

# Trinity Certificates in ESOL Skills for Life

## Entry 3 Syllabus

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## Introduction

### Welcome to the Trinity ESOL Skills for Life examination suite

The Trinity ESOL Skills for Life information pack is designed to provide details of all aspects of the examination provision, and is divided into separate booklets for each level plus a general introduction to the whole examination suite.

This syllabus is a working document which can be widely used in the classroom as well as in the examination. It is a very important document for teachers and learners.

Guidance is provided which is designed to assist teachers in preparing candidates for the examination and describes how it will be conducted mode by mode.

Additional supporting material is also included in the form of the Trinity ESOL Skills for Life video which provides a useful visual aid showing actual examples of the Speaking and Listening examinations at every level.

Thank you for your interest in Trinity examinations and we wish all those who enter them a positive and rewarding experience and, of course, every success.

### About this booklet

This booklet contains precise details as to the format and procedures of the examination at Entry 3. It also provides candidates and those preparing candidates with comprehensive coverage of the language requirements for this level and details as to how each task relates to the *Adult ESOL Core Curriculum* descriptors and individual component skills, knowledge and understanding.

The booklet is organised per mode as follows:

**Candidate profile**—describes what the candidate is expected to be able to do at the level. These profiles are taken from the *Adult ESOL Core Curriculum*.

**Format**—gives the content of the examination and gives details of examination phases and timings where applicable.

**Procedure**—describes the way in which the examination is conducted.

**Assessment**—gives general information on assessment and provides the Task-specific mark schemes which are used by the examiner to assess the candidate.

**Guidance**—offers advice on preparation for the examination including samples of tasks, key language items and communicative functions for this level, and gives actual examples of the kind of language which might be used by the candidate and the examiner.

## **Speaking and Listening**

### **1. Candidate profile**

In order to demonstrate ability at this level, candidates are expected to:

- speak to communicate information, feelings and opinions on familiar topics, using appropriate formality
- listen and respond to spoken language, including straightforward information and narratives, and follow straightforward explanations and instructions
- engage in discussion with one or more people in a familiar situation, making relevant points and responding to what others say to reach a shared understanding about familiar topics.

### **2. Format**

The examination consists of two components:

- an 8-minute one-to-one interview with a Trinity examiner
- a 10-minute discussion with 4 candidates, with a teacher acting as facilitator, observed by a Trinity examiner.

Component 1 consists of three tasks:

- exchange of information comparing people and places
- a narration of a simple story (factual or fictional)
- a role-play—giving personal information in a formal context.

Component 2 consists of one task:

- planning a social event.

### **3. Procedure**

The descriptions below explain how the Speaking and Listening examination is conducted task by task.

#### **Component 1**

##### **Task 1—up to 3 minutes**

The examiner and candidate exchange greetings.

The examiner introduces himself or herself and asks the candidate to describe and give opinions about a known person or place. Candidates can talk about family members, classmates, work colleagues or about places they have lived in, worked in or visited. The candidate needs to offer comparisons between people or places. The candidate then has to find out some information from the examiner concerning places they have spent time in or about people they know or have known. The examiner responds quite briefly but on one topic produces an extended turn. The candidate is expected to comment on the content of the examiner's responses.

The examiner brings the interaction to a close and introduces the second task.

##### **Task 2—up to 2 minutes**

The examiner asks the candidate to narrate a simple story. This can be a true story or one that the candidate has invented or a traditional or folk story. The examiner for most of the account listens and gives non-verbal encouragement. The main emphasis for assessment purposes is on the candidate's ability to speak clearly and to express statements of fact and descriptions clearly. The examiner should not interrupt but may need to offer support at times if the candidate is unable to sustain the narrative.

The examiner thanks the candidate and introduces the third task.

##### **Task 3—up to 3 minutes**

The examiner briefly sets up the role-play. This involves the candidate in being asked to provide personal information in a formal context. The possible scenarios will all be familiar to candidates, such as attending an interview at the Job Centre, registering at the local library or doctor's surgery, or speaking to a council official about accommodation or social services. The examiner is responsible for asking and responding to questions but both the examiner and candidate are responsible for maintaining the interaction which may require the candidate to ask for clarification. The candidate is offered support by the examiner if necessary.

## **Component 2**

### **Task 1—up to 10 minutes**

Wherever possible, four candidates who have already completed the interview with the examiner are asked to meet together to take the second component. They are accompanied by a teacher who acts as a facilitator. The brief for the facilitator is to set up the task and then allow the candidates to begin and maintain the interaction. The facilitator should, if necessary, encourage participation from all candidates and prevent any one candidate from monopolising the discussion. He or she should not participate in the actual discussion but can direct comment or requests for opinions to candidates to ensure equality of opportunity for making contributions to the discussion.

The examiner does not play any part in the interaction. He or she provides the facilitator with the actual discussion prompt immediately prior to the time of the group discussion. The examiner then finds a place to sit which is suitable to allow him or her to observe candidate behaviour as well as to listen to the interaction. Active listening can be shown by body language as well as by verbal signalling and the examiner notes this.

At Entry 3, the discussion centres on the planning of a social event which the candidates could feasibly attend. An appropriate event is selected by the examiner after he or she has interviewed the individual candidates. The event is selected with the composition of the discussion group in mind.

Possible events could be:

- a visit to a shopping venue
- a cinema visit
- a musical concert
- end of course party
- a religious festival
- a sporting fixture.

At the end of the discussion, the examiner indicates to the facilitator that the time is up. The facilitator closes the discussion.

The examiner thanks the candidates and facilitator and ends the examination.

## **4. Assessment**

Examiners make their assessments with reference to the Generic performance descriptors, as stated in the Introductions booklet, in combination with the Task-specific mark scheme provided overleaf. This details the actual performance and competence required for each particular Speaking and Listening task at Entry 3. The performance and competences are set out as in the *Adult ESOL Core Curriculum* either as general level descriptors or individual component skills, knowledge and understanding, whichever is more relevant to the actual task.

**Speaking  
and Listening**  
*Task-specific  
mark scheme*

<b>Component 1: Task 1—Exchange of information comparing people and places</b>	
<b>1. Speak to communicate</b>	Speak clearly to be heard and understood using appropriate speed, clarity and phrasing Make requests, ask questions to obtain information in the familiar context of comparing people and places Express clearly statements of facts and give short comparative descriptions
<b>2. Listen and respond</b>	Use strategies to clarify and confirm understanding Respond to a range of questions about the topic Listen to and respond appropriately to other points of view
<b>3. Accuracy and range of the key language items</b>  <i>N.B. When assessing a candidate's performance in this criterion, examiners are required to come to a judgement on the balance of competence in the items listed using the Generic descriptors for guidance.</i>	Word order in complex sentences with one subordinate clause <i>There has/have been</i> A wide range of <i>wh-</i> questions Defining relative clauses Markers to indicate contrast Comparative and superlative adjectives and comparative structures
<b>Component 1: Task 2—Narration of simple story either factual or fiction</b>	
<b>1. Speak to communicate</b>	Speak clearly to be heard and understood Express clearly statements of fact and short accounts Narrate events in the past
<b>2. Accuracy, range and appropriacy of the key language items</b>  <i>N.B. (see above)</i>	Word order in complex sentences Range of verbs plus <i>-ing</i> Verbs plus infinitive Past continuous Simple past tense of regular and common irregular verbs with time markers Clauses joined with <i>and/but/or</i> Markers to structure spoken discourse Markers to indicate addition and sequence
<b>Component 1: Task 3—Role-play—Giving personal information in a formal context</b>	
<b>1. Speak to communicate</b>	Speak clearly to be understood using appropriate speed, clarity and phrasing Use formal language and register Make requests and ask questions to obtain information in an unfamiliar context Express clearly statements of fact, giving personal information
<b>2. Listen and respond</b>	Use strategies to clarify and confirm understanding
<b>3. Accuracy, range and appropriacy of the key language items</b>  <i>N.B. (see above)</i>	Word order in complex sentences with one subordinate clause Infinitive of purpose <i>Wh-</i> questions Present perfect with time phrases Wide range of adverbials Range of tenses describing past, present and future events
<b>Component 2: Group discussion—Planning a social event</b>	
<b>1. Engage in discussion</b>	Make contributions to the discussion that are relevant to the subject Follow and understand the main points of the discussion Make suggestions, arrangements and plans with other people Respect the turn-taking rights of others Listen for and follow the gist; listen for detail Listen for an identify relevant and new information Listen to and respond appropriately to other points of view
<b>2. Accuracy, range and appropriacy of the key language items</b>  <i>N.B. (see above)</i>	Question tags with appropriate tenses Verb plus infinitive Future simple verb forms Modals to express possibility Probability and certainty in the future Common phrasal verbs, modals for suggestions and advice Use of vague language <i>I'd rather</i>



## **5. Guidance**

In order to ensure that candidates are fully prepared to take the examination, those responsible for teaching and preparing learners should ensure that they are fully conversant with the requirements of the examination, in terms of task requirements and the relevant skills and knowledge and the language of the level. Details of these are set out in this section and in the subsequent table.

The particular requirements are summarised below.

### **Component 1**

#### **Task 1—Exchange of information comparing people and places**

The aim of this task is to replicate as closely as possible, within the constraints of the candidate's language competence, an authentic conversation of the type that might occur between two people on a first meeting. It is not therefore intended to be a question/answer interrogation but an exchange and as such involves the candidate in responding naturally to the examiner. This might take the form of verbal and non-verbal signals to show that he or she is listening with understanding. Normal patterns of turn-taking come into play and candidates need to be familiar with these, including such strategies as pausing, use of intonation and pitch, body language and so on.

In particular, candidates should be able to:

- exchange greetings
- introduce themselves
- make requests
- ask questions to obtain information about people and places
- make comparisons.

This is also an opportunity for candidates to demonstrate command of the relevant language of the level which here includes:

- comparative and superlative adjectives
- comparative structures
- *wh*- questions.

Practice is also needed in listening to a variety of speakers producing extended turns.

#### **Task 2—Narration of simple story either factual or fictional**

This task provides the candidate with the opportunity to initiate and maintain a long turn. Before the examination, the candidate needs to prepare to narrate a story which can be fact or fiction for no more than two minutes. Timing is important and the candidate needs to consider how much material is required for a talk of this length and not over- or under-prepare. It should, however, be as spontaneous a delivery as possible and not a recital. The candidate may bring brief notes, of key words, into the examination room but he or she should not produce a full written text. This is also an opportunity for the candidate to demonstrate command of the relevant language of the level.

In particular, candidates should be able to:

- use a variety of past tense verbs, including past continuous
- structure the discourse with markers of sequence and addition.

#### **Task 3—Role-play—Giving personal information in a formal context**

The role-play allows for the introduction of a scenario which gives rise to a different range of language and functions. The candidate is expected to deal with slightly unfamiliar situations but not to act a part and the task is therefore part role-play, part simulation. It is the examiner who temporarily takes on a role, of a librarian or an interviewer etc., whilst the candidate needs to adapt the language used to the given situation. The candidate should practise similar activities and as well as initiating the questioning also respond to the information received from the examiner.

The candidate is expected to:

- take part in a role-play in a less familiar context
- make requests and ask questions to obtain information
- give personal information in a formal context
- make comments and give feedback.

## Speaking and Listening

### Component 2—Planning a social event

In a small group discussion, as well as functional and linguistic competence, there are many other aspects of note. How are contributions initiated? How do the participants interrelate with each other? What effect does body language have on the discussion? How do participants take and give up turns? Learners need to practise such small group-work in which the teacher takes a back seat and allows learners to build up confidence in relating to each other without always going through the teacher as mediator.

The candidate is expected to:

- take part in a group discussion, respecting the conventions of turn-taking
- follow and understand the main points of the discussion
- offer appropriate contributions and respond to the contributions of others
- make suggestions, arrangements and plans with other people.

In addition to this booklet, there are various other resources available. See the *Adult ESOL Core Curriculum* Speaking and Listening section on pages 176–217. Another valuable resource is the DfES ESOL Skills for Life Teacher Reference File. For Entry 3, there are 8 units and an accompanying CD-Rom of relevant practice activities. The Trinity ESOL Skills for Life video supplied to every registered centre gives an example of a genuine examination at each level and will prove invaluable to centres in helping teachers to prepare candidates fully and appropriately.

### Example of possible exchanges between examiner and candidate

The sample exchanges opposite show some ways in which examiners and candidates might express themselves during the different tasks. These are only examples, not models to be learned.

The samples are extracts which have been adapted from the Trinity ESOL Skills for Life video and reflect a secure pass performance.

#### Component 1

Examiner	Candidate
<i>Is Croydon the same as your town in Turkey?</i>	<i>I live in Croydon. Croydon is a good town. There are lots of shops and lots of restaurants. You can buy everything there. I like Croydon</i>
	<i>No, it's different. Croydon is cleaner than Turkey and the people are more friendly. Transport in England is very good. What do you think about transport? ...</i>
<i>Which college do you think has better facilities?</i>	<i>I think this college has better facilities because they are providing a separate computer room, a free self-access room for students where they can do whatever they want and there's a common room here where you can join in and play pool and so on.</i>
<i>Which environment do you like, Brighton or London?</i>	<i>Good question ... I like both ...</i>
	<i>I'm going to tell a story about a father and his son. Once upon a time, a father and his son were going on a donkey to some other place. This is a story of Pakistan where I am from. They were going from one city to another and both were sitting on the donkey and people saw them and said how cruel these two people are, they both are sitting on one donkey. The son said to the father the people are saying this. Why don't I get off and walk? ...</i>
<i>I want you to imagine you're at the Job Centre. I work in the Job Centre and I need to ask you for information in order to find out what kind of job you'd like. First of all, what kind of job are you looking for?</i>	<i>I'm looking for a job in administration ... this type of work ...</i>

## Speaking and Listening

Candidate 1	Candidate 2	Candidate 3	Candidate 4
What do you think? We should go out for a day tomorrow or next week.	Oh yeah, that's going to be cool. But where?	We can go to Brighton if the weather's nice. We must first of all check the weather.	
But near the sea is not very good because it's breezy and if the tide comes in, it's dangerous.		I think it's not dangerous. There are some people who are responsible, who look after the people if there's any problem with the water.	
			I think that's another reason to go to Brighton because the weather's nice.
I was thinking of going to a park or something like that.		Shall we go?	
	How can we go? By car, by train?		
Discussion continues.			

### Component 2:

Four candidates  
plan a day out  
together

## Speaking and Listening

### Speaking and Listening table

The following table describes what the candidate is expected to do for Entry 3. It is linked specifically to the examination tasks. The notation used is the same as that used in the *Adult ESOL Core Curriculum*.

Task coverage of descriptors, component skills and knowledge and understanding	<b>Component 1: Task 1—Conversation with examiner in which information is exchanged, comparing people and places</b>			
	<b>Basic skills standards descriptor</b>	<b>Component skills</b>	<b>Knowledge and understanding</b>	<b>Indicative language and/or behaviour</b>
	<b>Sc/E3.1 Speak clearly to be heard and understood using appropriate clarity, speed and phrasing</b>	1a use stress, intonation and pronunciation to be understood and make meaning clear	<ul style="list-style-type: none"> <li>– recognise unstressed vowels and be able to produce the <i>schwa</i> sound</li> <li>– show awareness of where stress falls in multi-syllable words, and place stress appropriately</li> <li>– be aware of the role of intonation in indicating feeling and attitude and in helping to make meaning clear</li> <li>– be aware of the need to pause between sense groups</li> </ul>	<i>father, than</i>  <i>comparison</i>
		1b articulate the sounds of English to make meaning clear	<ul style="list-style-type: none"> <li>– distinguish between phonemes to avoid ambiguity</li> </ul>	<i>better, bitter</i>
	<b>Sc/E3.3 Make requests and ask questions to obtain information in familiar and unfamiliar contexts</b>	3a make requests	<ul style="list-style-type: none"> <li>– use a range of modal verbs and other forms, suitable for asking for something</li> <li>– use a range of question words</li> </ul>	<i>Could you tell me ...?</i>
		3b ask questions to obtain personal or factual information	<ul style="list-style-type: none"> <li>– form both open and closed questions in a range of tenses, e.g. present perfect, present continuous, with appropriate intonation</li> <li>– form alternative questions, including comparative questions, with awareness of the tendency for intonation to rise on the first alternative and fall on the second</li> </ul>	<i>Have you been there?</i> <i>What are they doing there?</i>  <i>Which is better, the city or the countryside?</i>
		3d ask for descriptions of people, places and things	<ul style="list-style-type: none"> <li>– be able to request descriptions through direct questioning and more open ways of asking</li> </ul>	<i>Is it possible for you to tell me about ...?</i>
	<b>Sc/E3.4 Express clearly statements of fact and give short explanations, accounts and descriptions</b>	4a express clearly statements of fact	<ul style="list-style-type: none"> <li>– be able to form simple compound and complex sentences with appropriate word order</li> <li>– use with some accuracy suitable verb forms (particularly contracted forms) to make clear the time together with appropriate time markers</li> <li>– use with some accuracy other grammatical forms suitable for the level</li> <li>– know that intonation normally falls on a statement</li> </ul>	<i>They built many new buildings there last year.</i>

**Component 1: Task 1 (continued)**

Basic skills standards descriptor	Component skills	Knowledge and understanding	Indicative language and/or behaviour
<b>Sc/E3.4 (continued)</b>	4b give personal information	<ul style="list-style-type: none"> <li>– recognise direct and indirect requests for personal information, and understand the type and amount of detail required</li> <li>– be able to give specific information about time and place using prepositional phrases and subordinate clauses</li> <li>– be able to respond to a question and follow up the response with further relevant information or comment or with a reciprocal question</li> </ul>	<p><i>There are people living there these days who can't get a job.</i></p> <p><i>I think she was very good. Did you?</i></p>
	4f give a short description and make comparisons	<ul style="list-style-type: none"> <li>– be able to use a number of adjectives, together with the comparative and superlative form</li> <li>– be able to express similarity and contrast through the use of marker such as <i>but, however</i>, comparative structures such as <i>as ... as</i></li> </ul>	<p><i>It's the biggest city in the country.</i></p> <p><i>She's as tall as her mother.</i></p>
<b>Lr/E3.4 Use strategies to clarify and confirm understanding</b>	4a clarify and confirm understanding through verbal and non-verbal means	<ul style="list-style-type: none"> <li>– use strategies to interrupt at appropriate points to ask for clarification</li> <li>– know non-linguistic ways of confirming understanding</li> </ul>	<p><i>Sorry, can I ask ...?</i></p> <p>Nods, smiles</p>
<b>Lr/E3.5 Respond to a range of questions about familiar topics</b>	5b respond to requests for information	<ul style="list-style-type: none"> <li>– recognise a number of question types and understand the type and amount of detail required</li> </ul>	
<b>Lr/E3.6 Listen to and respond appropriately to other points of view</b>	6b listen to and respond appropriately to other points of view	<ul style="list-style-type: none"> <li>– be able to pick out the main points made by another speaker and recognise his or her opinion</li> </ul>	

**Component 1: Task 2—Narration of a simple story either factual or fictional**

<b>Sc/E3.4 Express clearly statements of fact and give short explanations, accounts and descriptions</b>	4a express clearly statements of fact	<ul style="list-style-type: none"> <li>– use with some accuracy suitable verb forms (particularly contracted forms) to make clear the time together with appropriate time markers</li> </ul>	
	4c narrate events in the past	<ul style="list-style-type: none"> <li>– use a range of verb forms suitable for the level, particularly those which refer to past time, together with appropriate time markers</li> <li>– show understanding of the way a narrative is normally structured, with introduction development and conclusion and be able to indicate sequence of events</li> </ul>	

## Speaking and Listening

Task coverage  
of descriptors,  
component  
skills and  
knowledge  
and  
understanding

<b>Component 1: Task 3—Role-play—Giving personal information in a formal context</b>				
<b>Basic skills standards descriptor</b>	<b>Component skills</b>	<b>Knowledge and understanding</b>	<b>Indicative language and/or behaviour</b>	
<b>Sc/E3.1 Speak clearly to be heard and understood using appropriate clarity, speed and phrasing</b>	1a use stress, intonation and pronunciation to be understood and make meaning clear 1b articulate the sounds of English to make meaning clear	– be able to select appropriate words to carry stress and be able to utter the sentence, making the stress clear – distinguish between phonemes to avoid ambiguity	<i>And did <u>you</u> see it?</i>	
<b>Sc/E3.2 Use formal language and register when appropriate</b>	2a use formal language and register when appropriate	– be aware of the need to adapt register according to formality and use appropriate forms of address when greeting and leave-taking – be aware of the need to adapt register according to speaker relationship – be aware of the need to adapt register to the seriousness of the situation	<i>Good morning, sir. Please forgive me but I have to leave.  I really can't understand how that happened.</i>	
<b>Sc/E3.3 Make requests and ask questions to obtain information in familiar and unfamiliar contexts</b>	3a make requests	– understand the way register can vary according to the formality, speaker relationship or type of request – understand that it is often important for a pre-request to precede a request	<i>May I add ...?  You said it before but could you repeat ...?</i>	
<b>Sc/E3.4 Express clearly statements of fact and give short accounts, explanations and descriptions</b>	4a express clearly statements of fact 4b give personal information			
<b>Lr/E3.3 Listen for and identify relevant information and new information</b>	3b listen for relevant and new information in face-to-face situations	– know some of the linguistic devices that speakers can use to draw attention to their main point – ask for clarification where necessary and confirm understanding	<i>The main thing is ...  May I just check ...?</i>	
<b>Lr/E3.4 Use strategies to clarify and confirm understanding</b>	4a clarify and confirm understanding through verbal and non-verbal means	– be aware of the need to summarise key points in certain circumstances in order to confirm understanding	<i>Right, so you said ...</i>	

<b>Component 2: Group discussion—Planning a social event</b>			
<b>Basic skills standards descriptor</b>	<b>Component skills</b>	<b>Knowledge and understanding</b>	<b>Indicative language and/or behaviour</b>
<b>Sd/E3.1 Make contributions to discussions that are relevant to the subject</b>	1a take part in social interaction	– be able to vary ways of greeting, leave-taking, offering, inviting etc. according to the relationship between speakers	
	1c express feelings, likes and dislikes	– use the <i>-ing</i> form as object of verbs expressing liking – use a range of adjectives and intensifiers for expressing feelings, with appropriate intonation – be able to follow up a statement of liking or disliking, with reasons or explanation	<i>I love eating in restaurants.</i> <i>I really like that place ...</i>
	1d express views and opinions	– be able to use some phrases for introducing an opinion and know that it is not always necessary to use an introductory phrase – be able to use modal verbs and other forms to express future possibility	<i>In my view, ...</i> <i>A restaurant's a good idea ...</i> <i>We might go there later.</i>
	1e make suggestions/ give advice	– use suitable phrases for making suggestions, giving advice, asking for advice and suggestions, accepting and rejecting advice and suggestions – be aware of the importance of polite intonation with the above – be aware that, in rejecting advice and suggestions, it is often necessary to give a reason	<i>Let's meet in the city centre.</i> <i>Shall we meet there?</i> <i>I don't think so—it will be too crowded.</i>
	1f make arrangements/ make plans with other people	– be able to ask for and make suggestions, to accept or reject suggestions and to make offers – understand and be able to follow a usual structure for this type of discourse, e.g. make a suggestion, reject with a reason, make an alternative suggestion, reach agreement, conclude	<i>I'll cook the main course.</i>
	1g relate to other speakers	– recognise the main points made by other speakers and make relevant response – be able to use non-verbal signalling to acknowledge other speakers' contributions and join in discussion – be able to express agreement, partial agreement, disagreement or uncertainty	<i>Hand gestures etc.</i> <i>I'm not really sure ...</i>

## Speaking and Listening

### Task coverage of descriptors, component skills and knowledge and understanding

<b>Component 2 (continued)</b>				
<b>Basic skills standards descriptor</b>	<b>Component skills</b>	<b>Knowledge and understanding</b>	<b>Indicative language and/or behaviour</b>	
<b>Sd/E3.2 Respect the turn-taking rights of others during discussions</b>	2a ask about people's feelings and opinions	– be able to form a range of different question types, including alternative questions and tag questions	<i>You agree, don't you?</i>	
	2b understand the turn-taking process	– use appropriate language for offering a turn to another speaker – be able to recognise suitable points for interruption and use appropriate language for interrupting politely	<i>No, you go first.</i> <i>Can I join in ...?</i>	
<b>Lr/E3.3 Listen for and identify relevant information and new information from discussions</b>	3b listen for relevant and new information in face-to-face situations	– know some of the linguistic devices used to draw attention to a main point, in informal interaction – understand how body language can be used to emphasise a point – ask for clarification where necessary and confirm understanding	<i>The main thing is ...</i>  <i>Leaning forward, tapping desk etc.</i> <i>May I just check ...?</i>	
<b>Lr/E3.6 Listen to and respond appropriately to other points of view</b>	6a recognise a variety of feelings expressed by another speaker		<i>It's possibly the worst feeling</i> <i>Oh no. That's terrible.</i>	
	6b listen to and respond appropriately to other points of view	– identify common structures/vocabulary used in expressing a variety of feelings/emotions – be able to respond appropriately to a range of feelings – be able to pick out the main point(s) made and recognise opinions – know how to indicate agreement, disagreement etc. and be able to add comment to another person's point	<i>Oh yes, I see but maybe we can ...</i>	
<b>Lr/E3.7 Follow and understand the main points of discussions</b>	7a listen for the gist of a discussion	– understand that discussions can serve different purposes and be able to recognise them – identify opinions and/or factual information and identify common structures used in expressing opinions and facts	Discuss and reach a consensus of opinion and conclude a plan  Respond appropriately according to whether something is presented as a fact or opinion	
	7c follow and participate in a discussion	– understand the vocabulary for expressing the key ideas associated with the topic and know words and phrases for giving an opinion about the topic – follow the interactive nature of the discussion	Follow turns and participate	



## Reading

### 1. Candidate profile

In order to demonstrate ability at this level, candidates are expected to:

- read and understand short, straightforward texts on familiar topics accurately and independently
- read and obtain information from everyday sources.

### 2. Format

The Reading mode takes the form of a formal examination paper lasting 60 minutes.

The examination consists of three tasks, all of which must be undertaken.

The three tasks contain 20 test items:

Task 1 8 questions

Task 2 6 questions

Task 3 6 questions

The texts will be such text types as:

- forms and notes
- records and diagrams
- e-mails and letters
- narratives
- simple instructions
- short reports.

The item types may be any of the following:

- cloze passage
- sentence completion
- table completion
- matching exercise
- multiple-choice item (one correct answer and two distractors).

### 3. Procedure

Candidates must write their answers on the examination paper itself in the space/s indicated.

Candidates sit the examination at their own registered Trinity ESOL Skills for Life centre. The papers are sent out by Trinity's Head Office and centres administer the test under secure test conditions, according to the guidelines issued by Trinity, and using one or more invigilators to monitor the session.

Reading papers can be taken in the same session as Writing papers.

### 4. Marking

Test papers are returned to Trinity and are marked at Trinity's Head Office. Each item is awarded one mark. Therefore, the maximum possible number of marks is 20. The pass mark is 13.

### 5. Guidance

In order to prepare candidates for the Reading paper, teachers are directed to the relevant section of the *Adult ESOL Core Curriculum*, pages 218–231 and to the DfES ESOL Skills for Life Teacher Reference File. The Trinity website also contains sample papers for teachers and candidates to see exactly what to expect and to gain useful practice. Go to the main website at [www.trinitycollege.co.uk](http://www.trinitycollege.co.uk) and follow the links to ESOL and then ESOL Skills for Life, then Sample Papers and then Entry 3 Reading. One sample of a Task 2 can be found below and following that, a table summarising task coverage. In all the tasks, each of the test items is linked to a specific component skill, knowledge and understanding item in the *Adult ESOL Core Curriculum*, thus ensuring complete coverage of all the standards. Candidates, therefore, need reading practice with a focus on word, sentence and text level.

**Sample of Reading paper—Task 2**

Read the following text and then answer the questions.

<b>Index</b>	
<b>adjectives</b>	<b>94–102</b>
order of adjectives	94
adjectives after verbs	95
and adverbs	96
comparatives	100
superlatives	102
<b>adverbs</b>	
and adjectives	97
comparatives	101–2
position of adverbs	106
<b>agree</b>	54
<b>apologise</b> (for)	60
<b>articles</b>	<b>69–77</b>
a/an	69–71
a/an and the	72
the + adjective	73
the + nationality	73
the + streets, buildings	77

Index text adapted from *English Grammar in Use* by R Murphy

**Questions**

9. Please circle the correct letter.

You will find this text

- A** in a dictionary
- B** at the back of a grammar book
- C** at the front of a grammar book

10. You would use this index to .....

11. Which entry can be found under two different headings? .....

12. Please circle the correct letter.

Which entry would follow on from 'articles' in the list?

- A** apostrophe
- B** auxiliary verbs
- C** ago

13. Which two entries are on the same page? .....

14. Which page gives information about the use of articles with street names? .....

## Reading table

The following table describes what the candidate is expected to do for Entry 3. It is linked specifically to the examination tasks. The notation used is the same as that used in the *Adult ESOL Core Curriculum*.

<b>Task 1—Explanatory or chronological text</b>		
<b>Basic skills standards descriptor</b>	<b>Component skills</b>	<b>Knowledge and understanding</b>
<b>Rt/E3.1 Trace and understand the main events of chronological, continuous descriptive and explanatory texts of more than one paragraph</b>	1a understand and identify how meaning is built up in chronological and explanatory texts of more than one paragraph	<ul style="list-style-type: none"> <li>– use a range of strategies to understand how meaning is built up in paragraphed text</li> <li>– recognise the common structure of paragraphs and how paragraphs link together to develop meaning</li> <li>– recognise the significance of organisational structure and the different uses of paragraphs to build up meaning in texts</li> </ul>
<b>Rt/E3.4 Identify the main points and ideas, and predict words from context</b>	4a extract the main points and ideas, and predict words from context	<ul style="list-style-type: none"> <li>– understand that some parts of texts may be more important to overall meaning than others</li> <li>– develop awareness of topic sentences</li> </ul>
<b>Rt/E3.7 Scan texts to locate information</b>	7a scan different parts of texts to locate information	<ul style="list-style-type: none"> <li>– understand that it is not always necessary to read every word to understand a text</li> </ul>
<b>Rt/E3.8 Obtain specific information through detailed reading</b>	8a read every word to obtain specific information	<ul style="list-style-type: none"> <li>– understand when it is necessary to read every word to understand a text</li> <li>– judge when detailed reading is necessary and when skimming or scanning is more appropriate and obtain appropriate information by reading in detail</li> </ul>
<b>Rs/E3.1 (not identified in <i>Adult ESOL Core Curriculum</i>)</b>	1b use knowledge of syntax and grammar to work out meaning and confirm understanding	
<b>Rw/E3.1 Recognise and understand relevant specialist key words</b>	1a recognise and understand relevant specialist key words	<ul style="list-style-type: none"> <li>– show awareness of the concept of key words</li> </ul>
<b>Task 2—Informational texts, e.g. contents pages, indices, menus etc.</b>		
<b>Rt/E3.2 Recognise the different purposes of texts at this level</b>	2a understand and distinguish the different purposes of texts at this level	
<b>Rt/E3.5 Understand and use organisational features to locate information</b>	5a locate organisational features, such as contents, index, menus, and understand their purpose	<ul style="list-style-type: none"> <li>– understand that organisational features occur in different places in a text and that this helps to predict meaning and to locate information</li> <li>– understand the purpose of different organisational features</li> </ul>
<b>Rt/E3.6 Skim read title, headings and illustrations to decide if material is of interest</b>	6a skim read key textual features for different purposes	<ul style="list-style-type: none"> <li>– understand that we skim read for different purposes and that not all texts need to be read in detail</li> <li>– develop awareness of which textual features give clues to meaning</li> </ul>
<b>Rt/E3.7 Scan texts to locate information</b>	7a scan different parts of texts to locate information	<ul style="list-style-type: none"> <li>– understand that it is not always necessary to read every word, or every word in a relevant section, to understand a text</li> <li>– develop strategies for extracting information from various parts of text</li> </ul>

**Task coverage of descriptors, component skills and knowledge and understanding**

## Reading

### Task coverage of descriptors, component skills and knowledge and understanding

<b>Task 2 (continued)</b>		
<b>Basic skills standards descriptor</b>	<b>Component skills</b>	<b>Knowledge and understanding</b>
<b>Rw/E3.1 Recognise and understand relevant specialist key words</b>	1a recognise and understand relevant specialist key words	<ul style="list-style-type: none"> <li>– show awareness of the concept of key words</li> <li>– show knowledge of word families, shared roots and prefixes and suffixes to help read and understand some key specialist words</li> <li>– understand that knowledge of prefixes and suffixes can be generalised to other vocabulary</li> </ul>
<b>Rw/E3.4 Use first- and second-place letters to find and sequence words in alphabetical order</b>	4a Use first- and second-place letters to find and sequence words in alphabetical order	<ul style="list-style-type: none"> <li>– be aware of the importance of alphabetical order of letters within a word</li> </ul>
<b>Task 3—Extracts from different text types for identifying text purpose</b>		
<b>Rt/E3.2 Recognise the different purposes of texts at this level</b>	2a understand and distinguish the different purposes of texts at this level	<ul style="list-style-type: none"> <li>– identify the purpose</li> <li>– be aware that similar types of text can have different purposes, audience, and intended outcome and that this may be indicated by features of register</li> <li>– understand that information or purpose may not always be stated overtly and that the reader needs to make the connections</li> </ul>
<b>Rt/E3.3 Recognise and understand the organisational features and typical language of instructional texts</b>	3a identify the key organisational features of instructional texts	<ul style="list-style-type: none"> <li>– recognise typical layout used in instructional texts</li> <li>– understand that key grammatical features, register, vocabulary may vary according to the formality of the text</li> </ul>
<b>Rt/E3.9 Relate an image to print and use it to obtain meaning</b>	9a relate an image to print and use it to obtain meaning	<ul style="list-style-type: none"> <li>– be aware that images are sometimes part of whole texts and provide meaning</li> </ul>
<b>Rs/E3 (not identified in Basic Skills standards level descriptor)</b>	1a recognise the generic features of language of instructional texts 1b use knowledge of syntax and grammar to work out meaning and confirm understanding in other types of text at this level	<ul style="list-style-type: none"> <li>– show awareness of linguistic features of texts to work out meaning and confirm understanding</li> </ul>
<b>Rw/E3.1 Recognise and understand relevant specialist key words</b>	1a recognise and understand relevant specialist key words	<ul style="list-style-type: none"> <li>– show awareness of the concept of key words</li> </ul>
<b>Rw/E3.2 Read and understand words and phrases commonly used on forms</b>	2a read and understand words and phrases commonly used on forms	<ul style="list-style-type: none"> <li>– read and respond to form-filling conventions and language commonly used on forms</li> <li>– read and respond to stated and unstated instructions on forms</li> </ul>

## Writing

### 1. Candidate profile

In order to demonstrate ability at this level, candidates are expected to:

- write to communicate information and opinions with some adaptation to the intended audience.

### 2. Format

The Writing mode takes the form of a formal examination paper lasting 60 minutes.

The examination consists of two tasks, both of which must be undertaken.

#### Task 1

consists of writing an account or narration of a sequenced past event, either factual or fictional. The text required will be one of the following:

- account
- narrative.

#### Task 2

consists of corresponding about a planned future event. The text required will be one of the following:

- letter
- e-mail.

#### Task summary chart

	Task 1	Task 2
<b>Text type</b>	account, narrative	e-mail, letter
<b>Reader/s</b>	teacher, job interviewer college newsletter readers	friend, relative
<b>Register</b>	semi-formal	informal
<b>Tone/style</b>	cohesive, structured, crisp	casual, enquiring
<b>Purpose</b>	to inform and explain	to inform, arrange, invite, request information
<b>Word length</b>	approx. 200 words	approx. 120 words

### 3. Procedure

Candidates must write their answers on the examination paper itself in the space/s indicated.

Candidates sit the examination at their own registered Trinity ESOL Skills for Life centre. The papers are sent out by Trinity's Head Office and centres administer the test under secure test conditions, according to the guidelines issued by Trinity, and using one or more invigilators to monitor the session.

Writing papers can be taken in the same session as Reading papers.

### 4. Assessment

Examiners make their assessments with reference to the Generic performance descriptors, as stated in the Introduction booklet, in combination with the Task-specific mark scheme provided overleaf. This details the actual performance and competence required for each particular Writing task at Entry 3. The performance and competences are set out as in the *Adult ESOL Core Curriculum* either as general level descriptors or individual component skills, knowledge and understanding, whichever is more relevant to the actual task. Completed papers are sent back to Trinity's Head Office and marked.

<b>Task 1—Write an account or narrative, factual or fictional, of a sequenced past event</b>	
<b>1. Text focus: writing composition</b>	<p>Show evidence of planning and drafting and integrate these into a final legible version</p> <p>Sequence events chronologically using suitable sequence words, connectives and discourse markers</p> <p>Compose a text, organised into short paragraphs, using an appropriate format and register for a semi-formal account or narrative suitable for the readership</p>
<b>2. Sentence focus: grammar and punctuation</b>  <i>N.B. When assessing a candidate's performance in this criterion, examiners are required to come to a judgement on the balance of competence in the items listed below using the Generic descriptor for guidance.</i>	<p>Compose complex sentences consisting of a main and one subordinate clause and introducing defining relative clauses using <i>who, which, that</i></p> <p>Use present perfect, used to and past continuous in conjunction with simple past to clarify the chronological sequence</p> <p>Use correct subject–verb agreement</p> <p>Use punctuation correctly, e.g. capital letters, full stops, commas, exclamation marks</p> <p>Use complex adverbial phrases of time, place, frequency and manner</p>
<b>3. Word focus: spelling and handwriting</b>	<p>Spell correctly common words and relevant key words for work and special interest</p> <p>Write legibly</p>
<b>Task 2—Write an informal letter about a planned future activity or event</b>	
<b>1. Text focus: writing composition</b>	<p>Include all the relevant information about the event as indicated in the question rubric in order to achieve the communicative purpose</p> <p>Compose a text, organised into short paragraphs, using an appropriate format and register for an informal letter or e-mail to a relative or friend</p>
<b>2. Sentence focus: grammar and punctuation</b>  <i>N.B. When assessing a candidate's performance in this criterion, examiners are required to come to a judgement on the balance of competence in the items listed below using the Generic descriptor for guidance.</i>	<p>Compose complex sentences consisting of a main and one subordinate clause and introducing defining relative clauses using <i>who, which, that</i></p> <p>Use simple future verb forms</p> <p>Use appropriate modals to express possibility and uncertainty about the future</p> <p>Convey definite arrangements clearly</p> <p>Make clear inquiries</p> <p>Use correct subject–verb agreement</p> <p>Use punctuation correctly, e.g. capital letters, full stops, commas, exclamation marks and question marks</p> <p>Use a wide range of adverbials to express certainty and uncertainty</p>
<b>3. Word focus: spelling and handwriting</b>	<p>Spell correctly common words and relevant key words for parties, special interest events</p> <p>Write legibly</p>

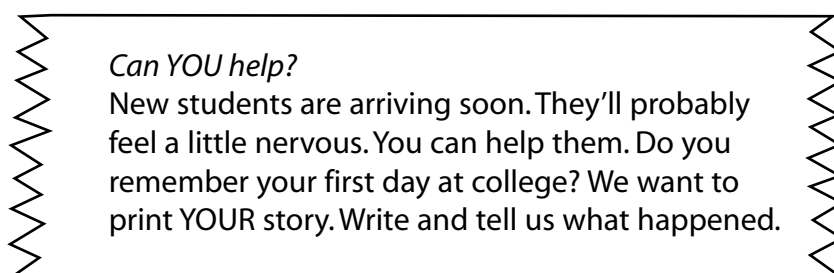
## 5. Guidance

In order to prepare candidates for the Writing paper, teachers are directed to the relevant section of the *Adult ESOL Core Curriculum*, pages 232–243 and to the DfES ESOL Skills for Life Teacher Reference File. The Trinity website also contains sample papers for teachers and candidates to see exactly what to expect and to gain useful practice. Go to the main website at [www.trinitycollege.co.uk](http://www.trinitycollege.co.uk) and follow the links to ESOL and then ESOL Skills for Life, then Sample Papers and then Entry 3 Writing. Extracts from one sample of a Task 1 can be found below which illustrate a pass performance at Entry 3. Following that is a table summarising task coverage. Each task is linked to specific component skill, knowledge and understanding items in the *Adult ESOL Core Curriculum*, thus ensuring complete coverage of all the standards. Candidates, therefore, need writing practice with a focus on word, sentence and text level. The communicative functions and language items most relevant for these tasks are listed above in the Task-specific mark scheme.

### Sample of Writing paper—Task 1

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You read this in your college magazine:



*Plan your article by making notes of the most important points and then make a draft version of your article.*

Then write the actual article for the college magazine making sure that you proofread it.  
(about 200 words)

*My first day at this college. I felt so nervous and so lonely. I entered the college door and looked around. everyone looked so strange. I walked through the college corido and saw a boy with black hair, then one question sprang up in my mind 'Is he from my country?' But I'm too afraid to ask this question to him so I just walked pass him by toward my classroom.*

*The room was quite big and there were some table in U style and a table in the middle. I sat near the door next to a girl who was wearing a sari ...*

## Writing

### Writing table

The following table describes what the candidate is expected to do for Entry 3. It is linked specifically to the examination tasks. The notation used is the same as that used in the *Adult ESOL Core Curriculum*.

#### Task coverage of descriptors, component skills and knowledge and understanding

<b>Task 1—Write an account or narrative either factual or fictional of a sequenced past event</b>		
<b>Basic skills standards descriptor</b>	<b>Component skills</b>	<b>Knowledge and understanding</b>
<b>Wt/E3.1 Plan and draft writing</b>	1a recognise the process of planning and drafting when writing certain types of text	<ul style="list-style-type: none"> <li>– plan, understanding that the choice of how to organise writing depends on the purpose, audience and intended outcome of writing</li> <li>– identify appropriate register for task and audience</li> <li>– integrate planning and drafting</li> <li>– produce final legible version of text</li> </ul>
	1b make notes as part of the planning process	<ul style="list-style-type: none"> <li>– understand the importance of noting key words and the relationship between them</li> </ul>
<b>Wt/E3.2 Organise writing in short paragraphs</b>	2a structure main points of writing in short paragraphs	<ul style="list-style-type: none"> <li>– understand the concept of paragraphing</li> <li>– understand that paragraphs normally consist of more than one sentence</li> <li>– understand that paragraphs follow on from each other and are linked together with key words and phrases</li> <li>– understand key aspects of basic paragraphing structure</li> </ul>
<b>Wt/E3.3 Sequence chronological writing</b>	3a show sequence through the use of discourse markers and conjunctions	<ul style="list-style-type: none"> <li>– understand the importance of chronological sequencing of events in personal writing</li> <li>– understand the sequence words, conjunctions and connectives</li> </ul>
<b>Wt/E3.4 Proofread and correct writing for grammar and spelling</b>	4a proofread to check for content and expression	<ul style="list-style-type: none"> <li>– understand that proofreading is a way of checking the content and expression</li> </ul>
<b>Ws/E3.1 Write in complete sentences</b>	1a write using complex sentences	<ul style="list-style-type: none"> <li>– understand that the most basic form of complex sentence consists of a main clause and one subordinate clause</li> <li>– understand that sentences can be amplified by expanding the information around the noun</li> <li>– understand the importance of register</li> </ul>
<b>Ws/E3.2 Use correct basic grammar</b>	2a use basic sentence grammar accurately	<ul style="list-style-type: none"> <li>– know the form of and understand the concept expressed by a variety of tenses, in statement, negative and question form</li> <li>– understand that a verb and its subject must agree in terms of number</li> </ul>



<b>Task 1 (continued)</b>		
<b>Basic skills standards descriptor</b>	<b>Component skills</b>	<b>Knowledge and understanding</b>
<b>Ws/E3.3 Use punctuation correctly</b>	3a use punctuation to aid clarity in relation to beginnings and ends of sentences	<ul style="list-style-type: none"> <li>– understand that full stops and capital letters are sentence boundary markers</li> <li>– understand how punctuation varies with formality</li> </ul>
<b>Ww/E3.1 Spell correctly common words and relevant key words for work and special interest</b>	1a apply knowledge of spelling to a wide range of common words and special interest vocabulary	
<b>Ww/E3.2 Produce legible text</b>		
<b>Task 2—Write an informal letter about a planned future activity or event</b>		
<b>Wt/E3.2 Organise writing in short paragraphs</b>	2a structure main points of writing in short paragraphs	<ul style="list-style-type: none"> <li>– understand the concept of paragraphing</li> <li>– understand that paragraphs normally consist of more than one sentence</li> <li>– understand that paragraphs follow on from each other and are linked together with key words and phrases</li> <li>– understand key aspects of basic paragraphing structure</li> </ul>
<b>Ws/E3.1 Write in complete sentences</b>	1a write using complex sentences	<ul style="list-style-type: none"> <li>– understand that the most basic form of complex sentence consists of a main clause and one subordinate clause</li> <li>– understand that sentences can be amplified by expanding the information around the noun</li> <li>– understand the importance of register</li> </ul>
<b>Ws/E3.2 Use correct basic grammar</b>	2a use basic sentence grammar accurately	<ul style="list-style-type: none"> <li>– know the form of and understand the concept expressed by a variety of tenses, in statement, negative and question form</li> <li>– understand that a verb and its subject must agree in terms of number</li> </ul>
<b>Ws/E3.3 Use punctuation correctly</b>	3a use punctuation to aid clarity in relation to beginnings and ends of sentences	<ul style="list-style-type: none"> <li>– understand that full stops and capital letters are sentence boundary markers</li> </ul>
<b>Ww/E3.1 Spell correctly common words and relevant key words for work and special interest</b>	1a apply knowledge of spelling to a wide range of common words and special interest vocabulary	

## Appendix 1

### Entry 3 Key language items

### (Adult ESOL Core Curriculum)

#### Simple, compound and complex sentences

- |   |   |
|---|---|
| • variations in word order  | <i>To the east is ...</i>   |
| • word order in complex sentences   | <i>Divali is a Hindu festival which takes place in autumn</i>                       |
| • <i>there has/have been;</i><br><i>there will be/there was going to be</i> |   |
| • complex sentences with one subordinate clause:                            |   |
| – of time   | <i>When the red light goes out, you press the button</i>                            |
| – of reason   | <i>I didn't go to the doctor's yesterday because I was too ill</i>                  |
| – of result   | <i>They didn't have an appointment this week so I had to make one for next week</i> |
| – of condition  | <i>If it rains, I'll stay at home</i>   |
| – of concession   | <i>Although she can't swim, she loves the seaside</i>                               |
| • defining relative clauses using <i>who, which, that</i>                   | <i>The car that I bought is quite old</i>   |
| • a range of verbs + <i>-ing</i> form                                       | <i>I enjoy swimming</i>   |
| • verbs + infinitive, with and without <i>to</i>                            | <i>We saw the police arrive</i>   |
| • infinitive to express purpose   | <i>He went to France to learn French</i>  |
| • simple reported statements  | <i>She says she wants to study English</i>  |
| • a wide range of <i>wh-</i> questions                                      | <i>Which colour do you prefer?</i>  |
| • simple embedded questions   | <i>Do you know where the library is?</i>  |
| • question words including <i>whose</i>                                     | <i>Whose bag is this?</i>   |
| • statements with question tags using Entry 3 tenses                        | <i>You've got your documents back, haven't you?</i>                                 |

#### Noun phrase

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

### Verb forms and time markers in statements, interrogatives, negatives and short forms

- present perfect with *since/for, ever/never, yet/already*
  - *used to* for regular actions in the past *I used to go to Italy for my holidays*
  - past continuous *She was working in a bank when that happened*
  - future simple verb forms *I'll see you tomorrow*
- 
- modals and forms with similar meaning:
    - positive and negative *you should/shouldn't to express obligation*
    - might, may, will probably to express possibility and probability in the future
    - would/should for advice
    - need to for obligation
    - will definitely to express possibility in the future
    - *May I?* asking for permission
    - *I'd rather* stating preference
- 
- common phrasal verbs and position of object pronouns *I looked it up*  
*She looked after them*

### Adjectives

- comparative and superlative adjectives
- comparative structures *as ... as, the same as, not so ... as ...*  
*looks/is like*

### Adverbs and prepositional phrases

- wider range of prepositions and prepositional phrases *in her twenties, of average height*
- a wide range of adverbial uses, e.g. to express possibility and un/certainty *possibly, perhaps, definitely*
- more complex adverbial phrases of time, place, frequency, manner *as soon as possible*
- a range of intensifiers, including too, enough

### Discourse

- markers to indicate:
  - addition *also*
  - sequence *in the first place*
  - contrast *on the other hand*
- markers to structure spoken discourse *anyway, by the way*
- use of ellipsis in informal situations *got to go*
- use of vague language *I think, you know*

## **Appendix 2**

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### **Entry 3** **Communicative** **functions and** **notions**

***(Adult ESOL***  
***Core Curriculum)***

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- greet
- take leave
- give personal information
- introduce others
- ask for personal information
- describe self/others
- describe places and things
- ask for descriptions of people, places and things
- compare people, places, things
- make comparative questions
- narrate events in the past
- give factual accounts
- ask about past events
- express certainty about the future
- ask about future events
- express opinions about future possibilities
- express obligation
- offer help
- make arrangements
- make requests on the phone, in formal and informal situations
- make requests—ask someone to do something in formal and informal situations
- make requests—ask for directions
- respond to request for directions
- respond to request for instructions
- respond to request for an explanation
- make requests—ask for permission formally
- express feelings, likes and dislikes, with reasons, cause and effect
- ask about people's feelings, opinions, interests, wishes, hopes
- express views and opinions
- apologise in formal and informal situations
- explain and give reasons
- show contrast, cause, reason, purpose
- ask for clarification and explanation
- confirm information
- check back and ask for confirmation
- ask for advice and suggestions
- respond to suggestions
- respond to advice
- make suggestions and give advice
- suggest action with other people
- praise and compliment others
- complain
- warn and prohibit