

**ESB Level 1 Award in
ESOL Skills for Life (Speaking and Listening)
601/5465/2**



Speaking and Listening

**L
E
V
E
L

1**

This page is intentionally left blank.

Table of Contents

Introduction.....	4
ESB Level 1 Award in ESOL Skills for Life (Speaking and Listening)	5
Qualification Objective.....	5
Prior Knowledge, Skills and Understanding	5
Reasonable Adjustments	6
Qualification Profile	7
Qualification Framework.....	8
Resources and Support for Tutors.....	8
Assessment Overview	9
1. Assessment Format.....	9
2. Learning Outcomes and Assessment Criteria	10
3. List of Topic Areas.....	11
4. List of Functions.....	12
5. Grammatical Structures	13
Assessment, Moderation and Quality Assurance.....	15
Speaking and Listening Assessment Amplification.....	15

Updates

Version	Change made	Page
3	References to Wales removed	5
2	Introduction page updated	4
	Reasonable adjustment information updated	6
	Qualification framework information updated	8
	Assessment overview – More detail added	9
	Lists of topics, functions and grammatical structures added	11-14
	Assessment, moderation and quality assurance updated	14
	Speaking and Listening amplification added from ESB-INFO-C40 ESB ESOL Speaking and Listening Amplifications v1	15
	Contact details updated	Back cover

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 Level 1 Award in ESOL Skills for Life (Speaking and Listening)

These specifications are designed to assist tutors in preparing learners for the ESB Level 1 Award in ESOL Skills for Life (Speaking and Listening). The document supports both tutors and learners and describes the content and assessment of the qualification.

Qualification Objective

The ESB Level 1 Award in ESOL Skills for Life (Speaking and Listening) 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 Level 1, adults can listen and respond to spoken language including information and narratives, follow explanations and instructions of varying length, adapting response to speaker, medium and context, speak to communicate information, ideas and opinions adapting speech and content to take account of the listener and medium, and engage in discussion with one or more people in familiar and unfamiliar situations, making clear and relevant contributions that respond to what others say and produce a shared understanding about different 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 securely the learning outcomes for Level 1 by the assessment date. Learners who have achieved the three Awards at the same level can be awarded an ESB Level 1 Certificate in ESOL Skills for Life.

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 LEVEL 1 AWARD IN ESOL SKILLS FOR LIFE (SPEAKING AND LISTENING)	
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
Qualification number	601/5465/2
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 Level 1 Award in ESOL Skills for Life (Reading)• ESB Level 1 Award in ESOL Skills for Life (Writing)• ESB Level 1 Award in ESOL Skills for Life (Speaking and Listening)
ESB Level 1 Certificate in ESOL Skills for Life

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 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-level-1/>

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	31 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 instructs them to ask each other personal information questions and to select information to report back to the assessor. The learners ask their partners for personal information such as information about each other's life, work and future plans. Learners select information to report back to the assessor. After hearing the information, the assessor asks each learner additional questions.
Task 2	Giving a presentation and taking part in a discussion (10 minutes) Each learner gives a pre-prepared, structured presentation on a topic of their choice for 3 minutes. Following the talk, the other learner will ask three relevant questions to demonstrate understanding. The assessor may also ask further questions. The assessor identifies a specific aspect or detail of the presentation and asks the learners to discuss it for one minute. Presentations can be narratives, explanations, or descriptions of a process, a person or a place. Visual aids may be used, and the learners can take in brief notes.
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 on a resolution and what they are going to do next. If they do not make a plan, the assessor will remind them to do this. Situations may be formal or informal (e.g. giving and receiving advice, making complaints, showing persistence) and cover a range of everyday situations, including those in work-based and training settings.
Task 4	Listening and discussion (10 minutes) The assessor introduces the listening task, and then plays an audio file of one text to both learners. After the audio has been played once, the assessor asks each learner a gist question, which they answer orally. The assessor then asks both learners two detail questions each, before playing the audio a second time. After the learners have heard the audio for the second time, the assessor asks each learner their detail questions again, and they answer orally. Texts are short dialogues or monologues in everyday situations, including work-based and training contexts. The assessment ends with a short discussion between the assessor and the learners on the topic of the listening text.

2. Learning Outcomes and Assessment Criteria

Core Curriculum Reference	Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	Assessed in tasks:
Lr/L1.2a, b, c, d, e Lr/L1.6a, b	1. Be able to obtain information from verbal communication	1.1 Follow the gist of verbal communication on straightforward topics	2,4
		1.2 Obtain relevant detail from verbal communication on a straightforward topic	1,4
		1.3 Follow verbal instructions correctly for a given purpose	1,3
Sc/L1.1a, b, c Sd/L1.1b	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/L1.3a, b, c, d, e Sc/L1.4a, b	3. Be able to convey information	3.1 Present information using an appropriate structure for a given purpose	2,3
		3.2 Provide a verbal account of relevant information for a given audience	2,3
		3.3 Convey relevant details during verbal communication on straightforward topics	2,3
Sc/L1.2a, b Sd/L1.1b, c Sd/L1.2a, b, c Sd/L1.3a	4. Be able to engage in discussion with others	4.1 Contribute constructively to discussion on straightforward topics	2,4
		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 Obtain relevant information from others	1,2,3

Pages 12-15 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 3.

3. List of Topic Areas

Area and community
Aspirations
Cultural variations
Daily interactions
Describing people, places, friends and things
Describing processes
Education systems, studying and courses
Environment e.g. recycling, water, power
Events, celebrations, festivals and special occasions
Food and diet
Health and fitness
Historical places, stories
Hobbies and leisure/free time - sport, TV, books, films, music
Home and home life
Instructions
Known country/town/country of origin
Language and communication
Shopping
Social roles
Special places
Technology e.g. mobile phones, computers, iPads, games
Training and professional development
Travel and transport
Trips, visits and days out
Weather and climate
Work, careers and voluntary work

4. List of Functions

Ask about past events
Ask about people's feelings, opinions, interests, wishes, hopes
Ask about processes
Ask for advice and suggestions, make suggestions and give advice
Ask for confirmation
Ask for definitions
Check back
Compare people, places, things in detail
Complain
Describe places and things and ask for descriptions of things, places
Describe self/others and ask for descriptions of people
Explain, and give reasons
Express absence of obligation
Express feeling, likes and dislikes, hopes
Express obligation and reasons
Generalise
Give examples
Give factual accounts – classify
Give factual accounts – define
Give factual accounts – describe a simple process
Give and ask for personal information
Give views and opinions
Hypothesise
Interrupt
Introduce others
Make recommendations
Make requests in informal and formal situations – ask for something, ask someone to do something for you, ask for permission
Narrate events in the past
Persuade
Praise and compliment
Report information
Respond to request for confirmation
Respond to request for instructions
Show contrast, reason, purpose, consequence, result
Take leave
Warn and prohibit

5. Grammatical Structures

Simple, compound and complex sentences, with more than one subordinate clause
Word order in sentences with more than one subordinate clause: <i>I will tell you the story at work tomorrow because I don't have time now.</i>
There had been: <i>There had been a farm on the land before the storm.</i>
<p>A range of conjunctions to express contrast, reason, purpose, consequence, result, condition, concession Contrast: <i>although, however</i>; reason: <i>because, due to</i>; purpose: <i>in order to, so that</i>; result: <i>therefore, for this reason</i>; concession: <i>but, yet</i>.</p> <p>Conditional forms, using <i>if</i> and <i>unless</i> with past and use of <i>would</i></p> <p>Non-defining relative clauses</p> <p>Defining relative clauses with <i>where</i> or <i>whose</i>: <i>This is a person whose interest in the past led to digging up ancient cities.</i></p> <p>Participial clauses to describe accompanying actions with <i>-ing</i>: <i>The baby, crying loudly and continuously, kept her parents up all night.</i></p> <p>Clause as subject or object</p>
Reported speech with a range of tenses including use of <i>would</i> and <i>had</i>
<p>A range of embedded questions using <i>if</i> and <i>whether</i>: <i>Could you tell me whether or not she has gone out?</i></p> <p>Reported questions with <i>if</i> and <i>whether</i></p> <p>Use of <i>had</i> and <i>would</i> in reported questions</p> <p>Reported requests: <i>They asked me to help them on Saturday.</i></p> <p>Reported instructions: <i>The tutor told them not to play in there.</i></p>
Statements with question tags, using Level 1 tenses: <i>The shop had shut down a long time ago, hadn't it?</i>
Noun phrases
<p>More complex noun phrases with pre- and post-modification: <i>The girl sitting on the left is waiting for me.</i></p> <p>Word order of determiners: <i>the, my, this, twenty, each, any</i></p> <p>Use of definite, indefinite and zero article with a wide range of nouns in a range of uses</p> <p>Range of expressions to indicate possession</p>
Verb forms and time markers in statements, interrogatives, negatives and short forms
<p>Present perfect continuous</p> <p>Past perfect</p> <p>Present and past simple passive</p> <p>Use of <i>would</i> in conditional sentences</p> <p>Causative use of <i>have</i> and <i>got</i></p> <p>Modals: <i>ought</i> to express obligation; negative of <i>need</i> and <i>have to</i> express absence of obligation; <i>would</i> to express hypotheses; use of forms, e.g. <i>be able to</i> to refer to the future; <i>would like</i> + object + infinitive, e.g. <i>would like you to</i>; <i>be supposed to</i>, <i>be meant to</i>, <i>appear to</i> and <i>tend to</i></p> <p>Use of simple modal adverbs: <i>possibly, probably, perhaps</i></p> <p>A range of phrasal verbs</p>

Adjectives

Comparisons using *fewer* and *less*

Collocation of adjective + preposition: *She was enthusiastic about the idea.*

Adverbs and prepositional phrases

Prepositions to express concession

Collocations of verbs + prepositions; nouns + prepositions

A range of adverbial phrases of time, manner, degree, extent, place, frequency, probability: *anyway, well, right, now, OK, so*

Comparative and superlative forms of adverbs

A wide range of intensifiers

Discourse

A range of discourse markers expressing: addition, cause and effect, contrast, sequence and time

Markers to structure spoken discourse: *accordingly, therefore, subsequently*

Use of ellipsis in informal speech and writing: *sounds good, spoken to Jim today, nice idea*

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 and reporting back	
1.2 Obtain relevant detail from verbal communication on a straightforward topic	Learner's questions and responses indicate specific information has been identified and understood.
1.3 Follow verbal instructions correctly for a given purpose	Learner demonstrates understanding with appropriate actions.
2.1 Use clear pronunciation to convey intended meaning	Learner is clearly understood. Use of stress, intonation and pace ensures meaning is clearly conveyed. Minor hesitations do not impede comprehension.
4.4 Obtain relevant information from others	Learner uses a range of question forms appropriate to the level e.g. present perfect, present perfect continuous and embedded questions. Errors do not impede communication.

Task Two – Prepared talk / presentation	
1.1 Follow the gist of verbal communication on straightforward topics	Learner's response and questions indicate the main points have been identified and understood.
2.1 Use clear pronunciation to convey intended meaning	Learner is clearly understood. Use of stress, intonation and pace ensures meaning is clearly conveyed. Minor hesitations do not impede comprehension.
2.2 Use appropriate language in context according to formality	Learner uses register and grammatical structures relevant to the situation.
3.1 Present information using an appropriate structure for a given purpose	Learner communicates detail and ideas in a logical sequence, using e. g. connectives, discourse markers and complex sentences. Errors do not impede communication.
3.2 Provide a verbal account of relevant information for a given audience	Learner communicates facts and feelings clearly using a range of grammatical structures appropriate to the level e.g. past, present, future tenses and reported speech. Errors do not impede communication.
3.3 Convey relevant details during verbal communication on straightforward topics	Learner uses a range of vocabulary appropriate to the topic and level topics including where relevant: general and technical vocabulary, adjectives, adverbs, comparatives and superlatives.
4.1 Contribute constructively to discussion on straightforward topics	Learner invites contributions from other speakers using appropriate phrases and non-verbal signalling. Learner's contribution indicates the main points of the discussion have been understood.
4.2 Express views constructively during verbal communication on straightforward topics	Learner expresses views clearly. Responses indicate main points of the topic have been understood.
4.4 Obtain relevant information from others	Learner uses a range of question forms appropriate to the level e.g. present perfect, present perfect continuous and embedded questions. Errors do not impede communication.

Task Three – Role play	
1.3 Follow 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 and grammatical structures relevant to the situation.
3.1 Present information using an appropriate structure for a given purpose	Learner communicates detail and ideas in a logical sequence, using e. g. connectives, discourse markers and complex sentences. Errors do not impede communication.
3.2 Provide a verbal account of relevant information for a given audience	Learner communicates facts and feelings clearly using a range of grammatical structures appropriate to the level e.g. past, present, future tenses and reported speech. Errors do not impede communication.
3.3 Convey relevant details during verbal communication on straightforward topics	Learner uses a range of vocabulary appropriate to the topic and level including where relevant: general and technical vocabulary, adjectives, adverbs, comparatives and superlatives.
4.3 Plan action with others for a given task	Learner offers and responds to suggestions and makes and responds to offers. Errors do not impede communication.
4.4 Obtain relevant information from others	Learner uses a range of question forms appropriate to the level e.g. present perfect, present perfect continuous and embedded questions. Errors do not impede communication.
Task Four – Listening and discussion	
1.1 Follow the gist of verbal communication on straightforward topics	Learner's questions and responses indicate the main points have been identified and understood.
1.2 Obtain relevant detail from verbal communication on a straightforward topic	Learner's questions and responses indicates specific information have been identified and understood.
4.1 Contribute constructively to discussion on straightforward topics	Learner invites contributions from other speakers using appropriate phrases and non-verbal signalling. Learner's contribution indicates the main points of the discussion have been understood.
4.2 Express views constructively during verbal communication on straightforward topics	Learner expresses views clearly. Responses indicate 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
Two	x			x	x	x	x	x	x	x		x
Three			x		x	x	x	x			x	x
Four	x	x							x	x		

English Speaking Board (International) Ltd

9 Hattersley Court, Ormskirk
Lancashire L39 2AY
Tel: (+44) 01695 573439
Web: www.esbuk.org
Email: product@esbuk.org

©English Speaking Board (International) Ltd

ESB reserves the right to change products and services periodically. Every effort has been made to ensure that information contained in publications is fully accurate at the time of going to press, however, our latest versions of all publications / policies are to be found on our website www.esbuk.org

Registered in England Company No. 01269980
Registered as a Charity No. 272565