for Life (Speaking and Listening) (Entry 3) 601/5407/X



Speaking and Listening

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Updates

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3	References to Wales removed	5
2	Introduction page updated	4
	Reasonable adjustment information updated	6
	Qualification framework information updated – credits removed	8
	Assessment overview – more detail added	9
	Lists of topics, functions and grammatical structures added	11-14
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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 3)

These specifications are to assist tutors in preparing learners for the ESB Entry Level Award in ESOL Skills for Life (Speaking and Listening) (Entry 3). 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 3) 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 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) in England and CCEA Regulation in Northern Ireland. At Entry 3, adults can listen and respond to spoken language, including straightforward information and narratives, follow straightforward explanations and instructions, speak to communicate information, feelings and opinions on familiar topics using appropriate formality, and engage in discussion with one or more people in a familiar situation, making relevant points and responding to what others say to reach a 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 3 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 3).

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 visit <https://esbuk.org/web/support/equality-diversity-inclusion-safeguarding/> for examples of reasonable adjustments, how to apply for them and further guidance. For more information on access arrangements, please see our Reasonable Adjustments and Special Considerations Policy [here](#).

Qualification Profile

ESB ENTRY LEVEL AWARD IN ESOL SKILLS FOR LIFE (SPEAKING AND LISTENING) (ENTRY 3)	
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	601/5407/X
Age range	16-19,19+
An ESOL Skills for Life learner may be anyone who speaks English as an acquired language, for example:	• 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 • ESB Entry Level Award in ESOL Skills for Life (Reading) (Entry 3) • ESB Entry Level Award in ESOL Skills for Life (Writing) (Entry 3) • ESB Entry Level Award in ESOL Skills for Life (Speaking and Listening) (Entry 3)
ESB Entry Level Certificate in ESOL Skills for Life (Entry 3)

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-3/>

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 can meet AC4.3 throughout Task 3, and they have three opportunities to meet AC4.4 and two opportunities to meet the other criteria over the four tasks in the assessment.

1. Assessment Format

Length	29 minutes
Format	Two learners with an assessor
Number of tasks/sections	4
Task 1	Exchanging personal information (6 minutes) The assessor greets the learners and invites them to ask each other questions. The learners ask their partners for personal information, e.g. past events, present activities and future plans. The assessor asks each learner additional questions and initiates a short discussion.
Task 2	Giving an unprepared talk (8 minutes) The assessor asks one of the learners to give a talk on a topic related to everyday life. The learner can have one minute to think. The learner talks to their partner for two minutes, who listens and then asks two questions. The assessor may also ask questions. The assessor then asks the other learner to talk about a different topic, following the same procedure.
Task 3	Taking part in a role play (5 minutes) The assessor introduces a situation and tells both learners what they have to do. The learners discuss the issue and must agree what they are going to do next. If they do not make a plan, the assessor will remind them to do this. The scenario is an everyday situation, e.g. booking a class, making a reservation, returning faulty goods or arranging a delivery.
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/E3.1a, b, c Lr/E3.2a, b, c, d, e	1. Be able to obtain information from verbal communication	1.1 Follow the gist of straightforward verbal communication	2, 4
		1.2 Obtain relevant detail from straightforward verbal communication	3, 4
		1.3 Follow straightforward verbal instructions correctly for a given purpose	3, 4
Sc/E3.1a, b Sc/E3.2a	2. Be able to speak English to communicate	2.1 Use clear pronunciation to convey intended meaning	1, 2
		2.2 Use appropriate language in context according to formality	2, 3
Sc/E3.4a, b, c, d, e, f	3. Be able to convey information	3.1 Present information using an appropriate structure for a given purpose	1, 2
		3.2 Provide a verbal account of relevant information for a given audience	1, 2
		3.3 Convey relevant detail during verbal communication	1, 2
Sc/E3.3a, b, c, d Sd/E3.1a, b, c, d, e, f, g Sd/E3.2a, b	4. Be able to engage in discussion with others	4.1 Contribute constructively to discussion on straightforward topics	3, 4
		4.2 Express views constructively during verbal communication on straightforward topics	2, 4
		4.3 Plan action with others for a given task	3, 4
		4.4 Obtain relevant information from others	1, 2, 3

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 2.

3. List of Topic Areas

A specific day or weekend or time period
Daily interactions
Descriptions of people, places and things
Education, studying and courses
Events, celebrations and festivals
Experiences
Food
Friends, family, neighbours and important people
Health and fitness
Hobbies and leisure/free time
Home and home life
Instructions
Jobs and working life
Known country/town/country of origin
Local area, services and community
Shopping
Special events
Special places
Sport
Technology e.g. mobile phones, computers, iPads, lap tops
Travel and transport
Trips, visits and days out
TV, books, films
Weather and seasons

4. List of Functions

Apologise in formal and informal situations
Ask about future events
Ask about people's feelings, opinions, interests, wishes, hopes
Ask for advice and suggestions and respond to suggestions and advice
Ask for clarification and explanation
Check back and ask for confirmation
Compare people, places, things and make comparative questions
Complain
Confirm information
Describe self/others, places and things and ask for descriptions of people, places and things
Explain and give reasons
Express certainty about the future and express opinions about future possibilities
Express feelings, likes and dislikes, with reasons, cause and effect
Express obligation
Express views and opinions
Give factual accounts
Give personal information and ask for personal information
Greet and respond to greetings
Introduce others
Make arrangements and plans
Make requests – ask for directions
Make requests – ask for permission formally
Make requests – ask someone to do something in formal and informal situations
Make requests on the phone, in formal and informal situations
Make suggestions and give advice
Narrate events in the past and ask about past events
Offer help
Praise and compliment others
Respond to request for directions, instructions and explanations
Show contrast, cause, reason, purpose
Suggest action with other people
Take leave
Warn and prohibit

5. Grammatical Structures

Simple, compound and complex sentences
Variations in word order: <i>to the east is....</i> Word order in complex sentences: <i>Divali is a Hindu festival which takes place in autumn.</i>
There has/have been There will be /there was going to be
Complex sentences with one subordinate clause: of time, of reason, of result, of condition, of concession Definite relative clauses using who, which, that: <i>The car that I bought is quite old.</i> A range of verbs + ing form: <i>I enjoy swimming.</i> Verbs + infinitive with and without to: <i>We saw the police arrive.</i> Infinitive to express purpose: <i>He went to France to learn French.</i>
Simple reported statements: <i>She says she wants to study English.</i>
A wide range of <i>wh</i> questions Simple embedded questions Question words including <i>whose</i>
Statements with question tags using Entry 3 tenses

Noun phrases
Noun phrases with pre- and post-modification: <i>fair haired people with sensitive skin.</i> A range of determiners: <i>all the, most, a few</i>
Use of articles including definite article with post modification: <i>the present you gave me</i> Use of indefinite article to indicate an example of: <i>This is a perfect cheese.</i> Use of indefinite articles in definitions: <i>An architect is a person who designs buildings.</i>

Verb forms and time markers in statements, interrogatives, negatives and short forms
No present perfect with: <i>since/for; ever/never; yet/already</i> <i>Used to</i> for regular actions in the past Past continuous Future simple verb forms
Modals and forms with similar meaning: positive and negative, e.g. <i>you should/shouldn't</i> to express obligation <i>Might, may, will probably</i> to express possibility and probability in the future <i>Would/should</i> for advice <i>Need to</i> for obligation <i>Will definitely</i> to express certainty in the future <i>May I?</i> asking for permission <i>I'd rather</i> stating preference
Common phrasal verbs and position of object pronouns: <i>I looked it up. She looked after them.</i>

Adjectives
Comparative and superlative adjectives: <i>good, better, the best, cheap, cheaper, the cheapest</i> Comparative structures <i>The potatoes are more expensive this week.</i>
Adverbs and prepositional phrases
Wider range of prepositions and prepositional phrases: <i>in her twenties, of average height</i>
A wide range of adverbial uses, e.g. to express possibility and un/certainty <i>possibly, perhaps, definitely</i> More complex adverbial phrases of time, place, frequency, manner A range of intensifiers, including <i>too, enough</i>
Discourse
Markers to indicate addition: <i>also</i> , sequence: <i>in the first place</i> , contrast: <i>on the other hand</i> Markers to structure spoken discourse: <i>anyway, by the way</i> Use of ellipsis in informal situations: <i>got to go</i> Use of vague language: <i>I think, you know</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	
2.1 Use clear pronunciation to convey intended meaning	Learner speaks clearly enough to be understood. Correct use of pace, stress and intonation assists comprehension.
3.1 Present information using an appropriate structure for a given purpose	Learner communicates facts and ideas in a logical sequence using connectives – e.g. sequencing words, time and discourse markers.
3.2 Provide a verbal account of relevant information for a given audience	Learner communicates facts and opinions using a range of grammar appropriate to level and context – e.g. simple, compound and complex sentences, simple past, present and future tenses, present continuous and present perfect, modal and phrasal verbs. Inaccuracies do not impede communication.
3.3 Convey relevant detail during verbal communication	Learner uses a range of vocabulary appropriate to level and context – e.g. common and special interest words, comparative and superlative adjectives, adverbs and intensifiers.
4.4 Obtain relevant information from others	Learner uses a range of question words and sentence forms appropriate to level – e.g. wh- words, closed and open questions.

Task Two – Unprepared talk	
1.1 Follow the gist of straightforward verbal communication	Learner's questions and responses indicate that the main point of the interaction has been understood.
2.1 Use clear pronunciation to convey intended meaning	Learner speaks clearly enough to be understood. Correct use of pace, stress and intonation assists comprehension.
2.2 Use appropriate language in context according to formality	Learner uses register relevant to the situation.
3.1 Present information using an appropriate structure for a given purpose	Learner communicates facts and opinions using a range of grammar and vocabulary appropriate to level and context – e.g. simple, compound and complex sentences, simple past, present and future tenses, present continuous and present perfect, modal and phrasal verbs. Inaccuracies do not impede communication.
3.2 Provide a verbal account of relevant information for a given audience	Learner communicates facts and ideas in a logical sequence using connectives – e.g. sequencing words, time and discourse markers.
3.3 Convey relevant detail during verbal communication	Learner uses a range of vocabulary appropriate to level and context – e.g. common and special interest words, comparative and superlative adjectives, adverbs and intensifiers.
4.2 Express views constructively during verbal communication on straightforward topics	Learner expresses views clearly. Contributions move the discussion forward and indicate the main points of the topic have been understood.
4.4 Obtain relevant information from others	Learner uses a range of question words and sentence forms appropriate to level – e.g. wh- words, closed and open questions.
Task Three – Role play	
1.2 Obtain relevant detail from straightforward verbal communication	Learner's questions and responses indicate that specific information has been understood.
1.3 Follow straightforward verbal instructions correctly for a given purpose	Learner demonstrates understanding with appropriate actions.
2.2 Use appropriate language in context according to formality	Learner uses register relevant to the situation.
4.1 Contribute constructively to discussion on straightforward topics	Learner makes and invites contributions using appropriate phrases for interruption and non-verbal signalling.
4.3 Plan action with others for a given task	Learner invites and offers suggestions, accepts and rejects with reasons and reaches agreement with others.
4.4 Obtain relevant information from others	Learner uses a range of question words and sentence forms appropriate to level – e.g. wh- words, closed and open questions

Assessment Criteria	Amplification
Task Four – Listening and discussion	
1.1 Follow the gist of straightforward verbal communication	Learner's questions and responses indicate that the main point of the interaction has been understood.
1.2 Obtain relevant detail from straightforward verbal communication	Learner's questions and responses indicate that specific information has been understood.
1.3 Follow straightforward verbal instructions correctly for a given purpose	Learner demonstrates understanding with appropriate actions.
4.1 Contribute constructively to discussion on straightforward topics	Learner makes and invites contributions using appropriate phrases for interruption and non-verbal signalling.
4.2 Express views constructively during verbal communication on straightforward topics	Learner expresses views clearly. Contributions move the discussion forward and indicate the main points of the topic have been understood.

Task	Assessment Criteria											
	1.1	1.2	1.3	2.1	2.2	3.1	3.2	3.3	4.1	4.2	4.3	4.4
One				x		x	x	x				x
Two	x			x	x	x	x	x		x		x
Three		x	x		x				x		x	x
Four	x	x	x						x	x		

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