



ESOL Handbook

ESECB1 – VTCT (ITEC) Entry level Certificate in ESOL
International (Entry 3) (B1)

603/6800/7

Level: Entry Level (Entry 3)
Guided Learning (GL) hours: 180

Overview

This purpose of the qualification is to provide learners with a nationally recognised qualification in English language, referenced to the descriptions of language proficiency in the Common European Framework Reference for Languages (CEFR). The CEFR was devised by the Council of Europe as a way of standardising the levels of language competency. The CEFR organises language proficiency in six levels which can be regrouped into three broad levels: Basic User, Independent User and Proficient and User. The levels are defined through ‘can-do’ descriptors.

Common European Framework of Reference (CEFR) Level	VTCT (ITEC) ESOL International qualifications	Equivalent UK Levels
Basic user	VTCT (ITEC) Entry Level Certificate in ESOL International (Entry 1) (A1)	Entry Level 1
Basic user	VTCT (ITEC) Entry Level Certificate in ESOL International (Entry 2) (A2)	Entry Level 2
Independent user	VTCT (ITEC) Entry Level Certificate in ESOL International (Entry 3) (B1)	Entry Level 3
Independent user	VTCT (ITEC) Level 1 Certificate in ESOL International (B2)	Level 1
Proficient user	VTCT (ITEC) Level 2 Certificate in ESOL International (C1)	Level 2
Proficient user	VTCT (ITEC) Level 3 Certificate in ESOL International (C2)	Level 3

On completion of VTCT (ITEC) Entry level Certificate in ESOL International (Entry 3) (B1), learners will be able to comply with the B1 language descriptor as referenced in the (CEFR).

B1
<ul style="list-style-type: none"> • The learner can <ul style="list-style-type: none"> - Understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. - 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 & ambitions and briefly give reasons and explanations for opinions and plans

Mode content

Listening level descriptors

- The learner can
 - Understand straightforward information about common everyday or job-related topics, identifying both general messages and specific detail, provided speech is clearly articulated in a generally familiar accent
 - generally follow the main points of extended discussion around them, provided speech is clear and in standard language
 - follow clear speech in everyday conversation, though in real life situations they will sometimes have to ask for repetition of particular words and phrases
 - Understand straightforward information about job-related topics, identifying both general messages and specific details, provided that speech is clear and a familiar accent is used
 - Follow a lecture or a talk within their own field, provided that the subject matter is familiar. The learner can understand simple technical information, such as operating instructions for everyday equipment
 - Understand the information content of the majority of recorded or broadcast audio material about familiar subjects spoken relatively slowly and clearly
 - Follow many films in which visuals and action carry much of the storyline, and in which the story is straightforward and the language clear
 - Catch the main points in broadcasts on familiar topics and topics of personal interest when the language is relatively slow and clear

Reading level descriptors

- The learner can
 - Read straightforward factual texts on subjects related to his/her field and interests with a satisfactory level of comprehension
 - Find and understand general information he/she needs in everyday material, such as letters, brochures and short official documents
 - Search one long or several short texts to locate specific information he/she needs to help him/her complete a task
 - Recognise significant points in straightforward newspaper articles on familiar subjects and identify the main conclusions in clearly-written argumentative texts
 - Understand clearly-written, straightforward instructions for a piece of equipment
 - Understand authentic reading material when about familiar topics

Writing level descriptors

- The learner can
 - Write straightforward connected texts on a range of familiar subjects within his/her field of interest, by linking a series of shorter discrete elements into a linear sequence
 - Write accounts of experiences and events, describing feelings and reactions. Texts are generally coherent and understandable but occasional unclear expressions or inconsistencies may cause a break up in reading
 - Compose simple connected texts on topics which are familiar or of personal interest
 - Write letters describing experiences and impressions; write letters in a formal or semi-formal register; take notes whilst listening to familiar or predictable topics
 - Complete forms giving personal details, write short descriptive essays, narrate a story, summarise, report and give an opinion about factual information. Learners can link a series of shorter discrete elements into a connected linear text
 - Write with reasonable accuracy, a repertoire of frequently used routines and patterns associated with more common situations. Writing may contain non-impeding errors

Speaking level descriptors

- The learner can
 - Use reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations
 - Keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production
 - Initiate, maintain and close simple face-to-face conversations on topics that are familiar or of personal interest. Can repeat back part of what someone has said to confirm mutual understanding
 - Link a series of shorter, discrete simple elements into a connected, linear sequence of points
 - Initiate and maintain a simple yet fluent conversation, even though pausing for grammatical and lexical planning and repair can be very evident, especially in longer stretches of free production
 - Make himself/herself understood in short contributions, even with occasional pauses, false starts and reformulation
 - Use enough language and sufficient vocabulary to express himself/herself with some hesitation at times, and circumlocutions on topics such as hobbies and interests, work, travel, current events and everyday transactions involving familiar situations and topics; lexical limitations may cause repetition and even difficulty with formulation at times

Show good control of common vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations

 - Use reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations
 - Show a repertoire of basic language which enables him/her to deal with everyday situations with predictable content, though he/she may generally have to compromise the message and search for words

- Use pronunciation which is clearly intelligible even if some L1 interference is sometimes evident and occasional mispronunciations occur.
- Use simple techniques to start, maintain, or end a short conversation and link a series of shorter, discrete simple elements into a connected, linear sequence of points during interaction
- Use the most frequently-occurring connectors to link simple sentences in order to tell a story or describe something as a simple list of points, a process, a sequence of events, etc.
- Repeat back part of what someone has said to confirm mutual understanding

Assessment requirements

Learners must complete all five modes in order to receive an overall grade and be eligible for certification. The speaking mode of the qualification is internally assessed by the Centre's speech assessor and interlocutor and externally quality assured by VTCT.

Mode of Assessment (Paper-based or online)	Assessment Method	Examination Conditions	Speaking Assessment – Controlled
Use of English	Written Examination	✓	
Listening		✓	
Reading		✓	
Writing		✓	
Speaking	Practical Oral Examination (Face to Face)		✓

Mode	Assessment criteria	Task type	Number of items	Marks
Listening – Part A	The learner can <ul style="list-style-type: none"> Understand the main points of clear standard speech on familiar topics. 	Listen to a dialogue and identify the correct answer (True/False item)	10	10
Listening – Part B	The learner can <ul style="list-style-type: none"> Listen to a brief news item; demonstrate the ability to understand gist and details of a news brief 	Listen to a news brief and choose the correct answer (Three option multiple choice item)	6	6
Listening – Part c	The learner can <ul style="list-style-type: none"> Listen to a vocal message and identify important message details 	Listen to a message and complete the sentence (Three option multiple choice gap fill sentences)	4	4
Total			20	

Mode	Assessment criteria	Task type	Number of items	Marks
Use of English – Section 1	The learner can <ul style="list-style-type: none"> Identify appropriate structural words from grammar areas: verb tenses and structures required to perform at CEFR level 	The learner will demonstrate knowledge of structural language use by choosing the correct option (Four option multiple choice gap fill sentences)	5	5
Use of English – Section 2	The learner can <ul style="list-style-type: none"> Identify appropriate structural words from grammar areas. 	The learner will demonstrate knowledge of structural language use by choosing the correct answer (Four option multiple choice gap fill sentences)	5	5
Use of English – Section 3	The learner can <ul style="list-style-type: none"> Identify language functions and using different structural patterns; rephrasing sentence structure. 	The learner will demonstrate the ability to rephrase sentence structure by choosing the correct option (Four option multiple choice (Cloze task))	5	5
Use of English – Section 4	The learner can <ul style="list-style-type: none"> Understand and use vocabulary and grammar in a short text written in the form of a dialogue Understand and use lexical and structural patterns 	The learner will demonstrate the ability to use vocabulary and grammar structures by choosing the correct word option for the text. (Four option multiple choice (Close task))	10	5
Total			20	

Mode	Assessment criteria	Task type	Number of items	Marks
Reading – Section 5	The learner can <ul style="list-style-type: none"> Understand the details of a text 	The text may include unfamiliar vocabulary. The reading task includes about 400 words. The questions target the learner's understanding of content and specific information (Multiple choice item)	10	10
Reading – Section 6	The learner can <ul style="list-style-type: none"> Use correct vocabulary structure in context 	The learner will read a short text or a series of texts with gaps, the learner will identify the word form to use in context (Three option multiple choice items)	10	10
Total			20	

Mode	Assessment criteria	Task type	Number of items	Marks
Writing – Section 7	The learner can <ul style="list-style-type: none"> Demonstrate the ability to communicate in writing, using appropriate punctuation, spelling and register 	Writing task (minimum 80 words)	1	20
Total			20	

Mode	Assessment criteria	Task type	Marks
Oral examination – Part A	The learner will be able to <ul style="list-style-type: none"> Greet the examiner Give personal details 	Oral interaction with the interlocutor Approximately 2 minutes per learner	20

Oral examination – Part B	The learner will be able to <ul style="list-style-type: none"> describe pictures using language structures and lexicon 	Oral discourse Approximately 2 per learner	
Oral examination – Part C	The learner will be able to <ul style="list-style-type: none"> ask and answer questions about a topic and give opinions and facts 	This phase is dedicated to a natural interaction between the candidates Approximately 3-4 minutes overall	
Total			20

Indicative Content

This section gives an indication of language and structures which should be covered during a taught course at this level.

Functions

- Functions contribute to the development and maintenance of language skills. Through functional skills, learners are able to perform in social interaction, the world of work or learning. The command of the English language supports the development of communicative and practical life skills. The following are a variety of functions that learners should be able to perform having achieved a level. This is not an exhaustive list.

Personal environment	Expressing thoughts and feelings	Making things happen	Social contact
<ul style="list-style-type: none"> • Asking for and giving personal information • Describing where one lives (accommodation, area, etc.) • Asking and answering questions for confirmation, information, identification • Describing people, places and things • Correcting information • Explaining daily routines • Describing past events • Comparing things, people 	<ul style="list-style-type: none"> • Expressing agreement or disagreement • Denying something • Expressing views and feelings with reasons • Stating and asking about knowledge or ignorance of something or someone • Stating and asking about ability or inability to do something • Stating and asking about certainty or uncertainty of something • Seeking, granting or denying permission • Expressing and asking about wishes and hopes expressing and asking about wants, desires, needs • Stating and asking about intention • Stating a preference 	<ul style="list-style-type: none"> • Responding to a request • Requesting something or requesting someone to do something inviting someone to do something • Accepting or declining an offer or invitation • Giving instructions • Giving advice • Warning others to be careful or to stop doing something • Offering and requesting assistance • Suggesting a course of action 	<ul style="list-style-type: none"> • Getting someone's attention • Greeting people and responding to greetings • Expressing thanks • Addressing somebody • Introducing oneself, family and close friends • Opening, closing a conversation • Congratulating someone • Indicating lack of understanding • Asking someone to clarify or explain something • Asking someone to repeat all or part of something • Asking someone to speak more slowly • Asking for help in finding words or phrases • Asking for and giving the spelling and meaning of words

	<ul style="list-style-type: none"> • Expressing and asking about likes and dislikes, with reasons • Expressing and asking about (dis)pleasure, (un)happiness • Expressing gratitude • Offering and accepting an apology • Expressing approval or appreciation • Expressing regret 		<ul style="list-style-type: none"> • Counting and using numbers • Asking for and telling people the time, day, date • Interrupting politely • Summing up • Taking leave • Observing telephone conventions
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Grammatical accuracy

- Grammatical accuracy concerns both the user/learner’s ability to recall ‘prefabricated’ expressions correctly and the capacity to focus on grammatical forms whilst articulating thought. This is difficult because when formulating thoughts or performing more demanding tasks, the user/learner has to devote most of their mental processing capacity to fulfilling the task. The B1 illustrative descriptor scale indicates that the learner can:
 - Communicate with reasonable accuracy in familiar contexts; generally show good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express.
 - Use reasonably accurately a repertoire of frequently used ‘routines’ and patterns associated with more predictable situations
- Grammar/language items included in the learner’s repertoire include the items in the table below.

Adverbs	Regular and irregular forms of the 5 types of adverbs: frequency, degree, time, place and manner. Sentence adverbs (ideally, ironically). Focus adverbs (also, as well)
As vs like vs such as	To express similarity and comparisons. Consolidation
Be/get used to + ing	To express habits
Causative have and get	Causative constructions with have and get: have something done, get something done <i>I had a plumber fix the toilet/I got my trousers mended</i>
Connectors	Although, even though, however, in case, despite, in spite of, in case, due to, because of, unless and other cohesive devices to continue, in other words, for example...
Gerunds	Gerunds and Infinitives : Infinitives with and without to after verbs /gerunds after verbs and prepositions/gerunds as subjects and objects

Had better + infinitive	To give a piece of advice
If/when/unless	With no future, using the present simple for the future
Indirect questions	Indirect and embedded questions: Know, wonder, etc.
Intensifiers	Broad range of intensifiers (extremely, much, too, so)
Interrogatives	'Wh' words and the interrogative forms of all tenses and modals listed
Make, do and let	To allow or give permission / make something possible, make suggestions(let) Force or cause someone to do something (make)/ different uses of make. Different uses of do (do vs make)
Modals	<ul style="list-style-type: none"> • Ability (can, be able to, manage to) • Ability, possibility in the past (could, was allowed to) • Possibility (may, might, could) • Obligation (have to, ought to, must, supposed to, need to) • Permission (can, be allowed to) • Prohibition (mustn't, not allowed to, can't) • Necessity or lack of (need or needn't) • Suggestion (ought to, should) • Drawing conclusions in the present (must, can't, might, could)
Neither...nor / either...or	To refer to two people or things; agreeing and disagreeing (both...and, so (do I), neither,, nor (do I)
Passive	Present, past, present perfect and future forms
Prepositions	To indicate: location (on, inside...)/time (in, during...)/direction (in, out of...)/prepositional phrases (at the beginning...)/prepositions preceding and following nouns (by bus, at last...or phrasal verbs miscellaneous)
Question tags	Present, past and future tenses - to confirm what has been said
Reflexive pronouns	Myself, yourself, itself, himself, herself, ourselves, yourselves, themselves, oneself, etc.
Relative pronouns and clauses	Defining / non-defining or extra information clauses
Reported speech	Requests/reporting verbs and their various patterns/indirect questions: agree to, remind someone to, suggest that, accuse of, deny + ing, refuse to
So vs such	It was so sunny that .../ it was such a sunny day
Say and tell	Statements, questions and commands
Used to / would	For past habits, routines and states. To be used to / to get used to
Verb tenses Affirmative, negative, interrogative, short answers, regular, irregular, passives and imperatives, gerunds and infinitives	<ul style="list-style-type: none"> • Conditionals: "0"/ 1st and 2nd • Understands context in which 3rd Conditional is used. Is not required to use it • Future: future simple; present continuous; "going to" for intentions and predicting the future based on present evidence ; will and shall, will vs going to • Past simple (past events) • Past continuous (past actions, continuous actions interrupted by the past simple) • Past simple vs continuous

	<ul style="list-style-type: none"> • Present simple (states and habits, systems and processes) • Present continuous (future plans, present actions) present simple vs continuous • Past perfect simple (narrative, action which occurs before another in the past) • Present perfect simple (recent and indefinite past; unfinished past with for and since) • Present perfect continuous (unfinished action with for – visible result of an action)
Verbs with 2 objects	Indirect and direct objects/ prepositional phrases with to or for
Wish and hope	To express wishes and regrets about the past
Would you mind	To make polite requests
Would	For imaginary situations

Topics and lexical areas

- Vocabulary control concerns the user/learner’s ability to choose an appropriate expression from their repertoire. The B1 illustrative descriptor scale indicates that the learner can
 - Show good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.
 - Use a wide range of simple vocabulary appropriately when talking about familiar topics
- The lexical knowledge that a learner has about the English language includes information about the form and meanings of words and phrases; lexical categorisation; appropriate use of words and phrases; relationships between words and phrases (Synonyms/Antonyms). Common idiomatic expressions and phrasal verbs are also considered part of the lexicon candidates should be familiar with at a B1 level. The candidate is expected to have a range of lexical knowledge relating to B1 level topics such as:
 - Careers/work/education
 - Entertainment (books, films, culture and art)
 - Environment/pollution and weather
 - Feelings and opinions
 - Food and drink
 - Health and fitness/sports
 - Ideals and icons
 - Interests and free time
 - Lifestyles (town and country life)
 - Monuments and landmarks (including places and buildings)
 - Society and living standards
 - Technology and media
 - Travel and tour

Reading genres

- At B1 level, the learner is expected to have exposure to a wide variety of academic and authentic, or semi-authentic texts and comprehension test styles
 - Advertising material (in printed media, on billboards and posters, online advertising)
 - Broadcast and recorded spoken text
 - Business letters/email
 - Contracts
 - Dictionaries
 - Instruction manuals (how to use products)
 - Instructional materials (handouts, textbooks)
 - Job advertisements
 - Journal articles
 - Magazines
 - Menus
 - Messages and short memos
 - Newspapers
 - Novels
 - Personal letters/email
 - PowerPoint presentations
 - Recipes
 - Reports and memorandums
 - Reviews in printed media (TV dramas, plays, movies)
 - Textbooks and readers for language learning
 - Tickets and timetables
 - Travel guides and brochures
 - Warranties

Listening genres

- At B1 level, the learner is expected to have exposure to a wide variety of authentic and scripted dialogues, monologues, etc. normally encountered in personal, social, academic or vocational life
 - Advertising material (on broadcast media, recorded announcements)
 - Debates and discussions (both live and on broadcast media)
 - Entertainment (TV dramas, plays, movies)
 - Interpersonal dialogues and conversations
 - Interviews (both live and on broadcast media)
 - Listening materials for language learning
 - News broadcasts, public announcements and instructions
 - Public speeches, lectures, presentations
 - Radio phone-in, recorded tourist information
 - Reviews on TV and radio (restaurants, books, movies)
 - Routine commands (instructions by police, customs officials, airline personnel)
 - Short features and documentaries on TV and radio Sports commentaries
 - Telephone — pre-recorded information services
 - Telephone — voicemail and answering machine messages, telephone conversations

Document History

Version	Issue Date	Changes	Role
v1.0		First published	Product and Regulation Manager