



ESOL
International

ESB Entry Level Certificate in ESOL International

All Modes (Entry 1) – (A1)



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Introduction

ESB promotes and assesses English language skills in a wide range of educational centres: junior and senior schools, further and higher education colleges, universities, prisons, adult learning centres and in the training sectors of industry and business.

ESB offers a full range of progressive qualifications, recognised and mapped to the relevant common curriculum requirements.

ESB is a charitable organisation, founded in 1953, and pioneered the practice and assessment of oral communication and its fundamental importance to education.

ESB has grown into an international organisation assessing extensively in the UK, Europe, Far East and West Indies.



A1 and A2

Qualification Aim - The aim of these qualifications is to demonstrate a candidate's ability to communicate using the English language across CEFR levels A1 to A2.

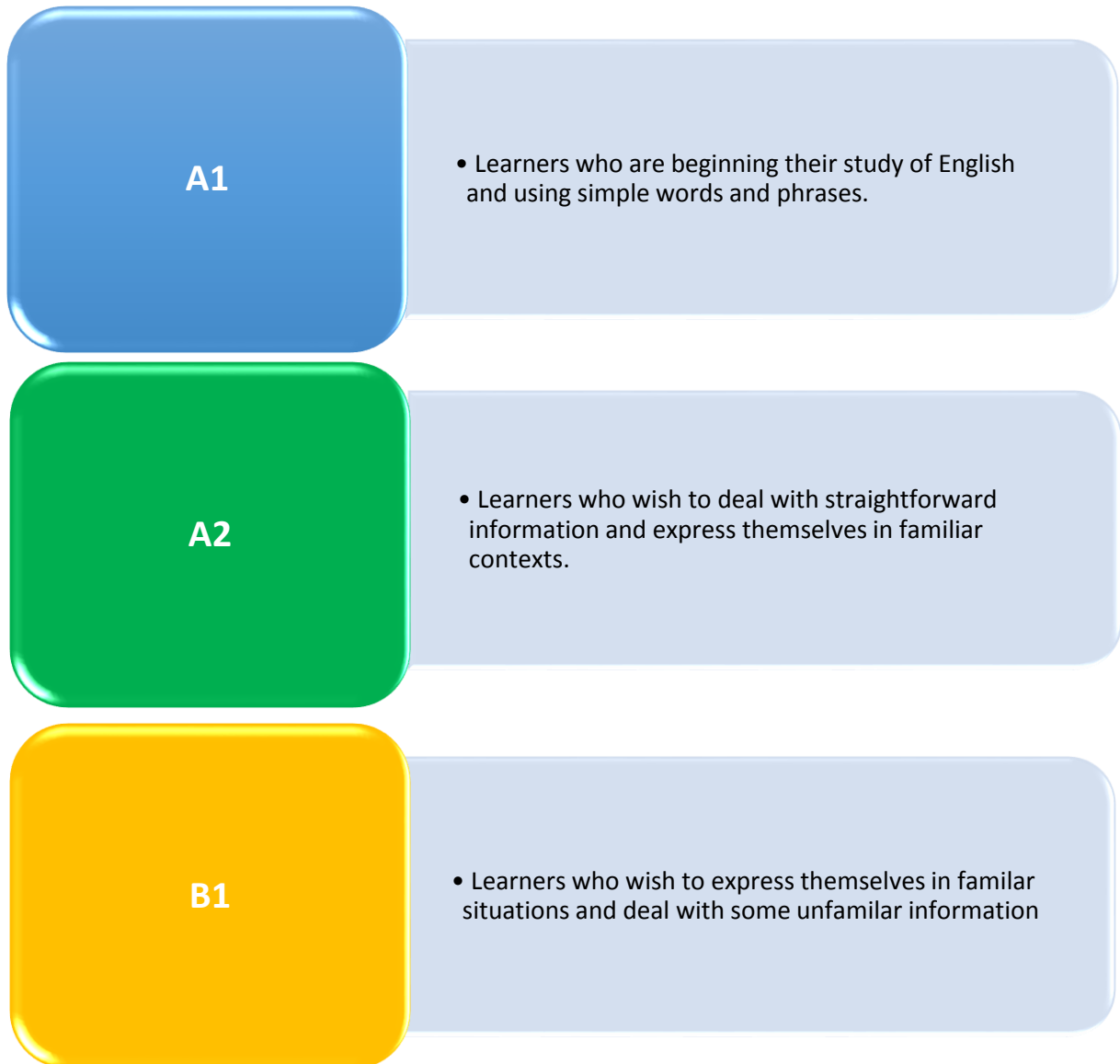
The Common European Framework (CEFR) is a framework of reference. Designed to provide a transparent, coherent and comprehensive basis for the elaboration of language, based on a set of can do statements that describe what a learner 'can do'. This means at every level the learner can see the worth and what they can do to is achievable.

ESOL International – A1 and A2	
Assessment method	External assessment of four mandatory units <ul style="list-style-type: none"> • Speaking • Listening • Reading • Writing
Grading	Pass, Pass Merit, Pass Distinction
Accreditation Information	N/A
Target Group	<ul style="list-style-type: none"> • None native speakers • Learners who require an externally recognised certificate of their level of proficiency in English • Learners who need English for their everyday or working life

ESOL International – A1 and A2	
A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.
A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

Qualification Progression

Like other frameworks, the CEFR covers two main dimensions: a vertical and a horizontal one. The vertical dimension of the CEFR shows progression through the levels.



Assessment and CER Guidelines

SPEAKING	
A1 Spoken Interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.
A1 Spoken Production	I can use simple phrases and sentences to describe where I live and people I know.
A2 Interaction	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.
A2 Spoken Production	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.

LISTENING	
A1	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.
A2	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.

READING	
A1	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.
A2	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.

WRITING	
A1	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.
A2	I can write short, simple notes and messages relating to matters in areas of immediate needs. I can write a very simple personal letter, for example thanking someone for something.

Guidance for Teachers A1

GRAMMAR

- And, but, or
- Can (ability/permission)/could (permission or request)
- Comparatives and superlatives
- Countable/uncountable nouns
- Definite and indefinite article, zero article
- Demonstrative adjectives
- Frequency adverbs
- Future – use of the Present Progressive Tense – e.g. ‘going to’
- Have got
- Imperatives
- Like/love/enjoy/hate + -ing
- Much/many/a lot of
- Past simple
- Past time expressions: ago, in the 80s, last Monday, yesterday, yesterday evening, last night etc.
- Personal pronouns (object)
- Personal pronouns (subject)
- Plurals (regular, irregular)
- Possessive ‘s’ (Peter’s house)
- Possessive adjectives and pronouns
- Prepositions of movement
- Prepositions of place
- Prepositions of time
- Present progressive (for actions in progress now)
- Present simple
- Present time expressions: every day, on Mondays, now, at the moment, in this period
- Some/any
- There is/there are
- To be
- To have
- Would like (I’d, you’d etc.)

VOCABULARY TOPICS

- Alphabet, numbers and colours
- Appearance and personality
- Classroom language
- Clothes
- Countries and nationalities
- Days of the week, months and seasons
- Everyday objects (identity card, driving licence, tissues, matches, etc.)
- Family members
- Food and drink
- Health/illnesses
- Holidays and travel
- Jobs
- Means of transport
- Music, sports, hobbies
- Office vocabulary
- Parts of the body
- Personal routine
- Places
- Rooms and furniture
- Shops
- Time
- Weather

FUNCTIONS

- Asking and saying how much things are
- Asking and saying how often
- Asking and saying how you feel
- Asking and saying what is happening
- Asking and saying what people are wearing/doing
- Asking and saying what people do
- Asking and saying what people usually wear/do
- Asking and telling the day/date
- Asking for and giving directions
- Asking for and giving personal details: age, height, etc.
- Asking for and telling the time
- Asking for information
- Asking for permission
- Basic telephone language
- Describing a photo (N.B. essential for the second part of the oral paper)
- Describing a place
- Describing objects and giving information (shape, size, weight, colour, purpose)
- Describing people's appearance and character
- Expressing preferences and giving opinions (like/don't like/I think)
- Filling in of simple forms, e.g. boarding cards
- Greeting people/meeting people
- Introducing yourself and asking questions about others
- Making comparisons
- Ordering a meal
- Recognition and interpretation of simple notices and instructions
- Talking about ability and skills
- Talking about likes and dislikes
- Talking about one's health
- Talking about one's holidays
- Talking about people's homes
- Talking about routine activities
- Talking about the future: arrangements
- Talking about the past
- Talking about the weather
- Writing a postcard

A1 - Lexicon

Useful expressions:

- Anything else?
- Give (me) a hand
- Give (me) a lift
- Here you are!
- How long does it take....?
- Hurry up!
- I think so/I don't think so
- I'm afraid(sorry)
- Let's go!
- See you ...
- See you on
- Spend (time) + ing
- Take part in
- To be (at) home
- To be + adjective (cold/hot/thirsty/hungry/right/wrong)
- To be afraid of
- To be asleep
- To be away
- To be busy
- To be in a hurry
- To be interested in
- To be late/early/on time
- To be in/out
- To be well/ill
- To get a fine
- To have breakfast/lunch/dinner/a snack etc.
- To have a bath/shower/a break/a rest/a holiday etc.
- To have a good time/a good journey etc.
- To have flu/a cold/a cough/a temperature/stomach-ache/toothache/a headache/backache, a sore throat
- What is x like?/what was x like?
- What's on (at the cinema/on television)?

Phrasal verbs:

- Ask for
- Call back
- Fill in
- Get in/out of (car)
- Get on/off (bus, etc.)
- Get up
- Go out with
- Hold on
- Look after
- Look at
- Look for
- Pay (somebody) for
- Put on/take off (clothes)
- Switch on/off
- Take off (plane)
- Try on (clothes)
- Turn on/off
- Wait for
- Wake up

General (It is impossible to cover all lexical fields here. This section should be further developed according to students' needs, ability and interests)

- Adjectives to describe appearance and personality: *pretty/beautiful/ugly/fair/dark/fat/thin/slim/happy/sad/unhappy/old/young/strong/weak/tall/short/hungry/ill/well/thirsty/hungry/angry/tired/exhausted/shocked/stressed/busy/lazy/poor/rich/kind/famous/stupid/silly/intelligent/clever/smart*
- Adjectives to describe towns or villages: *quiet/noisy/industrious/agricultural/busy/crowded/polluted*
- Adjectives to describe weather: *cloudy/sunny/windy/cold/hot/freezing/foggy/rainy/wet/damp/humid/grey/dull/stormy*
- Compound nouns: *alarm clock/bus stop/compact disc (CD)/police station/swimming pool/telephone number/baby-sitter/driving licence/air conditioning/mineral water/science fiction/junk food/native speaker*
- Describing pictures: *in the foreground/background/the middle/at the bottom/top (of)*
- Easily confused words: *to miss/to lose; to borrow/to lend*
- Expressions and words linked to giving directions: *Excuse me/Can you tell me the way to ...?/the (first) on the right/left/turn right/turn left/go straight on/go past the ... /you can't miss it/roundabout/traffic lights/as far as/car park/crossroads/junction/level crossing/pedestrian/zebra crossing/flyover/bridge/subway/over there/is there a (bank) near here?*
- Expressions and words linked to restaurants: *menu; names of food and drink; course; waiter; knife, fork, spoon; bill; I'll have; I'd like; Would you like ...?; book a table*
- Expressions and words linked to shopping: *to do the shopping/to go shopping/can I help you?/can I try it on?/what size are you?/have you got a larger/smaller size?/suit/fit/just looking/anything else?/changing room/shop window/tight/loose/pay by credit card/debit card/cheque/in cash/I'll buy/I'll pay etc.*
- Expressions and words linked to telephone conversations: *Hello/Can I speak to ...?/Can I take a message?/This is .../(John) speaking/hold on/call back later/I'm afraid he's in a meeting/he's out*
- Expressions and words linked to travel: *catch a train or a bus/miss a train or a bus/(the train) is now boarding/platform/ticket office/information desk/gate/book a single/book a double room/book a flight/book a ferry-boat/arrive at/ arrive in*
- General adjectives: *cheap/expensive/clean/dirty/easy/difficult/late/early/fast/quick/slow/nice/good/fantastic/bad/terrible/horrible/boring/interesting/useful/useless/heavy/light/old/new/old/young/cold/hot/warm*
- Holiday language: *to go on holiday/to be on holiday/to go to the seaside/to go to the mountains/at the seaside/in the mountains/stay in a hotel/beach – sandy, stony, rocky/sea – calm, rough, polluted, clean, crowded, deserted/sun bed/protective cream/sunbathe/tanned/deck chair/towel/(build) sand castles/night life/promenade/hotel/guest house/half board/full board/go for a walk/climbing/surfing/swimming/look for (mushrooms)/go sightseeing/rent a flat*
- Prepositional phrases and prepositions to be used with nouns, verbs and adjectives: *by car, etc./in front of/in the end/off the coast/on foot/on the phone/on the beach/on the corner/on the (first) floor/on the left/on the right/on the train/on TV/on the radio/on the Internet/to speak to/married to/in good condition*
- Set phrases: *Yes, please/no, thank you/you're welcome/don't mention it/how are you?/fine, thanks/how do you do?/pleased to meet you/nice to meet you*
- Talking about health: *have a headache/have toothache/have a stomach-ache/have a cold/have a sore throat/have a pain (in the leg arm)/suffer from ...*

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