

**ESB Level 2 Award in
ESOL Skills for Life (Speaking and Listening)
601/5467/6**



Speaking and Listening

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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 – credits removed	8
	Assessment overview – more detail added	9
	Lists of topics, functions and grammatical structures added	11-14
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	Speaking and Listening amplification added from ESB-INFO-C40 ESB ESOL Speaking and Listening Amplifications v1	15
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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 Level 2 Award in ESOL Skills for Life (Speaking and Listening)

These specifications are designed to assist tutors in preparing learners for the ESB Level 2 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 2 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 2, adults can listen and respond to spoken language including extended information and narratives, follow detailed explanations and multi-step instructions of varying length, adapting response to speaker, medium and context, speak to communicate straightforward and detailed information, ideas and opinions clearly adapting speech and content to take account of the listener, medium, purpose and situation, and engage in discussion with one or more people in a variety of different situations, making clear and effective contributions that produce outcomes appropriate to purpose and topic (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 specified learning outcomes for Level 2 by the assessment date. Learners who have achieved the three Awards at the same level can be awarded an ESB Level 2 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 2 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	601/5467/6
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 Level 2 Award in ESOL Skills for Life (Reading) • ESB Level 2 Award in ESOL Skills for Life (Writing) • ESB Level 2 Award in ESOL Skills for Life (Speaking and Listening)
ESB Level 2 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-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 AC4.4.

1. Assessment Format

Length	34 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 their hobbies and interests, home country, past events and/or 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 (12 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 two minutes. 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 (6 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. Situations may be formal or informal and require learners to come to an outcome using Level 2 functional language, negotiation and tact, and cover a range of everyday situations, including 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 three 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/L2.1a, b Lr/L2.2a, b, c, d Lr/L2.3a	1. Be able to obtain information from verbal communication	1.1 Follow the gist of extended verbal communication	2, 4
		1.2 Obtain relevant detail from extended verbal communication	1, 4
		1.3 Follow multi-step verbal instructions correctly for a given task	1, 3
Sc/L2.1a, b, c Sd/L2.2b	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/L2.4a, b, c, d, f Sc/L2.5a Sd/L2.4a	3. Be able to convey information	3.1 Present information in a logical sequence for a given purpose	1, 2
		3.2 Provide a verbal account with relevant information confidently for a given audience	2, 3
		3.3 Convey relevant detail during verbal communication	2, 3
Sc/L2.2a Sc/L2.3a, b Sd/L2.1a Sd/L2.2b, c, d Sd/L2.3a Sd/L2.4a	4. Be able to engage in discussion with others	4.1 Contribute constructively to discussion	2, 4
		4.2 Express views constructively during verbal communication	2, 4
		4.3 Respond to others constructively to move discussion forward	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 Level 1.

3. List of Topic Areas

Aspirations and ambitions
Community and volunteering
Cultural events, celebrations, variations and influences
Daily interactions e.g. shops and services
Detailed personal information
Education systems
Employment and career
Environment and climate
Food and cuisine
Health and lifestyle
Hobbies and leisure/free time – sport, TV, books, films, music
Language and communication
Lifestyles and trends
Local, national and international issues
Neighbourhood and social issues
Public services
Shopping
Social roles
Sport and fitness
Technology and technological developments
Travel and transport

4. List of Functions

Ask about and express feelings, likes and dislikes, wishes, hopes
Ask about past events
Ask about processes
Ask for and give advice
Ask for and give descriptions of self/others
Ask for and give general and specific descriptions of things and places
Ask for and give personal information
Ask for and respond to requests for confirmation
Ask for definitions
Change the topic
Check back
Clarify
Complain
Criticise, rebuke
Disagree
Explain and give reasons
Express definite and tentative arrangements in the future
Express obligation in the past
Generalise and compare/contrast
Give factual accounts: define with explanations, give examples, classify, describe a complex process
Give instructions
Give reassurance and praise
Give views, opinions and justification
Greet and sustain social interaction
Hypothesise
Interrupt
Make requests in formal and informal situations: ask for something, ask someone to do something, ask for permission
Narrate
Negotiate
Persuade
Rephrase for clarification or emphasis
Report
Speculate
Summarise
Take leave
Warn and threaten

5. Grammatical Structures

Simple, compound and complex sentences, with a wide range of subordinate clauses
Word order in complex sentences, including choice of order for emphasis: <i>You have to press here to open it/To open it, you have to press here.</i>
There could be/would be/should be Could have/would have/should have
A wide range of conjunctions: <i>on condition that, provided that</i>
Conditional forms, using had + would/could/should have: <i>I would have lent you the money if you'd explained what you wanted it for.</i>
Comparative clauses: <i>The more he spoke, the less I understood.</i>
More complex participle clauses with -ing and -ed: <i>She's often late as parking is so difficult round here.</i>
Fronting and cleft sentences for emphasis: <i>What I found particularly surprising was how long the process took to complete.</i>
Reported speech, using a range of verb forms: <i>He confirmed that the new timetable will begin next week.</i> More complex embedded questions: <i>We'd be grateful if you could explain what happened.</i> Reported questions, using a range of verb forms: <i>He asked me how long I'd wanted to be a pilot.</i>
Statements with questions tags, using Level 2 verbs and tenses: <i>He could've explained that much more clearly, couldn't he?</i> Imperative + question tag: <i>Shut the window, can't you?</i>

Noun phrases
Noun phrases of increasing complexity: <i>The percentage of people in full time employment who express satisfaction with their salary...</i>
Use of zero article with a wide range of countable and uncountable nouns in a range of constructions: <i>Colleges say that they will struggle to provide enough classes to meet current and future demand unless funding increases significantly.</i>

Verb forms and time markers in statements, interrogatives, negatives and short forms
Use a wide range of simple, continuous, perfect and perfect continuous verb forms, active and passive: <i>Significant increases have been reported in the number of people using local bus services.</i>
<i>Would</i> expressing habit in the past: <i>We'd always go round to my grandmother's house on Saturdays.</i>
Use of had + would/could/should have in conditional sentences: <i>They could have completed the task more easily if they'd taken the time to read the instructions before they started.</i>
Modals expressing past obligation, possibility, rejected conditions: <i>should have, might have, could have, must have, can't have</i>
A wide range of phrasal verbs with a number of particles: <i>to get round to, to carry on with</i>

Adjectives
Connotations and emotive strength of adjectives: <i>interesting, scandalous, devastating, unbelievable</i>
Collocation of a range of adjectives + prepositions: <i>popular with, interested in, certain of</i>

Adverbs and prepositional phrases
Prepositions + -ing forms: <i>By taking the bus, you help reduce congestion.</i>
Prepositions followed by noun phrases: <i>contrary to popular opinion</i>

Discourse
A range of logical markers: <i>in this respect, it follows that, therefore, consequently</i>
Sequence markers: <i>previously</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 on a specific topic and reporting back	
1.2 Obtain relevant detail from extended verbal communication	Learner's questions and responses indicate specific information has been identified and understood.
1.3 Follow multi-step 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.
3.1 Present information in a logical sequence for a given purpose	Learner communicates detail and ideas in a logical sequence. Learner demonstrates use of connectives and formal markers to make the account clear. 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. complex, embedded and tag questions. Errors do not impede communication.

Task Two – Prepared presentation	
1.1 Follow the gist of extended verbal communication	Learner's questions and responses 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 in a logical sequence for a given purpose	Learner communicates detail and ideas in a logical sequence. Learner demonstrates use of connectives and formal markers where relevant to make the account clear. Errors do not impede communication.
3.2 Provide a verbal account with relevant information confidently for a given audience	Learner communicates relevant facts and feelings clearly using a range of grammatical structures appropriate to the level e.g. past perfect and reported speech. Errors do not impede communication.
3.3 Convey relevant detail during verbal communication on straightforward topics	Learner uses a range of vocabulary appropriate to the topic and level including where relevant e.g. general and technical vocabulary, adjectives, adverbs and superlatives.
4.1 Contribute constructively to discussion	Learner's contribution indicates the main points of the discussion have been understood.
4.2 Express views constructively during verbal communication	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. complex, embedded and tag questions. Errors do not impede communication.
Task Three – Role play	
1.3 Follow multi-step 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.
3.2 Provide a verbal account with relevant information confidently for a given audience	Learner communicates relevant facts and feelings clearly using a range of grammatical structures appropriate to the level e.g. past perfect, and reported speech. Errors do not impede communication.
3.3 Convey relevant detail during verbal communication	Learner uses a range of vocabulary appropriate to the topic and level including where relevant e.g. general and technical vocabulary, adjectives, adverbs and superlatives.
4.3 Respond to others constructively to move discussion forward	Learner makes and invites contributions from other speakers using appropriate phrases and non-verbal signalling e.g. Excuse me., if we can move on... and according to...
4.4 Obtain relevant information from others	Learner uses a range of question forms appropriate to the level e.g. complex, embedded and tag questions. Errors do not impede communication.

Task Four – Listening and discussion	
1.1 Follow the gist of extended verbal communication	Learner's questions and responses indicate the main points have been identified and understood.
1.2 Obtain relevant detail from extended verbal communication	Learner's questions and responses indicate specific information has been identified and understood.
4.1 Contribute constructively to discussion	Learner's contribution indicates the main points of the discussion have been understood.
4.2 Express views constructively during verbal communication	Learner expresses views clearly. Responses indicate main points of the topic have been understood.
4.3 Respond to others constructively to move discussion forward	Learner makes and invites contributions from other speakers using appropriate phrases and non-verbal signalling, e.g. Excuse me., if we can move on... and according to...

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		x
Three			x		x		x	x			x	x
Four	x	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

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