



ESOL
International

ESB International Entry 1 Certificate in ESOL International All modes - (A1)

Unregulated

Specifications



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Introduction

English Speaking Board (International) Ltd. (ESB International) offers high quality Speech and Language qualifications in the UK and internationally.

It aims to support learners to possess the oracy and English language skills they need to achieve their aspirations. ESB International has a full range of qualifications for learners of all ages and backgrounds and are designed to stretch the most able, support the least confident and realise the potential of all.

The assessments are marked and administered externally by ESB International. ESB International also provides training to teachers and assessment staff, and its team carry out inspections of assessments and oral assessments in a variety of venues.

ESB International's ESOL International qualifications are mapped to the Common European Framework of Reference for Languages (CEFR) and are designed to boost progression and employability.



Qualification criteria

This specification describes the ESB International Entry 1 Certificate in ESOL International All Modes - (A1), covering speaking, listening, reading, writing and use of English. It is intended to support ESOL (English for speakers of other languages) teachers and learners in the classroom and includes information on how the assessments will be conducted and the range of language to be assessed.

ESB International Entry 1 Certificate in ESOL International All Modes - (A 1)	
CEFR Level	A1
Assessment method	<p>Paper-based tests – multiple choice completed on optical mark forms and externally marked and moderated.</p> <p>Writing tasks completed on paper in an answer booklet and externally marked and moderated.</p> <p>Speaking assessment conducted face-to-face with ESB International trained assessors/interlocutors.</p>
Qualification number	Not regulated
GLH/TQT *	200 hours / 220 hours
Age range	Children from age 11 to adult learners

* GLH (Guided learning hours) are the suggested number of hours for a learner to be taught by an English teacher, tutor or other appropriate provider of education or training in preparing for this qualification.

TQT (Total qualification time) is an estimate of the total amount of time that could reasonably be expected for a learner to achieve the level of attainment necessary for this qualification. It includes both the number of hours assigned to a qualification for Guided Learning, and an estimate of the number of hours a learner will be likely to spend in preparing for the qualification with the tutor's guidance but not under his or her direct supervision.

All learners differ in their educational and personal circumstances, previous learning, motivation, and rate of learning so these figures indicate the relative size of qualifications and are not definitive.

Qualification objective

The ESB International Entry 1 Certificate in ESOL International All Modes - (A1) is the first of a portfolio of ESOL qualifications at A1, A2, B1, B2, C1 and C2 on the Common European Framework of Reference (CEFR). ESB International ESOL International assessments are designed to demonstrate the ability of non-native speakers of English to speak, listen, read and write in English and are suitable for learners wishing to improve their level of general English for personal, academic or professional reasons. These qualifications are appropriate for anyone from the age of 11 upwards and encourage progression and measure learners' attainment as they move through the CEFR levels on their learning journey. The six qualifications provide learners with the opportunity to achieve a high quality qualification at the CEFR level appropriate to them and their educational circumstances.

A1 is the lower of the two A levels on the CEFR, which describes basic users as those who can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type, introduce him/herself and others and ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has, and interact in a simple way provided the other person talks slowly and clearly and is prepared to help.*

Prior knowledge, skills and understanding

There are no prior learning or formal qualification requirements for ESB International ESOL International qualifications. Each qualification level in the suite is a stand-alone qualification and candidates are entered for listening, reading, use of English, writing and speaking at the same level. Candidates should ensure that the qualification level they are entered for reflects their ability and needs.

Reasonable adjustments

Assessment should be a fair test of learners' skills and knowledge; for some learners the usual format of assessment may not be suitable or accessible. Learners with specific needs can apply for reasonable adjustments to be made to the assessment. In order to make an application for a reasonable adjustment, centres should email customer@esbuk.org as soon as they book an assessment. For further information about our policy in relation to access arrangements, please visit: <https://esbuk.org/web/app/uploads/2019/12/ESB-POL-10-Reasonable-Adjustments-and-Special-Considerations-Policy-v4.pdf>.

*Table 1. Common Reference Levels: global scale in Council of Europe. (2001). *Common European framework of reference for languages: Learning, teaching, assessment*. Cambridge, U.K: Press Syndicate of the University of Cambridge, p.24.

Qualification progression and CEFR levels

Basic user	ESB International Entry 1 Certificate in ESOL International All Modes – (A1) A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.
	ESB International Entry 2 Certificate in ESOL International All Modes – (A2) A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate basic need.

*Table 1. Common Reference Levels: global scale in Council of Europe. (2001). *Common European framework of reference for languages: Learning, teaching, assessment*. Cambridge, U.K: Press Syndicate of the University of Cambridge, p.24.

Guidance for teachers

The specification and the assessments are designed to closely reference level A1 of the CEFR. Teachers are recommended to consult these Council of Europe publications: Council of Europe (2001). *Common European framework of reference for languages: Learning, teaching, assessment*. Cambridge, U.K: Press Syndicate of the University of Cambridge, and Council of Europe (2018). *Common European framework of reference for languages: Learning, teaching, assessment. Companion volume with new descriptors*, available online at <https://www.coe.int/en/web/common-european-framework-reference-languages/level-descriptions>.

1. Listening

Learners should be able to follow speech that is very slow and carefully articulated, with long pauses for them to assimilate meaning. They can recognise concrete information (e.g. places and times) on familiar topics encountered in everyday life, provided it is delivered in slow and clear speech.

Learners can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly in clear, slow and repeated speech by a sympathetic speaker, understand questions and instructions addressed carefully and slowly, and follow short, simple directions.

2. Speaking

Learners can describe themselves, what they do and where they live, and simple aspects of their everyday lives in a series of simple sentences, using simple words and basic phrases, provided they can prepare in advance.

They can give a simple description of an object or picture while showing it to others using basic words, phrases and formulaic expressions, provided they can prepare in advance.

They can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. They can ask and answer simple questions, and initiate and respond to simple statements in areas of immediate need or on very familiar topics.

3. Reading

Learners can understand short, simple messages on postcards and sent via social media or email (e.g. proposing what to do, when and where to meet). Learners can understand texts that consist mainly of high frequency every day or job-related language and the description of events, feelings and wishes in personal letters.

They can recognise familiar names, words and very basic phrases on simple notices in the most common everyday situations, store guides (information on which floors departments are on) and directions (e.g. to where to find lifts). They can understand basic hotel information, e.g. times when meals are served, and simple, important information in advertisements, in programmes for special events, in leaflets and brochures (e.g. what is proposed, costs, the date and place of the event, departure times etc.).

They can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support. They can understand short texts on subjects of personal interest (e.g. news flashes about sports, music, travel, or stories etc.) written with simple words and supported by illustrations and pictures.

They can follow short, simple written directions (e.g. to go from X to Y).

They can understand short, illustrated narratives about everyday activities that are written in simple words and short texts in illustrated stories, provided that the images help him/her to guess a lot of the content.

4. Writing

Learners can give information in writing about matters of personal relevance (e.g. likes and dislikes, family, pets) using simple words and basic expressions and write simple isolated phrases and sentences.

Learners can write simple phrases and sentences about themselves and imaginary people, where they live and what they do, describe in very simple language what a room looks like, and use simple words and phrases to describe certain everyday objects (e.g. the colour of a car, whether it is big or small).

Learners can ask for or pass on personal details in written form.

They can write a short, simple postcard and a short, very simple message (e.g. a text message) to friends to give them a piece of information or to ask them a question.

They can write numbers and dates, own name, nationality, address, age, date of birth or arrival in the country etc. such as on a hotel registration form and leave a simple message giving information on e.g. where he/she has gone, what time he/she will be back. (e.g. 'Shopping: back at 5 p.m.').

Language requirements for ESB International Entry 1 Certificate in ESOL International All Modes - (A1)

Verb forms	to be to have have got imperatives like/love/enjoy/hate + -ing
Modals	can (ability/permission)/could (permission or request) would like (I'd, you'd etc.)
Tenses	future – use of the present progressive tense – e.g. 'going to' past simple past time expressions: ago, in the 80s, last Monday, yesterday, yesterday evening, last night etc. present progressive (for actions in progress now) present simple present time expressions: every day, on Mondays, now, at the moment, in this period
Nouns	countable/uncountable nouns definite and indefinite article, zero article much/many/a lot of plurals (regular, irregular) possessive 's' (Peter's house) some/any there is/there are
Pronouns	personal pronouns (object) personal pronouns (subject)
Adjectives	comparatives and superlatives demonstrative adjectives frequency adverbs possessive adjectives and pronouns
Prepositions	prepositions of movement prepositions of place prepositions of time
Connectives	and, but, or

Functions for ESB International Entry 1 Certificate in ESOL International All Modes - (A1)

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

Lexical areas for ESB International Entry 1 Certificate in ESOL International All Modes - (A1)

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

Lexis for ESB International Entry 1 Certificate in ESOL International

All Modes - (A1)

Useful expressions

Anything else?

Give (me) a hand/ Give (me) a lift

Here you are!

How long does it take....?

Hurry up!

I think so/I don't think so

I'm afraid (sorry)

Let's go!

See you .../ See you on

Spend (time) + ing

Take part in

To be (at) home

To be + adjective (cold/hot/thirsty/hungry/right/wrong)

To be afraid of

To be asleep / To be away/ To be busy/ To be in a hurry /To be late/early/on time/

To be in/out

To be well/ill

To be interested in

To get a fine

To have breakfast/lunch/dinner/a snack etc.

To have a bath/shower/a break/a rest/a holiday etc.

To have a good time/a good journey etc.

To have flu/a cold/a cough/a temperature/a stomach ache/toothache/a headache/backache, a sore throat

What is x like?/what was x like?

What's on (at the cinema/on television)?

Phrasal verbs

Ask for

Call back

Fill in

Get in/out of (car)

Get on/off (bus, etc.)

Get up

Go out with

Hold on

Look after

Look at

Look for

Pay (somebody) for

Put on/take off (clothes)

Switch on/off

Take off (plane)

Try on (clothes)

Turn on/off

Wait for

Wake up

General including

Adjectives to describe appearance and personality: pretty/beautiful/ ugly/fair/dark/fat/thin/slim/happy/sad/unhappy/old/young/strong/weak/tall/short/ hungry/ill/well/thirsty/hungry/angry/tired/exhausted/shocked/stressed/busy/lazy/poor/rich/kind/famous/stupid/silly/intelligent/clever/smart

Adjectives to describe towns or villages: quiet/noisy/industrious/agricultural/busy/crowded/polluted

Adjectives to describe weather: cloudy/sunny/windy/cold/hot/freezing /foggy/rainy/wet/damp/humid/grey/dull/stormy

Compound nouns: alarm clock/bus stop/police station/swimming pool/telephone number/baby-sitter/driving licence/air conditioning/mineral water/science fiction/ junk food/native speaker

Describing pictures: in the foreground/background/the middle/at the bottom/top (of)

Easily confused words: to miss/to lose; to borrow/to lend

Expressions and words linked to giving directions: Excuse me/Can you tell me the way to ...?/the (first) on the right/left/turn right/ turn left/go straight on/go past the .../you can't miss it/roundabout/traffic lights/as far as/car park/crossroads/junction/level crossing/pedestrian/zebra crossing/flyover/bridge/ subway/over there/is there a (bank) near here?

Expressions and words linked to restaurants: menu; names of food and drink; course; waiter; knife, fork, spoon; bill; I'll have; I'd like; Would you like?; book a table

Expressions and words linked to shopping: to do the shopping/to go shopping/can I help you?/can I try it on?/what size are you?/have you got a larger/smaller size?/suit/fit/just looking/anything else?/changing room/shop window/tight/loose/pay by credit card/debit card/cheque/in cash/I'll buy/I'll pay etc.

Expressions and words linked to telephone conversations: Hello/ Can I speak to ...?/Can I take a message? /This is .../(John) speaking/ hold on/ call back later/I'm afraid he's in a meeting/he's out

Expressions and words linked to travel: catch a train or a bus/miss a train or a bus/(the train) is now boarding/platform/ticket office/information desk/gate/book a single/book a double room/book a flight/ book a ferry-boat/arrive at/ arrive in

General adjectives: cheap/expensive/clean/dirty/easy/difficult/late/early/ fast/quick/slow/nice/good/fantastic/bad/ terrible/horrible/boring/ interesting/useful/useless/heavy/light/old/new/old/young/ cold/hot/warm

Holiday language: to go on holiday/to be on holiday/to go to the seaside/to go to the mountains/at the seaside/in the mountains/stay in a hotel/ beach – sandy, stony, rocky/sea – calm, rough, polluted, clean, crowded, deserted/sun bed/protective cream/sunbathe/tanned/deck chair/towel/ (build) sand castles/ night life/promenade/hotel/guest house/half board/ full board/go for a walk/climbing/surfing/swimming/ look for (mushrooms)/go sightseeing/rent a flat

Prepositional phrases and prepositions to be used with nouns, verbs and adjectives: by car, etc./in front of/ in the end/off the coast/on foot/on the phone/on the beach/on the corner/on the (first) floor/ on the left/ on the right/on the train/on TV/on the radio/on the Internet/to speak to/married to/in good condition

Set phrases: Yes, please/no, thank you/you're welcome/don't mention it/ how are you?/fine, thanks/how do you do?/pleased to meet you/nice to meet you

Talking about health: have a headache/have toothache/ have a stomach-ache/have a cold/have a sore throat/have a pain (in the leg arm)/suffer from ...

Listening, reading, use of English and writing assessment format

The assessment is taken in one sitting of 2 hours. Candidates receive one question paper with four sections: listening, reading, use of English and writing. Learners complete a multiple choice optical mark form with their responses to the first three sections of the paper. The written part of the assessment is completed in a separate answer booklet.

Listening Skills Focus	Task	Format	Marks/Timings
Part One Learner can: <ul style="list-style-type: none"> understand some words and expressions when people are talking about him/herself, family, school, hobbies or surroundings, provided they are talking slowly and clearly. understand words and short sentences when listening to a simple conversation (e.g. between a customer and a salesperson in a shop), provided that people talk very slowly and very clearly. 	Two recorded dialogues and six questions Each recording is tested with three statements that are true or false The learner has one minute to read the questions before the audio begins Each recording is played twice	True/False items	6 marks
Part Two Section A Learner can: <ul style="list-style-type: none"> understand figures, prices and times given slowly and clearly in an announcement by loudspeaker, e.g. at a railway station or in a shop. 	Two recorded announcements and four questions Each recording is tested with two three-option multiple choice questions The learner has one minute to read the questions before the audio begins The recordings are played twice	Three-option multiple choice	4 marks

<p>Part Two Section B</p> <p>Learner can:</p> <ul style="list-style-type: none"> • understand everyday expressions • understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. • take part in a simple conversation of a basic factual nature on a predictable topic, e.g. his/her home country, family, school. 	<p>Five recordings, each tested with one three-option multiple choice question</p> <p>Each recording is an utterance and the learner has to select the most appropriate response</p> <p>The learner has one minute to read the questions before the audio begins</p> <p>The recordings are played twice</p>		<p>5 marks</p> <p>Total time approximately 15 minutes</p>
<p>Total weighting for the Listening section = 20% of the assessment.</p>			

Reading Skills focus	Task	Format	Marks/Timing
Part One Learner can: <ul style="list-style-type: none"> get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support. 	Ten three-option multiple choice items based on a narrative text with gaps Learners read the text and choose the right word or phrase to fill the gap out of three options Text length 150-160 words	Gap-fill narrative text with ten three-option multiple choice questions	10 marks
Part Two (New Text) Learner can: <ul style="list-style-type: none"> understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required. get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support. 	Ten multiple choice comprehension questions based on a narrative text Learners read the text and choose the appropriate answer to each question from three options Text length 230-240 words	Three-option multiple choice	10 marks Total suggested time 30-40 minutes
Total weighting for the Reading section = 20% of the assessment.			

Use of English Skills Focus	Task	Format	Marks/ Timings
Part One Learner can: <ul style="list-style-type: none"> demonstrate generally good grammatical control appropriate to the level 	Five grammatical multiple choice items Five sentences each with a gap. Learners choose the appropriate verb form to fill each gap from three options	Three-option multiple choice	5 marks
Part Two Learner can: <ul style="list-style-type: none"> demonstrate generally good grammatical control appropriate to the level 	Five grammatical multiple choice items Five sentences each with a gap. Learners choose the appropriate word or phrase to fill each gap from three options	Three-option multiple choice	5 marks
Part Three Learner can: <ul style="list-style-type: none"> demonstrate generally good grammatical control appropriate to the level 	Five sentences with jumbled words Learners write the words in the correct order to make a full and accurate sentence The first word is given as an example and the final punctuation mark is given.	Write the sentence	5 marks
Part Four Learner can: <ul style="list-style-type: none"> demonstrate reasonable accuracy in familiar contexts 	Eight three-option multiple choice functional or lexical items Each item consists of a sentence or question. Learners choose the most appropriate response from three options	Three-option multiple choice	8 marks
Part Five Learner can: <ul style="list-style-type: none"> demonstrate generally good grammatical and lexical control appropriate to the level 	Seven three-option multiple choice grammatical, lexical or functional items Each item consists of a pair of utterances, i.e. a question and response, with one gap in the question. Learners choose the most appropriate words or phrase to fill the gap from three options	Three-option multiple choice	7 marks Total suggested time 30-40 minutes
Total weighting for the Use of English section = 20% of the assessment.			

Writing Skills focus	Task	Format	Marks/Timings
Part One Learner can: <ul style="list-style-type: none"> • write numbers and dates, own name, nationality, address, age, date of birth or arrival in the country etc. such as on a hotel registration form • can write simple phrases and sentences about themselves where they live and what they do 	The learner completes a form with personal information and sentences	Form with 4 closed and 3 open fields	5 marks
Part Two Learner can: <ul style="list-style-type: none"> • write messages as a series of very short sentences about hobbies and likes/dislikes, using simple words and formulaic expressions, • a short, very simple message to friends to give them a piece of information or to ask them a question. 	The learner produces one piece of writing of 40-60 words The prompt describes a situation to which the learner responds in an email to a friend or relative	Informal email	5 marks
Total weighting for the Writing section = 20% of the assessment.			

Speaking assessment format

The face-to-face speaking assessment takes place separately from the written paper. The candidate is assessed in a pair with a partner. In the event of an odd number of candidates, assessments may be conducted with three candidates.

The total time of the assessment is 10 minutes (14 minutes for 3 candidates) and it is split into three distinct parts. An assessor and interlocutor are present in the room. The candidates are asked questions by the interlocutor and the process is observed by the assessor.

At the end of the assessment the interlocutor will award each candidate a holistic score. The assessor will award a more analytical set of marks based on their observation of the candidates' performances and more detailed criteria. The total number of marks available for each candidate is thirty (30).

Candidates are marked analytically in five distinct areas: grammar, vocabulary, interactive ability, discourse management and pronunciation. Interlocutors are trained to put candidates at their ease and elicit the best performance from them.

List of speaking topics

Entertainment/Free Time
Hobbies/Sports
Holidays/Travel
Food & Drink/Eating out
Clothes/Fashion
Money and shopping
Personal routine
Places
Transport
Workplace/school
Health/illness
House and Home

Assessment, moderation and quality assurance

All completed scripts are marked and moderated by ESB International's team of ESOL International markers and moderators according to ESB International policies.

Our markers are standardised and grade all written papers according to the mark scheme which is linked to the CEFR level descriptors.

To ensure additional quality assurance throughout the process, all markers are moderated within each marking session and at least 20% of all written scripts are second marked to maintain standardisation levels.

Speaking assessments are carried out by ESB International trained assessors and interlocutors according to our policies. Speaking assessments are marked as they happen. Both the interlocutor and the assessor award marks based on the mark scheme linked to the CEFR level descriptors.

All ESOL International Speaking assessors are trained and standardised by our Chief Assessor and Senior Assessors. Annual online standardisation is required for assessors to maintain their place on the assessment panel. In addition to this, ESB International teams conduct live and recorded moderations of these assessors across the satellite centres during each assessment period.

All multiple-choice answer sheets are marked electronically by ESB International and are subject to rigorous scrutiny and checks to ensure their accuracy at every stage of the marking process.

To ensure that our ESOL International qualifications are valid and fit-for-purpose, we review candidate performance to ensure that outcomes are fair and reliable. As a result, English Speaking Board (International) Ltd. reserves the right to make appropriate amendments to overall grade thresholds in order to maintain standards over time.

Sample Assessments

ESB International Entry 1 Certificate in ESOL International All Modes – (A1)

Contents of this Paper

Section	Number of Questions	Weighting for Section
Listening Part One Part Two Section A Section B	6 4 5	20%
Reading Part One Part Two	10 10	20%
Use of English Part One Part Two Part Three Part Four Part Five	5 5 5 8 7	20%
Writing	2	20%

The remaining 20% is for your speaking test.

Total time allowed: 2 hours. You should attempt all sections of this paper.

The use of dictionaries, notes or any electronic device is not permitted in this examination.

Put your answers for Listening, Reading and Use of English on the OPTICAL MARK FORM. Use the WRITING ANSWER BOOKLET for your answer to the Writing Section. This question paper WILL NOT BE MARKED.

DO NOT OPEN THE EXAMINATION PAPER UNTIL YOU ARE TOLD TO DO SO.

SAMPLE

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ESB A1 Entry 1 Listening (Part One)

Listen to two dialogues and answer the questions.
For questions 1 – 6, mark each question TRUE or FALSE.
You will hear Part One TWICE.
You have one minute to read the questions for Part One.

Dialogue One

- | | |
|---|--------------|
| 1. The man has got a lot of luggage. | True / False |
| 2. The man is going to sit near a window. | True / False |
| 3. The man is boarding in 30 minutes. | True / False |

Dialogue Two

- | | |
|---|--------------|
| 4. The Odeon is a cinema. | True / False |
| 5. The man does not like romantic comedies. | True / False |
| 6. They are going to drink some beer before the film. | True / False |

Remember to transfer your answers to the optical mark form.

ESB A1 Entry 1 Listening (Part Two – Section A)

Listen to two announcements.

For questions 7 – 10, choose the correct answer A, B or C.

You will hear the recording TWICE.

You have one minute to read the questions for Section A.

Announcement One

7. The train leaves at

- A. 10.18.
- B. 10.08.
- C. 10.16.

8. The train leaves from platform

- A. 8.
- B. 18.
- C. 10.

Announcement Two

9. The flight number is

- A. VF516.
- B. VS516.
- C. VF506.

10. Passengers flying to New York, go to gate

- A. 17.
- B. 16.
- C. 7.

Remember to transfer your answers to the optical mark form.

ESB A1 Entry 1 Listening (Part Two – Section B)

Listen to five people.

For questions 11 – 15 choose the correct answer A, B or C.

You will hear each recording TWICE.

You have one minute to read the questions for Section B.

11. Number One

- A. I'm a student.
- B. I do exercise.
- C. Fine, thanks.

12. Number Two

- A. We're British.
- B. She's Italian.
- C. I'm coming.

13. Number Three

- A. No, I haven't.
- B. No, I don't.
- C. No, I'm not.

14. Number Four

- A. He likes it.
- B. He's a manager.
- C. Once a month.

15. Number Five

- A. There are three clocks.
- B. It's three o'clock.
- C. At three o'clock.

Remember to transfer your answers to the optical mark form.

ESB A1 Entry 1 Reading (Part One)

You are going to read about a holiday. For questions 16 – 25, complete the reading passage with the correct answer A, B or C.

My Last Holiday

Last summer I went on holiday in my country. I went with my **(16)**_____. There were five of us – my parents, my brother and sister and me. We stayed in a small holiday house in a village near the sea. We **(17)**_____ walk to the beach. The beach was **(18)**_____ and sandy so we played football and my little brother and sister built sandcastles. The sea was good for **(19)**_____ but the water was very cold! Most days were **(20)**_____ and hot. We had barbecues in the garden and picnics on the beach. Sometimes in the evenings we went to restaurants for **(21)**_____. It rained on two days so we went to visit a castle and a **(22)**_____. One day we took our bikes and **(23)**_____ 15 kilometres to the next town. My little brother was very **(24)**_____ when we got back to our house. We had a lovely holiday and we would like to go back **(25)**_____ summer.

16.	A. friends	B. family	C. uncle
17.	A. could	B. couldn't	C. can
18.	A. thin	B. dirty	C. big
19.	A. skiing	B. surfing	C. sunbathing
20.	A. cold	B. sunny	C. wet
21.	A. breakfast	B. lunch	C. dinner
22.	A. station	B. school	C. museum
23.	A. rode	B. ran	C. drove
24.	A. tired	B. rich	C. young
25.	A. last	B. that	C. next

Remember to transfer your answers to the optical mark form.

ESB A1 Entry 1 Reading (Part Two)

You are going to read about Laura and Peter. For questions 26 – 35, choose the correct answer A, B or C.

Laura and Peter

Laura and Peter live and work in Newport. Laura is a bank clerk and Peter is a teacher. Every morning, from Monday to Friday, they get up at half past seven. Peter drives to work because his school is far from Newport. Laura usually goes to her bank in the town centre by bus. Sometimes she walks to work.

When Peter arrives home at five o'clock he makes dinner. Laura usually comes home at six and they eat at seven. They don't go out during the week. Peter prepares his lessons and marks his students' homework in the evenings. Laura reads or watches television.

They don't work on Saturdays. They usually go shopping. In the afternoon, they play tennis or go for bike rides or long walks in the mountains. On Saturday evenings they sometimes go to the cinema or they visit their friends. When the weather is nice, they go to the beach or the mountains on Sunday.

Today is Sunday and the sun is shining. Laura and Peter want to go to the seaside for the day. Laura packs the car. Peter makes some sandwiches for a picnic. They drive to the seaside but there is a lot of traffic. There are a lot of people on the beach too. Laura likes swimming in the sea and Peter relaxes in the sun. They have a lovely time. In the evening they go to sleep early!

26. Peter travels to work

- A. by bus.
- B. on foot.
- C. by car.

27. Where does Laura work?

- A. In Newport.
- B. Far from Newport.
- C. In a school.

28. Do Peter and Laura like their jobs?

- A. Yes.
- B. No.
- C. It doesn't say.

- 29. Which sentence is true?**
A. Peter gets home before Laura.
B. Peter gets home after Laura.
C. Laura and Peter get home at the same time.
- 30. How often do they go out during the week?**
A. Always.
B. Never.
C. Usually.
- 31. Who watches TV in the evenings?**
A. Laura.
B. Peter.
C. Both Peter and Laura.
- 32. They play sport or do exercise on Saturday**
A. mornings.
B. afternoons.
C. evenings.
- 33. When the weather on Sunday is nice they**
A. go shopping.
B. stay at home.
C. go out for the day.
- 34. This Sunday morning,**
A. Laura makes a picnic.
B. Peter packs the car.
C. the weather is good.
- 35. Which sentence is true?**
A. There are lots of cars on the road.
B. Not many people are at the seaside.
C. Laura can't swim.

Remember to transfer your answers to the optical mark form.

ESB A1 Entry 1 Use of English (Part One)

For questions 36 – 40, complete the sentences below by choosing the correct answer A, B, or C.

- 36. Susan _____ her house at seven o'clock every morning.**
A. leaves
B. leaving
C. leave
- 37. What time _____ to pick me up at the station tomorrow?**
A. do you come
B. did you come
C. are you coming
- 38. Yesterday I _____ my car keys. Now I can't use my car.**
A. losing
B. lost
C. lose
- 39. I _____ my husband in September 2012.**
A. married
B. am married
C. marry
- 40. I _____ any time for my hobbies because I always work.**
A. do not have to
B. am not having
C. have not got

Remember to transfer your answers to the optical mark form.

ESB A1 Entry 1 Use of English (Part Two)

For questions 41 – 45, complete the sentences below by choosing the correct answer A, B or C.

- 41. They often go to stay with their cousins _____ weekends.**
A. of
B. at
C. in
- 42. Of the three cars, which is _____?**
A. as good as
B. the best
C. better than
- 43. There are _____ biscuits in that box if you're hungry.**
A. some
B. any
C. much
- 44. It's a beautiful day. There _____ a cloud in the sky.**
A. wasn't
B. isn't
C. aren't
- 45. Can you give _____ your email address please?**
A. I
B. we
C. us

Remember to transfer your answers to the optical mark form.

ESB A1 Entry 1 Use of English (Part Three)

For questions 46 – 50, put the words into the correct order.

- 46. Saturday / to / We / the / evenings / go / theatre / on**

We _____.

- 47. go / We / away / don't / holidays / our / always / for**

We _____.

- 48. hasn't / a / got / job / good / She**

She _____.

- 49. work / many / in / How / hours / you / a / do / week**

How _____?

- 50. did / arrive / What / you / night / time / last / home**

What _____?

Remember to transfer your answers to the optical mark form.

ESB A1 Entry 1 Use of English (Part Four)

For questions 51 – 58, choose the correct answer A, B or C.
--

- 51. Can I see your passport, please?**
A. Just a moment. Here you are.
B. Yes, I have a passport.
C. Sorry! There was traffic.
- 52. Where would you like to go tomorrow evening?**
A. That's a good idea!
B. Let's go to the cinema.
C. I went to the restaurant.
- 53. What size trousers do you want?**
A. I'd like the blue jeans.
B. I feel so fat.
C. I think I take a medium.
- 54. Would you like some chocolate cake?**
A. No, I don't drink hot chocolate.
B. I make wonderful sweets.
C. Yes. I would love some.
- 55. Excuse me. Where's Prince Street, please?**
A. I'm sorry. I don't know.
B. There is no Prince here.
C. I can go by bus.
- 56. Did you have a good flight back home?**
A. I'm not flying.
B. It wasn't bad, but it was very long.
C. I always fly on business.
- 57. I'm bored with watching television!**
A. Why don't you read a book?
B. I don't have any homework.
C. Where is the C.D.?
- 58. How old is your nephew from the United States?**
A. He lives in New York.
B. He's nine.
C. Nine years ago.

Remember to transfer your answers to the optical mark form.

ESB A1 Entry 1 Use of English (Part Five)

For questions 59 – 65, complete the speaker's question below by choosing the correct answer A, B or C.

- 59. Sue: _____ lunch?**
Jill: I bring sandwiches from home and eat them in the park.
A. Where do you make
B. When have you got
C. What do you usually have for
- 60. Pete: _____ before our train leaves?**
Tom: About thirty minutes. Let's have a coffee.
A. How many times
B. How long is the time
C. How long have we got
- 61. Helen: _____ Sally for her birthday?**
Anne: Why don't you get her a CD? She loves music.
A. What have I got
B. What does she get
C. What can I buy
- 62. Man: Excuse me, _____ a bank near here?**
Woman: Yes, on the corner of George Street and Victoria Avenue.
A. is there
B. where are
C. it is
- 63. Bill: _____ to Joe Harris, please?**
Joe: Speaking. Who's that?
A. Are we speaking
B. Do I speak
C. Could I speak
- 64. Bob: _____ in your free time?**
Julie: Reading, going to the disco and playing tennis.
A. Where do you like going
B. What do you like doing
C. Who would you spend time with
- 65. Paul: _____ last summer?**
Joan: We went on a walking tour in Austria. It was fantastic!
A. Where did you go
B. Where do you go
C. What are you doing

Remember to transfer your answers to the optical mark form.

ESB A1 Entry 1 Writing (Part One)

**Fill in the information for questions 66 – 69.
For questions 70 – 72, please write short but complete sentences.
USE THE SEPARATE WRITING ANSWER BOOKLET.**

66. Full name: _____

67. Date of birth: _____

68. Telephone number: _____

69. Address: _____

70. I would like to win a weekend in London because...

71. Who would you like to go with? Why?

72. What are you going to do in London?

Remember to transfer your answers to the optical mark form.

ESB A1 Entry 1 Writing (Part Two)

**Write an email (about 40 – 60 words) to your friend.
USE THE SEPARATE WRITING ANSWER BOOKLET.**

Write an email to your friend about your favourite teacher. Describe your teacher and say why you like him or her.

END OF PAPER

ESB A1 Sample Paper 1 Answer Key

Listening		Reading		Use of English				
Part 1	Part 2	Part 1	Part 2	Part 1	Part 2	Part 3	Part 4	Part 5
1.	7.	16.B	26.C	36.A	41.B	46. We go to the theatre on Saturday evenings.	51.A	59.C
2.	8.	17.A	27.A	37.C	42.B	47. We don't always go away for our holidays.	52.B	60.C
3.	9.	18.C	28.C	38.B	43.A	48. She hasn't got a good job.	53.C	61.C
4.	10.	19.B	29.A	39.A	44.B	49. How many hours do you work in a week?	54.C	62.A
5.	11.	20.B	30.B	40.C	45.C	50. What time did you arrive home last night?	55.A	63.C
6.	12.	21.C	31.A				56.B	64.B
	13.	22.C	32.B				57.A	65.A
	14.	23.A	33.C				58.B	
	15.	24.A	34.C					
		25.C	35.A					

A1 – Speaking Assessment

The oral assessment is split into 3 parts but overall marks should be awarded for:

- a) grammar – 5 marks
- b) vocabulary – 5 marks
- c) interactive ability – 5 marks
- d) discourse management – 5 marks
- e) pronunciation – 5 marks
- f) interlocutor's global mark – 5 marks

For a total out of 30.

Part 1 – Introduction

Interview to elicit personal information

The interview consists of a number of short turns with candidates being invited to respond alternately. Candidates respond to the interlocutor and not to each other.

Part One lasts for **three minutes** divided equally between both candidates. In the event of **three candidates**, allow **three minutes** divided equally between all candidates.

Candidates are shown in by one or other of the assessors and invited to sit down.

(Interlocutor) **Good morning / afternoon / hello.** *(Make a note of the time at this point as this is the official start of the test.)* **I am (Interlocutor's name) and this is my colleague (Assessor's name). S/He will just be listening.**

Assessor greets the candidates: **Good morning / afternoon / hello.**

(Interlocutor) **Can I have your mark sheets (and your ID) please?**

What's your name? (To Candidate A) And what's your name? (To Candidate B) And what's your name? (To Candidate C) Thank you.

First, I'm going to ask you some general questions.

Interlocutor asks Candidates A and B (and C) a selection of the following questions. These are suggested questions – assessors should do their best to make students relax. Spend more time doing this, if necessary, with especially nervous candidates. Where possible, ask follow-up questions. In other words, try and make it as near a 'chat' as possible to relax the students.

- **Hello. What's your name?**
- **How do you spell your surname, please?**
- **Where do you live?**
- **What do you do / study?**
- **Have you got any brothers or sisters?**
- **What's your favourite colour?**

Part 2 – Describing a photograph

Candidates A and B (and C)

Choose a photograph for Candidate A. Ask him/her to describe it. Get short comments from Candidate B. Choose another photograph for Candidate B and follow the same procedure. (If there is a third candidate, repeat the procedure with a different photograph.)

Part Two of the test lasts approximately **three minutes in total**. In the event of there being three candidates, this section should be **five minutes** in length.

(Interlocutor) **Now in this part of the test, I would like you each to talk using photographs to help you. I am just going to listen to you. You only have about a minute so don't worry if I stop you. Please speak up so that we can both hear you.**

(To Candidate A) **Here is your photograph.** *(Put the photograph on the table in front of the candidates, positioned so that they can both (all) see it clearly.)*

Please tell us about the photograph. You may start when you are ready.

(After 1 minute) **Thank you.**

(To Candidate B) **Can you tell us anything else about the photograph?**

(After 30 seconds) **Thank you.** *(Retrieve photograph)*

Repeat the process for Candidate B (and Candidate C) with a new photograph.

We will now move on to the last part of the test.

Part 3 – Responding to Questions

TOPIC 1: Free Time

A three-way discussion between interlocutor and candidates based on a **new topic**. The interlocutor leads the discussion by selecting from the questions below. It is not necessary to use all the questions. The interlocutor may ask for a specific response from one candidate or throw the discussion open to both candidates. The interlocutor should encourage candidates to elaborate on or react to their partner's response by verbal invitation (e.g. *What do you think? Do you agree?*) or non-verbal gesture. Candidates should be given equal opportunities to speak but the interlocutor may wish to give a candidate who has been rather reticent in earlier parts of the test a chance to redress the balance.

This part of the test lasts about **four minutes** and in the event of there being three candidates, this section should be **six minutes** in length.

(Interlocutor to Candidates) **We are now going to talk together for about four minutes. I would like you to answer my questions and also listen to what your partner says. The topic we are discussing is 'Free Time'.**

(Make sure that the topic is different from the topic used in Part Two.)

- **What do you like doing in your free time?**
- **Do you spend your free time with your friends?**
- **Do you like going out or staying at home?**
- **What did you do the last time you met your friends?**
- **What are you going to do next weekend?**
- **Do you have a favourite hobby or sport?**
- **What do you do in the evenings?**
- **Do you talk to friends online?**

(After four (six) minutes)

Thank you.

That is the end of the test.

Goodbye. *(Interlocutor and Assessor)*

Sample photographs for Part 2



END OF TEST

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