



ESOL  
International

English Speaking Board (International) Ltd.



# **ESB Entry Level Certificate in ESOL International All Modes (Entry 3)**

**B1**

**500/3646/4**



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<b>Amendments from Version 6</b>	
Introduction p4	Updated
Qualification criteria p5	Updated to include online assessment
Qualification objective p6	Information added
Reasonable Adjustments policy link p6	New policy published
Guidance for teachers p8	Reference to language activities
Assessment format p13 and p18	Updated to include online assessment
Quality assurance process p21	Updated
Examiner, examination and Chief Examiner changed to assessor, assessment and Chief Assessor Candidate changed to learner	Updated
Contact details back page	Updated

## 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](http://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.

ESB International's ESOL International qualifications are mapped to the Common European Framework of Reference for Languages (CEFR) and are designed to encourage progression.



## Qualification criteria

This specification describes the ESB Entry Level Certificate in ESOL International All Modes (Entry 3) (B1), covering speaking, listening, reading, writing and use of English. It is intended to support ESOL (English for speakers of other languages) teachers and learners in the classroom and includes information on how the assessments will be conducted and the range of language to be assessed.

<b>ESB Entry Level Certificate in ESOL International All Modes (Entry 3)</b>	
<b>CEFR Level</b>	B1
<b>Assessment method</b>	Paper-based assessments – listening, reading and use of English are assessed with multiple-choice questions, completed on optical mark forms and externally marked and moderated. Writing tasks are hand-written in an answer booklet and externally marked and moderated.  Speaking assessments are face-to-face with ESB-trained assessors and interlocutors.
	Online assessments – listening, reading and use of English are assessed with multiple-choice questions, completed online and externally marked and moderated. Writing tasks are completed online and externally marked and moderated.  Speaking assessments are online using a video-conferencing platform, with ESB-trained assessors and interlocutors.
<b>Regulation start date</b>	1 <sup>st</sup> February 2008
<b>Qualification number</b>	500/3646/4
<b>GLH/TQT *</b>	200 hours / 220 hours
<b>Age range</b>	Children from age 11 to adult learners

## Prior knowledge, skills and understanding

There are no prior learning or formal qualification requirements for ESB ESOL International qualifications. Each qualification level in the ESB International ESOL qualification suite is a stand-alone qualification and learners are entered for listening, reading, use of English, writing and speaking at the same level. Learners should ensure that the qualification level they are entered for reflects their ability and needs.

\* GLH (Guided learning hours) are the suggested number of hours for a learner to be taught by an English teacher, tutor or other appropriate provider of education or training in preparing for this qualification.

TQT (Total qualification time) is an estimate of the total amount of time that could reasonably be expected for a learner to achieve the level of attainment necessary for this qualification. It includes both the number of hours assigned to a qualification for Guided Learning, and an estimate of the number of hours a learner will be likely to spend in preparing for the qualification with the tutor's guidance but not under his or her direct supervision.

All learners differ in their educational and personal circumstances, previous learning, motivation, and rate of learning so these figures indicate the relative size of qualifications and are not definitive.

## Qualification objective

ESOL International qualifications are designed for learners who are not native speakers of English and who wish to achieve a high quality, internationally recognised qualification in English that is available and recognised worldwide and up to the highest level (NQF level 3 / CEFR C2). They are suitable for learners who are preparing for entry to higher education or professional employment in the UK or elsewhere. ESOL International qualifications are designed to reference the descriptions of language proficiency in the Common European Framework Reference for Languages (CEFR). The levels in the CEFR have been mapped to the levels in the National Qualifications Framework for England, Wales and Northern Ireland (see [Pathways to Proficiency: the alignment of language proficiency scales for assessing competence in English Language DFES / QCA, 2003](#)).

The ESB Entry Level Certificate in ESOL International All Modes (Entry 3) is the first of a portfolio of ESB ESOL International qualifications at B1, B2, C1 and C2 on the Common European Framework of Reference (CEFR). ESB ESOL International Assessments are designed to demonstrate the ability of non-native speakers of English to speak, listen, read and write in English and are suitable for learners wishing to improve their level of general English for personal, academic or professional reasons. These qualifications are appropriate for anyone from the age of 11 upwards and encourage progression and measure learners' attainment as they move through the CEFR levels on their learning journey. The four ESB ESOL International qualifications provide learners with the opportunity to achieve a high quality, internationally recognised qualification at the CEFR level appropriate to them and their educational circumstances.

B1 is the lower of the two B levels on the CEFR, which describes independent users as those who can understand the main points of clear standard input on familiar matters regularly encountered in work, school and leisure; deal with most situations likely to arise whilst travelling in an area where the language is spoken; produce simple connected text on topics which are familiar or of personal interest; describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans\*.

## Reasonable adjustments

Assessment should be a fair test of learners' skills and knowledge; for some learners the usual format of assessment may not be suitable or accessible. Learners with specific needs can apply for reasonable adjustments to be made to the assessment. For further information about our policy in relation to access arrangements, please visit: <https://esbuk.org/web/app/uploads/2021/09/ESB-POL-C10-Reasonable-Adjustments-and-Special-Considerations-Policy-v7.pdf>

\*Table 1. Common Reference Levels: global scale in Council of Europe. (2001). *Common European framework of reference for languages: Learning, teaching, assessment*. Cambridge, U.K: Press Syndicate of the University of Cambridge, p.24.

## Qualification progression and CEFR levels

Independent user	<b>ESB Entry Level Certificate in ESOL International All Modes (Entry 3)</b>  <b>B1</b>	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.*
	<b>ESB Level 1 Certificate in ESOL International All Modes</b>  <b>B2</b>	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with speakers of the target language quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.*
Proficient user	<b>ESB Level 2 Certificate in ESOL International All Modes</b>  <b>C1</b>	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.*
	<b>ESB Level 3 Certificate in ESOL International All Modes</b>  <b>C2</b>	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.*

\*Table 1. Common Reference Levels: global scale in Council of Europe. (2001). *Common European framework of reference for languages: Learning, teaching, assessment*. Cambridge, U.K: Press Syndicate of the University of Cambridge, p.24.

## Guidance for teachers

The specification and the assessments are designed to closely reference level B1 of the CEFR. Teachers are recommended to consult these Council of Europe publications: Council of Europe (2001). *Common European framework of reference for languages: Learning, teaching, assessment*. Cambridge, U.K: Press Syndicate of the University of Cambridge, and Council of Europe (2018). *Common European framework of reference for languages: Learning, teaching, assessment. Companion volume with new descriptors*, available online at <https://www.coe.int/en/web/common-european-framework-reference-languages/level-descriptions>. Language activities are based in the public and personal domains, and in non-specialised educational and occupational contexts.

### 1. Listening – spoken reception and comprehension

The learner should be able to understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. He/she should be able to understand the main point of many radio or TV programmes on current affairs or topics of personal interest when the delivery is relatively slow and clear.

### 2. Speaking – spoken production and interaction

The learner should be able to deal with most situations likely to arise whilst travelling in an area where English is spoken. He/she should be able to enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).

The learner should be able to connect phrases in a simple way in order to describe experiences and events, dreams, hopes and ambitions.

The learner should be able to give brief reasons and explanations for opinions and plans.

The learner should be able to narrate a story or relate the plot of a book or film and describe personal reactions.

### **3. Reading – written reception and comprehension**

The learner should be able to understand texts that consist mainly of high frequency every day or job-related language.

The learner should be able to understand the description of events, feelings and wishes in personal letters.

### **4. Writing – written production and interaction**

The learner should be able to write simple connected text on topics which are familiar or of personal interest.

The learner should be able to write an email or a story describing experiences and impressions.

The learner should be able to write an essay passing on information or giving reasons in support of or against a particular point of view.

## Language requirements for ESB Entry Level Certificate in ESOL International All Modes (Entry 3)

<b>Verb forms</b>	Common phrasal verbs Regular and irregular forms Affirmative, negative and question forms Imperatives	
<b>Modals</b>	Can Could Would (as request) Must Have to	Should Ought to May Might
<b>Tenses</b>	Present Simple Present Continuous Past Simple of irregular verbs Past Continuous Past Simple v. Past Continuous Past Perfect Present Perfect Simple + adverbs of frequency	Present Perfect Simple + since/for Past Simple v. Present Perfect Future – Present Simple and Present Continuous Future Simple – Will Verb + infinitive v. verb + ing Present Simple passive form Second and third conditional
<b>Nouns</b>	Singular and plural Countable and uncountable Abstract nouns Noun phrases	
<b>Adjectives</b>	Comparatives and superlatives Possessive Demonstrative Quantitative	
<b>Adverbs</b>	Manner Place Time Degree Sequence	
<b>Connectives</b>	A range of commonly used connectives	

## Functions for ESB Entry Level Certificate in ESOL International All Modes (Entry 3)

- Asking for and giving advice
- Asking for and giving information
- Asking about and explaining processes
- Buying and selling
- Clarifying and confirming understanding
- Comparing likes and dislikes
- Describing interrupted activities
- Asking for and giving biographical details
- Describing personal experiences / events
- Asking for and giving information about routines and habits
- Describing obligations and necessity
- Describing future plans or intentions
- Describing future possibilities or imaginary situations
- Discussions
- Expressing agreement / disagreement
- Expressing opinions
- Expressing reasons
- Giving and asking permission
- Giving demonstrations
- Giving directions / instructions
- Inviting and accepting / refusing
- Making suggestions / comparisons
- Making and accepting an apology
- Expressing preferences
- Reporting / telling a story
- Requesting and giving information
- Warning

## Lexical areas for ESB Entry Level Certificate in ESOL International All Modes (Entry 3)

- People and relationships
- Personality, character, feelings and emotions
- Home
- Environment
- Free time
- Education
- Travel and transport
- Communication and language
- Special occasions
- Sports and hobbies
- Weather, climate and the world around us
- Daily life
- Social interaction
- Holidays and tourism
- Shopping
- Fashion and youth culture
- Health
- Dreams and ambitions
- Fame and famous people
- Food and drink
- Science and technology
- Work, jobs and professions

## **Listening, reading, use of English and writing assessment format**

The assessment is taken in one sitting of 2 hours. There are four sections: listening, reading, use of English and writing.

Paper-based assessments take place in an ESB International centre or satellite centre. Learners receive one question paper and complete a multiple choice optical mark form with their responses to the first three sections of the paper. The invigilator plays the audio for the listening section to the cohort of learners at the start of the assessment. Learners then complete the rest of the paper, and write their responses to the writing section in a separate answer booklet.

Computer-based assessments take place online. Learners complete the assessment on screen and play the audio for the listening section through headphones at the start of the assessment. Learners complete the multiple choice questions by clicking on the option they have chosen, and they type their response to the writing section using their keyboard.

<b>Listening Skills Focus</b>	<b>Task</b>	<b>Format</b>	<b>Marks/Timings</b>
<p><b>Part One</b></p> <p>Learner can:</p> <ul style="list-style-type: none"> <li>listen for specific information, i.e. location, description, time and place</li> <li>understand the main points of clear, standard speech on familiar matters</li> <li>Can follow much of everyday conversation and discussion, provided it takes place in standard speech and is clearly articulated in a familiar accent.</li> </ul>	<p>Ten recordings and ten questions</p> <p>Each recording is tested with one three-option multiple choice question</p> <p>The learner has one minute to read the questions before the audio begins</p> <p>Each recording is played twice</p>	<p>Three-option multiple choice</p>	<p>10 marks</p>
<p><b>Part Two</b></p> <p>Learner can:</p> <ul style="list-style-type: none"> <li>follow in outline a straightforward short talk on a familiar topic delivered in clearly articulated standard speech</li> <li>listen for specific information, personal information, numbers, times, dates, topic-specific vocabulary</li> </ul>	<p>One longer monologue recording and 10 questions</p> <p>The recording is tested with ten statements that are true or false</p> <p>The learner has one minute to read the questions before the audio begins</p> <p>The recording is played twice</p>	<p>True/False items</p>	<p>10 marks</p> <p>Total time approximately 30 minutes</p>
<p><b>Total weighting for the Listening section = 20% of the assessment.</b></p>			

<b>Reading Skills focus</b>	<b>Task</b>	<b>Format</b>	<b>Marks/Timing</b>
<p><b>Part One (A)</b></p> <p>Learner can:</p> <ul style="list-style-type: none"> <li>• find and understand relevant information</li> <li>• identify line of argument</li> <li>• locate information within a text</li> </ul>	<p>Four items based on a factual text of five paragraphs</p> <p>Learners read the text and match four of the six headings to four paragraphs</p> <p>Text length 400 - 450 words</p>	<p>Six headings, one of which is an example and one a distractor</p>	<p>4 marks</p>
<p><b>Part One (B)</b></p> <p>Learner can:</p> <ul style="list-style-type: none"> <li>• read straightforward factual texts related to their field with a satisfactory level of comprehension, orientation and information</li> </ul>	<p>Six statements based on the same text</p> <p>Learners must identify if each statement is true or false based on their reading of the text</p>	<p>True/False items</p>	<p>6 marks</p>
<p><b>Part Two (New Text)</b></p> <p>Learner can:</p> <ul style="list-style-type: none"> <li>• read straightforward factual texts related to their field with a satisfactory level of comprehension</li> <li>• scan longer texts in order to locate desired information, and gather information from different parts of a text in order to fulfil a specific task</li> </ul>	<p>Five multiple choice comprehension questions based on a different factual text</p> <p>Learners read the text and choose the appropriate answer to each question from four options</p> <p>Text length 400 - 450 words</p>	<p>Four-option multiple choice</p>	<p>5 marks</p> <p>Total suggested time 30 minutes</p>
<p><b>Total weighting for the Reading section = 20% of the assessment.</b></p>			

<b>Use of English Skills Focus</b>	<b>Task</b>	<b>Format</b>	<b>Marks/ Timings</b>
<p><b>Part One</b></p> <p>Learner can:</p> <ul style="list-style-type: none"> <li>demonstrate reasonable accuracy in familiar contexts</li> <li>demonstrate generally good grammatical control appropriate to the level</li> </ul>	<p>Ten grammatical multiple choice items</p> <p>Ten sentences each with a gap. Learners choose the appropriate grammar construct, word or phrase to fill each gap from four options</p>	Four-option multiple choice	10 marks
<p><b>Part Two</b></p> <p>Learner can:</p> <ul style="list-style-type: none"> <li>show good control of elementary vocabulary</li> </ul>	<p>Ten lexical multiple choice items</p> <p>Ten sentences each with a gap. Learners choose the appropriate word or phrase to fill each gap from four options</p>	Four-option multiple choice	10 marks
<p><b>Part Three</b></p> <p>Learner can:</p> <ul style="list-style-type: none"> <li>show good control of elementary vocabulary</li> <li>demonstrate reasonable accuracy in familiar contexts</li> <li>demonstrate generally good grammatical control appropriate to the level</li> </ul>	<p>Ten multiple choice cloze items</p> <p>A factual text of 250-275 words with ten gaps</p> <p>Learners read the text and choose the best word, phrase or grammar construct to fill each gap from three options</p>	Three-option multiple choice	10 marks
<p><b>Part Four</b></p> <p>Learner can:</p> <ul style="list-style-type: none"> <li>demonstrate reasonable accuracy in familiar contexts</li> <li>identify a wide range of language functions using their most common exponents</li> <li>follow cohesion in a connected linear sequence of points</li> </ul>	<p>Five multiple choice lexical items</p> <p>Each item consists of a sentence with one gap. Learners choose the best word for the gap from three options</p> <p>All options are lexical derivatives</p>	Three-option multiple choice	5 marks  Total suggested time 30 minutes
<b>Total weighting for the Use of English section = 20% of the assessment.</b>			

Writing Skills focus	Task	Format	Marks/Timings
<p>Learner can:</p> <ul style="list-style-type: none"> <li>• write straightforward detailed descriptions on a range of familiar subjects</li> <li>• express experiences, feelings or reactions in relation to events or abstract or cultural topics</li> <li>• describe real or imagined events</li> <li>• organise text to a limited extent</li> <li>• communicate clearly despite relatively frequent inaccuracies of grammar and vocabulary</li> </ul>	<p>The learner produces one piece of writing of 120-150 words</p> <p>There is a choice of three options - an informal email, a story or a short essay</p> <p>The email prompt describes a situation to which the learner responds in an email to a friend or relative</p> <p>The story prompt provides the first or last line of a story which the learner uses to begin or end a narrative</p> <p>The essay prompt is a statement or quote and an instruction to which the learner responds in an essay</p>	<p>Informal email, story or short essay</p>	<p>Total suggested time 30 minutes</p>
<p><b>Total weighting for the Writing section = 20% of the assessment.</b></p>			

## Speaking assessment format

The speaking assessment takes place separately from the written paper. Speaking assessments are held in person with the learners and assessors at the assessment venue, or online using a video-conferencing platform. Each learner is assessed in a pair with a partner. In the event of an odd number of learners, assessments may be conducted with three learners.

The total time of the assessment is 11 minutes (15 minutes for 3 learners) and it is split into three distinct parts. An assessor and interlocutor are present in the room. The learners are asked questions by the interlocutor and the process is observed by the assessor.

At the end of the assessment the interlocutor will award each learner a holistic score. The assessor will award a more analytical set of marks based on their observation of the exam and more detailed criteria. The total number of marks available for each learner is thirty.

Learners are marked analytically in five distinct areas: Grammar, vocabulary, interactive ability, discourse management and pronunciation. Details of the individual criteria can be found on page 21 of this document.

The assessment is scripted and the interlocutor does not deviate from the script other than to select the topics and questions to be asked. Topics are rotated after each pair of learners to ensure no subsequent learners have an unfair advantage.

ESB ESOL International Speaking Assessments make use of a list of twenty prescribed topics.

Prescribed Topics List
Animals
Clothes and fashion
Communication and language
Daily life
Dreams and ambitions
Entertainment and culture
Fame and famous people
Food and drink
Friends and family
Health
Holidays and tourism
Jobs and professions
Learning and education
Leisure time
Places
Science and technology
Special occasions
Sports and hobbies
The natural world
Travel and transport

Speaking Skills focus	Task	Format	Marks/Timings
<p><b>Part One</b> Learner can:</p> <ul style="list-style-type: none"> <li>• follow clearly articulated speech directed at him/her in everyday conversation</li> <li>• provide concrete information in response to questions relating to self and family</li> <li>• maintain a conversation but may need to ask for repetition</li> <li>• engage in monitoring and repair</li> </ul>	<p>General questions</p> <p>The assessor (interlocutor) asks the learners a series of questions in turn on personal or general topics from the ESB International prescribed list</p> <p>The learner responds to the interlocutor's questions, but does not interact with the other learner in this part of the assessment</p>	Series of short questions relating to personal/general information	3 Minutes

<p><b>Part Two</b> Learner can:</p> <ul style="list-style-type: none"> <li>• maintain a conversation/discussion</li> <li>• develop an argument based on a written prompt and give reasons and explanations</li> <li>• engage in monitoring and repair</li> <li>• give their opinion on partner's contributions</li> </ul>	<p>Interactive discussion based on one of the twenty topics</p> <p>The interlocutor gives the learners instructions for part two of the exam and hands them a card with two prompts written on it</p> <p>There is a question with eight related bullet points for discussion, and a follow-up question asking for a more personal response. The learners read the prompt and discuss it. They do not have to talk about all the bullet points and may add information of their own to further the discussion if they wish</p> <p>The interlocutor does not participate in the discussion</p> <p>The interlocutor will intervene to stop the discussion after the allotted time has passed</p>	Interactive discussion on a written prompt between both learners	4 minutes
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Speaking Skills focus	Task	Format	Marks/Timings
<p><b>Part Three</b> Learner can:</p> <ul style="list-style-type: none"> <li>• develop a straightforward argument based on a line of questioning and give reasons and explanations</li> <li>• maintain a discussion</li> <li>• express and respond to feelings such as surprise, happiness, sadness, interest and indifference</li> <li>• engage in monitoring and repair</li> </ul>	<p>Responding to questions</p> <p>The interlocutor introduces a new topic for this part of the assessment</p> <p>The interlocutor asks learners a series of questions on the new topic and encourages them to listen and respond to what their partner is saying or to add further comment where appropriate</p>	<p>Responding to questions on a specific topic area</p>	<p>4 minutes</p> <p>30 marks</p>
<p><b>Total weighting for the Speaking section = 20% of the assessment.</b></p>			

## Assessment, moderation and quality assurance

All completed scripts are marked and moderated by ESB International's team of ESOL International Assessors and Moderators according to ESB International policies.

Our markers are standardised and grade all written papers according to the ESB International mark scheme which is linked to the CEFR level descriptors.

To ensure additional quality assurance throughout the process, all markers are moderated within each marking session and at least 20% of all written scripts are second marked to maintain standardisation levels.

Speaking assessments are carried out by ESB International trained assessors and interlocutors according to our policies. Speaking assessments are marked as they happen. Both the interlocutor and the assessor award marks based on the ESB International mark scheme linked to the CEFR level descriptors.

All ESOL International Speaking Assessors are trained and standardised by our Chief Assessor and Senior Assessors. In addition to this, ESB International carries out moderation of centres and assessors. This is a risk-based approach in line with regulatory requirements.

All multiple-choice answer sheets are marked electronically by ESB International and are subject to rigorous scrutiny and checks to ensure their accuracy at every stage of the marking process.

To ensure that our ESOL International qualifications are valid and fit-for-purpose, we review learner performance to ensure that outcomes are fair and reliable. As a result, English Speaking Board (International) Ltd. reserves the right to make appropriate amendments to overall grade thresholds in order to maintain standards over time.

## Rating scales for speaking

Mark B1	Grammar	Vocabulary	Interactive Ability	Discourse Management	Pronunciation
5	Structures mostly accurate for the level with only occasional minor slips.	Consistently demonstrates appropriate and extensive range of lexis for this level.	Sustained interaction in both initiating and responding which facilitates fluent communication. Very sensitive to turn taking.	Consistently makes extensive, coherent and relevant contributions to the achievement of the task.	Use of stress and intonation puts very little strain on the listener and individual sounds are articulated clearly. Utterances are consistently understandable.
4.5	<b>More features of band 4 than 5</b>				
4	Generally structurally accurate for the level but some non-impeding errors present.	Evidence of an extensive and appropriate range of lexis with occasional lapses.	Meaningful communication is largely achieved through initiating and responding effectively. Hesitation is minimal and the norms of turn-taking are generally applied.	Contributions are generally relevant, coherent and of an appropriate length.	Stress and intonation patterns may cause occasional strain on listener. Individual sounds are generally articulated clearly.
3.5	<b>More features of band 4 than 3</b>				
3	Reasonable level of structural accuracy but some impeding errors are acceptable.	Lexis is mostly effective and appropriate although range and accuracy are restricted at times.	Sufficient and appropriate initiation and response generally maintained throughout the discourse although there may be some undue hesitation. Turn-taking norms may not always be observed.	Contributions are normally relevant, coherent and of an appropriate length but there may be occasional irrelevancies and lack of coherence.	Use of stress and intonation is sufficiently adequate for most utterances to be comprehensible. Some intrusive L1 sounds may cause difficulties for the listener.
2.5	<b>More features of band 3 than 2</b>				
2	Frequent basic errors and a limited command of structure leading to misunderstandings.	Lexis is limited in terms of range and accuracy and may be inappropriate for the task.	Contributions limited and the patience of the listener may be strained by frequent hesitations. The norms of turn-taking are rarely observed.	Discourse is not developed adequately and may be incoherent and irrelevant at times.	Inadequacies in all areas of pronunciation put considerable strain on the listener.
1.5	<b>More features of band 2 than 1</b>				
1	Serious structural inaccuracy and lack of control which obscure intended meaning.	Insufficient or inappropriate lexis to deal with the task adequately.	Fails to initiate and/or respond. The interaction breaks down as a result of persistent hesitation. The norms of turn-taking are not observed.	Monosyllabic responses. Performance lacks relevance and coherence throughout.	Limited competence in all areas of pronunciation severely impedes comprehension.
0.5	<b>More features of band 1 than 0</b>				
0	Too little speech to assess effectively.	Too little speech to assess effectively.	Too little speech to assess effectively.	Too little speech to assess effectively.	Too little speech to assess effectively.

**Grammar:** the range and accuracy of grammatical forms used at this level.

**Vocabulary:** learners should demonstrate, when dealing with familiar everyday situations, an appropriate range of vocabulary. They should have sufficient lexical resources to deliver their meaning with reasonable clarity.

**Interactive ability:** the learner's ability to use language to engage in meaningful communication. This includes sensitivity to turn-taking, initiating, responding accordingly and asking questions to repair miscommunication.

**Discourse Management:** the extent, coherence and relevance of the learner's contributions; the learner's ability to maintain a flow of language at a sentence level and to achieve the allocated tasks.

**Pronunciation:** individual sounds, rhythm, stress and intonation.

## General descriptors for writing

<p><b>B1 General Descriptor</b> The learner can</p> <ul style="list-style-type: none"> <li>• Write simple connected text on topics which are familiar or of personal interest.</li> <li>• Write personal letters, simple essays and stories and describe experiences and impressions.</li> <li>• Organise a text to a limited extent.</li> <li>• Communicate clearly despite relatively frequent inaccuracies of grammar and vocabulary.</li> </ul>		
<p>Pass band descriptor</p>	<p>Content &amp; appropriacy Organisation and cohesion</p>	<p>Language (Grammar, vocabulary, spelling and punctuation)</p>
	<p>The type of genre is generally recognisable from the style of text (e.g. an informal email).</p> <p>Content is appropriate and relevant to the demands of the task.</p> <p>Although content may tend to be very straightforward, there is some detail of experiences, feelings or events communicated.</p> <p>Points made are comprehensively communicated.</p> <p>Some reasonably successful attempts at paragraphing are made throughout the text with some lapses.</p> <p>Organisation of topics in the text shows signs of thought and aids in the comprehension of the piece.</p> <p>Connected and coherent sentences are used which may be linked, in some cases, to form largely cohesive paragraphs.</p> <p>Simple cohesive devices are used effectively, such as consistent pronouns.</p>	<p>The learner displays range and accuracy of vocabulary on most topics related to everyday life such as family, interests, work/school, travel, etc. with some circumlocution.</p> <p>Attempts at more complex ideas or unfamiliar topics may result in major errors.</p> <p>Good level of accuracy and range in grammar in familiar contexts and predictable structures though there may be noticeable mother tongue influences. There may be breakdowns in meaning when more complex structures are attempted but these are generally exceptions in the text.</p> <p>Basic conventions of spelling and punctuation (e.g. use of full stops and capital letters) are largely deployed with accuracy.</p>

## Task-specific descriptors for writing

Task genre	High pass	Pass	Below pass
<b>Informal Email</b>	<p>A very good attempt at achieving the task with all points covered.</p> <p>The target reader will be fully informed about the event and your opinions.</p> <p>Email format. Paragraphs will be present and text will be well-organised.</p> <p>Language will be generally accurate although minor, non-impeding errors will be present.</p> <p>Some attempt at cohesion is used to link sentences.</p> <p>Vocabulary and structure will be appropriate for the task and should display some evidence of range.</p> <p>Appropriate informal register with generally accurate spelling and punctuation.</p>	<p>An adequate attempt at achieving the task with most points covered.</p> <p>The target reader will be generally informed about the event although there may be some lack of clarity and a limited amount of information and opinion.</p> <p>Email format will be observed with some attempt at paragraphing.</p> <p>Adequate control of language displayed although likely to be rather limited in scope and probably flawed where more ambitious attempts are made.</p> <p>A number of errors in; structure, tense, vocabulary, punctuation and spelling, but generally non-impeding.</p>	<p>An inadequate attempt at achieving the task either because the points are not addressed or there is a noticeable lack of length.</p> <p>The target reader will receive a negative impression and very little information.</p> <p>Email format not obvious.</p> <p>Very minimal or no attempt at paragraphing.</p> <p>Language will be repetitive/limited and contain numerous errors, some of which will be impeding.</p> <p>Lack of control over simple structures.</p> <p>Correct punctuation and spelling will be conspicuously absent.</p> <p>There may be evidence of pre-learned chunks of text which do not bear any relation to the question.</p>

Task genre	High pass	Pass	Below pass
<b>Story</b>	<p>A very good attempt at achieving the task, which engages the reader throughout.</p> <p>The features of story–telling, i.e. setting the scene, the unfolding of events and a suitable resolution should be in evidence.</p> <p>There will generally be a confident and good level of control of the language particularly in using past tenses effectively.</p> <p>Errors will be present but generally non-impeding.</p> <p>Spelling and punctuation will be generally correct.</p>	<p>The task will be achieved adequately.</p> <p>There may be some lack of organisation or running out of ideas but overall there should be a positive effect on the reader.</p> <p>The language will be appropriate for the task but likely to be unambitious.</p> <p>Errors will be present but generally non-impeding.</p> <p>Spelling and punctuation should be adequate.</p>	<p>Structure and organisation of the story will be confused and/or very repetitive.</p> <p>Language will be limited and very simplistic and contain numerous errors, some of which will be impeding.</p> <p>There will be a lack of control over simple structures.</p> <p>Correct punctuation and spelling will be conspicuously absent.</p> <p>A negative effect on the reader.</p> <p>There may be evidence of pre-learned chunks of text which do not bear any relation to the question.</p>

<b>Task genre</b>	<b>High pass</b>	<b>Pass</b>	<b>Below pass</b>
<b>Essay</b>	<p>A very good attempt at achieving the task backed up by several examples and reasons provided from the learner's personal experience or general awareness.</p> <p>Well-organised, with evidence of paragraphing and an appropriate essay format.</p> <p>Reader will be informed and made aware of writer's stance.</p> <p>There will be evidence of a good range of structure and vocabulary together with simple cohesive devices.</p> <p>Errors in language, spelling and punctuation will be present but of a non-impeding nature.</p>	<p>The task will be achieved adequately with at least one example and reason provided from a personal or general point of view.</p> <p>Essay format. Introduction, body and conclusion and a reasonable attempt at paragraphing.</p> <p>Reader will be able to follow the line of reasoning.</p> <p>Language will be generally accurate at a simple level.</p> <p>There are likely to be a number of errors present but mostly non-impeding.</p> <p>Spelling and punctuation reasonably accurate but persistent errors will occur.</p>	<p>An inadequate attempt at achieving the task either because of noticeable lack of length or failure to respond to the question.</p> <p>Following the script will put a considerable strain on the reader.</p> <p>Poor attempt at paragraphing and text organisation.</p> <p>There will be an all-round serious lack of control of language leading to misunderstanding and creating a negative effect on the reader.</p> <p>There may be evidence of pre-learned chunks of text which do not bear any relation to the question.</p>

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