

Trinity Certificates in ESOL Skills for Life

Level 1 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 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 Level 1. 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, ideas and opinions, adapting speech and content to take account of the listener(s) and medium
- listen and respond to spoken language, including information and narratives, and follow explanations and instructions of varying length, adapting response to speaker, medium and context
- engage in discussion with one or more people in familiar and unfamiliar situations, making clear and relevant contributions that respond to what others say and produce a shared understanding about different topics.

2. Format

The examination consists of two components:

- a 10-minute one-to-one interview with a Trinity examiner
- a 15-minute discussion with four learners, with a teacher acting as facilitator, observed by a Trinity examiner.

Component 1 consists of three tasks:

- exchange of information about personal past events
- presentation—describing a process
- a role-play—formal requests for factual information, descriptions and comparisons.

Component 2 consists of one task:

- problem-solving—dealing with common everyday problems and giving advice and suggesting possible solutions.

3. Procedure

The descriptions below explain how the Speaking and Listening examination at Level 1 is conducted task by task.

Component 1

Task 1—up to 4 minutes

The examiner and candidate exchange greetings.

The examiner introduces himself or herself and asks the candidate to tell him or her about some past event in the candidate's life. The candidate can talk about any event in the recent or distant past and could include such topics as his or her journey to England, his or her first days in the country, getting accommodation, finding work, visiting other towns or cities etc. The candidate needs to give a clear account with appropriate sequencing where relevant and answer any questions or requests for clarification or explanation.

The candidate then has to find out some information from the examiner about a past event. The examiner can respond briefly but will produce a series of extended turns. The candidate is expected to comment on the content of the examiner's responses and respond where appropriate to the examiner's questions.

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

Task 2—up to 3 minutes

The examiner asks the candidate to give a prepared presentation describing a process. The candidate will have had time to prepare the presentation, which will be self-selected. The examiner for most of the presentation listens and gives verbal and non-verbal signs of encouragement. The main emphasis for assessment purposes is on the candidate's ability to speak clearly and to express statements of fact, structured in a logical sequence and include detail where appropriate. The examiner should not interrupt the presentation.

The examiner thanks the candidate and introduces the third task.

Task 3—up to 3 minutes

The examiner briefly sets up the role-play. The possible scenarios may be familiar or unfamiliar to candidates and are likely to involve situations where the candidate needs to make formal requests for factual information, descriptions and comparisons. The candidate is responsible for making the requests, asking the questions and maintaining the interaction by requesting clarification and elaboration.

Component 2

Task 1—up to 15 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 in 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 Level 1, the discussion centres on a particular everyday problem and requires the candidates to negotiate a successful outcome by giving advice and recommending a course of action. An appropriate problem is selected by the examiner after he or she has interviewed the individual candidates. The problem is selected with the composition of the discussion group in mind.

Possible problems could be ones concerning:

- a child having difficulties at school
- neighbours
- work colleagues/boss
- accommodation
- relatives needing help
- financial concerns
- health.

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 Introduction 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 Level 1. 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.

Component 1: Task 1—Exchange of information about personal past events	
1. Speak to communicate	Speak clearly in a way which suits the situation Make requests and ask questions to obtain information Express clearly statements of facts in narrating past events
2. Listen and respond	Listen for and identify relevant information Listen for and understand narratives Respond to questions about past events
3. Accuracy and range of the key language items <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 sentences with more than one subordinate clause Range of adverbial phrases of time Range of embedded questions using <i>if, whether</i> Reported speech with a range of tenses, present perfect simple and continuous, past perfect Range of discourse markers of sequence and time
Component 1: Task 2—Presentation—Describing a simple process	
1. Speak to communicate	Speak clearly in a way which suits the situation Express clearly statements of fact, accounts and descriptions Present information and ideas in a logical sequence, include detail and develop ideas where appropriate
2. Accuracy and range of the key language items <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 sentences with more than one subordinate clause Complex noun phrases Range of conjunctions to express consequence and result Defining and non-defining relative clauses Participial clauses with <i>-ing</i> Range of discourse markers of addition, cause and effect, sequence Present and past simple passive Range of adverbial phrases of time, manner, place, frequency
Component 1: Task 3—Role-play—Formal requests for information, descriptions & comparisons	
1. Speak to communicate	Speak clearly in a way which suits the situation Make polite requests and ask questions to obtain information in a formal setting
2. Listen and respond	Use strategies to clarify and confirm understanding, appropriate for formal interactions
3. Accuracy, range and appropriacy of the key language items <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>	A range of embedded questions using <i>if, whether</i> Statements in Level 1 tenses with question tags <i>Would like</i> + object + infinitive Comparisons Using <i>fewer</i> and <i>less</i>
Component 2: Group discussion—Problem solving	
1. Engage in discussion	Follow and contribute to the discussion on the topic of everyday problems and solutions Make contributions relevant to the situation and the subject, expressing views and opinions and giving advice Respect the turn-taking rights of others—use non-verbal signalling to invite another speaker to speak Use appropriate phrases for interruption Use strategies to clarify and confirm understanding Provide feedback and confirmation when listening to others Respond to questions
2. Accuracy, range and appropriacy of the key language items <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>	A range of embedded questions using <i>if, whether</i> Markers to structure spoken discourse Statements in Level 1 tenses with question tags Wider range of intensifiers Modals <i>ought to</i> Negative of <i>need</i> and <i>have to</i> <i>Would</i> Range of discourse markers expressing cause and effect

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, 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 about personal past events

The aim of this task is to allow the candidate the opportunity to narrate a past event in their recent or distant personal past life. It allows the candidate to produce an extended long turn unaided, unprompted or uninterrupted by the examiner. Before the examination, therefore, the candidate needs to decide which event would be most suitable to talk about for the allotted time and prepare sufficient material so as not to be over or under prepared for a talk of about two minutes. The candidate may bring brief notes into the examination room but this is not always necessary and in all events should not be a full written script. The candidate should attempt to make the delivery appear as spontaneous as possible, as if he or she were telling someone a personal anecdote unrehearsed.

After this, the examiner states a personal past event in his or her own life and it is the candidate's responsibility to respond to this, showing understanding and ask further questions and make relevant comments. Candidates need practice not only in question-making techniques and language but also in conversational strategies of giving feedback, showing interest, making pertinent remarks which move the interaction forward.

See the Task-specific mark scheme for specific skills and language related to this task.

Task 2—Presentation—Describing a simple process

This task involves the candidate in an extended turn which requires structuring in terms of logical sequencing and detail. For a presentation of a process, the most important language elements, to ensure clarity, are discourse markers of sequence, addition, cause and effect and the use of the passive verb form. Presentation skills such as these are common to the business and academic world and there are numerous published materials relevant to these fields which provide useful practice for candidates.

Processes which candidates might consider describing are:

- how to prepare a certain dish
- how to repair something
- how something related to their country is made
- how a college or office is run
- a system of: education, economy, industry, government etc.

Task 3—Role-play—Formal requests for factual information, descriptions and comparisons

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 unfamiliar situations but not to act a character and the task is therefore part role-play, part simulation. It is the examiner who temporarily takes on a role, of a shop assistant etc., whilst the candidate needs to adapt the language used to the given situation. This requires polite and formal language of requests but the candidate also needs to show understanding of the information received in order to respond appropriately.

Speaking and Listening

Component 2—Problem solving

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? Candidates need to practise such small group work in which the teacher takes a back seat and allows students 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
- offer appropriate contributions, describing problems, giving advice and suggesting possible solutions
- respond to the contributions of others.

In addition to this booklet, there are various other resources available. See the *Adult ESOL Core Curriculum* Speaking and Listening section on pages 254–291. Another valuable resource is the DfES ESOL Skills for Life Teacher Reference File. For Level 1, there are 5 units and an accompanying CD-Rom of relevant practice activities. The Trinity ESOL 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 below 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 pass performance.

Examiner	Candidate	Task 1
For the first part, we'll start with you telling me about a past event in your life ...	I'm going to talk about my birthday on 2nd November last year ... We had a cake with my photo on the cake ... and we cut it in pieces.	
Who made the cake?	Oh, my dad bought it from a shop somewhere.	
Last weekend, I went to Oxford.	First of all when I came to college, it was only about two months after I arrived in this country ... When I came to the class, I found it very different from my country. All things were different and I was really shy—I couldn't talk ... After a few days, I found everyone very friendly ...	
Well, it was a friend of mine's birthday.	Really! Why did you go?	
It was lovely. It was somebody I hadn't seen for about three years.	Oh, how was it?	
I really did. It was ... I don't know if you know Oxford but it's ...	Did you enjoy the time?	
Oh, you've been?	Yes, I know ...	
Yes, it's quite near London.	I haven't been but I've heard about it. There's a big university there and then it isn't far from London.	
Yes, well we had a barbecue. It was sunny and warm.	Yes, I've got a friend who lives in Oxford.	
	You were very lucky!	
Examiner	Candidate	Task 3
You need a mobile phone. You have a choice of two options: either Pay as you Go or contract. You're in the shop now. I'm the sales assistant and you're the customer. You need to ask me some questions in order to come to a decision on which one would best suit your needs.		
Can I help you?	Yes, actually I'm looking for a mobile phone. I'd like a Nokia and if it's possible, Pay as you Go.	
Can I ask you why particularly you're interested in Pay as you Go?	Because I cannot have a contract because you have to pay monthly and I haven't got a bank account.	
Has it ever worked since you've been using it?	I've got a problem with my television—it doesn't work properly. When you turn it on, it keeps turning off itself ... I would like to exchange it. Is that possible?	
	It's been working for about three days.	

Speaking and Listening

Speaking and Listening table

The following table describes what the candidate is expected to do for Level 1. 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

Component 1: Task 1—Exchange of information—About personal past events				
Basic skills standards descriptor	Component skills	Knowledge and understanding	Indicative language and/or behaviour	
Sc/L1.1 Speak clearly in a way which suits the situation	1a use stress and intonation, so that meaning is clearly understood	<ul style="list-style-type: none"> – be able to select appropriate words to carry stress and be able to vary the stress to change emphasis – be able to articulate between stressed and unstressed syllables, making clear the distinction between them 	<i>No, I don't live there now. I <u>used</u> to live there.</i> <i>I <u>saw</u> the <u>accident</u> when I <u>was walking</u> to the <u>supermarket</u></i>	
Sc/L1.2 Make requests and ask questions to obtain information in familiar and unfamiliar contexts	2b ask for information	<ul style="list-style-type: none"> – use accurately verb forms appropriate to this level – be able to ask questions in a range of contexts, e.g. ask for personal information, ask for comparison etc. 	<i>Have you been working here a long time?</i> <i>You didn't see it too, did you?</i>	
Sc/L1.3 Express clearly statements of fact, explanations, instructions, accounts and descriptions	3a express statements of fact	<ul style="list-style-type: none"> – form simple, compound and complex sentences, and other common shorter forms – use with accuracy grammatical forms suitable for Entry level and other forms suitable for this level 	<i>It had been, yes.</i> <i>The policeman told us it hadn't been reported.</i>	
	3c narrate events in the past	<ul style="list-style-type: none"> – use a range of narrative tenses to give precise information about past time – understand that there is a usual structure for an anecdote or narrative and be able to organise a narrative accordingly – be aware of the role of pitch and intonation in maintaining the interest of listeners 	<i>I had never seen anything like it.</i> <i>Set the scene, describe the sequence of events, express own reaction</i>	
Lr/L1.1 Listen for and identify relevant information from explanations and presentations on a range of straightforward topics	1b extract relevant information from a narrative or explanation face-to-face and respond	<ul style="list-style-type: none"> – be able to use a range of markers to indicate that they are listening, as well as more positive response markers 	<i>Oh no!</i> <i>Yes, quite right.</i>	
Lr/L1.2 Listen for and understand explanations, instructions and narratives on different topics in a range of contexts	2a listen to an explanation or narrative	<ul style="list-style-type: none"> – be aware that narratives often follow predictable patterns and use this understanding to predict content 		
Lr/L1.5 Respond to questions on a range of topics	5a respond to questions on a range of topics	<ul style="list-style-type: none"> – recognise a range of question types including embedded questions and alternative questions – recognise the type and amount of information required and give a short or longer answer as appropriate 		

Component 1: Task 2—Presentation—Describing a process

Basic skills standards descriptor	Component skills	Knowledge and understanding	Indicative language and/or behaviour
Sc/L1.1 Speak clearly in a way which suits the situation	1a use stress and intonation, so that meaning is clearly understood	– be able to place stress correctly in a range of multi-syllable words, and show awareness of how the stressed syllable may be different in words from the same family	<i>export (noun), export (verb)</i>
	1b articulate the sounds of English in connected speech	– be aware of the tendency for sounds to assimilate or elide in connected speech and be able to approximate this	<i>It passes systems checks ...</i>
Sc/L1.3 Express clearly statements of fact, explanations, instructions, accounts and descriptions	3a express statements of fact	– make longer statements of fact, with appropriate intonation – be aware of the importance of rhythm in making longer statements comprehensible	<i>It was developed by ...</i> <i>After that ... but before ...</i>
	3b give factual accounts	– use grammatical forms suitable for the level in order to classify, describe a process (use passive), generalise, give examples etc. – sequence the above coherently in a verbal report using discourse markers as appropriate	
	3d give explanations and instructions	– recognise when an explanation ... is required – give minimal or longer responses with grammatical accuracy – be able to express cause and effect	
Sc/L1.4 Present information and ideas in a logical sequence and include detail and develop ideas where appropriate	4a present information and ideas in a logical sequence	– be aware of the fact that ideas and information can be sequenced in different ways – be able to use discourse markers indicating sequence and verb forms	

Component 1:

Task 3—Role-play—Requests for factual information, descriptions and comparisons in a formal context

Sc/L1.1 Speak clearly in a way which suits the situation	1c use formal language and register where appropriate	– be aware of the need to adapt register according to the formality of the situation or seriousness of the situation or the relationship between speakers	<i>Could you please inform me ...?</i>
Sc/L1.2 Make requests and ask questions to obtain information in familiar and unfamiliar contexts	2a make requests	– be able to use a range of modal verbs	<i>Would you mind ...?</i>
	2b ask for information	– be able to choose appropriate intonation to be polite or assertive etc. – be able to introduce a request with a pre-request – be able to ask questions for descriptions, comparison etc.	
Lr/L1.3 Use strategies to clarify and confirm understanding	3a use strategies to clarify and confirm understanding	– understand that a listener can use visual and verbal signals to confirm or query understanding – be able to use a range of ways of asking for clarification or repetition, appropriate for formal ... interactions	<i>frowns</i> <i>I'm so sorry but ...</i> <i>Would you be able to explain to me ...?</i>

Speaking and Listening

Task coverage of descriptors, component skills and knowledge and understanding

Component 2: Group discussion—Problem solving: dealing with everyday problems and suggesting possible solutions				
Basic skills standards descriptor	Component skills	Knowledge and understanding	Indicative language and/or behaviour	
Sd/L1.1 Follow and contribute to discussions on a range of straightforward topics	1a take part in social interaction	<ul style="list-style-type: none"> – be aware how register changes depending on the relationship between speakers in social interaction and be able to choose the register suitable for the occasion 	<i>Sorry—have we met before?</i>	
Sd/L1.2 Make contributions relevant to the situation and the subject	2a express views and opinions	<ul style="list-style-type: none"> – be able to use a range of ways of introducing an opinion and be able to express a range of ideas with an opinion – be able to elaborate on and justify an opinion, with examples as appropriate 	<i>I would think that ...</i>	
	2b give advice etc.	<ul style="list-style-type: none"> – understand the concerns expressed by another person and be able to make suggestions, recommendations, give advice – understand that it is very common to follow these up with a reason or explanation 	<i>I think we ought to, seeing as it's so easy ...</i> <i>I can understand why you're worried about that.</i>	
	2c plan action with other people	<ul style="list-style-type: none"> – be able to negotiate a plan with other speakers – use appropriate language to summarise, make suggestions 	<i>You could—I tried it myself and it worked.</i> <i>It's a good idea but what about ...?</i>	
Sd/L1.3 Respect the turn-taking rights of others during discussions	3a involve other people in a discussion	<ul style="list-style-type: none"> – be able to involve other speakers in a discussion by asking about opinions etc. – be able to ask for advice and suggestions – be able to use non-verbal signalling, as well as suitable phrases, to invite another person to speak 	<i>What do you feel about ...?</i> cupped hand gesture	
Sd/L1.4 Use appropriate phrases for interruption	4a use appropriate phrases for interruption	<ul style="list-style-type: none"> – know when it may be considered acceptable to interrupt – have strategies for dealing with unwelcome interruptions 	<i>If I might go back ...</i>	
Lr/L1.3 Use strategies to clarify and confirm understanding	3a use strategies to clarify and confirm understanding	<ul style="list-style-type: none"> – be able to use a range of ways of asking for clarification or repetition, appropriate for ... informal interactions 	<i>Say again</i>	
Lr/L1.4 Provide feedback and confirmation when listening to others	4a provide feedback and confirmation when listening to others	<ul style="list-style-type: none"> – be able to use a range of ways of giving feedback and confirming understanding, appropriate for ... informal interactions 	<i>So have I got this right?</i>	
Lr/L1.5 Respond to questions on a range of topics	5a respond to questions on a range of topics	<ul style="list-style-type: none"> – recognise a range of question types, including embedded questions and alternative questions – recognise the type and amount of information required and give a short or longer answer as appropriate 		
Lr/L1.6 Follow and contribute to discussions on a range of straightforward topics	6a listen for gist in a discussion	<ul style="list-style-type: none"> – be aware that discussions often follow predictable patterns, and be able to predict and follow the interactive nature of the discussion 	Follow different speakers' turns and refer to their comments	
	6c follow and participate in a discussion	<ul style="list-style-type: none"> – recognise where a speaker is stating a fact or expressing an opinion and be able to respond appropriately – recognise inference and be able to respond appropriately 	<i>Oh, you meant ...</i>	

Reading

1. Candidate profile

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

- read and understand straightforward texts on a variety of topics accurately and independently
- read and obtain information from different sources.

2. Format

The examination lasts 60 minutes.

The Reading mode takes the form of the National Literacy test which comprises 40 items.

3. Procedure

Candidates must indicate their answers on the answer sheet provided for this specific test.

Candidates sit the examination at their own registered Trinity ESOL Skills for Life centre.

The papers are selected from a bank provided by QCA. Security and tracking systems are in place to ensure that centres do not receive the same paper twice. The papers are sent out by Trinity's Head Office and centres administer this test in the same way as all other Trinity papers, i.e. the test is taken under secure test conditions, according to the guidelines issued by Trinity, and using one or more invigilators to monitor the session.

The National Literacy test can be taken at the same session as the Writing papers.

4. Assessment

Test papers are returned to Trinity and are marked at Trinity's Head Office. Each item is awarded one mark. The pass mark for each paper is set by the test developer (i.e. not Trinity) and can change according to the paper selected. Unsuccessful candidates are notified of the questions which they have failed in an attempt to provide useful feedback for future attempts at the test.

5. Guidance

In order to prepare candidates for the National Literacy test, teachers are directed to the following website which provides information and sample tests:

www.dfes.gov.uk/readwriteplus/learning

In addition, the relevant section of the *Adult ESOL Core Curriculum* is to be found on pages 292–303. The DfES Skills for Life Teacher Reference File also provides help with preparing candidates for the test.

Writing

1. Candidate profile

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

- write to communicate information, ideas and opinions clearly using length, format and style appropriate to purpose and audience.

2. Format

The Writing mode takes the form of a formal examination paper lasting 100 minutes.

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

Task 1

consists of writing a record of extended personal data for official purposes. The text required will be one of the following:

- form
- personal achievement record
- appraisal document.

Task 2

consists of writing a report on comparisons between countries, lifestyles or jobs. The text required will be one of the following:

- report
- summary.

Task 3

consists of writing about a problem, either real or imaginary and asking for advice. The text required will be one of the following:

- letter
- e-mail.

Task summary chart

	Task 1	Task 2	Task 3
Text type	forms, personal achievement records, appraisal documents	report, summary	letter, e-mail
Reader/s	personnel and immigration staff, council employees, solicitors	teacher, employer, newspaper reader	relative, family friend, colleague, personal tutor
Register	formal	semi-formal/formal	informal
Tone/style	factual, clear, direct, succinct	factual, accurate, clear, balanced	discursive, expressive
Purpose	to inform	to analyse, comment	to state a case, explain, request
Word length	approx. 200 words	approx. 300 words	approx. 150 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 Level 1. 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.

Task 1—Record extended personal data for official purposes	
1. Text focus: writing composition	Plan, draft and redraft as appropriate to the task and produce a final legible and accurate version of data which is fit for purpose; judge how much to write and the level of detail to include Use key features of formal register with some consistency Use an appropriate format and register for a formal record. Make use of paragraphs, bullet points to organise text Record data in a clear and unambiguous way
2. Sentence focus: grammar and punctuation <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>	Compose complex sentences consisting of a main and one or more subordinate clause Use present and past tenses, continuous and perfect aspects, to differentiate time reference Use correct subject-verb agreement Use punctuation to aid clarity and meaning, use commas and apostrophes accurately Use bullet points, dashes, commas to make meaning clear when writing is not in sentences Use complex adverbial phrases of time, manner, degree, extent, frequency and probability
3. Word focus: spelling and handwriting	Spell correctly words used most often in work studies and daily life Show knowledge of appropriate special-interest vocabulary Show awareness of what vocabulary is appropriate for task and readership Write legibly
Task 2—Write a report making comparisons	
1. Text focus: writing composition	Make notes to aid planning and organise information into relevant sections Structure text sequentially and coherently Show knowledge of key linguistic feature that show logical relationship between sentences and indicate logical arrangement e.g. discourse markers expressing cause and effect, contrast Select appropriate structure and format for a semi-formal/formal report Make relevant points, covering the points in the rubric, in a clear and unambiguous way
2. Sentence focus: grammar and punctuation <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>	Compose complex sentences consisting of a main and one or more subordinate clause Use sentence grammar accurately to achieve purpose Use a range of connectives to express contrast and similarity Use active and passive present tenses; use correct subject-verb agreement Use complex adverbial phrases of time, manner, degree, extent, frequency and probability Use punctuation to aid clarity and meaning, use commas and apostrophes accurately Use bullet points, dashes, commas to make meaning clear when writing is not in sentences
3. Word focus: spelling and handwriting	Spell correctly words used most often in work studies and daily life Show knowledge of appropriate special-interest vocabulary Show awareness of what vocabulary is appropriate for task and readership Write legibly
Task 3—Write an informal letter setting out a problem (real or imaginary) & asking for advice	
1. Text focus: writing composition	Use appropriate format for an informal letter including openings and closures Ensure register, style/ tone are appropriate for the subject matter and readership Achieve the communicative purpose of stating a situation and requesting advice
2. Sentence focus: grammar and punctuation <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>	Use sentence grammar accurately to achieve purpose Use a range of modals to describe the problem Make requests for advice clearly and unambiguously Use correct subject-verb agreement especially with regard to countable and uncountable nouns Punctuate sentences correctly so that meaning is clear
3. Word focus: spelling and handwriting	Spell correctly common everyday words Write legibly

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 304–315 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 trinitycollege.co.uk and follow the links to ESOL and then ESOL Skills for Life, then Sample Papers and then Level 1 Writing. Extracts taken from one sample of a Task 2 can be found below which illustrates a secure pass performance at Level 1. 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.

5.2. Sample of Writing paper—Task 1

You have a meeting with your line manager/course tutor in a week's time to discuss your performance and progress over the last month in your job or college course. You need to provide written details which can be used as a basis for discussion in the meeting. Write a paragraph under the following three headings.

You will need to show evidence of planning of each paragraph by writing notes for each paragraph and selecting suitable material for each. You will then need to draft your paragraphs. When you are satisfied that your work is correct then you should complete the form below. You must show all evidence of the planning you have done.

(About 200 words in total)

Which tasks do you feel you have performed best, and why?

... The tasks that I feel I have performed best are speaking and listening. Although even English isn't my first language I'm always a person that likes to talk and ... listen ...

Which aspects of your job/course interest you the most? Why?

... Firstly as I mentioned, I consider myself as a talkative and communicative person by nature ... I have been making some progress in the tasks ... given us weekly as been a good practice

Which aspects of your job/course interest you the least? Why?

... In fact no aspect which I don't like in my course, everything is useful and practical. I like too much my tutors and my classmates but I think the time which we spend together is still too little in comparison to the huge sea of vocabularies and a lot of informations of English.

Writing table

The following table describes what the candidate is expected to do for Level 1. 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**

Task 1—Write a record of extended personal data for official purposes		
Basic skills standards descriptor	Component skills	Knowledge and understanding
Wt/L1.1 Plan and draft writing	1a apply appropriate planning strategies	<ul style="list-style-type: none"> – plan, as appropriate to the writing task in hand, taking account of the purpose, context, audience and outcome of writing – have an understanding of different techniques for planning writing – draft and redraft where appropriate, and produce final legible version of text
Wt/L1.2 Judge how much to write, and the level of detail to include	2a select how much to write and the level of detail to include	<ul style="list-style-type: none"> – understand that the length of text and the level of detail depend on the nature of the content and on the purpose and audience
Wt/L1.4 Use language suitable for purpose and audience	4a choose language suitable for purpose and audience	<ul style="list-style-type: none"> – identify appropriate register for task and audience – use key features of formal register with some consistency – understand the need to be more explicit in written English than in speech, detailing important information as appropriate to the situation
Wt/L1.5 Use format and structure for different purposes	5a select format and appropriate structure for different purposes	<ul style="list-style-type: none"> – use appropriate format and accompanying features of layout for different text types, e.g. paragraphing, bullet points – understand that in certain settings (e.g. the workplace) the use of pre-set and outline formats are commonplace
Wt/L1.6 Not identified in Basic Skills Standards level descriptor (Page 308)	6a complete forms with some complex features e.g. open responses, constructed responses, additional comments	<ul style="list-style-type: none"> – know that it may be necessary to draft and redraft certain parts of complex forms before writing a final version – give clear accounts without ambiguity, with illustration if appropriate
Ws/L1.1 Write in complete sentences	1a write using complex sentences	<ul style="list-style-type: none"> – understand that more complex writing involves the use of sentences consisting of a main clause and one or more subordinate clauses – use a range of connectives to express, contrast, reason, purpose, condition, consequence, adjectival and adverbial phrases to show time, manner, degree, extent, frequency, probability
Ws/L1.2 Use correct grammar e.g. subject-verb agreement, correct use of tense	2a use sentence grammar accurately to achieve purpose	<ul style="list-style-type: none"> – know the form of, and understand the concept expressed by a variety of tenses, including continuous and perfect forms
Ws/L1.3 Punctuate sentences correctly, and use punctuation so that meaning is clear	3a use punctuation to aid clarity and meaning	<ul style="list-style-type: none"> – understand the use of commas – understand the use of apostrophes for possession and omission – understand that, in writing that is not in sentences, other punctuation can be used to make the meaning clear, e.g. bullet points, dashes in a handwritten vertical list
Ww/L1.1 Spell correctly words used most often in work, studies and daily life	1a apply knowledge about words to aid accurate spelling	<ul style="list-style-type: none"> – show knowledge of appropriate special-interest vocabulary – show awareness of what vocabulary is appropriate for which audience
Ww/L1.2 Produce legible text	2a have a critical awareness of handwriting	<ul style="list-style-type: none"> – have a critical awareness of personal features of own handwriting

Writing

Task coverage of descriptors, component skills and knowledge and understanding

Task 2—Write a formal report making comparisons between e.g. countries, lifestyles, jobs		
Basic skills standards descriptor	Component skills	Knowledge and understanding
Wt/L1.1 Plan and draft writing	1b make notes to aid planning	– make notes, using key features of note taking, e.g. abbreviations, symbols, numbering, listing etc.
Wt/L1.3 Present information in a logical sequence, using paragraphs where appropriate	3a structure texts sequentially and coherently	– understand that paragraphs are one way of organising information in continuous text – understand that there are different kinds of paragraphing structure – show knowledge of key linguistic features that show logical relationship between sentences and indicate logical arrangement
Wt/L1.4 Use language suitable for purpose and audience	4a choose language suitable for purpose and audience	– identify appropriate register for task and audience – use key features of formal ... register with some consistency
Wt/L1.5 Use format and structure for different purposes	5a select format and appropriate structure for different	– use appropriate format and accompanying features of layout for different text types, e.g. columns, use of headings etc.
Wt/L1.7 Proof-read and revise writing for accuracy and meaning	7a use proof-reading to revise writing for general meaning and accuracy of grammar, spelling and punctuation	– understand that proof-reading is about checking for meaning as well as spelling, punctuation, layout – use a range of connectives to express, contrast, reason, purpose, condition, consequence, adjectival and adverbial phrases to show time, manner, degree, extent, frequency, probability – construct formal sentences differently from those in less formal texts
Ws/L1.2 Use correct grammar e.g. subject-verb agreement, correct use of tense	2a use sentence grammar accurately to achieve purpose	– know the form of, and understand the concept expressed by a variety of tenses, including continuous and perfect forms
Ws/L1.3 Punctuate sentences correctly, and use punctuation so that meaning is clear	3a use punctuation to aid clarity and meaning	– understand the use of commas between clauses in complex sentences and after connectives like <i>however</i>
Ww/L1.1 Spell correctly words used most often in work, studies and daily life	1a apply knowledge about words to aid accurate spelling	– show knowledge of appropriate special-interest vocabulary – show awareness of what vocabulary is appropriate for which audience
Ww/L1.2 Produce legible text	2a have a critical awareness of handwriting	– have a critical awareness of personal features of own handwriting

Task 3—Write an informal letter setting out a problem (real or imaginary) and asking for advice		
Basic skills standards descriptor	Component skills	Knowledge and understanding
Wt/L1.4 Use language suitable for purpose and audience	4a choose language suitable for purpose and audience	<ul style="list-style-type: none"> – identify appropriate register for task and audience – use key features of ... informal register with some consistency
Wt/L1.5 Use format and structure for different purposes	5a select format and appropriate structure for different purposes	<ul style="list-style-type: none"> – use appropriate format and accompanying features of layout for different text types, e.g. paragraphing etc.
Ws/L1.2 Use correct grammar e.g. subject-verb agreement, correct use of tense	2a use sentence grammar accurately to achieve purpose	<ul style="list-style-type: none"> – understand the importance of countable and uncountable nouns when checking agreement between subject and verb
Ws/L1.3 Punctuate sentences correctly, and use punctuation so that meaning is clear	3a use punctuation to aid clarity and meaning	<ul style="list-style-type: none"> – know all the punctuation markers for the beginning and ends of sentences
Ww/L1.2 Produce legible text	2a have a critical awareness of handwriting	<ul style="list-style-type: none"> – have a critical awareness of personal features of own handwriting

Appendix 1

Level 1 Key language items

(Adult ESOL Core Curriculum)

Simple, compound and complex sentences, with more than one subordinate clause

- | | |
|--|--|
| • word order in sentences with more than one subordinate clause | <i>Since the ozone layer has been affected by pollution, people have had to be more careful when they sunbathe</i> |
| • <i>there had been</i> | |
| • a range of conjunctions to express contrast, reason, purpose, consequence, result, condition, concession | |
| • conditional forms, using <i>if</i> and <i>unless</i> with past and use of <i>would</i> | <i>He wouldn't go unless I went</i> |
| • non-defining relative clauses | <i>The Rio de la Plata, which flows down from Brazil, is used for transport ...</i> |
| • defining relative clauses with <i>where</i> or <i>whose</i> | <i>The village where I grew up</i> |
| • participial clauses to describe accompanying actions with <i>-ing</i> | <i>My brother ran all the way, carrying her on his back</i> |
| • clause as subject or object | <i>Can you believe what happened?</i> |
| • reported speech with a range of tenses, including use of <i>would</i> and <i>had</i> | <i>He said that he would come if he had time</i> |
| • a range of embedded questions using <i>if</i> and <i>whether</i> | <i>Do you know whether he was intending to visit her in hospital or not?</i> |
| • reported questions with <i>if</i> and <i>whether</i> | <i>He asked if my friend was coming</i> |
| • use of <i>had</i> and <i>would</i> in reported questions | <i>He asked if we had understood</i>
<i>She wanted to know if they would agree</i> |
| • reported requests | <i>He asked me to help him</i> |
| • statements with question tags using Level 1 tenses | <i>You would prefer coffee, wouldn't you?</i> |
| • reported instructions | <i>He told me to come</i> |

Noun phrase

- | | |
|--|---|
| • more complex noun phrases with pre- and post-modification | <i>A tall man wearing dark glasses</i> |
| • word order of determiners | <i>All my books</i> |
| • use of definite, indefinite and zero article with a wide range of nouns in a range of uses | <i>The increase in the use of additives in food ...</i> |
| • range of expressions to indicate possession | <i>That book of yours</i> |

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

- | | |
|---|--|
| • present perfect continuous | <i>He's been working nights for years</i> |
| • past perfect | <i>He had worked as a fisherman before that</i> |
| • present and past simple passive | <i>Rice was grown in many parts of the country but many fields were destroyed in the war</i> |
| • use of <i>would</i> in conditional sentences | <i>It would be better if he came later</i> |
| • causative use of <i>have</i> and <i>get</i> | <i>I had/got the car repaired last week</i> |
| <hr/> | |
| • modals: | |
| – <i>ought</i> to express obligation | <i>I ought to see the doctor</i> |
| – negative of <i>need</i> and <i>have to</i> to express absence of obligation | |
| – <i>would</i> to express hypotheses | <i>What would you do if ...</i> |
| – use of forms e.g. <i>be able to</i> to refer to future | |
| – <i>would like</i> + object + infinitive | <i>Would like you to</i> |
| <hr/> | |
| • a range of phrasal verbs | <i>To give way, to hold out, to run into</i> |

Adjectives

- | | |
|---|--------------------------------|
| • comparisons, using <i>fewer</i> and <i>less</i> | |
| • collocation of adjective + preposition | <i>Interested in, aware of</i> |

Adverbs and prepositional phrases

- | | |
|---|--|
| • prepositions to express concession | <i>In spite of, despite</i> |
| • collocations of: | |
| – verbs + prepositions | <i>To attend to, point at</i> |
| – nouns + prepositions | <i>To have an interest in</i> |
| <hr/> | |
| • a range of adverbial phrases of time, manner, degree, extent, place, frequency, probability | |
| • comparative and superlative forms of adverbs | <i>She worked harder than me</i> |
| • a wide range of intensifiers | <i>Extremely, entirely, completely</i> |

Discourse

- | | |
|--|------------------------|
| • a range of discourse markers expressing: | |
| – addition | |
| – cause and effect | <i>However</i> |
| – contrast | |
| – sequence and time | <i>At a later date</i> |
| • markers to structure spoken discourse | <i>As I was saying</i> |
| • use of ellipsis in informal speech and writing | <i>Sounds good</i> |

Appendix 2

Level 1 Communicative functions and notions

(Adult ESOL Core Curriculum)

- give personal information
- introduce others
- ask for personal information
- describe self/others
- ask for descriptions of people
- describe places and things
- ask for descriptions of things, places
- compare people, places, things
- make comparative questions
- narrate events in the past
- ask about past events
- give factual accounts—define
- ask for definitions
- give factual accounts—classify
- give factual accounts—describe a simple process
- ask about processes
- generalise
- give examples
- express obligation and reasons
- express absence of obligation
- report information
- make requests in informal and formal situations—ask for something
- make requests in informal and formal situations—ask someone to do something for you
- make requests in informal and formal situations—ask for permission
- ask for confirmation
- respond to request for confirmation
- check back
- give views and opinions
- hypothesise
- explain, and give reasons
- show contrast, reason, purpose, consequence, result
- express feeling, likes and dislikes, hopes
- ask about people's feelings, opinions, interests, wishes, hopes
- ask for advice and suggestions
- make suggestions and give advice
- make recommendations
- respond to request for instructions
- interrupt
- praise and compliment
- persuade
- complain
- warn
- take leave