



ESOL
International

ESB Entry Level Certificate in ESOL International

All Modes (Entry 2) – (A2)



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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.

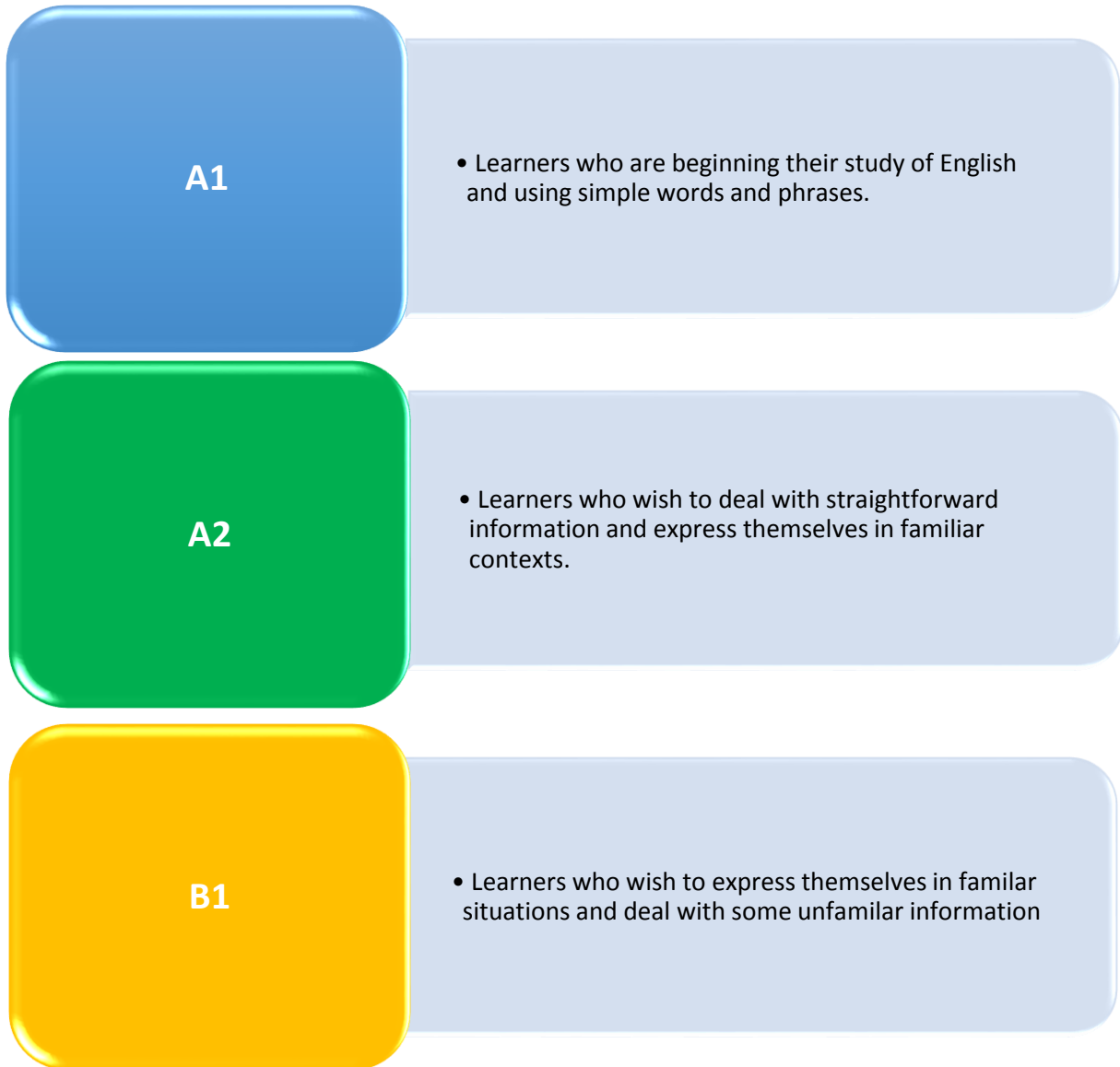
The Common European Framework (CEFR) is a framework of reference. Designed to provide a transparent, coherent and comprehensive basis for the elaboration of language, based on a set of can do statements that describe what a learner ‘can do’. This means at every level the learner can see the worth and 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 A2

GRAMMAR

- (A) few, (a) little
- (Revision) comparatives and superlatives; as..... as, not so/as as
- '0' and first conditionals.
- '-ing' and '-ed' adjectives
- Adverbs of degree (very, too, rather, quite)
- Compound nouns
- Future – use of the Present Progressive Tense – e.g. 'going to' and Present Simple Tense for timetabled/fixed events
- Gerunds as subjects and objects
- Infinitive of purpose (I went to the shop *to buy* milk.)
- Infinitives (with and without to) after verbs and adjectives
- Modals – shall (offers and suggestions), should (advice), have (got) to (obligation), must (obligation), mustn't (prohibition), need (necessity), needn't (lack of necessity)
- Modals: permission (may, can, could)
- No future after *if* and *when*
- Order of adjectives
- Passive (present and past simple)
- Past Progressive
- Past Progressive and Past Simple contrasted
- Past Simple vs. Present Perfect
- Present Perfect (various uses: *How long....?* – *Have you ever...?*; when talking about recent news/present result; with *for* and *since*; indefinite past with *yet, already, ever, never*; with '*it's the first /second time ...*'
- Present Progressive – verbs not used in this form
- Quantitative and indefinite pronouns (one, something, everybody, etc.)
- Question tags
- Regular and irregular adverbs
- Relative pronouns and clauses
- Use of 'has been' and 'has gone'
- Use of shall I?/shall we ...?
- What is x like? /What does x like? (contrasted)

VOCABULARY TOPICS

- Entertainment
- Hobbies
- Holidays
- Hotels/restaurants
- Money and shopping
- Personal routine
- Town features
- Travel
- Workplace/school

FUNCTIONS

- Asking and answering questions about personal possessions
- Asking for repetition and clarification
- Asking/telling people to do something
- Buying and selling things (costs, amounts)
- Describing a photo (N.B. essential for the second part of the oral paper)
- Describing a simple process/procedure (using the passive and imperative)
- Describing your home town
- Expressing (in)ability in the present
- Expressing agreement, disagreement, contradicting people
- Expressing and responding to thanks
- Expressing needs and wants
- Expressing obligation and lack of obligation
- Expressing opinions and making choices
- Expressing purpose, cause and result, giving reasons
- Following and giving simple instructions
- Giving and accepting advice
- Giving and responding to invitations, both spoken and written
- Giving warnings and stating prohibitions
- Identifying and describing accommodation
- Identifying and describing objects
- Interrupting a conversation
- Making and responding to apologies and excuses
- Making requests and agreeing and refusing to do things
- Making, granting, refusing simple requests
- Paying compliments
- Speaking on the phone
- Sympathising
- Talking about future events
- Talking about holidays
- Talking about ways of travelling
- Talking and writing about personal experiences
- Understanding and filling in forms giving personal details
- Understanding simple signs and notices
- Very short and simple formal letters, e.g. application
- Very simple faxes and emails
- Writing a short description of a personal photo, including where and when it was taken and why it is liked
- Writing short, simple descriptions of people

A2 - Lexicon

A2 – LEXICON & Revision of all appropriate items covered in previous level

Useful expressions:

- Be good/bad at
- Be homesick
- Be in a good/bad mood
- Be keen on
- Be on fire
- Be stressed out
- Be useless
- Call for help
- Change one's mind
- Get (buy/take/receive/find/obtain)
- Get + adjective/comparative
- Have a look at
- Heavens!
- How about ..?/what about ...?
- How come?
- Make up one's mind
- No news is good news
- Shut up!
- The same to you
- Time flies
- What a mess!
- What a pity!
- What's up?

Phrasal verbs (Revision of all phrasal verbs taught at the previous level is essential):

- Be/come back
- Be fed up (with)
- Be over
- Come from
- Cross out
- Get back (return to place)
- Get on with
- Give back
- Give up
- Go away
- Go back
- Go on
- Grow up
- Hang up
- Hurry up
- Look forward to
- Look into
- Look out
- Look up (a word)
- Pick (somebody/something) up
- Slow down
- Speak up
- Throw away
- Turn around/round
- Turn on/off/up/down
- Turn up
- Wash up

General (This is just an idea of the kind of vocabulary students of this level are expected to use. It is impossible to cover all lexical fields here. This section should be further developed according to students' needs, ability and interests)

- 'Social' expressions: *Could you repeat, please?/I'd love to/pardon? etc.*
- Adjectives describing films: *violent/powerful/exciting/good fun/slow*
- Cinema language: *western/war film/horror film/science fiction/action film/comedy/thriller/dubbed/subtitles/set (take place)/director/stars*
- Compound adjectives: *absent-minded/bad-tempered/good-tempered/blue-eyed/broad-shouldered/short-sleeved/v-necked/easy-going/first-class/good-looking/half-price/home-made/middle-aged/one-way/out-of-date/right-handed/left-handed/second-hand/short-sighted/long-sighted/suntanned/well-dressed/well-known/well-off/worn-out/sugar-free/tax-free etc.*
- Describing appearance: *pony-tail/bald/balding/underweight/overweight/skinny/anorexic/(average, medium) height and build/to look great*
- Describing character: *warm/cold/friendly/unfriendly/kind/unkind/generous/mean/pleasant/unpleasant/cheerful/miserable/relaxed/easy-going/tense/nervy/sensitive/insensitive/honest dishonest/hard-working/lazy/bright/thick/shy self-confident/introvert/extrovert*
- Describing food: *tasty/sweet/salty/hot/spicy/fresh/tender/tough/fatty/fattening/rare/medium/well-cooked steak*
- General adjectives: *tiny/huge/careful/careless/attractive/unattractive/flexible/inflexible/homeless/comfortable/uncomfortable/convenient/inconvenient*
- Prepositional phrases and prepositions to be used with nouns, verbs and adjectives: *at the end of/for sale/on business/It's very kind (nice) etc. of you/apologise for/pay for (something)/spend (money) on/on board*
- Television language: *What's on?/soap opera/quiz show/chat show/documentary/a comedy/drama series/current affairs/channels/stations/commercials/satellite dish/cable TV/TV licence/plug in/unplug/remote control*
- Verbs forming -ing and -ed adjectives: *bore/exhaust/depress/disgust/excite/frighten/interest/irritate/relax/satisfy/shock/surprise/terrify/thrill/tire/worry*
- Word partners (collocations): e.g. *serious illness/a soft drink/dry (sweet) wine/strong (weak) coffee/hard work/heavy traffic/dry (wet) weather/a great success/heavy rain/a soft (loud) voice/wide range/broad shoulders/ computer literate/back-up copy/make a mistake/ make a cake/do homework (housework)/do a job (sport)/do your best/go for a walk (trip)/ go on holiday/go shopping (sightseeing) (dancing)/go away for the weekend/get wet (lost)/ get married (divorced)/get a letter (a new car) (a job)/get a taxi home/get a taxi to work/give a lift/tell a story (joke) (the truth) (a lie)/start the car/play a game (the guitar)/keep fit*
- Work language: *in charge of/responsible for/deal with/ run (a department) (factory) (shop)/company/firm/paperwork/salary/income/nine-to-five job/flexitime/(do)shift work/ do overtime/work overtime/career prospects/conference room/make an appointment*

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