

Trinity Certificates in ESOL Skills for Life

Entry 2 Syllabus

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Introduction

Welcome to the Trinity ESOL Skills for Life examination suite

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

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

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

Additional supporting material is also included in the form of the Trinity 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 2. It also provides candidates and those preparing candidates with comprehensive coverage of the language requirements for this level and details as to how each task relates to the *Adult ESOL Core Curriculum* descriptors and individual component skills, knowledge and understanding.

The booklet is organised per mode as follows:

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

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

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

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

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

Speaking and Listening

1. Candidate profile

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

- speak to communicate information, 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 4 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 Speaking and Listening 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 at this level the candidate is supported by the examiner.

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 notes 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 will indicate to the facilitator that the time is up.

The facilitator will close the discussion.

The examiner will thank the candidates and facilitator and end the examination.

4. Assessment

Examiners make their assessments with reference to the Generic performance descriptors, as stated in the Introduction booklet, in combination with the Task-specific mark scheme provided overleaf. This details the actual performance and competence required for each particular Speaking and Listening task at 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.

Component 1: Task 1—Exchange of personal information	
1. Speak to communicate	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 facts about daily routine Give short accounts and explanations
2. Listen and respond	Listen for and follow the gist Listen for detail Respond to straightforward questions Listen to and identify simply expressed feelings and opinions
3. Accuracy and range of the key language items <i>N.B. When assessing a candidate's performance in this criterion, examiners are required to come to a judgement on the balance of competence in the items listed using the Generic descriptors for guidance.</i>	Word order in 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
Component 1: Task 2—Give a short account of a recent past activity	
1. Speak to communicate	Speak clearly to be heard and understood in straightforward exchanges Express clearly statements of fact and short accounts and descriptions
2. Accuracy, range and appropriacy of the key language items <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
Component 1: Task 3—Role-play—Making requests	
1. Speak to communicate	Make requests and ask questions to obtain information in everyday contexts Ask questions to clarify understanding
2. Listen and respond	Listen for and identify the main points of short explanations Listen to and follow straightforward explanations and instructions
3. Accuracy, range and appropriacy of the key language items <i>N.B. (see above)</i>	<i>Wh-</i> questions, statements with question tags <i>Could</i> for requests
Component 2: Group discussion—Discussing likes and dislikes	
1. Engage in discussion	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
2. Accuracy, range and appropriacy of the key language items <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 the 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., while 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.

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 relate to 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.</i>
<i>I live in a small town ... Do you live in a flat or ...?</i>	<i>Where do you come from?</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>

Speaking and Listening

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

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	Component 1: Task 1—Conversation with examiner in which personal details are exchanged			
	Basic skills standards descriptor	Component skills	Knowledge and understanding	Indicative language
	Sc/E2.1 Speak clearly to be heard and understood in straightforward exchanges	1a use stress and intonation to make speech comprehensible and meaning understood	<ul style="list-style-type: none"> understand that in sentences the most important content words are often stressed and place stress appropriately make a distinction between stressed and unstressed syllables 	<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"> distinguish between similar sounding phonemes to make meaning clear 	<i>live and leave</i>
	Sc/E2.2 Make requests and ask questions to obtain information in everyday contexts	2c ask for personal details	<ul style="list-style-type: none"> form <i>wh</i>- and closed questions with appropriate intonation use the question form of the simple present and simple past of common verbs and verbs <i>be, do, have</i> demonstrate strategies for showing interest in the response given and follow up on the response 	<i>Do you go to work every day?</i> <i>What did you do yesterday?</i> <i>Really?</i> <i>So do I.</i>
		2d ask for factual information (present, past, future)	<ul style="list-style-type: none"> form questions accurately, using appropriate verb forms and time markers to refer to past, present and future time 	<i>What time are you going to finish work today?</i>
		2f ask for description of people, places and things	<ul style="list-style-type: none"> use question forms + <i>like</i> form comparative questions 	<i>What was it like there?</i> <i>Was it better than here?</i>
	Sc/E2.3 Express clearly statements of fact and short accounts and descriptions	3a express statements of fact	<ul style="list-style-type: none"> use with some accuracy grammatical forms suitable for the level 	<i>I worked in an office</i>
		3b give personal information	<ul style="list-style-type: none"> 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 link giving with asking for information 	<i>Did you enjoy your job?</i> <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>
		3d give an explanation	<ul style="list-style-type: none"> recognise a request for explanation and indicate willingness to explain 	<i>Why didn't you go?</i> <i>Because I was ill.</i>

Component 1: Task 1 (continued)

Basic skills standards descriptor	Component skills	Knowledge and understanding	Indicative language
Lr/E2.1 Listen for and follow the gist of explanations, instructions and narratives	1c listen for gist in a conversation	– be able to follow the interactive nature of the conversation	
	1d listen for gist and respond in face-to-face situations	<ul style="list-style-type: none"> – understand the need to notice which words the speaker stresses in order to understand key words and important points – be able to indicate they are listening through use of responses – be able to ask for clarification with appropriate use of intonation 	<p><i>mmm, aha</i></p> <p><i>Can you explain that, please?</i></p>
Lr/E2.2 Listen for detail in short explanations, instructions and narratives	2b listen for detail and respond in face-to-face situations	– understand the importance of checking back and confirming understanding	
	2c listen for grammatical detail		
	2d listen for phonological detail		
Lr/E2.5 Respond to straightforward questions	5b respond to requests for information	<ul style="list-style-type: none"> – 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 	<p><i>Do you like oranges?</i> <i>Yes, but I prefer apples</i></p> <p><i>Is Mumbai bigger than Chennai?</i> <i>I'm not sure.</i></p>
Lr/E2.6 Listen to and identify simply expressed feelings and opinions	6c take part in more formal interaction	– recognise and respond to greetings, offers and requests for information	<p><i>Can you tell me about your job?</i> <i>Yes, it's ...</i></p>

Speaking and Listening

Task coverage
of descriptors,
component
skills and
knowledge
and
understanding

Component 1: Task 2—Short account of recent past activity				
Basic skills standards descriptor	Component skills	Knowledge and understanding	Indicative language	
Sc/E2.1 Speak clearly to be heard and understood in straightforward exchanges	1a use stress and intonation to make speech comprehensible and meaning understood	<ul style="list-style-type: none">– understand that in sentences the most important content words are often stressed and place stress appropriately– make a distinction between stressed and unstressed syllables	<i>I left Iraq in <u>March</u></i>	
	1b articulate the sounds of English to make meaning understood	<ul style="list-style-type: none">– distinguish between similar sounding phonemes to make meaning clear		
Sc/E2.3 Express clearly statements of fact and short accounts and descriptions	3c give a short account	<ul style="list-style-type: none">– 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	<i>I went to the supermarket in the morning and then I went home.</i>	
	3d give an explanation	<ul style="list-style-type: none">– use grammatical forms suitable for the level to express:<ul style="list-style-type: none">past timeobligation and needcause and effect		
	3f give a short description	<ul style="list-style-type: none">– know that a description can be an expression of fact or opinion	<i>I had to walk because the bus didn't come.</i>	
Component 1: Task 3—Role-play—Making requests				
Sc/E2.1 Speak clearly to be heard and understood in straightforward exchanges	1a use stress and intonation to make speech comprehensible and meaning understood	<ul style="list-style-type: none">– understand that in sentences the most important content words are often stressed and place stress appropriately– make a distinction between stressed and unstressed syllables		
	1b articulate the sounds of English to make meaning understood	<ul style="list-style-type: none">– distinguish between similar sounding phonemes to make meaning clear		
Sc/E2.2 Make requests and ask questions to obtain information in everyday contexts	2a make requests: ask for things or actions	<ul style="list-style-type: none">– be able to use modal verbs and other forms in order to make a polite request– be aware that the chosen form can depend on the relationship between people and the nature of the request– be able to incorporate a request in a longer interaction– be able to make requests with appropriate intonation	<i>Could I have a timetable, please?</i>	
	2d ask for factual information (present, past, future)	<ul style="list-style-type: none">– form questions accurately using appropriate verb forms		
	2e ask for directions and instructions	<ul style="list-style-type: none">– form questions of different types and consider which ones are more polite	<i>Excuse me, I wanted to ask ...</i>	
	2f ask for descriptions of people places and things	<ul style="list-style-type: none">– use question forms + <i>like</i>		
Sc/E2.4 Ask questions to clarify understanding	4a ask for clarification and explanation		<i>What do you mean exactly?</i>	

Component 1: Task 3 (continued)			
Basic skills standards descriptor	Component skills	Knowledge and understanding	Indicative language
Lr/E2.3 Listen for and identify the main points of short explanations or presentations	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"> – understand the importance of listening for the information required and ignoring other information 	
Lr/E2.4 Listen to and follow short straightforward explanations and instructions	4a listen to follow and respond to explanations, directions and instructions	<ul style="list-style-type: none"> – understand some deictic markers – recognise and respond to sequence markers 	<i>here, there, this, that</i>
Component 2: Group discussion—Likes and dislikes in familiar contexts			
Sd/E2.1 Follow the main points and make appropriate contributions to the discussion	1a take part in social interaction	<ul style="list-style-type: none"> – 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	<ul style="list-style-type: none"> – be able to express degrees of liking and disliking and use intonation to reflect the feeling expressed – be able to use a range of adjectives to express feelings using appropriate intonation – be able to elaborate by expressing reason or result 	<i>I really like ...</i> <i>I don't like it very much.</i> <i>I was so happy ...</i>
	1d express views and opinions	<ul style="list-style-type: none"> – use simple phrases to introduce an opinion – distinguish clearly between a statement of fact and an expression of opinion – be able to follow up an opinion by giving a reason or expressing result 	<i>I think ...</i> <i>I think it's horrible so I don't go there very often.</i>
	1e relate to other speakers	<ul style="list-style-type: none"> – 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 – contribute to a discussion by inviting contributions from other speakers using appropriate phrases 	 <i>Yes, you're right.</i> <i>Do you like it too?</i>
Lr/E2.6 Listen to and identify simply expressed feelings and opinions	6a listen to and identify simply expressed feelings and opinions	<ul style="list-style-type: none"> – identify common structures and vocabulary used in expressing different feelings and emotions – identify common structures and vocabulary used in expressing different opinions – recognise how intonation and pitch carry meaning 	
Lr/E2.7 Follow the gist of discussions	7a follow the gist of discussions	<ul style="list-style-type: none"> – recognise the topic and purpose of a discussion 	
Lr/E2.8 Follow the main points and make appropriate contributions to the discussions	8a follow the main points of discussions	<ul style="list-style-type: none"> – 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 	

Reading

1. Candidate profile

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

- read and understand short, straightforward texts on familiar topics
- read and obtain information from short documents, familiar sources and signs and symbols.

2. Format

The Reading mode takes the form of a formal examination paper lasting 45 minutes.

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

The three tasks contain a total of 20 test items:

Task 1	10 questions
Task 2	5 questions
Task 3	5 questions

The texts will be such text types as:

- public signs and notices
- lists and forms
- notes and records
- e-mails and letters
- simple narratives
- diagrams.

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 written examination at their own registered Trinity Skills for Life centre. The written papers are posted out from 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 20. The pass mark is 13.

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 138–155 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 2 Reading. One sample of a Task 2 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 2

Use the form below to answer the following questions.

Your delivery details		BLOCK CAPITALS PLEASE	
Use black ink			
Title	Mr/Mrs/Miss/Ms		
First name			
Surname			
Address			
House no.			
Street			
Town	Postcode		
D. of B.	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <input type="text"/> D </div> <div style="text-align: center;"> <input type="text"/> D </div> <div style="text-align: center;"> <input type="text"/> M </div> <div style="text-align: center;"> <input type="text"/> M </div> <div style="text-align: center;"> <input type="text"/> Y </div> <div style="text-align: center;"> <input type="text"/> Y </div> </div>		
Do you want us to send you details of special offers? Please tick here. <input type="checkbox"/>			
Under 16? An adult has to sign here for you:			

Questions

Look at the form. For each question, only one of the answers is correct. Circle the letter of the correct answer.

11. This form is
 - A for a job application
 - B to book accommodation
 - C for giving delivery details
12. Which titles apply to women only?
 - A Mr/Mrs/Ms
 - B Ms/Miss/Mr
 - C Mrs/Ms/Miss
13. Which example is correct for the form?
 - A 10 Nov 1964
 - B 10-11-1964
 - C 10-11-64
14. The form says 'Please tick here'. Which one of these is correct?
 - A ✓
 - B X
 - C ➤
15. This form wants
 - A name, address and date
 - B name, address and job
 - C name, address and date of birth

Reading

Reading 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

Task 1—Instructional text			
Basic skills standards descriptor	Component skills	Knowledge and understanding	
Rt/E2.1 Trace and understand the main events of chronological and instructional texts	1a use a range of strategies and knowledge about texts to trace and understand the main events	<ul style="list-style-type: none">– use text level strategies to predict content and check meaning– recognise the key features of format, layout, grammar and discourse in instructional texts	
	1b obtain information from texts	<ul style="list-style-type: none">– understand that it is possible to use different strategies to get meaning from text– read thoroughly where detailed reading is necessary	
Rt/E2.4 Use illustrations and captions to locate information	4a obtain information from illustrations, simple maps and diagrams	<ul style="list-style-type: none">– understand that illustrations can contribute to meaning and help locate and interpret information	
Rs/E2.1 Read and understand linking words and adverbials in instructions and directions	1a use grammatical structures that link clauses and help identify sequence	<ul style="list-style-type: none">– know that discourse markers and conjunctions help identify sequence– recognise conjunctions that introduce clauses of time– recognise simple prepositional phrases of place	
	1b use knowledge of simple and compound sentence structure to work out meaning	<ul style="list-style-type: none">– use knowledge of word order to work out meaning– recognise use of pronoun referencing to refer to items already introduced	
Rw/E2.3 Use phonic and graphic knowledge to decode words	3a Use context and phonic and graphic knowledge to decode words	<ul style="list-style-type: none">– work out meaning of unfamiliar vocabulary from context– use knowledge of word structure to work out the meaning of unfamiliar words	
Rw/E2.4 Use a simplified dictionary to find the meaning of unfamiliar words	4a obtain information from a simplified dictionary/glossary to find the meaning of unfamiliar words		
Task 2—Records of personal data			
Rt/E2.2 Recognise the different purposes of texts at this level	2a understand and identify the different purposes of short straightforward texts	<ul style="list-style-type: none">– recognise that texts which share a common purpose will share common features	
Rw/E2.1 Read and understand words on forms related to personal information	1a recognise words on forms related to personal information and understand explicit and implicit instructions	<ul style="list-style-type: none">– understand words on forms and know how to respond– recognise some common abbreviations on forms– recognise and understand instructions and know how to respond	
	2a recognise a range of familiar words and words with common spelling patterns	<ul style="list-style-type: none">– read on sight, e.g. personal key words	

Task 3—Public information texts, e.g. signs, notices and lists

Basic skills standards descriptor	Component skills	Knowledge and understanding
Rt/E2.1	1b obtain information from texts	<ul style="list-style-type: none"> – understand that it is possible to use different strategies to get meaning from text – scan for specific information
Rt/E2.2 Recognise the different purposes of texts at this level	2a understand and identify the different purposes of short, straightforward texts	– recognise that texts that share a common purpose will share common features, and use these to predict meaning and aid understanding
Rt/E2.3 Identify common sources of information	3a identify a range of common sources of information where everyday information can be found	<ul style="list-style-type: none"> – know that similar information can be presented in different ways – know that reading for information involves locating specific details rather than reading through a whole text
Rw/E2.5 Use initial letter to find and sequence words in alphabetical order	5a sequence words using basic alphabetical ordering skills	– use initial letter to locate the starting point

Writing

1. Candidate profile

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

- write to communicate information with some awareness of the intended audience.

2. Format

The Writing mode takes the form of a formal examination paper lasting 40 minutes.

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

Task 1

consists of writing a short record of a single past experience or activity. The text required will be one of the following:

- record
- simple narrative
- form.

Task 2

consists of describing a person or place. The text required will be one of the following:

- e-mail
- message
- note.

Task summary chart

	Task 1	Task 2
Text type	record, simple narrative, form	e-mail, message, note
Reader/s	personnel departments, membership secretaries	colleague, friend, relative
Register	semi-formal/formal	informal
Tone/style	neutral	open, familiar
Purpose	to inform and record facts	to describe
Word length	approx. 80 words	approx. 80 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 opposite. This details the actual performance and competence required for each particular Writing 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. Completed papers are sent back to Trinity's Head Office and marked.

Task 1—Write a short record of a single personal past experience or activity	
1. Text focus: writing composition	<p>Include and communicate relevant information about a past event</p> <p>Decide what to include as appropriate to the purpose and audience</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>Compose simple and compound sentences by using conjunctions such as <i>and, but, or</i></p> <p>Use appropriate word order in simple and compound sentences</p> <p>Use past simple tense and adverbial time references appropriately to signify past time</p> <p>Show awareness that sentences can be put together to make texts</p> <p>Use capital letters and full stops as boundary markers</p> <p>Use commas correctly in a list</p> <p>Use capital letters for proper nouns</p> <p>Use <i>present simple and present continuous of 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 the majority of personal details and familiar common words</p> <p>Write legibly</p>
Task 2—Write an informal description of a person or place	
1. Text focus: writing composition	<p>Include and communicate relevant descriptive information about a person or place</p> <p>Compose simple text using the appropriate format and register</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>Compose simple and compound sentences by using conjunctions such as <i>and, but, or</i></p> <p>Use appropriate word order in simple and compound sentences</p> <p>Use past simple tense and adverbial time references appropriately to signify past time</p> <p>Use common adjectives to describe people or places, e.g. physical appearance, size, colour</p> <p>Show awareness that sentences can be put together to make texts</p> <p>Use capital letters and full stops as boundary markers</p> <p>Use commas correctly in a list</p> <p>Use capital letters for proper nouns</p> <p>Use intensifiers such as <i>really, quite, so</i></p>
3. Word focus: spelling and handwriting	<p>Spell correctly the majority of personal details and familiar common words</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 156–165 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 2 Writing. One sample of a Task 2 can be found below which illustrates a pass performance at Entry 2. Following this is a table summarising task coverage. Each task is linked to specific component skill, knowledge and understanding items in the *Adult ESOL Core Curriculum*, thus ensuring complete coverage of all the standards. Candidates, therefore, need writing practice with a focus on word, sentence and text level.

Sample of Writing paper—Task 1

You are applying for a job. You did the same job some years ago. Write a paragraph (about 80 words) to go in your letter of application about the experience you have of the work. You can write about a job you had or you can write about one of these, e.g. bus driver, cook, teacher, policeman, sales assistant, painter, gardener.

Write about

- how long you had the job
- what qualifications you have
- the company and the place where you worked
- what exactly you did in the job.

AAAAAAAAAAAAAAAA

AAAAAAAAAAAAAAAA

AAAAAAAAAAAA

Dear Sir

I saw your advertisement in the local paper and am writing to apply for the post of teacher. I did the same job five years ago. I have a school certificate and also I have two years experience in primary school. I worked in Muallaitivu Mahavidyalayam. I teach English and Maths but also I can take P.E. lesson. After two year teaching I had one year gap because my father was very ill. Please give me one chance. I will send to you my certificates. I hope I have place from your school. Thank you.

Your sincerely

Lull

Writing 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 1—Write a short record of a single personal past experience or activity		
Basic skills standards descriptor	Component skills	Knowledge and understanding
Wt/E2.1 Use written words and phrases to record or present information	1a compose simple text, selecting appropriate format for the purpose	<ul style="list-style-type: none"> – understand the concepts of purpose and audience – generate ideas for writing, deciding what to include as appropriate to the purpose and audience
Ws/E2.1 Construct simple and compound sentences using common conjunctions to connect two clauses	1a construct simple and compound sentences using common conjunctions to connect two clauses	<ul style="list-style-type: none"> – combine simple sentences to make compound sentences by using conjunctions such as <i>and, but, or</i> – use appropriate word order in simple and compound sentences – use simple tenses appropriately to signify past or present time and adverbial time references
Ws/E2.3 Use punctuation correctly	3a use punctuation correctly	<ul style="list-style-type: none"> – understand that capital letters and full stops are boundary markers – use commas correctly in a list
Ws/E2.4 Use a capital letter for proper nouns	4a use a capital letter for proper nouns	<ul style="list-style-type: none"> – understand when capital letters are used, e.g. for days, months, names of people and places
Ww/E2.1 Spell correctly the majority of personal details and familiar common words	1a spell correctly the majority of personal details and familiar common words	
Ww/E2.2 Produce legible text	2a produce legible text	
Task 2—Write an informal description of a person or place		
Wt/E2.1 Use written words and phrases to record or present information	1a compose simple text, selecting appropriate format for the purpose	<ul style="list-style-type: none"> – understand the concepts of purpose and audience – generate ideas for writing, deciding what to include as appropriate to the purpose and audience
Ws/E2.1 Construct simple and compound sentences using common conjunctions to connect two clauses	1a construct simple and compound sentences using common conjunctions to connect two clauses	<ul style="list-style-type: none"> – combine simple sentences to make compound sentences by using conjunctions such as <i>and, but, or</i> – use appropriate word order in simple and compound sentences – use simple tenses appropriately to signify past or present time and adverbial time references – understand where it is and is not necessary to write in full sentences
Ws/E2.2 Use adjectives	2a use adjectives	<ul style="list-style-type: none"> – understand how adjectives can be used to extend information, convey attitude and detail about a noun – know and use some common adjectives to describe people, places, feelings or objects – understand word order of adjectives – know and use the comparative form of adjectives
Ws/E2.3 Use punctuation correctly	3a use punctuation correctly	<ul style="list-style-type: none"> – understand that capital letters and full stops are boundary markers – use commas correctly in a list
Ws/E2.4 Use a capital letter for proper nouns	4a use a capital letter for proper nouns	<ul style="list-style-type: none"> – understand when capital letters are used, e.g. for days, months, names of people and places
Ww/E2.1 Spell correctly the majority of personal details and familiar common words	1a spell correctly the majority of personal details and familiar common words	
Ww/E2.2 Produce legible text	2a produce legible text	

Task coverage of descriptors, component skills and knowledge and understanding

Appendix 1

Entry 2 Key language items

(Adult ESOL Core Curriculum)

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

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

- 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

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

Adverbs and prepositional phrases

- 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

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

Appendix 2

Entry 2

Communicative functions and notions

(Adult ESOL Core Curriculum)

- 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