

Trinity Certificates in ESOL Skills for Life

Entry 1 Syllabus

Trinity College London
89 Albert Embankment
London SE1 7TP
UK

Tel: +44 (0)20 7820 6100
Fax: +44 (0)20 7820 6161
e-mail: esol@trinitycollege.co.uk
website: www.trinitycollege.co.uk

Patron HRH The Duke of Kent, KG

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Introduction

Welcome to the Trinity ESOL Skills for Life examination suite

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

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

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

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

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

About this booklet

This booklet contains precise details as to the format and procedures of the examination at Entry 1. It also provides candidates and those preparing candidates with comprehensive coverage of the language requirements for this level and details as to how each task relates to the *Adult ESOL Core Curriculum* descriptors and individual component skills, knowledge and understanding.

The booklet is organised per mode as follows:

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

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

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

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

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

Speaking and Listening

1. Candidate profile

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

- speak to communicate 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 Speaking and Listening 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 will involve a discussion of different likes and dislikes of a personal nature such as music or food and will require 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 will 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 Speaking and Listening 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.

Task 1—Exchange of personal information	
1. Speak to communicate	<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>
2. Listen and respond	<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>
3. Engage in discussion	<p>Speak and listen in a simple exchange and in an everyday context with another adult</p>
4. Accuracy and range of the key language items <i>N.B. When assessing a candidate's performance in this criterion, examiners are required to come to a judgement on the balance of competence in the items listed using the Generic descriptors for guidance.</i>	<p>Word order in statements and questions</p> <p>Wh- 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>
Task 2—Follow and give instructions and directions	
1. Speak to communicate	<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>
2. Listen and respond	<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>
3. Accuracy, range and appropriacy of the key language items <i>N.B. When assessing a candidate's performance in this criterion, examiners are required to come to a judgement on the balance of competence in the items listed using the Generic descriptors for guidance.</i>	<p>Word order in instructions and questions</p> <p>Wh- 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>

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

Task 1—Conversation with examiner in which personal details are exchanged				
Basic skills standards	Component skills	Knowledge and understanding	Indicative language	
Sc/E1.1 Speak clearly to be heard and understood in simple exchanges	1a use stress and intonation to make speech comprehensible to a sympathetic native speaker	<ul style="list-style-type: none"> – show awareness of syllable stress in familiar words – place stress on key words in utterances 	<i>family</i>	
	1b articulate the sounds of English to be comprehensible to a sympathetic native speaker	<ul style="list-style-type: none"> – pronounce phonemes adequately to be comprehensible and to make meaning clear 		
Sc/E1.3 Ask questions to obtain specific information	3a ask for personal details	<ul style="list-style-type: none"> – form <i>wh</i>- and closed questions with correct intonation – use the question form of the simple present tense of common verbs, using contractions where appropriate – form questions with common modals – understand and use a range of question words 	<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"> – demonstrate strategies for dealing with lack of understanding 	<i>Can you repeat that, please?</i>	
Sc/E1.4 Make statements of fact clearly	4a make simple statements of fact	<ul style="list-style-type: none"> – use verb forms suitable for the level – use grammar suitable for the level to express possession, quantity, number, location – use falling intonation – make statements of fact within an interaction 	<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"> – recognise requests for personal information and respond in different appropriate ways – use contracted forms – spell words aloud – incorporate giving information into an interaction 	<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>	
	4d give a description	<ul style="list-style-type: none"> – use suitable grammar, e.g. prepositional phrases, indefinite article – use common adjectives to describe people, places and things 	<i>There's a school next to my flat.</i> <i>My father's tall and has grey hair.</i>	
	4e deal with another person's misunderstanding	<ul style="list-style-type: none"> – recognise misunderstanding and correct it 	<i>So, you come from a very hot country.</i> <i>No, it can be very cold sometimes.</i>	
		<ul style="list-style-type: none"> – use stress to make meaning clear 	<i>You have two sons.</i> <i>No, I have two <u>daughters</u>.</i>	

Task 1 (continued)

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

Speaking and Listening

Task coverage of descriptors, component skills and knowledge and understanding

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

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

Reading

1. Candidate profile

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

- read and understand short texts with repeated language patterns on familiar topics
- read and obtain information from common signs and symbols.

2. Format

The Reading mode takes the form of a formal examination paper lasting 30 minutes.

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

The two tasks contain a total of 15 test items:

Task 1 10 questions

Task 2 5 questions.

The texts will be such text types as:

- public signs and notices
- lists
- forms
- notes
- records
- simple narratives.

The item types may be any of the following:

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

3. Procedure

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

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

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

4. Marking

Test papers are returned to Trinity and are marked at Trinity's Head Office. Each item is awarded one mark. Therefore, the maximum possible number of marks is 15. The pass mark is 10.

5. Guidance

In order to prepare candidates for the Reading paper, teachers are directed to the relevant section of the *Adult ESOL Core Curriculum*, pages 70–79 and to the DfES ESOL Skills for Life Teacher Reference File. The Trinity website also contains sample papers for teachers and candidates to see exactly what to expect and to gain useful practice. Go to the main website at www.trinitycollege.co.uk and follow the links to ESOL and then ESOL Skills for Life, then Sample Papers and then Entry 1 Reading. One sample of a Task 1 can be found below and following that, a table summarising task coverage. In all the tasks, each of the test items is linked to a specific component skill, knowledge and understanding item in the *Adult ESOL Core Curriculum*, thus ensuring complete coverage of all the standards. Candidates, therefore, need reading practice with a focus on word, sentence and text level.

Sample of Reading paper—Task 1

Read the following text and then answer the questions below.

Jahanara's family

My name is Jahanara. I am 22 years old. I come from Bangladesh. I have two brothers and one sister. I live with my mother, Shazia and father, Hassan, in Leicester. My mother works in a school. My sister, Mira, lives with us. My older brother, Ahmed, works in a shop. Mira is 21 and Ahmed 24. My younger brother, Samir, lives in London. We have got a small house with a garden. I work in a big supermarket from Monday to Friday.

1. The text tells you about Jahanara's
2. 'I' in the text is
3. Where does Jahanara live? Please tick one box.
Bangladesh ☐
London ☐
Leicester ☐
4. Does Jahanara work in the supermarket at weekends?
5. Where does Shazia work? Please tick one box.
a school ☐
a supermarket ☐
a garden ☐
- 6–10. Complete the table below to show Jahanara's family and their names.

	Relation	Name
6.		Shazia
7.	father	
8.	older brother	
9.		Samir
10.		Mira

Reading

Reading 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

Task 1—Simple narrative			
Basic skills standards descriptor		Component skills	Knowledge and understanding
Rt/E1.1 Follow a short narrative on a familiar topic or experience	1a	Follow a short narrative on a familiar topic or experience	<ul style="list-style-type: none">– track texts in the right order, left to right, top to bottom– use a range of text-level strategies, knowledge of content and context of the text as a whole to get meaning from text
	1b	obtain information from texts	<ul style="list-style-type: none">– recognise that it is not always necessary to read every word in order to comprehend or gain information from text
Rs/E1.1 [not identified in Basic Skills standards level descriptor]	1a	read and recognise simple sentence structures	<ul style="list-style-type: none">– recognise common patterns of simple sentences for statements– recognise the importance of word order in simple sentences and its effect on the meaning
	1b	use punctuation and capitalisation to aid understanding	<ul style="list-style-type: none">– develop understanding of the function of a full stop and initial capital letter in a sentence, and apply this knowledge to help with reading– recognise that full stops mark grammatical boundaries– know that capital letters are used for names, dates and places and for the personal pronoun 'I' and apply this knowledge to aid understanding
Rw/E1.1 Possess a limited meaningful sight vocabulary of words, signs and symbols	1a	recognise a limited number of words	
Task 2—Signs and symbols			
Rt/E1.1	1b	obtain information from texts	<ul style="list-style-type: none">– obtain meaning from a combination of key words and symbols– recognise ways of expressing prohibition– recognise key words and phrases that indicate function of texts
Rt/E1.2 Recognise the different purposes of texts at this level	2a	recognise that the way a text looks can help predict its purpose	<ul style="list-style-type: none">– recognise that different types of texts will look different from each other– know that symbols without words have meaning and understand the meaning of common signs and symbols– understand that layout and presentational features of simple texts can help readers predict purpose and aid understanding– know the language to describe purposes of texts at this level– recognise conventional phrases used in particular contexts
Rs/E1.1 [not identified in Basic Skills Standards level descriptor]	1a	read and recognise simple sentence structures	<ul style="list-style-type: none">– recognise that not all texts consist of whole sentences
Rw/E1.1 Possess a limited meaningful sight vocabulary of words, signs and symbols	1a	recognise a limited number of words, signs and symbols	<ul style="list-style-type: none">– understand and recognise use of <i>in, out, off, down</i> in signs

Information on Writing overleaf

Writing

1. Candidate profile

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

- write to communicate information to an intended audience.

2. Format

The Writing mode takes the form of a formal examination paper lasting 20 minutes.

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

Task 1

consists of writing a text giving basic personal information. The text required will be one of the following:

- record
- note
- form.

Task 2

consists of writing a brief message giving details of present activities. The text required will be one of the following:

- note
- message
- postcard.

Task summary chart

	Task 1	Task 2
Text type	record, note, form	note, message, postcard
Reader/s	teacher, official, employer	friend, relative, acquaintance
Register	semi-formal	informal
Tone/style	neutral	friendly
Purpose	to inform	to inform
Word length	approx. 30 words	approx. 30 words

3. Procedure

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

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

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

4. Assessment

Examiners make their assessments with reference to the Generic performance descriptors, as stated in the Introduction booklet, in combination with the Task-specific mark scheme provided below. This details the actual performance and competence required for each particular Writing 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. Completed papers are sent back to Trinity's Head Office and marked.

Task 1—Write a text giving basic personal details	
1. Text focus: writing composition	<p>Include and communicate some relevant basic personal information as required by the task</p> <p>Show awareness of the basic conventions and layout of a record, note or form</p>
2. Sentence focus: grammar and punctuation <i>N.B. When assessing a candidate's performance in this criterion, examiners are required to come to a judgement on the balance of competence in the items listed below using the Generic descriptor for guidance.</i>	<p>Construct a simple sentence using basic word order: <i>subject, verb, object; subject, verb, prepositional phrase</i></p> <p>Use capital letters and full stops to mark off sentences</p> <p>Show awareness that the pronoun 'I' is spelt with a capital letter</p> <p>Use <i>present simple of stative</i> and <i>common regular verbs, personal pronouns, definite and indefinite articles, can, in</i></p>
3. Word focus: spelling and handwriting	<p>Spell correctly some key personal words and familiar words, e.g. street names, <i>live, work</i></p> <p>Form the letters of the alphabet with some accuracy in upper and lower case</p> <p>Use digits 1 to 9 with some accuracy</p>
Task 2—Write a brief message giving details of present activities	
1. Text focus: writing composition	<p>Include and communicate some relevant basic personal information as required by the task</p> <p>Show awareness of the basic conventions and layout of a note, message, postcard</p>
2. Sentence focus: grammar and punctuation <i>N.B. When assessing a candidate's performance in this criterion, examiners are required to come to a judgement on the balance of competence in the items listed below using the Generic descriptor for guidance.</i>	<p>Construct a simple sentence using basic word order: <i>subject, verb, object; subject, verb, prepositional phrase</i></p> <p>Show awareness that sentences can be put together to make texts</p> <p>Use capital letters and full stops to mark off sentences</p> <p>Show awareness that the pronoun 'I' is spelt with a capital letter</p> <p>Use <i>present simple</i> and <i>present continuous</i> of <i>common regular verbs, personal pronouns, definite and indefinite articles, common adjectives, simple adverbs of place, manner, time, common prepositions</i></p>
3. Word focus: spelling and handwriting	<p>Spell correctly some key personal words and familiar words</p> <p>Form the letters of the alphabet with some accuracy in upper and lower case</p> <p>Write legibly</p>

5. Guidance

In order to prepare candidates for the Writing paper, teachers are directed to the relevant section of the *Adult ESOL Core Curriculum*, pages 80–89 and to the DfES ESOL Skills for Life Teacher Reference File. The Trinity website also contains sample papers for teachers and candidates to see exactly what to expect and to gain useful practice. Go to the main website at www.trinitycollege.co.uk and follow the links to ESOL and then ESOL Skills for Life, then Sample Papers and then Entry 1 Writing. One sample of a Task 2 can be found below which illustrates a pass performance at Entry 1. Following this is a table summarising task coverage. Each task is linked to a specific component skill, knowledge and understanding item in the *Adult ESOL Core Curriculum*, thus ensuring complete coverage of all the standards. Candidates, therefore, need writing practice with a focus on word, sentence and text level.

Sample of Writing paper—Task 2

You are visiting a friend in a different town. Write a postcard to your family. Tell them how you are, where you are and what you are doing. (About 30 words)

Please write in the space below.

<p>Dear... Mum</p> <p>..... how are you.</p> <p>..... Im in my friend house in New York.</p> <p>..... I stay in there for one month it is</p> <p>..... very beautiful.</p> <p>..... Don't worry about me! I miss you</p> <p>..... Love Runi</p>	<div data-bbox="1161 1059 1267 1184"></div> <p>^^^^^^^^^^^^^^^^ ^^^^^^^^^^^^^^^^ ^^^^^^^^^^^^^^^^ ^^^^^^^^^^^^^^^^</p>
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Writing 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 1—Write a text giving basic personal details		
Basic skills standards descriptor	Component skills	Knowledge and understanding
Wt/E1.1 Use written words and phrases to record or present information	1a compose very simple text to communicate basic information	<ul style="list-style-type: none"> – decide what to include in very simple texts – communicate basic information in very simple texts – be aware of the basic conventions and layout of different kinds of simple written texts
Ws/E1.1 Construct a simple sentence	1a construct a simple sentence using basic word order and verb form	<ul style="list-style-type: none"> – show understanding of the concept of a sentence and that sentences can be put together to make texts – show understanding of common patterns for simple statements
Ws/E1.2 Punctuate a simple sentence with a capital letter and a full stop	2a use basic punctuation to aid understanding of where sentences begin and end	<ul style="list-style-type: none"> – use capital letters and full stops to mark off sentences – use capital letters for names, places and when writing dates
Ws/E1.3 Use a capital letter for personal pronoun 'I'	3a use basic punctuation to write about oneself	<ul style="list-style-type: none"> – be aware that the word 'I' is always spelt with a capital letter
Ww/E1.1 Spell correctly some personal key words and familiar words	1a use and spell correctly some personal key words and familiar words	
Ww/E1.2 Write the letters of the alphabet using upper and lower case	2a form the letters of the alphabet using upper and lower case 2b form digits	<ul style="list-style-type: none"> – form the letters of the alphabet with some accuracy in lower and upper case – form digits 1 to 9 with some accuracy
Task 2—Write a brief message giving details of present activities		
Wt/E1.1 Use written words and phrases to record or present information	1a compose very simple text to communicate ideas or basic information	<ul style="list-style-type: none"> – decide what to include in very simple texts – communicate basic information in very simple texts – be aware of the basic conventions and layout of different kinds of simple written texts
Ws/E1.1 Construct a simple sentence	1a construct a simple sentence using basic word order and verb form	<ul style="list-style-type: none"> – show understanding of the concept of a sentence and that sentences can be put together to make texts – show understanding that simple sentences have different functions
Ws/E1.2 Punctuate a simple sentence with a capital letter and a full stop	2a use basic punctuation to aid understanding of where sentences begin and end	<ul style="list-style-type: none"> – use capital letters and full stops to mark off sentences – use capital letters for names, places and when writing dates
Ww/E1.1 Spell correctly some personal key words and familiar words	1a use and spell correctly some personal key words and familiar words	
Ww/E1.2 Write the letters of the alphabet using upper and lower case	2a form the letters of the alphabet using upper and lower case	<ul style="list-style-type: none"> – form the letters of the alphabet with some accuracy in lower and upper case

Task coverage of descriptors, component skills and knowledge and understanding

Appendix 1

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

(Adult ESOL
Core Curriculum)

Simple sentences

- 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!*

Noun phrase

- 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.*

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

- | | |
|---|---|
| • simple present tense of <i>be/have/do</i> and common regular verbs | <i>I am from Zaire</i>

<i>He works in the evening</i>
<i>Do you like music?</i> |
| • <i>have got</i> —indicating possession | <i>I've got a car</i> |
| • present continuous of common regular verbs | <i>He's watching TV</i> |
| • contracted forms of: <ul style="list-style-type: none"> – subject and auxiliary – auxiliary and negative | <i>They're having lunch</i>
<i>We don't eat meat</i> |
| <hr/> | |
| • modals <ul style="list-style-type: none"> – <i>can</i> + bare infinitive to express ability – <i>would</i> + <i>like</i> for requests | <i>He can drive</i>
<i>She'd like some tea</i> |
| • use of <i>on, off, in, out</i> | <i>Switch the light off</i>
<i>Way out</i> |
-

Adjectives

- | | |
|-------------------------------------|---|
| • common adjectives after <i>be</i> | <i>hot/cold/young/new/old/</i>
<i>good/bad</i> |
|-------------------------------------|---|
-

Adverbs and prepositional phrases

- | | |
|--|---|
| • common prepositions and prepositional phrases of place | <i>at home, on the left,</i>
<i>on the table</i> |
| <hr/> | |
| • simple adverbs of place, manner and time, | <i>here, there, now, slowly</i> |
| • use of intensifier <i>very</i> | |
-

Discourse

- | | |
|------------------------|-------------------|
| • sentence connectives | <i>then, next</i> |
|------------------------|-------------------|
-

Appendix 2

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