

# Trinity Certificates in ESOL Skills for Life

## Speaking and Listening Syllabus

Entry 1, Entry 2, Entry 3,  
Level 1 and Level 2

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First impression, December 2004

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## Introduction

### **Welcome to the Trinity ESOL Skills for Life Speaking and Listening examinations**

This booklet must be used in conjunction with the Introduction booklet by centres wishing to offer the above examinations. The Introduction booklet contains details of all Trinity ESOL Skills for Life qualifications and gives an academic overview of the whole examination suite. It also contains the regulations which apply to the above qualifications.

### **About this syllabus**

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 contains precise details as to the format and procedures of the examinations at each level. 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 mark schemes for assessment are also included. Additional supporting material can be found on the Trinity ESOL Skills for Life video, transcript extracts of which are provided in this document. On this video, an example of the examination at each level gives a helpful visual image of the examination experience for those preparing candidates.

This syllabus is organised by level as follows:

**Candidate profile**—describes what the candidate is expected to be able to do at each 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.

**Key language items of the level**

**Communicative functions and notions of the level**

# Entry 1 syllabus

## **Entry 1**

### **1. Candidate profile**

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

- speak to communicate basic information, feelings and opinions on familiar topics
- listen and respond to spoken language, including simple narratives, statements, questions and single-step instructions
- engage in discussion with another person in a familiar situation about familiar topics.

### **2. Format**

The examination takes the form of a 7-minute one-to-one interview with a Trinity examiner and consists of two tasks:

- exchanging personal information and describing places and people
- following instructions and directions, making requests and giving factual information.

### **3. Procedure**

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

#### **Task 1—up to 4 minutes**

The examiner and candidate exchange greetings.

The examiner introduces himself or herself and asks the candidate for personal information such as name, where he or she lives, comes from, if he or she has any children, likes and dislikes etc. The examiner asks the candidate to spell aloud one word such as first or family name or the name of the place where he or she lives.

The candidate then has to find out the same information from the examiner. The examiner responds quite briefly but on one topic—family, likes or dislikes or place he or she lives—produces an extended turn. The candidate is expected to comment on the content of the examiner's responses. This interaction involves a discussion of different likes and dislikes of a personal nature such as music or food and requires the candidate to express agreement and disagreement in very simple terms.

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

#### **Task 2—up to 3 minutes**

The examiner uses realia which is located in the examination room or which he or she has brought along to ask the candidate about location. The examiner gives single-step instructions for the candidate to carry out. The resultant actions demonstrate understanding of imperative verb forms and prepositions and prepositional phrases. In addition, the candidate needs to understand simple directions in order to position objects correctly or locate rooms or buildings on simple diagrams or plans. The candidate needs also to ask for directions and locations and clarify and check information. The interaction is then further developed into a real-life task by the examiner asking the candidate to provide genuine directions to and locations of objects and facilities in the immediate surroundings, e.g. articles in the classroom, toilets, lifts in the examination centre or bus station in the neighbourhood.

### **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 opposite. This details the actual performance and competence required for each particular task at Entry 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.

## Speaking and Listening

Task-specific  
mark scheme

<b>Task 1—Exchange of personal information</b>	
<b>1. Speak to communicate</b>	<p>Speak clearly to be heard and understood in simple exchanges about personal details</p> <p>Ask questions to obtain personal information</p> <p>Make statements of facts clearly about family, daily life, work, abilities</p>
<b>2. Listen and respond</b>	<p>Listen for gist and respond</p> <p>Listen for detail using key words to extract specific meaning</p> <p>Listen and respond to requests for personal information</p> <p>Listen in a simple exchange and in an everyday context with another adult</p>
<b>3. Engage in discussion</b>	<p>Speak and listen in a simple exchange and in an everyday context with another adult</p>
<p><b>4. Accuracy and range of the key language items</b></p> <p><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></p>	<p>Word order in statements and questions</p> <p><i>Wh-</i> and yes/no questions</p> <p>Personal pronouns</p> <p>Common adjectives</p> <p>Contracted form of auxiliary</p> <p>Simple present tense of <i>be, have, do</i> and common regular verbs</p> <p>Present continuous for common regular verbs</p> <p><i>Have got</i></p> <p><i>Can</i> for ability</p>
<b>Task 2—Follow and give instructions and directions</b>	
<b>1. Speak to communicate</b>	<p>Speak clearly to be heard and understood in simple exchanges about location and when giving instructions</p> <p>Make polite requests for assistance using appropriate terms</p> <p>Ask questions about location and direction</p> <p>Make statements about location and direction clearly</p>
<b>2. Listen and respond</b>	<p>Listen for detail using key words to extract some specific information</p> <p>Follow single-step instructions in a familiar context, asking for instructions to be repeated if necessary</p>
<p><b>3. Accuracy, range and appropriacy of the key language items</b></p> <p><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></p>	<p>Word order in instructions and questions</p> <p><i>Wh-</i> and yes/no questions</p> <p>Imperatives—positive and negative</p> <p>Polite request forms—<i>would like</i></p> <p>Demonstratives</p> <p>Common prepositions and prepositional phrases of place</p> <p><i>Then, next</i></p>

## **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.

### **Task 1—Exchange of personal information**

The aim of this task is to exchange basic personal information within the constraints of the candidate's language competence. The examiner first elicits some personal information from the candidate. The candidate should respond appropriately, either verbally or non-verbally, and also be prepared to ask simple questions and make requests of the examiner in order to find out similar information.

In particular, candidates should be able to:

- exchange greetings
- introduce him/herself and give basic personal information
- ask questions in order to elicit similar information from examiner
- respond appropriately to maintain the interaction, and comment on the content of examiner's responses.

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

### **Task 2—Follow and give instructions and direction**

This task provides the candidate with the opportunity to demonstrate command of the relevant language of the level. At this level, this may be by giving short verbal responses or through simple actions, such as moving or pointing to something. Candidates also need to be familiar with very simple maps or plans.

In particular, candidates should be able to:

- respond to simple instructions
- give and follow basic directions
- use prepositions and prepositional phrases of place and make polite requests for information.

In addition to this booklet, there are various other resources available which will be of help to those preparing candidates. See the *Adult ESOL Core Curriculum*, Entry 1 Speaking and Listening section pages 40–69. Another valuable resource is the DfES ESOL Skills for Life Teacher Reference File. For Entry 1, there are 10 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 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
<i>How do you spell your name?</i>	[Candidate spells aloud] <i>H-E-K-U-R-A-N</i> <i>What's your job?</i>
<i>I teach English but I am an examiner as well.</i>	<i>What's your favourite food?</i>
<i>Italian food ... Do you like Italian food?</i>	
<i>What's on the table?</i>	<i>There's a bottle of a water and a dictionary ...</i>
<i>Can you put the pen on/behind the clock?</i>	[Candidate puts the pen in position]
<i>Are there any toilets in this building?</i>	<i>Yes, there are two toilets here.</i>
<i>Where are they?</i>	<i>They are on the first floor. Go straight and turn right.</i>
<i>Let's look at this map. I'm here. Where's the hospital?</i>	<i>Go straight, turn left. It's there.</i>

**Entry 1**  
**Speaking**  
**and Listening**

**Speaking and Listening table**

The following tables describe what the candidate is expected to do for Entry 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**

<b>Task 1—Conversation with examiner in which personal details are exchanged</b>				
<b>Basic skills standards descriptor</b>	<b>Component skills</b>	<b>Knowledge and understanding</b>	<b>Indicative language</b>	
<b>Sc/E1.1 Speak clearly to be heard and understood in simple exchanges</b>	1a use stress and intonation to make speech comprehensible to a sympathetic native speaker	<ul style="list-style-type: none"> <li>– show awareness of syllable stress in familiar words</li> <li>– place stress on key words in utterances</li> </ul>	<i>family</i>	
	1b articulate the sounds of English to be comprehensible to a sympathetic native speaker	<ul style="list-style-type: none"> <li>– pronounce phonemes adequately to be comprehensible and to make meaning clear</li> </ul>		
<b>Sc/E1.3 Ask questions to obtain specific information</b>	3a ask for personal details	<ul style="list-style-type: none"> <li>– form <i>wh-</i> and closed questions with correct intonation</li> <li>– use the question form of the simple present tense of common verbs, using contractions where appropriate</li> <li>– form questions with common modals</li> <li>– understand and use a range of question words</li> </ul>	<i>Do you live in Bradford?</i>  <i>What's your son's name?</i>  <i>Can you cook?</i>	
	3d ask for clarification	<ul style="list-style-type: none"> <li>– demonstrate strategies for dealing with lack of understanding</li> </ul>	<i>Can you repeat that, please?</i>	
<b>Sc/E1.4 Make statements of fact clearly</b>	4a make simple statements of fact	<ul style="list-style-type: none"> <li>– use verb forms suitable for the level</li> <li>– use grammar suitable for the level to express possession, quantity, number, location</li> <li>– use falling intonation</li> <li>– make statements of fact within an interaction</li> </ul>	<i>I live in the city centre.</i>  <i>I haven't got any brothers.</i>	
	4b give personal information	<ul style="list-style-type: none"> <li>– recognise requests for personal information and respond in different appropriate ways</li> <li>– use contracted forms</li> <li>– spell words aloud</li> <li>– incorporate giving information into an interaction</li> </ul>	<i>Are you studying?</i> <i>Yes, I'm studying English and Maths.</i>  <i>I'm from Somalia.</i>  <i>I live in the centre—in a flat.</i> <i>There's a school next to my flat.</i>	
	4d give a description	<ul style="list-style-type: none"> <li>– use suitable grammar, e.g. prepositional phrases, indefinite article</li> <li>– use common adjectives to describe people, places and things</li> </ul>	<i>My father's tall and has grey hair.</i>	
	4e deal with another person's misunderstanding	<ul style="list-style-type: none"> <li>– recognise misunderstanding and correct it</li> <li>– use stress to make meaning clear</li> </ul>	<i>So, you come from a very hot country.</i> <i>No, it can be very cold sometimes.</i>  <i>You have two sons.</i> <i>No, I have two <u>daughters</u>.</i>	

**Task 1—(continued)**

<b>Basic skills standards descriptor</b>	<b>Component skills</b>	<b>Knowledge and understanding</b>	<b>Indicative language</b>
<b>Sd/E1.1 Speak and listen in simple exchanges and in everyday contexts</b>	1a take part in social interaction	<ul style="list-style-type: none"> <li>– greet and respond to a greeting</li> <li>– express thanks</li> <li>– take leave</li> <li>– use appropriate intonation patterns</li> </ul>	<p><i>Hello. How are you?</i></p> <p><i>Thank you. Goodbye.</i></p>
	1b take part in more formal interaction	<ul style="list-style-type: none"> <li>– be able to introduce self</li> <li>– give personal information</li> <li>– show awareness of norms of personal space and eye contact</li> </ul>	<i>Good morning. My name's Hassan.</i>
	1c express likes and dislikes and feelings	<ul style="list-style-type: none"> <li>– use appropriate grammar and vocabulary to express, likes and dislikes, feelings and simple views</li> <li>– recognise the same and express agreement or disagreement</li> </ul>	<p><i>I hate football. This town is dirty.</i></p> <p><i>Yes, you're right.</i></p>
<b>Lr/E1.1 Listen for the gist of short explanations</b>	1b listen for gist in short explanations and narratives	<ul style="list-style-type: none"> <li>– identify key words</li> <li>– respond to listening</li> </ul>	
	1d listen for gist and respond in a face-to-face situation	<ul style="list-style-type: none"> <li>– signal listening by using markers</li> <li>– ask for clarification and repetition</li> </ul>	<i>I'm sorry, I don't understand. Can you explain?</i>
<b>Lr/E1.2 Listen for detail using key words to extract some specific information</b>	2c listen for grammatical detail	<ul style="list-style-type: none"> <li>– recognise different kinds of utterances: question, statement, instruction</li> <li>– recognise appropriate grammatical forms for the level</li> </ul>	
	2d listen for phonological detail	<ul style="list-style-type: none"> <li>– understanding and responding to sentence stress</li> <li>– recognise intonation patterns</li> <li>– recognise and discriminate between individual sounds</li> </ul>	
<b>Lr/E1.4 Listen and respond to requests for personal information</b>	4b listen and respond to requests for personal information	<ul style="list-style-type: none"> <li>– recognise different <i>wh</i>- question words</li> <li>– answer in different ways</li> </ul>	As in <i>Sc/E1.4b</i>

**Entry 1**  
**Speaking**  
**and Listening**

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

<b>Task 2—Conversation with examiner in which specific information is exchanged and instructions are followed</b>				
<b>Basic skills standards</b>	<b>Component skills</b>	<b>Knowledge and understanding</b>	<b>Indicative language</b>	
<b>Sc/E1.1 Speak clearly to be heard and understood in simple exchanges</b>	1a use stress and intonation to make speech comprehensible to a sympathetic native speaker	<ul style="list-style-type: none"> <li>– show awareness of syllable stress in familiar words</li> <li>– place stress on key words in utterances</li> </ul>	<i>office</i>	
	1b articulate the sounds of English to be comprehensible to a sympathetic native speaker	<ul style="list-style-type: none"> <li>– pronounce phonemes adequately to be comprehensible and to make meaning clear</li> </ul>	<i>It's <u>under</u> the book.</i>	
<b>Sc/E1.2 Make requests using appropriate terms</b>	2a make requests: ask for things or actions	<ul style="list-style-type: none"> <li>– make requests with or without modals</li> <li>– be aware of polite intonation patterns</li> <li>– prepare the listener for a request</li> </ul>	<i>Can you tell me where the reception is, please?</i>  <i>Excuse me, can I ask?</i> <i>Where's the exit?</i>	
<b>Sc/E1.3 Ask questions to obtain specific information</b>	3b ask for information	<ul style="list-style-type: none"> <li>– ask questions as above</li> <li>– understand ways of introducing requests for information</li> </ul>	<i>Can I ask you?</i>	
	3c ask for directions and location	<ul style="list-style-type: none"> <li>– ask questions using <i>where</i></li> <li>– pronounce place names clearly when asking for directions</li> <li>– understand the importance of checking back</li> </ul>	<i>Where's the blue pen?</i> <i>Where's Rotherham Street?</i>  <i>Go straight on, then turn left at the traffic lights. Left at the lights?</i> <i>Yes.</i>	
	3d ask for clarification	<ul style="list-style-type: none"> <li>– demonstrate strategies for dealing with lack of understanding</li> </ul>	<i>I'm sorry. I don't understand that.</i>	
<b>Sc/E1.4 Make statements of fact clearly</b>	4a make simple statements of fact clearly	<ul style="list-style-type: none"> <li>– use suitable verb forms</li> <li>– use suitable grammar, e.g. possession, quantity, number and prepositions of place</li> <li>– understand that statements are usually spoken with falling intonation</li> <li>– make statements of fact within an interaction</li> </ul>	<i>You walk through the main door and turn left.</i>  <i>My coat's behind the door.</i>	
	4b give directions and instructions	<ul style="list-style-type: none"> <li>– recognise a request for instructions or directions and understand what information is required</li> </ul>		

<b>Task 2—(continued)</b>			
<b>Basic skills standards descriptor</b>	<b>Component skills</b>	<b>Knowledge and understanding</b>	<b>Indicative language</b>
<b>Lr/E1.2 Listen for detail using key words to extract some specific information</b>	2b listen for detail and respond, in a face-to-face situation	<ul style="list-style-type: none"> <li>– make use of gesture and eye contact to aid understanding</li> <li>– be able to signal listening by using markers</li> <li>– understand the importance of checking back</li> <li>– be able to signal lack of understanding/ask for clarification</li> </ul>	<p><i>OK, mmm</i></p> <p><i>So, it's on the <u>left</u>?</i></p> <p><i>Can you repeat that, please?</i></p>
	2c listen for grammatical detail	<ul style="list-style-type: none"> <li>– recognise and discriminate between different kinds of utterance</li> <li>– listen for and recognise grammatical forms appropriate for the level</li> </ul>	<p>Imperative and requests for information</p> <p><i>Next to, opposite, in, on, under</i></p>
	2d listen for phonological detail	<ul style="list-style-type: none"> <li>– understand that identifying stress within a word can aid recognition and understanding</li> <li>– recognise and discriminate between individual sounds</li> </ul>	
	2e listen and extract key information	<ul style="list-style-type: none"> <li>– understand the importance of knowing in advance what one is listening for, and be able to disregard other information</li> </ul>	
<b>Lr/E1.3 Follow single-step instructions in a familiar context, asking for instructions to be repeated if necessary</b>	3a follow single-step instructions	<ul style="list-style-type: none"> <li>– recognise and understand imperative and negative imperative</li> <li>– understand key grammatical forms</li> <li>– be able to ask for repetition or clarification and confirm understanding</li> <li>– demonstrate understanding by taking appropriate action</li> </ul>	<p><i>Please open the window.</i></p>
	3b follow directions	<ul style="list-style-type: none"> <li>– understand key grammatical forms</li> <li>– know that key words are likely to be stressed</li> <li>– be able to check back</li> </ul>	<p><i>There's a ...</i></p> <p><i>It's <u>next to</u> the Reception</i></p> <p><i>On the <u>left</u>?</i></p>

**Entry 1**  
**Speaking**  
**and Listening**

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**Entry 1**  
**Key language**  
**items**

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

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**Simple sentences**

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- word order in simple statements
    - subject–verb–object *She likes apples*
    - subject–verb–adverb *He speaks slowly*
    - subject–verb–adjective *My bag is heavy*
    - subject–verb– prepositional phrase *He lives in London*
  - word order in instructions *Keep left*
- 
- *there is/are* + noun (+ prepositional phrase)
- 
- yes/no questions *Do you know the address?*
  - *wh-* questions *What time is it?*
  - question words *what/who/where/how much/how many*
  - contracted form of auxiliary
- 
- imperatives and negative imperatives *Stop! Don't touch!*
- 

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**Noun phrase**

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- regular and common irregular plurals of nouns *days, books, men, women*
  - very common uncountable nouns *weather, traffic*
  - personal pronouns
  - demonstratives *this/that/these/those*
  - determiners of quantity *some/a lot of*
- 
- indefinite article *a/an* with singular countable nouns *an apple, a pen*
  - definite article *the* *the floor, the door*
- 
- possessives *my/your/his/her, etc.*
-

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


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- simple present tense of *be/have/do* and common regular verbs *I am from Zaire.*  
*He works in the evening.*  
*Do you like music?*
  - *have got*—indicating possession *I've got a car*
  - present continuous of common regular verbs *He's watching TV*
  - contracted forms of:
    - subject and auxiliary *They're having lunch.*
    - auxiliary and negative *We don't eat meat.*
- 
- modals
    - *can* + bare infinitive to express ability *He can drive*
    - *would* + *like* for requests *She'd like some tea*
- 
- use of *on, off, in, out* *Switch the light off*  
*Way out*

---

**Adjectives**


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- common adjectives after *be* *hot/cold/young/new/old/  
good/bad*

---

**Adverbs and prepositional phrases**


---

- common prepositions and prepositional phrases of place *at home, on the left, on the table*
- 
- simple adverbs of place, manner and time *here, there, now, slowly*
  - use of intensifier *very*

---

**Discourse**


---

- sentence connectives *then, next*
-

**Entry 1**  
***Speaking***  
***and Listening***

---

**Entry 1**  
**Communicative**  
**functions and**  
**notions**

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

- give personal information
- ask for personal information
- introduce family and close friends
- tell the time/day etc.
- ask the time/day
- express ability
- enquire about ability
- say when you do not understand
- ask for clarification
- check back
- correct
- spell words aloud
- describe places and things
- give information, as part of a simple explanation
- give single-step directions and instructions
- make requests—ask for directions
- enquire about prices and quantities
- make requests—ask for something
- make requests—ask someone to do something
- respond to a request
- express likes and dislikes
- express feelings
- express wishes
- express views
- agree and disagree
- apologise
- express a preference
- express thanks
- greet
- respond to greetings
- describe health and symptoms
- invite and offer
- accept
- decline
- take leave

# Entry 2 syllabus

## Entry 2

### 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
- listen and respond to spoken language, including straightforward information, short narratives, explanations and instructions
- engage in discussion with one or more people in a familiar situation, to establish 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 four candidates, with a teacher acting as facilitator, observed by a Trinity examiner.

Component 1 consists of three tasks:

- exchange of information about daily routine, work, study
- a short account by the candidate of a recent past activity
- a role-play—making requests.

Component 2 consists of one task:

- discussing likes and dislikes in familiar contexts.

### 3. Procedure

The descriptions below explain how the 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 for information about his or her daily routine, work or study. This could include questions about location, time of activities, commitments, eating habits, hobbies etc. The candidate then has to find out the same information from the examiner. 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 give an account of a recent past activity. For most of the account the examiner 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 account.

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 making requests and asking questions to obtain information. The possible scenarios will all be familiar to candidates, such as finding out about courses or facilities at the college or community centre or in the vicinity, asking for help regarding transport arrangements, speaking to personnel at the Job Centre or Immigration Office. Both the examiner and candidate are responsible for maintaining the interaction but the candidate will be supported by the examiner at this level.

## 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 comments 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 will note this.

At Entry 2, the discussion centres on the expression of likes and dislikes in a familiar setting. An appropriate subject area is selected by the examiner after he or she has interviewed the individual candidates. The subject area is selected with the composition of the discussion group in mind.

Possible areas at Entry 2 could be:

- television programmes
- lessons
- college facilities
- local facilities
- sports—watching or playing
- types of food
- types of transport.

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 task at Entry 2. 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 personal information</b>	
<b>1. Speak to communicate</b>	Speak clearly to be heard and understood about daily routine, study, work Make requests and ask questions to obtain personal information Express clearly statements of fact about daily routine Give short accounts and explanations
<b>2. Listen and respond</b>	Listen for and follow the gist Listen for detail Respond to straightforward questions Listen to and identify simply expressed feelings and opinions
<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 compound sentences <i>Wh-</i> and alternative questions Adjectives + word order Prepositions and prepositional phrases of place and time Possessive <i>s</i> and possessive pronouns Simple noun phrases Modals such as <i>must</i> (obligation), <i>mustn't</i> (prohibition), <i>have to</i> Simple present tense of regular transitive and intransitive verbs
<b>Component 1: Task 2—Give a short account of a recent past activity</b>	
<b>1. Speak to communicate</b>	Speak clearly to be heard and understood in straightforward exchanges Express clearly statements of fact and short accounts and descriptions
<b>2. Accuracy, range and appropriacy of the key language items</b> <i>N.B. (see above)</i>	Word order in compound sentences Clauses joined with <i>and/but/or</i> <i>There was/were</i> Simple past tense of regular and common irregular verbs with time markers Adverbs and simple adverbial phrases including sequencing, of time and place, frequency, manner Modals such as <i>had to</i> Markers to structure spoken discourse
<b>Component 1: Task 3—Role-play—Making requests</b>	
<b>1. Speak to communicate</b>	Make requests and ask questions to obtain information in everyday contexts Ask questions to clarify understanding
<b>2. Listen and respond</b>	Listen for and identify the main points of short explanations Listen to and follow straightforward explanations and instructions
<b>3. Accuracy, range and appropriacy of the key language items</b> <i>N.B. (see above)</i>	<i>Wh-</i> questions Statements with question tags <i>Could</i> for requests
<b>Component 2: Group discussion—Likes and dislikes in familiar contexts</b>	
<b>1. Engage in discussion</b>	Follow the main points and make appropriate contributions to the discussion Listen to and identify simply expressed feelings and opinions Follow the gist of discussions
<b>2. Accuracy, range and appropriacy of the key language items</b> <i>N.B. (see above)</i>	Clauses joined with <i>and/but/or</i> A limited range of common verbs plus <i>-ing</i> Verb plus infinitive Simple noun phrases Simple present tense of regular transitive and intransitive verbs Adjectives + word order Use of intensifiers, e.g. <i>really, quite, so</i> Markers to structure spoken discourse

## 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 personal information

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 him/herself and give information about his/her daily routine, work or study
- ask questions in order to elicit similar information from examiner
- respond appropriately to maintain the interaction, and comment on the content of the examiner's responses.

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

#### Task 2—Short account of a recent past activity

This task provides the candidate with the opportunity to initiate and maintain a limited long turn. Before the examination, the candidate needs to prepare to talk about a recent past activity 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:

- give an account of a recent past activity, showing the ability to speak clearly, to express statements of fact and give clear descriptions
- use past tense verbs and accompanying expressions such as frequency adverbs and time markers.

#### Task 3—Role-play—Making requests

The role-play allows for the introduction of a scenario which gives rise to a different range of language and functions. The candidate is not expected to deal with unfamiliar situations or 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 railway clerk or a course administrator 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 familiar scenario
- make requests and ask questions to obtain information
- make comments and give feedback.

**Entry 2**  
**Speaking**  
**and Listening**

**Component 2—Discuss likes and dislikes**

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
- offer appropriate contributions, stating likes and dislikes and giving reasons
- respond to the contributions of others.

In addition to this booklet, there are various other resources available which will be of help to those preparing candidates. See the *Adult ESOL Core Curriculum*, Entry 2 Speaking and Listening section pages 102–137. Another valuable resource is the DfES ESOL Skills for Life Teacher Reference File. For Entry 2, 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 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 secure pass performance.

Component 1	Examiner	Candidate
	<i>What time do you have to leave home to get to college?</i>	<i>Sometimes ten to nine. Where do you come from?</i>
	<i>I live in a small town ... Do you live in a flat or ... ?</i>	<i>I live in a flat ... a small flat.</i>
	<i>Could you tell me your typical day ... so tell me, what time do you get up? What's a usual day for you?</i>	<i>Usually I wake up at 8 o'clock ... When I finish college, I go to get my daughter from school. Then we go home and I make some snack to eat then I cook dinner. Sometimes I play guitar, watch TV, read books ...</i>
	<i>So you enjoy music?</i>	<i>Yes, I'm a musician.</i>
	<i>What kind of music do you play?</i>	<i>I play the piano ... I play traditional of my country.</i>
	<i>How interesting. I play the piano too but mostly classical.</i>	
	<i>I'd like you to tell me about something that you did last weekend.</i>	<i>Last weekend? ... I went to my friend's house and made some musical works. We played different instruments—piano, guitar. We wrote some songs and put them in the computer. When we finished editing, we made a CD.</i>
	<i>You're at the railway station. You want to travel to London and I work in the information centre. So you need to ask me for information. Good morning. Can I help you?</i>	<i>Please could you tell me, how much is a return to London?</i>
	<i>It depends when you want to travel ...</i>	<i>...Another question. How long does it take?</i>

Candidate 1	Candidate 2	Candidate 3	Candidate 4
<i>You like sports?</i>	<i>Yeah. I don't like football, just football. I like swimming and I like martial arts.</i>		
<i>So you don't like football?</i>	<i>No, I don't like football because I never played football.</i>		
<i>I can't play football.</i>	<i>But sport is nice.</i>		
<i>Yeah, sport is nice ...</i>	<i>[to 3] What about you?</i>	<i>I like football, swimming and basketball.</i>	
	<i>Do you play basketball here sometimes?</i>	<i>Here, no but I was a basketball player in my country.</i>	
	<i>[to 4] So how about you?</i>		<i>I like sport ... every kind of sport but I like to play football more than other sports ...</i>
<i>Discussion continues.</i>			

**Component 2:**  
Four candidates discuss which sports they like and dislike

**Entry 2**  
**Speaking**  
**and Listening**

**Speaking and Listening table**

The following table describes what the candidate is expected to do for Entry 2. 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 personal details are exchanged</b>				
<b>Basic skills standards</b>	<b>Component skills</b>	<b>Knowledge and understanding</b>	<b>Indicative language</b>	
<b>Sc/E2.1 Speak clearly to be heard and understood in straightforward exchanges</b>	1a use stress and intonation to make speech comprehensible and meaning understood	<ul style="list-style-type: none"> <li>– understand that in sentences the most important content words are often stressed and place stress appropriately</li> <li>– make a distinction between stressed and unstressed syllables</li> </ul>	<i>I get up at <u>seven</u> o'clock</i>	
	1b articulate the sounds of English to make the meaning understood	<ul style="list-style-type: none"> <li>– distinguish between similar sounding phonemes to make meaning clear</li> </ul>	<i>live and leave</i>	
<b>Sc/E2.2 Make requests and ask questions to obtain information in everyday contexts</b>	2c ask for personal details	<ul style="list-style-type: none"> <li>– form <i>wh-</i> and closed questions with appropriate intonation</li> <li>– use the question form of the simple present and simple past of common verbs and verbs <i>be, do, have</i></li> <li>– demonstrate strategies for showing interest in the response given and follow up on the response</li> </ul>	<i>Do you go to work every day?</i>	
	2d ask for factual information (present, past, future)	<ul style="list-style-type: none"> <li>– form questions accurately, using appropriate verb forms and time markers to refer to past, present and future time</li> </ul>	<i>What did you do yesterday?</i>	
	2f ask for description of people, places and things	<ul style="list-style-type: none"> <li>– use question forms + <i>like</i></li> <li>– form comparative questions</li> </ul>	<i>Really? So do I</i>	
<b>Sc/E2.3 Express clearly statements of fact and short accounts and descriptions</b>	3a express statements of fact	<ul style="list-style-type: none"> <li>– use with some accuracy grammatical forms suitable for the level</li> </ul>	<i>What time are you going to finish work today?</i>	
	3b give personal information	<ul style="list-style-type: none"> <li>– recognise direct requests for information as well as less direct requests and be able to respond appropriately with minimal response, short form of the verb or longer answer</li> <li>– link giving with asking for information</li> </ul>	<i>What was it like there? Was it better than here?</i>	
	3d give an explanation	<ul style="list-style-type: none"> <li>– recognise a request for explanation and indicate willingness to explain</li> </ul>	<i>I worked in an office</i>	
<b>Lr/E2.1 Listen for and follow the gist of explanations, instructions and narratives</b>	1c listen for gist in a conversation	<ul style="list-style-type: none"> <li>– be able to follow the interactive nature of the conversation</li> </ul>	<i>Did you enjoy your job?</i>	
	1d listen for gist and respond in face-to-face situations	<ul style="list-style-type: none"> <li>– understand the need to notice which words the speaker stresses in order to understand key words and important points</li> <li>– be able to indicate they are listening through use of responses</li> <li>– be able to ask for clarification with appropriate use of intonation</li> </ul>	<i>Yes, very much</i> <i>Yes, I did</i> <i>Yes. It was very interesting</i>	
			<i>They play football every weekend. What about you?</i>	
			<i>Why didn't you go?</i> <i>Because I was ill</i>	
			<i>mmm, aha</i>	
			<i>Can you explain that, please?</i>	

<b>Task 1 (continued)</b>			
<b>Basic skills standards descriptor</b>	<b>Component skills</b>	<b>Knowledge and understanding</b>	<b>Indicative language</b>
<b>Lr/E2.2 Listen for detail in short explanations, instructions and narratives</b>	2b listen for detail and respond in face-to-face situations 2c listen for grammatical detail 2d listen for phonological detail	– understand the importance of checking back and confirming understanding	
<b>Lr/E2.5 Respond to straightforward questions</b>	5b respond to requests for information	– recognise questions of the <i>wh-</i> and <i>yes/no</i> types and respond with short answers and more information – recognise verb forms and time markers to understand the time to which the speaker is referring and respond appropriately – be able to respond to comparative questions	<i>Do you like oranges? Yes, but I prefer apples</i>  <i>Is Bombay bigger than Madras? I'm not sure.</i>
<b>Lr/E2.6 Listen to and identify simply expressed feelings and opinions</b>	6c take part in more formal interaction	– recognise and respond to greetings, offers and requests for information	<i>Can you tell me about your job? Yes, it's ...</i>
<b>Component 1: Task 2—Short account of recent past activity</b>			
<b>Sc/E2.1 Speak clearly to be heard and understood in straightforward exchanges</b>	1a use stress and intonation to make speech comprehensible and meaning understood 1b articulate the sounds of English to make meaning understood	– understand that in sentences the most important content words are often stressed and place stress appropriately – make a distinction between stressed and unstressed syllables – distinguish between similar sounding phonemes to make meaning clear	<i>I left Iraq in <u>March</u></i>
<b>Sc/E2.3 Express clearly statements of fact and short accounts and descriptions</b>	3c give a short account 3d give an explanation 3f give a short description	– be able to sequence the account to make the meaning clear and use time markers – make use of stress and intonation to emphasise the main point and create interest – use grammatical forms suitable for the level to express: past time obligation and need cause and effect – know that a description can be an expression of fact or opinion	<i>I went to the supermarket in the morning and then I went home.</i>  <i>I had to walk because the bus didn't come.</i>

**Entry 2**  
**Speaking**  
**and Listening**

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

<b>Component 1: Task 3—Role-play—Making requests</b>				
<b>Basic skills standards</b>	<b>Component skills</b>	<b>Knowledge and understanding</b>	<b>Indicative language</b>	
<b>Sc/E2.1 Speak clearly to be heard and understood in straightforward exchanges</b>	1a use stress and intonation to make speech comprehensible and meaning understood	<ul style="list-style-type: none"> <li>– understand that in sentences the most important content words are often stressed and place stress appropriately</li> <li>– make a distinction between stressed and unstressed syllables</li> </ul>		
	1b articulate the sounds of English to make meaning understood	<ul style="list-style-type: none"> <li>– distinguish between similar sounding phonemes to make meaning clear</li> </ul>		
<b>Sc/E2.2 Make requests and ask questions to obtain information in everyday contexts</b>	2a make requests: ask for things or actions	<ul style="list-style-type: none"> <li>– be able to use modal verbs and other forms in order to make a polite request</li> <li>– be aware that the chosen form can depend on the relationship between people and the nature of the request</li> <li>– be able to incorporate a request in a longer interaction</li> <li>– be able to make requests with appropriate intonation</li> </ul>	<i>Could I have a timetable, please?</i>	
	2d ask for factual information (present, past, future)	<ul style="list-style-type: none"> <li>– form questions accurately using appropriate verb forms</li> </ul>	<i>I'd like a ticket to Manchester. I need to be there before lunch-time.</i>	
	2e ask for directions and instructions	<ul style="list-style-type: none"> <li>– form questions of different types and consider which ones are more polite</li> </ul>		
	2f ask for descriptions of people places and things	<ul style="list-style-type: none"> <li>– use question forms + <i>like</i></li> </ul>	<i>Excuse me, I wanted to ask ...</i>	
<b>Sc/E2.4 Ask questions to clarify understanding</b>	4a ask for clarification and explanation			<i>What do you mean exactly?</i>
<b>Lr/E2.3 Listen for and identify the main points of short explanations or presentations</b>	3b extracts the main points of an explanation in a face-to-face situation and respond			
	3c extract straightforward information for a specific purpose	<ul style="list-style-type: none"> <li>– understand the importance of listening for the information required and ignoring other information</li> </ul>		
<b>Lr/E2.4 Listen to and follow short straightforward explanations and instructions</b>	4a listen to follow and respond to explanations, directions and instructions	<ul style="list-style-type: none"> <li>– understand some deictic markers</li> <li>– recognise and respond to sequence markers</li> </ul>		<i>here, there, this, that</i>

<b>Component 2: Group discussion—Likes and dislikes in familiar contexts</b>			
<b>Basic skills standards descriptor</b>	<b>Component skills</b>	<b>Knowledge and understanding</b>	<b>Indicative language</b>
<b>Sd/E2.1 Follow the main points and make appropriate contributions to the discussion</b>	1a take part in social interaction	– know different ways of opening and closing a social conversation by greeting, responding to greeting and leave-taking	<i>Hello everyone</i>
	1c express likes and dislikes, feelings, wishes and hopes	– be able to express degrees of liking and disliking and use intonation to reflect the feeling expressed	<i>I really like ... I don't like it very much. I was so happy ...</i>
		– be able to use a range of adjectives to express feelings using appropriate intonation	
		– be able to elaborate by expressing reason or result	<i>It's because it's so cold there.</i>
	1d express views and opinions	– use simple phrases to introduce an opinion	<i>I think ...</i>
– distinguish clearly between a statement of fact and an expression of opinion			
1e relate to other speakers	– be able to follow up an opinion by giving a reason or expressing result	<i>I think it's horrible so I don't go there very often.</i>	
	– understand the main points made by other speakers and make contributions relevant to the discussion topic and the points made by other speakers		
	– be able to indicate agreement or disagreement with other speakers	<i>Yes, you're right.</i>	
<b>Lr/E2.6 Listen to and identify simply expressed feelings and opinions</b>	6a listen to and identify simply expressed feelings and opinions	– contribute to a discussion by inviting contributions from other speakers using appropriate phrases	<i>Do you like it too?</i>
		– identify common structures and vocabulary used in expressing different feelings and emotions	
		– identify common structures and vocabulary used in expressing different opinions	
<b>Lr/E2.7 Follow the gist of discussions</b>	7a follow the gist of discussions	– recognise how intonation and pitch carry meaning	
		– recognise the topic and purpose of a discussion	
<b>Lr/E2.8 Follow the main points and make appropriate contributions to the discussions</b>	8a follow the main points of discussions	– pick out the main points made by one or more speakers and make contributions relevant to the discussion in general	
		– be able to link their own contribution to that of other speakers by using discourse markers	

**Entry 2**  
**Speaking**  
**and Listening**

**Entry 2**  
**Key language**  
**items**

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

**Simple and compound and complex sentences**

- word order in compound sentences, e.g. subject–verb–(object) + *and/but* + subject–verb–(object) *I work in a shop but my friend works in an office.*

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- *there was/were/there is going to be*

---

- clauses joined with conjunctions *and/but/or*
- a limited range of common verbs + *-ing* form
- verb + infinitive with and without *to* *We went shopping yesterday*  
*I want to buy some fruit*  
*I heard him come in*

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- *wh-* questions
- comparative questions
- alternative questions
- question words *when, what time, how often, why, how* and expressions *Can you tell me ...*

---

- statements with question tags, using Entry 1 and Entry 2 tenses *You arrived last year, didn't you?*

**Noun phrase**

- countable and uncountable nouns *roads, trees, houses*  
*happiness, water, information*
- simple noun phrases *A large red box*
- object and reflexive pronouns *I gave him my book*  
*We enjoyed ourselves very much*
- determiners of quantity—*any, many* *Have you any oranges?*  
*We haven't many left*

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- use of articles including:
  - definite article and zero article with uncountable nouns *Water is important for life*  
*The traffic is bad today*
  - definite article with superlatives *The best example*

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- possessive *s* and possessive pronouns *mine, yours*

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


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- simple present tense of regular transitive and intransitive verbs with frequency adverbs and phrases *The children often eat apples  
They always go to school  
I see her every day*
  - simple past tense of regular and common irregular verbs with time markers such as *ago* *We went to the cinema yesterday  
I saw her two weeks ago*
- 
- future time using:
    - present continuous *We are meeting him at 6 o'clock*
    - *going to, will* *I'm going to wash my hair tonight*
    - time markers *next week, in two days' time*
- 
- modals and forms with similar meaning:
    - *must* to express obligation
    - *mustn't* to express prohibition
    - *have to, had to* to express need
    - *could* to make requests *Could you?*
    - *couldn't* to express impossibility
  - use of simple modal adverbs *possibly, probably, perhaps*
- 
- very common phrasal verbs *get on/off/up/down*
- 

**Adjectives**


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- adjectives and adjective word order *A large black horse, a new red coat*
  - comparatives, regular & common irregular forms *good, better, wet, wetter, dark, darker*
- 

**Adverbs and prepositional phrases**


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- prepositions and prepositional phrases of place and time *until tomorrow, by next week, by the river, at midnight, at once*
- 
- adverbs and simple adverbial phrases including:
    - sequencing *after that*
    - of time and place *in the morning, at the bus stop*
    - of frequency *always, sometimes*
    - of manner *carefully, quickly*
  - word order with adverbs and adverbial phrases *He always brought food to our house early in the morning.*
  - use of intensifiers *really, quite, so*
- 

**Discourse**


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- adverbs to indicate sequence *first, finally*
  - use of substitution *I think so, I hope so*
  - markers to structure spoken discourse *Right. Well.*
-

## **Entry 2**

***Speaking  
and Listening***

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### **Entry 2**

**Communicative  
functions and  
notions**

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

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- greet
- respond to greetings
- take leave
- give personal information
- ask for personal details
- describe self and others
- ask for descriptions of people
- describe places and things
- ask for descriptions of places and things
- compare people, places, things
- make comparative questions
- describe daily routines and regular activities
- ask about regular or daily routines
- narrate—talk about past events (1st person narrative)
- narrate—talk about past events (3rd person narrative)
- ask about past events
- talk about future plans, arrangements and intentions
- ask about future plans and intentions
- express need
- make requests—ask for something face-to-face or on the telephone
- respond to formal and informal requests for something
- make requests—ask someone to do something in formal and informal situations
- respond to formal and informal requests to do something
- make requests—ask for directions
- respond to requests for directions
- make requests—ask for permission formally
- respond to formal requests for permission
- ask about people’s feelings, opinions, interests, wishes, hopes
- respond to questions about preference
- ask for clarification and explanation
- respond to requests for clarification
- respond to requests for explanations
- respond for requests for directions
- check back
- express likes and dislikes with reasons, and cause and effect
- express views, with reasons, and cause and effect
- express wishes and hopes
- apologise, and give reason
- express thanks gratefully
- give warnings
- express possession
- ask about possession
- offer
- insist politely
- persuade

# Entry 3 syllabus

## **Entry 3**

### **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 four 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 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 comments 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 will note 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 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 himself or herself
- 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.

**Entry 3**  
**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>Which college do you think has better facilities?</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 environment do you like, Brighton or London?</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>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>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'm looking for a job in administration ... this type of work ...</i>

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

**Component 2:**  
Four candidates  
plan a day out  
together

**Entry 3**  
**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>	

<b>Task 1—(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>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	– recognise a number of question types and understand the type and amount of detail required	
<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	– be able to pick out the main points made by another speaker and recognise his or her opinion	
<b>Component 1: Task 2—Narration of a simple story either factual or fictional</b>			
<b>Sc/E3.4 Express clearly statements of fact and give short explanations, accounts and descriptions</b>	4a express clearly statements of fact	– use with some accuracy suitable verb forms (particularly contracted forms) to make clear the time together with appropriate time markers	
	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>	

**Entry 3**  
**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	– be able to select appropriate words to carry stress and be able to utter the sentence, making the stress clear	<i>And did you see it?</i>
	1b articulate the sounds of English to make meaning clear	– distinguish between phonemes to avoid ambiguity	
<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	<i>Good morning, sir.</i> <i>Please forgive me but I have to leave.</i>
		– 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>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	<i>May I add ...?</i>
		– understand that it is often important for a pre-request to precede a request	<i>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	<i>The main thing is ...</i>
		– ask for clarification where necessary and confirm understanding	<i>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	Hand gestures etc. <i>I'm not really sure ...</i>

**Entry 3**  
**Speaking**  
**and Listening**

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

<b>Component 2 (continued)</b>				
<b>Basic skills standards</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>  Leaning forward, tapping desk etc. <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 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>It's possibly the worst feeling</i> <i>Oh no. That's terrible.</i>  <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	

**Information on Key  
language items overleaf**

**Entry 3**  
**Speaking**  
**and Listening**

**Entry 3**  
**Key language**  
**items**

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

**Simple, compound and complex sentences**

- variations in word order *To the east is ...*
- word order in complex sentences *Divali is a Hindu festival which takes place in autumn*

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- *there has/have been; there will be/there was going to be*

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- complex sentences with one subordinate clause:
  - of time *When the red light goes out, you press the button*
  - of reason *I didn't go to the doctor's yesterday because I was too ill*
  - of result *They didn't have an appointment this week so I had to make one for next week*
  - of condition *If it rains, I'll stay at home*
  - of concession *Although she can't swim, she loves the seaside*
- defining relative clauses using *who, which, that* *The car that I bought is quite old*
- a range of verbs + *-ing* form *I enjoy swimming*
- verbs + infinitive, with and without *to* *We saw the police arrive*
- infinitive to express purpose *He went to France to learn French*

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- simple reported statements *She says she wants to study English*

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- a wide range of *wh-* questions *Which colour do you prefer?*
- simple embedded questions *Do you know where the library is?*
- question words including *whose* *Whose bag is this?*
- statements with question tags using Entry 3 tenses *You've got your documents back, haven't you?*

**Noun phrase**

- noun phrases with pre- and post-modification *fair-haired people with sensitive skin*
- a range of determiners *all the, most, a few*

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- use of articles including:
  - definite article with post-modification *The present you gave me ...*
  - use of indefinite article to indicate an example *This is a perfect cheese ...*
  - use of indefinite articles in definitions *An architect is a person who designs buildings*

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


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- 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*

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**Adjectives**


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

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**Adverbs and prepositional phrases**


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- 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*

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**Discourse**


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- 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*
-

**Entry 3**  
***Speaking***  
***and Listening***

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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

# Level 1 syllabus

## **Level 1**

### **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 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 produces 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 is 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 comments 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 will note 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 below. This details the actual performance and competence required for each particular 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.

<b>Component 1: Task 1—Exchange of information about personal past events</b>	
<b>1. Speak to communicate</b>	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
<b>2. Listen and respond</b>	Listen for and identify relevant information Listen for and understand narratives Respond to questions about past events
<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 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
<b>Component 1: Task 2—Presentation—Describing a simple process</b>	
<b>1. Speak to communicate</b>	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
<b>2. 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 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
<b>Component 1: Task 3—Role-play—Formal requests for information, descriptions &amp; comparisons</b>	
<b>1. Speak to communicate</b>	Speak clearly in a way which suits the situation Make polite requests and ask questions to obtain information in a formal setting
<b>2. Listen and respond</b>	Use strategies to clarify and confirm understanding, appropriate for formal interactions
<b>3. Accuracy, range and appropriacy 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>	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>
<b>Component 2: Group discussion—Problem solving</b>	
<b>1. Engage in discussion</b>	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
<b>2. Accuracy, range and appropriacy 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>	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 one

#### 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 opposite 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. (See mark scheme opposite.) 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.

**Level 1**  
***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 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 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
<p><i>For the first part, we'll start with you telling me about a past event in your life ...</i></p> <p><i>Who made the cake?</i></p>	<p><i>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.</i></p> <p><i>Oh, my dad bought it from a shop somewhere.</i></p>	
<p><i>Last weekend, I went to Oxford.</i></p> <p><i>Well, it was a friend of mine's birthday.</i></p> <p><i>It was lovely. It was somebody I hadn't seen for about three years.</i></p> <p><i>I really did. It was ... I don't know if you know Oxford but it's ...</i></p> <p><i>Oh, you've been?</i></p> <p><i>Yes, it's quite near London.</i></p> <p><i>Yes, well we had a barbecue. It was sunny and warm.</i></p>	<p><i>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 ...</i></p> <p><i>Really! Why did you go?</i></p> <p><i>Oh, how was it?</i></p> <p><i>Did you enjoy the time?</i></p> <p><i>Yes, I know ...</i></p> <p><i>I haven't been but I've heard about it. There's a big university there and then it isn't far from London.</i></p> <p><i>Yes, I've got a friend who lives in Oxford.</i></p> <p><i>You were very lucky!</i></p>	

Examiner	Candidate	Task 3
<p><i>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.</i></p> <p><i>Can I help you?</i></p> <p><i>Can I ask you why particularly you're interested in Pay as you Go?</i></p>	<p><i>Yes, actually I'm looking for a mobile phone. I'd like a Nokia and if it's possible, Pay as you Go.</i></p> <p><i>Because I cannot have a contract because you have to pay monthly and I haven't got a bank account.</i></p> <p><i>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?</i></p> <p><i>It's been working for about three days.</i></p>	
<p><i>Has it ever worked since you've been using it?</i></p>		

**Level 1**  
**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**

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

**Component 1: Task 2—Presentation—Describing a process**

Basic skills standards descriptor	Component skills	Knowledge and understanding	Indicative language and/or behaviour
<b>Sc/L1.1 Speak clearly in a way which suits the situation</b>	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</i> (noun), <i>export</i> (verb)
	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>
<b>Sc/L1.3 Express clearly statements of fact, explanations, instructions, accounts and descriptions</b>	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>
	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	<i>After that ... but before ...</i>
	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	
<b>Sc/L1.4 Present information and ideas in a logical sequence and include detail and develop ideas where appropriate</b>	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**

<b>Sc/L1.1 Speak clearly in a way which suits the situation</b>	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>
<b>Sc/L1.2 Make requests and ask questions to obtain information in familiar and unfamiliar contexts</b>	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.	
<b>Lr/L1.3 Use strategies to clarify and confirm understanding</b>	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	frowns <i>I'm so sorry but ...</i>  <i>Would you be able to explain to me ...?</i>

**Level 1**  
**Speaking**  
**and Listening**

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

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

**Information on Key  
language items overleaf**

**Level 1**  
**Speaking**  
**and Listening**

**Level 1**  
**Key language**  
**items**

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

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

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• word order in sentences with more than one subordinate clause</li> </ul>  | <p><i>Since the ozone layer has been affected by pollution, people have had to be more careful when they sunbathe</i></p> |
| <hr/>  |   |
| <ul style="list-style-type: none"> <li>• <i>there had been</i></li> </ul>  |   |
| <hr/>  |   |
| <ul style="list-style-type: none"> <li>• a range of conjunctions to express contrast, reason, purpose, consequence, result, condition, concession</li> </ul> |   |
| <ul style="list-style-type: none"> <li>• conditional forms, using <i>if</i> and <i>unless</i> with past and use of <i>would</i></li> </ul>                   | <p><i>He wouldn't go unless I went</i></p>  |
| <ul style="list-style-type: none"> <li>• non-defining relative clauses</li> </ul>  | <p><i>The Rio de la Plata, which flows down from Brazil, is used for transport ...</i></p>                                |
| <ul style="list-style-type: none"> <li>• defining relative clauses with <i>where</i> or <i>whose</i></li> </ul>  | <p><i>The village where I grew up</i></p>   |
| <ul style="list-style-type: none"> <li>• participial clauses to describe accompanying actions with <i>-ing</i></li> </ul>                                    | <p><i>My brother ran all the way, carrying her on his back</i></p>  |
| <ul style="list-style-type: none"> <li>• clause as subject or object</li> </ul>  | <p><i>Can you believe what happened?</i></p>  |
| <hr/>  |   |
| <ul style="list-style-type: none"> <li>• reported speech with a range of tenses, including use of <i>would</i> and <i>had</i></li> </ul>                     | <p><i>He said that he would come if he had time</i></p>   |
| <hr/>  |   |
| <ul style="list-style-type: none"> <li>• a range of embedded questions using <i>if</i> and <i>whether</i></li> </ul>   | <p><i>Do you know whether he was intending to visit her in hospital or not?</i></p>                                       |
| <ul style="list-style-type: none"> <li>• reported questions with <i>if</i> and <i>whether</i></li> </ul>   | <p><i>He asked if my friend was coming</i></p>  |
| <ul style="list-style-type: none"> <li>• use of <i>had</i> and <i>would</i> in reported questions</li> </ul>   | <p><i>He asked if we had understood</i><br/><i>She wanted to know if they would agree</i></p>                             |
| <ul style="list-style-type: none"> <li>• reported requests</li> </ul>  | <p><i>He asked me to help him</i></p>   |
| <hr/>  |   |
| <ul style="list-style-type: none"> <li>• statements with question tags using Level 1 tenses</li> </ul>   | <p><i>You would prefer coffee, wouldn't you?</i></p>  |
| <hr/>  |   |
| <ul style="list-style-type: none"> <li>• reported instructions</li> </ul>  | <p><i>He told me to come</i></p>  |

**Noun phrase**

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• more complex noun phrases with pre- and post-modification</li> </ul>                                  | <p><i>A tall man wearing dark glasses</i></p>                  |
| <ul style="list-style-type: none"> <li>• word order of determiners</li> </ul>  | <p><i>All my books</i></p>                                     |
| <hr/>  |  |
| <ul style="list-style-type: none"> <li>• use of definite, indefinite and zero article with a wide range of nouns in a range of uses</li> </ul> | <p><i>The increase in the use of additives in food ...</i></p> |
| <hr/>  |  |
| <ul style="list-style-type: none"> <li>• range of expressions to indicate possession</li> </ul>  | <p><i>That book of yours</i></p>                               |

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

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

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**Adjectives**

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- comparisons, using *fewer* and *less*
- collocation of adjective + preposition *Interested in, aware of*

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**Adverbs and prepositional phrases**

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

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**Discourse**

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

## **Level 1**

### ***Speaking and Listening***

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#### **Level 1 Communicative functions and notions**

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

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- 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

# Level 2 syllabus

## **Level 2**

### **1. Candidate profile**

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

- speak to communicate straightforward and detailed information, ideas and opinions clearly, adapting speech and content to take account of the listener(s), medium, purpose and situation
- listen and respond to spoken language, including extended information and narratives, and follow detailed explanations and multi-step instructions of varying length, adapting response to speaker, medium and context
- engage in discussion with one or more people in a variety of different situations, making clear and effective contributions that produce outcomes appropriate to purpose and topic.

### **2. Format**

The examination consists of two components:

- a 15-minute one-to-one interview with a Trinity examiner
- a 20-minute discussion with four learners, with a teacher acting as facilitator, observed by a Trinity examiner.

Component 1 consists of three tasks:

- formal presentation of chosen topic
- informal discussion of presentation
- a role-play—making and responding to complaints and criticism.

Component 2 consists of one task:

- debate of important issue—presenting pros and cons.

### **3. Procedure**

The descriptions below explain how the examination at Level 2 is conducted task by task.

#### **Component 1**

##### **Task 1—up to 6 minutes**

The examiner and candidate exchange greetings.

The examiner asks the candidate to give a prepared presentation on a subject chosen by the candidate. The examiner asks the candidate for any supporting documentation which he or she may have prepared. The candidate will have had time in the weeks prior to the examination to prepare the presentation. 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 present information and ideas in an evidently logical sequence, including detail and explanations, where appropriate. The examiner should not interrupt the presentation but should make notes on any aspect of the content of the presentation which he or she would like to develop in the discussion phase.

The examiner thanks the candidate and indicates that the second task will now begin.

##### **Task 2—up to 5 minutes**

This can be instigated by either the examiner, who may refer to the notes made during the presentation and ask for further information or clarification on points made, or by the candidate who may ask for feedback or questions about the content of the presentation. The assessment focuses on the candidate's ability to respond to detailed or extended questions on the topic and to give clear and effective clarification and explanations. The interaction should be maintained by both the examiner and candidate.

The examiner indicates when the discussion should come to an end.

**Task 3—up to 4 minutes**

The examiner briefly sets up the role-play. This involves the candidate making and responding to complaints and criticism in either a formal or informal context. The possible scenarios may be familiar or unfamiliar to candidates and are likely to involve situations where the candidate is required to respond to criticism and complaints and also to make them. The candidate is responsible for responding appropriately and effectively and for establishing an appropriate forum for the exchange of sensitive feelings and remarks.

**Component 2****Task 1—up to 20 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 comments 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 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 will note this.

At Level 2, the debate centres on a particular issue of national or global importance and the assessment of the candidates' performance focuses on their ability to express views, opinions and feelings and support arguments with evidence. An appropriate issue is selected by the examiner after he or she has interviewed the individual candidates. The issue is selected with the composition of the discussion group in mind.

Possible issues could be:

- crime and punishment
- nationalism
- the destruction of the environment
- the influence of the media
- the importance of space travel
- the role of sport
- how to make the world a happier place
- education for all.

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

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 task at Level 2. 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—Formal presentation</b>	
<b>1. Speak to communicate</b>	Speak clearly and confidently in a way which suits the situation Express statements clearly giving factual accounts and formal reports, using appropriate structure, style and vocabulary Present information and ideas in a logical sequence
<b>2. 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 <i>There could/would/should be</i> Complex noun phrases <i>Could have/would have/should have</i> Prepositions + <i>ing</i> <i>And</i> + noun phrases Fronting and cleft sentences Wide range of conjunctions including <i>on condition that, provided that</i> Complex participial clauses Wide range of tenses, aspect and mood Range of logical and sequence markers
<b>Component 1: Task 2—Informal discussion of presentation</b>	
<b>1. Speak to communicate</b>	Speak clearly and confidently in a way which suits the situation Make requests and ask questions to obtain detailed information Express clearly statements of fact
<b>2. Listen and respond</b>	Respond to detailed or extended questions on the topic
<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>	Complex embedded questions Statements in Level 2 tenses with question tags Imperative + question tag Wide range of tenses, aspect and mood Modals expressing possibility Rejected conditions Wide range of phrasal verbs with a number of particles
<b>Component 1: Task 3—Role-play—Making and responding to complaints and criticism</b>	
<b>1. Speak to communicate</b>	Speak clearly and confidently in a way which suits the situation Respond to criticism and criticise constructively
<b>2. Listen and respond</b>	Listen for and extract information from extended explanations Listen to, understand and follow the conversation
<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>	Conditional forms Reported speech, using a range of verb forms Reported questions Imperative + question tag Modals expressing past obligation, possibility, rejected conditions Connotations and emotive strength of adjectives Range of logical markers
<b>Component 2: Group discussion—Debate of important issue presenting pros and cons</b>	
<b>1. Engage in discussion</b>	Make relevant contributions and help to move the discussion forward Adapt contributions to suit audience, context, purpose and situation Use appropriate phrases for interruption and change of topic Support opinions and arguments with evidence Use strategies intended to reassure including body language Follow and participate in the discussion
<b>2. 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, including choice of order for emphasis A wide range of conjunctions, conditional forms, fronting and cleft sentences for emphasis Reported speech using a range of verb forms Statements with question tags Complex noun phrases Imperative + question tag Modals expressing past obligation, possibility and rejected conditions Wide range of tenses, aspect and mood Wide range of phrasal verbs Connotations and emotive strength of adjectives Range of logical markers

## 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—Formal presentation

Before the examination, the candidate needs to have chosen a topic of personal interest. This can be on any theme the candidate is interested in, knowledgeable about and able to talk readily about. It should also provide the candidate with the opportunity to demonstrate a range of language suitable for the level. Candidates can prepare notes to assist them in the form of handouts and, if they do so, they should provide the examiner with a copy before the start of the presentation. These notes will not be taken into account in the assessment of the task as it is the candidates' oral skills which are being assessed here, not their writing skills. As this is an oral presentation, complete written scripts are not allowed.

During the task, the examiner makes notes on points which he or she wishes to raise in the next task in order to gain clarification or ask for further information. Candidates should prepare sufficient material for a 6-minute presentation and no longer.

#### Task 2—Informal discussion of presentation

When preparing the topic, the candidate should try to anticipate the questions, comments and contributions of the examiner on the topic presentation in order to provide clarification and further detail, if requested. The candidate is also responsible for drawing the examiner into a discussion by asking him or her questions and entering into an exchange of opinions centred on the topic presented.

#### Task 3—Role-play—Making and responding to complaints and criticism

At Level 2, the role-play is less transactional than at previous levels and is of a more interpersonal nature. The area of complaints and criticisms is a highly sensitive area and furthermore has cultural implications. The language required is polite and sensitive. The role-play is two-fold in that it not only requires the candidate to complain or criticise but also to respond to a complaint or criticism in an appropriate, diplomatic manner. Many such exchanges are 'framed' with a lead-in apology or explanation or attention-getting device and followed on with further explanation rather than leaving the complaint bald and so candidates need to be trained to listen carefully to the situation given by the examiner in the first instance in order to make his or her own contributions relevant and appropriate.

### Component 2—Debate of important issue presenting pros and cons

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. At this level, the discussion takes the form of a more formal debate and therefore involves candidates in putting forward opinions and viewpoints which may be in agreement or at variance with the other participants. How to intercede such views will need practice.

The candidate is expected to:

- take part in a group debate, respecting the conventions of turn-taking
- offer appropriate contributions, debating the pros and cons of an important issue
- 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 326–355. Another valuable resource is the DfES ESOL Skills for Life Teacher Reference File. For Level 1, there are 3 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.

**Level 2**  
**Speaking**  
**and Listening**

**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 below pass performance.

<b>Task 1</b>	<b>Examiner</b>	<b>Candidate</b>
		<i>Today I'm talking about the beauty, the best attractions in my country which is Rwanda. Rwanda is a small country in Central Africa. It's bordered in the north by Uganda and in the east by Tanzania, in the south by Burundi and in the west by the Republic of Congo. Rwanda is a beautiful country because I love it! It used to be called the country of a thousand hills because it's made by hills. It's green vegetation, sunny all day ...</i>

<b>Task 2</b>	<b>Examiner</b>	<b>Candidate</b>
	<i>Thank you, that's really interesting ... I'll ask you a few questions. I think you said the gorillas came from the north. Why is that? Is that because of the climate or because of the forests where they live or the jungle?</i>	<i>Yes, because of the forest, and the climate is humid.</i>
	<i>And do they live wild ... or in safari parks?</i>	<i>Yes, in safari parks.</i>

<b>Task 3</b>	<b>Examiner</b>	<b>Candidate</b>
	<i>You live in a block of flats. It's midnight and you can't sleep because your neighbour's playing very loud music. I'm the neighbour.</i>	<i>Hello.</i>
	<i>Hello.</i>	<i>How are you?</i>
	<i>I'm fine, thank you.</i>	<i>Can I just ask you to turn a bit down your music please?</i>
	<i>Why?</i>	<i>Because it's noisy and it's nearly midnight. We need to sleep and we can't sleep for your music.</i>
	<i>Yes, but I've been working. I work in the daytime so ... when I come home, I want to relax and I want to play my music and I like loud music.</i>	<i>This is ridiculous because all of us are working so this is our time to relax ...</i>
	<i>Conversation continues ...</i>	

## Speaking and Listening table

The following table describes what the candidate is expected to do for Level 2. It is linked specifically to the examination tasks. The notation used is the same as that used in the *Adult ESOL Core Curriculum*.

<b>Component 1: Task 1—Formal presentation of chosen topic</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/L2.1 Speak clearly and confidently in a way which suits the situation</b>	1a use stress and intonation to convey meaning and nuances of meaning clearly	<ul style="list-style-type: none"> <li>– place the stress correctly in a wide range of words, including those where stress differs between words from the same family and make a clear distinction between stressed and unstressed syllable</li> <li>– be aware that rapid speech is unlikely to be comprehensible unless the appropriate rhythm is achieved, and be able to speak quickly, as appropriate, without losing comprehensibility</li> </ul>	<i>technology, technological</i>
	1b articulate the sounds of English in connected speech	<ul style="list-style-type: none"> <li>– be aware of the tendency for sounds to assimilate or elide in connected speech and be able to use assimilation and elision in speech</li> </ul>	<i>It wouldn't've been developed unless ...</i>
	1c use formal language and register where appropriate	<ul style="list-style-type: none"> <li>– select and use a range of structures and vocabulary which are appropriate for ... formal situations</li> </ul>	<i>On condition that ... They would ponder for hours over ...</i>
<b>Sc/L2.4 Express clearly statements of fact, explanations, instructions, accounts and descriptions using appropriate structure, style and vocabulary</b>	4a express statements of fact	<ul style="list-style-type: none"> <li>– make accurate statements, using grammatical forms suitable for the level</li> </ul>	e.g. past perfect, future perfect, a range of conditionals, <i>would</i> to express past habit
	4b give factual accounts	<ul style="list-style-type: none"> <li>– use grammatical forms suitable for the level in order to classify, describe a process, generalise</li> <li>– understand common formats of factual accounts and be able to structure an account</li> <li>– use discourse markers to structure the account</li> <li>– be aware of the features of formal register in giving a factual account</li> </ul>	<i>It is generally recognised that there are two categories ...</i>  <i>Consequently, as a consequence My final point ...</i>
	4e give a formal report	<ul style="list-style-type: none"> <li>– understand the importance of summarising the main points at the end of a formal report</li> </ul>	<i>To summarise ...</i>
	5a present information and ideas in a logical sequence and include detail and provide further detail and development to clarify or confirm understanding	<ul style="list-style-type: none"> <li>– be able to choose a suitable sequence for presenting information and ideas</li> <li>– know some formal markers for making the structure of the discourse clear and be able to elaborate on main points by, e.g. giving examples, explaining cause and effect and purpose, commenting</li> </ul>	<i>So for instance ... my own personal view about this is ...</i>

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

**Level 2**  
**Speaking**  
**and Listening**

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

<b>Component 1: Task 2—Informal discussion of presentation of topic</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/L2.3 Make requests and ask questions to obtain detailed information in familiar and unfamiliar contexts</b>	3b ask for information	<ul style="list-style-type: none"> <li>– form questions using a wide range of verb forms</li> <li>– use a range of question tags</li> </ul>	<i>I believe there was a similar incident here, wasn't there?</i>
<b>Sc/L2.4 Express clearly statements of fact, explanations ... using appropriate structure, style and vocabulary</b>	4d give explanations ...	– give explanations ... with clear indicators, as appropriate, of sequence, reason and purpose, condition	<i>It was necessary in order to prevent ...</i>
<b>Lr/L2.3 Respond to detailed or extended questions on a range of topics</b>	3a respond to detailed or extended questions on a range of topics	<ul style="list-style-type: none"> <li>– respond to a range of question types</li> <li>– recognise the register in a question, and be able to match the register in the response</li> </ul>	<i>What was public reaction to that?</i> <i>There was a general outcry.</i>
<b>Component 1: Task 3—Role-play—Making and responding to complaints and criticism</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/L2.2 Respond to criticism and criticise constructively</b>	2a respond to criticism and criticise constructively	<ul style="list-style-type: none"> <li>– understand that successful co-operation involves people being able to deal with and offer criticism in constructive ways, in order to agree the best solution</li> <li>– know a range of ways to make and respond to constructive suggestions</li> <li>– be able to choose from a range of modal verbs and conditional forms to criticise action and make positive suggestions</li> </ul>	<i>It might have been better, don't you think, to ...</i> <i>Yes, that's a possibility ...</i> <i>should, could, should have, might have, it might be better if ...</i>
<b>Lr/L2.1 Listen for and identify relevant information from extended explanations or presentations on a range of topics</b>	1b extract information from extended explanations face-to-face ... and respond	<ul style="list-style-type: none"> <li>– extract information for a range of purposes and understand that relevance of information will depend on the purpose of listening</li> <li>– take a turn, whilst listening, by the use of response markers</li> <li>– interrupt the speaker, where necessary, to make relevant points or ask questions, and be able to invite the speaker to continue, after a digression</li> </ul>	<i>That's true, I know.</i> <i>Yes, but you need to be aware that ... but you were saying?</i>
<b>Lr/L2.2 Listen to, understand and follow lengthy or multi-step instructions and narratives on a range of topics and in a range of contexts</b>	2a listen to a narrative or conversation 2b listen and respond, adapting to speaker, medium and context	<ul style="list-style-type: none"> <li>– recognise context, including the level of formality</li> <li>– recognise the speaker's feelings and attitude, expressed overtly and/or through pitch, stress and intonation and be able to respond appropriately</li> </ul>	<i>You're saying, aren't you, that that was the wrong thing to do on that occasion.</i>

**Component 2: Group discussion—Debate of important issue presenting pros and cons**

<b>Basic skills standards descriptor</b>	<b>Component skills</b>	<b>Knowledge and understanding</b>	<b>Indicative language and/or behaviour</b>
<b>Sd/L2.1 Make relevant contributions and help to move discussions forward</b>	1a make relevant contributions and help to move discussions forward	<ul style="list-style-type: none"> <li>– understand that, to be productive, discussion needs to progress towards agreed decisions, proposals and solutions</li> <li>– use discourse markers to link contributions to those of other speakers, to concede ground, for counter-argument, and be able to indicate agreement and disagreement</li> </ul>	<i>I see what you mean and agree up to a point but ...</i>
<b>Sd/L2.2 Adapt contributions to discussions to suit audience, context, purpose and situation</b>	2c express views, opinions, feelings and wishes	<ul style="list-style-type: none"> <li>– express opinions, agreement and disagreement, using different register to suit a range of situations</li> <li>– speculate and make deductions using modal verbs</li> </ul>	<i>I do agree that's a distinct advantage.</i> <i>It must've been successful at the time.</i>
<b>Sd/L2.3 Use appropriate phrases for interruption and change of topic</b>	3a use appropriate phrases for interruption and change of topic	– use appropriate phrases, adapting register according to the situation and topic	<i>Excuse me—may I make a point?</i>
<b>Sd/L2.4 Support opinions and arguments with evidence</b>	4a support opinions and arguments with evidence	– use appropriate phrases for introducing evidence into a discussion	<i>I read an article which claimed that ...</i>
<b>Sd/L2.5 Use strategies intended to reassure</b>	5a use strategies intended to reassure, e.g. body language and appropriate phraseology	<ul style="list-style-type: none"> <li>– understand that direct disagreement is uncommon in discussions in English and be able to use more tentative forms of disagreement</li> <li>– use intonation to indicate reassurance</li> </ul>	body language—facial gestures, nodding etc. <i>That might be the case, yes.</i> <i>However, ...</i>
<b>Lr/L2.4 Make relevant contributions and help to move discussions forward</b>	4a follow and participate in a discussion or conversation	<ul style="list-style-type: none"> <li>– recognise where a speaker is stating a fact or expressing an opinion, and be able to respond appropriately</li> <li>– identify a wide range of structures, vocabulary and intonation patterns used in expressing feelings, and be able to respond appropriately</li> </ul>	

**Level 2**  
**Speaking**  
**and Listening**

**Level 2**  
**Key language**  
**items**

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

**Simple, compound and complex sentences, with a wide range of subordinate clauses**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• word order in complex sentences, including choice of order for emphasis</li> </ul>   | <p><i>You have to put the disk here to save</i></p> <p><i>To save you have to put the disk here.</i></p> <p><i>Although the Prime Minister said that the environment was important in his election campaign, he has done very little to improve it since he came to office.</i></p>   |
| <hr/>   |   |
| <ul style="list-style-type: none"> <li>• <i>there could be/would be/should be</i></li> <li>• <i>could have/would have/should have</i></li> </ul>  |   |
| <hr/>   |   |
| <ul style="list-style-type: none"> <li>• a wide range of conjunctions</li> <li>• conditional forms, using <i>had + would/could/should have</i></li> <li>• comparative clauses</li> <li>• more complex participial clauses with <i>-ing</i> and <i>-ed</i></li> <li>• fronting and cleft sentences for emphasis</li> </ul> | <p><i>On condition that, provided that</i></p> <p><i>They would have paid the bill for you if you had explained what had happened</i></p> <p><i>The faster he talked, the less I understood</i></p> <p><i>I left a note explaining what had happened</i></p> <p><i>The reason we do that is because of safety ...</i></p> <p><i>It was John who told me</i></p> |
| <hr/>   |   |
| <ul style="list-style-type: none"> <li>• reported speech, using a range of verb forms</li> </ul>  | <p><i>She explained that we didn't have to attend every day</i></p>   |
| <hr/>   |   |
| <ul style="list-style-type: none"> <li>• more complex embedded questions</li> </ul>   | <p><i>I'd be grateful if you could explain what happened</i></p>  |
| <hr/>   |   |
| <ul style="list-style-type: none"> <li>• reported questions, using a range of verb forms</li> </ul>   | <p><i>He said he had been waiting for hours before a train came</i></p>   |
| <hr/>   |   |
| <ul style="list-style-type: none"> <li>• statements with question tags, using Level 2 verbs and tenses</li> </ul>   | <p><i>He could've told us he wasn't coming, couldn't he?</i></p>  |
| <hr/>   |   |
| <ul style="list-style-type: none"> <li>• imperative + question tag</li> </ul>   | <p><i>Pass me the book, will you?</i></p>   |

**Noun phrase**

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|--|--|
| <ul style="list-style-type: none"> <li>• noun phrases of increasing complexity</li> </ul>  | <p><i>Wide streets with lots of shops on each side which were brightly lit</i></p>   |
| <hr/>  |  |
| <ul style="list-style-type: none"> <li>• use of zero article with a wide range of countable and uncountable nouns in a range of constructions</li> </ul> | <p><i>Colleges say that they will struggle to provide citizenship training for refugees unless significant resources are pumped in</i></p> |

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

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- use of a wide range of simple, continuous, perfect and perfect continuous verb forms, active and passive *Investigations have been carried out into the activities of the men who were involved*
  - would expressing habit in the past *He would visit us regularly every week*
  - use of *had + would/could/should have* in conditional sentences *I would have contacted you if I had known you needed help to complete your work*
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- modals expressing past obligation, possibility, rejected conditions
    - *should have*
    - *might have*
    - *could have*
    - *must have*
    - *can't have*
- 
- a wide range of phrasal verbs with a number of particles *To get round to, to carry on with*

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**Adjectives**

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- connotations and emotive strength of adjectives *Interesting, shocking, scandalous, shameful, wicked*
- collocation of a range of adjectives + prepositions *Ashamed of, certain of, particular about*

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**Adverbs and prepositional phrases**

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- prepositions + *-ing* form *After having talked to us, he changed his mind*
- prepositions followed by noun phrases *In spite of the fact that ...*

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**Discourse**

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- a range of logical markers *In this respect, by this means, accordingly, therefore, thus*
  - sequence markers *Subsequently*
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**Level 2**  
***Speaking***  
***and Listening***

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**Level 2**  
**Communicative**  
**functions and**  
**notions**

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

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- greet and sustain social interaction
- give personal information
- ask for personal information
- describe self/others
- ask for descriptions of people
- give general and specific descriptions of things and places
- ask for descriptions of things, places
- narrate
- ask about past events
- give factual accounts—define within explanations
- ask for definitions
- give factual accounts—give examples
- give factual accounts—classify
- generalise and compare/contrast
- give factual accounts—describe a complex process
- ask about processes
- express obligation in the past
- express definite and tentative arrangements in the future
- report
- explain and give reasons
- give instructions
- summarise
- hypothesise
- speculate
- give views, opinions and justification
- ask for advice
- respond to requests for confirmation
- ask for confirmation
- clarify
- rephrase for clarification or emphasis
- check back
- express feelings, likes and dislikes, wishes
- ask about people's feelings, opinions, interests, wishes, hopes
- make requests in informal and formal situations—ask for something
- make requests in informal and formal situations—ask someone to do something
- make requests in informal and formal situations—ask for permission
- criticise, rebuke
- give reassurance and praise
- negotiate
- persuade
- complain
- warn and threaten
- interrupt
- disagree
- change the topic
- take leave