



ESOL  
International

# **ESB International Entry 1 Certificate in ESOL International All modes - (A2)**

## **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 2 Certificate in ESOL International All Modes - (A2), 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 2 Certificate in ESOL International All Modes - (A2)	
<b>CEFR Level</b>	A2
<b>Assessment method</b>	Paper-based tests – multiple choice completed on optical mark forms and externally marked and moderated.  Writing tasks completed on paper in an answer booklet and externally marked and moderated.  Speaking assessment conducted face-to-face with ESB International trained assessors/interlocutors.
<b>Qualification number</b>	Not regulated
<b>GLH/TQT *</b>	200 hours / 220 hours
<b>Age range</b>	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 2 Certificate in ESOL International All Modes - (A2) is the second 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.

A2 is the higher of the two A levels on the CEFR, which describes basic users as those who 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), communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters, and describe in simple terms aspects of their background, immediate environment and matters in areas of immediate need.\*

## 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 ESB International ESOL qualification 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](mailto: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

<b>Basic user</b>	<b>ESB International Entry 1 Certificate in ESOL International All Modes – (A1)</b>  <b>A1</b>	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.
	<b>ESB International Entry 2 Certificate in ESOL International All Modes – (A2)</b>  <b>A2</b>	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 A2 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 can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.

They can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.

### 2. Speaking

Learners can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.



### 3. Reading

Learners can understand short, simple texts on familiar matters of a concrete type which consist of high frequency every day or job-related language.

They can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.

### 4. Writing

Learners can write a series of simple phrases and sentences linked with simple connectors like 'and', 'but' and 'because'.

## Language requirements for ESB International Entry 2 Certificate in ESOL International All Modes – (A2)

<b>Verb forms</b>	'O' and first conditionals no future after if and when gerunds as subjects and objects infinitive of purpose (I went to the shop to buy milk.) infinitives (with and without to) after verbs and adjectives passive (present and past simple) question tags use of 'has been' and 'has gone' use of shall I?/shall we ...? what is x like? /what does x like? (contrasted)
<b>Modals</b>	modals – shall (offers and suggestions), should (advice), have (got) to (obligation), must (obligation), mustn't (prohibition), need (necessity), needn't (lack of necessity) modals: permission (may, can, could)
<b>Tenses</b>	future – use of the present progressive tense – e.g. 'going to' and present simple tense for timetabled/fixed events past progressive past progressive and past simple contrasted past simple vs. present perfect present perfect (various uses: how long....? have you ever...? when talking about recent news/present result; with for and since; indefinite past with yet, already, ever, never; with 'it's the first /second time ...' present progressive – verbs not used in this form
<b>Nouns</b>	compound nouns
<b>Pronouns</b>	quantitative and indefinite pronouns (one, something, everybody, etc.)
<b>Adverbs</b>	adverbs of degree (very, too, rather, quite) regular and irregular adverbs
<b>Adjectives</b>	(a) few, (a) little (revision) comparatives and superlatives; as... as, not so/as ... as '-ing' and '-ed' adjectives order of adjectives
<b>Connectives</b>	relative pronouns and clauses

## **Functions for ESB International Entry 2 Certificate in ESOL International All Modes – (A2)**

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

## **Lexical areas for ESB International Entry 2 Certificate in ESOL International All Modes – (A2)**

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

## Lexis for ESB International Entry 2 Certificate in ESOL International All Modes – (A2)

### Useful expressions (as well as those in the A1 specifications)

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

### Phrasal verbs (as well as those in the A1 specifications)

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

## General including

'Social' expressions: Could you repeat, please?/I'd love to/pardon? etc.

Adjectives describing films: violent/powerful/exciting/good fun/slow

Cinema language: western/war film/horror film/science fiction/action film/comedy/thriller/  
dubbed/subtitles/set (take place)/director/stars

Compound adjectives: absent-minded/bad-tempered/good-tempered/blue-eyed/ broad-shouldered/short-sleeved/v-necked/easy-going/first-class/good-looking/half-price/home-made/middle-aged/one-way/out-of-date/right-handed/left-handed/second-hand/ short-sighted/long-sighted/ suntanned/well-dressed/well-known/well-off/worn-out/ sugar-free/tax-free etc.

Describing appearance: pony-tail/bald/balding/(average, medium) height and build/to look great

Describing character: warm/cold/friendly/unfriendly/kind/unkind/generous/mean/pleasant/  
unpleasant/cheerful/miserable/relaxed/easy-going/tense/nervy/sensitive/insensitive/honest  
dishonest/hard-working/lazy/bright/thick/ shy self-confident/introvert/extrovert

Describing food: tasty/sweet/salty/hot/spicy/fresh/tender/tough/fatty/fattening/rare/medium/well-cooked steak

General adjectives: tiny/huge/careful/careless/attractive/unattractive/flexible/inflexible/  
homeless/comfortable/uncomfortable/convenient/inconvenient

Prepositional phrases and prepositions to be used with nouns, verbs and adjectives: at the end of/for sale/on business/It's very kind (nice) etc. of you/ apologise for/pay for (something)/ spend (money) on/on board

Television language: What's on?/soap opera/quiz show/chat show/documentary/a comedy/ drama series/current affairs/channels/stations/ commercials/satellite dish/cable TV/TV licence/ plug in/unplug/remote control

Verbs forming -ing and -ed adjectives: bore/exhaust/depress/disgust/ excite/frighten/interest/ irritate/relax/satisfy/shock/surprise/terrify/thrill/tire/worry

Word partners (collocations): e.g. serious illness/a soft drink/dry (sweet) wine/strong (weak) coffee/hard work/heavy traffic/dry (wet) weather/a great success/heavy rain/a soft (loud) voice/wide range/broad shoulders/ computer literate/back-up copy/make a mistake/ make a cake/do homework (housework)/do a job (sport)/do your best/go for a walk (trip)/go on holiday/go shopping (sightseeing) (dancing)/go away for the weekend/get wet (lost)/ get married (divorced)/get a letter (a new car) (a job)/get a taxi home/get a taxi to work/give a lift/ tell a story (joke) (the truth) (a lie)/start the car/play a game (the guitar)/keep fit

Work language: in charge of/responsible for/deal with/ run (a department) (factory) (shop)/ company/firm/paperwork/salary/income/nine-to-five job/ flexitime/(do)shift work/do overtime/ work overtime/career prospects/conference room/make an appointment.

## 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
<b>Part One</b>  Learner can: <ul style="list-style-type: none"> <li>understand and extract the essential information from short, recorded passages dealing with predictable everyday matters that are delivered slowly and clearly</li> </ul>	One recorded dialogue and six questions  The recording is tested with six 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
<b>Part Two Section A</b>  Learner can: <ul style="list-style-type: none"> <li>understand straightforward announcements provided the delivery is slow and clear</li> <li>catch the main point in short, clear, simple messages and announcements</li> </ul>	Four recorded announcements and four questions  Each recording is tested with one three-option multiple choice question  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><b>Part Two Section B</b></p> <p>Learner can:</p> <ul style="list-style-type: none"> <li>communicate in simple and routine tasks requiring a simple and direct exchange of information.</li> </ul>	<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><b>Total weighting for the Listening section = 20% of the assessment.</b></p>			





Use of English Skills Focus	Task	Format	Marks/ Timings
<b>Part One</b>  Learner can: <ul style="list-style-type: none"> <li>demonstrate generally good grammatical control appropriate to the level</li> </ul>	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
<b>Part Two</b>  Learner can: <ul style="list-style-type: none"> <li>demonstrate generally good grammatical control appropriate to the level</li> </ul>	Five 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
<b>Part Three</b>  Learner can: <ul style="list-style-type: none"> <li>demonstrate generally good grammatical control appropriate to the level</li> </ul>	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		5 marks
<b>Part Four</b>  Learner can: <ul style="list-style-type: none"> <li>demonstrate reasonable accuracy in familiar contexts</li> </ul>	Eight three-option multiple choice functional items  Each item consists of a sentence or question. Learners choose the most appropriate response from three options	Three-option multiple choice	8 marks
<b>Part Five</b>  Learner can: <ul style="list-style-type: none"> <li>demonstrate generally good grammatical and lexical control appropriate to the level</li> </ul>	Eight 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
<b>Total weighting for the Use of English section = 20% of the assessment.</b>			

Writing Part One Skills focus	Task	Format	Marks/Timings
Learner can: <ul style="list-style-type: none"> <li>convey personal information of a routine nature</li> <li>write very simple personal letters expressing thanks and/or an apology</li> <li>write short, simple emails (e.g. to send or reply to an invitation, to confirm or change an arrangement).</li> </ul>	The learner produces an email of 40-55 words  The prompt describes a situation to which the learner responds in an email to a friend or relative	Informal email	5 marks
<b>Part Two</b>  Learner can: <ul style="list-style-type: none"> <li>write about everyday aspects of his/her environment e.g. people, places, a job or study experience in linked sentences.</li> <li>write very short, basic descriptions of events, past activities and personal experiences.</li> <li>write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job.</li> </ul>	The learner produces a description, account, essay or report of 40-55 words  The prompt describes a situation to which the learner responds	Description, account, essay or report	5 marks
<b>Total weighting for the Writing section = 20% of the assessment.</b>			

## 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 2 Certificate in ESOL International All Modes – (A2)

### Contents of this Paper

Section	Number of Questions	Weighting for Section
<b>Listening</b> Part One Part Two Section A Section B	6  4 5	20%
<b>Reading</b> Part One Part Two	10 10	20%
<b>Use of English</b> Part One Part Two Part Three Part Four Part Five	5 5 5 8 7	20%
<b>Writing</b>	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 A2 Entry 2 Listening (Part One)**

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

1. Mark is at Gatwick airport. True / False
2. Mark is returning at 7.30 the next day. True / False
3. There was a lot of traffic on the motorway. True / False
4. Mark wants to have dinner with Mr Saunders tomorrow night. True / False
5. Samantha is never late for work. True / False
6. Mark wants a coffee. True / False

**Remember to transfer your answers to the optical mark form.**

## **ESB A2 Entry 2 Listening (Part Two – Section A)**

**Listen to four 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. Which is correct?**

- A. Always keep your luggage with you.
- B. Leave your luggage in the waiting room.
- C. Take luggage immediately to check-in.

### **Announcement Two**

**8. When the train**

- A. has stopped, you can open the doors.
- B. has stopped, the doors close automatically.
- C. stops, the doors will lock.

### **Announcement Three**

**9. Mr and Mrs White**

- A. can't find gate 18.
- B. are already at gate 18.
- C. must go to gate 18 now.

### **Announcement Four**

**10. The train**

- A. to London is inconvenient.
- B. leaves in fifteen minutes.
- C. will arrive at 15.35.

**Remember to transfer your answers to the optical mark form.**

## **ESB A2 Entry 2 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. Yes, he's been twice.
- B. Yes, he'll be back next Wednesday.
- C. Yes, but he's in the garden now.

### **12. Number Two**

- A. Is it really open?
- B. No, thank you. I wouldn't like that.
- C. Why? There's nothing important in it.

### **13. Number Three**

- A. When would you like to go?
- B. No, I'm leaving tomorrow.
- C. Certainly, planes fly very low.

### **14. Number Four**

- A. Yes, he's going for a picnic.
- B. No, the park was empty.
- C. Yes, I have seen it three times.

### **15. Number Five**

- A. I'll send a plumber immediately.
- B. No, it isn't working today.
- C. I'm sorry. Would you like a bath towel?

**Remember to transfer your answers to the optical mark form.**

## **ESB A2 Entry 2 Reading (Part One)**

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

### **Last weekend**

Last weekend my brother and I went to London to visit my friend, John. I haven't been to London for a long time, **(16)**\_\_\_\_\_ I was looking forward to spending some time in the city. We stayed in John's flat. It's near Oxford Street, the main shopping area in London, so it's convenient but it's also quite **(17)**\_\_\_\_\_ and noisy. We arrived on Saturday morning and first we walked around the city looking at the old **(18)**\_\_\_\_\_. Then we had lunch and **(19)**\_\_\_\_\_ we went to the National Art Gallery to look at the **(20)**\_\_\_\_\_. That evening we went to a club. The DJ was great and we **(21)**\_\_\_\_\_ all night. On Sunday **(22)**\_\_\_\_\_ we went for a walk in Hyde Park because we wanted some fresh **(23)**\_\_\_\_\_ before we had a late lunch. Our train home was at 4 o'clock, because we **(24)**\_\_\_\_\_ go to work on Monday. We had fun together, but next time it'll be **(25)**\_\_\_\_\_ if our friend visits us in our home town because everything in London costs a lot of money!

16.	A. because	B. but	C. so
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17.	A. busy	B. peaceful	C. chatty
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18.	A. entertainment	B. buildings	C. business
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19.	A. afterwards	B. meanwhile	C. before
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20.	A. paintings	B. animals	C. transport
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21.	A. watched	B. danced	C. relaxed
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22.	A. morning	B. afternoon	C. evening
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23.	A. water	B. food	C. air
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24.	A. had to	B. could	C. mustn't
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25.	A. worse	B. more expensive	C. cheaper
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**Remember to transfer your answers to the optical mark form.**

## **ESB A2 Entry 2 Reading (Part Two)**

**You are going to read about a couple with interesting jobs.  
For questions 26 – 35, choose the correct answer A, B or C.**

### **Parents and pilots**

Mike and Bronwyn Murphy are parents of three children from Edinburgh in Scotland, and they are also both airline pilots.

Mike was a bus driver but he always wanted to fly aeroplanes. He saved money so he could pay for lessons and after five years he got his licence. He says, 'I had to work hard and save all my money. I didn't go out or go on holiday, because I was always working or flying. I was so happy the day I got my licence. I looked for a job, and found one with an airline called FlyOne. I fly to cities in Europe and the UK from Edinburgh airport.'

Bronwyn grew up with aeroplanes and flying because her father and sister are both pilots. When Bronwyn left school she joined ScotsAir, a big airline company. ScotsAir paid for her to study for three years and get her pilot's licence. She says, 'I was **lucky** to have that chance because the company only pays for a few students every year.'

After Bronwyn finished her training, she got a job with FlyOne. On her first day at work she met Mike. That was ten years ago and now they have three children. Bronwyn usually works from 5am to 1pm and Mike works from 10am to 6pm. That means that Mike can take the children to school and Bronwyn collects them. Not many mothers fly to Paris or London and back home every day, but for the Murphy children it is nothing special. They don't want to be pilots when they grow up, though. Bob says he is going to be a train driver, Pamela plans to drive racing cars and Matty wants to be the captain of a cruise ship. The whole family loves transport!

**26. How many years did Mike train to be a pilot?**

- A. Three.
- B. Five.
- C. Ten.

**27. Which sentence is true?**

- A. It was difficult for Mike to become a pilot.
- B. Mike found it easy to get his licence.
- C. Mike travelled on holiday by plane.

**28. Mike has always been a pilot.**

- A. True.
- B. False
- C. It doesn't say.

- 29. Bronwyn**  
A. had to pay for her training.  
B. worked before she studied.  
C. didn't have to pay to study.
- 30. If you are lucky, you have**  
A. good luck.  
B. bad luck.  
C. no luck.
- 31. When did Mike and Bronwyn meet?**  
A. On Mike's first day at work.  
B. When Bronwen was training.  
C. After Bronwen got her licence.
- 32. What airport does Mike fly from?**  
A. Edinburgh.  
B. Paris.  
C. London.
- 33. Mike starts work in the**  
A. morning.  
B. afternoon.  
C. evening.
- 34. The Murphy children**  
A. think their parents' jobs are exciting.  
B. want jobs in travel and transport.  
C. have decided to fly aeroplanes.
- 35. Who wants to work with boats?**  
A. Bob.  
B. Pamela.  
C. Matty.



## **ESB A2 Entry 2 Use of English (Part One)**

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

- 36.** \_\_\_\_\_ near here or in the centre of town?  
A. She does live  
B. She lives  
C. Does she live
- 37.** **We** \_\_\_\_\_ an office in Berlin next year.  
A. are going to open  
B. opened  
C. opening
- 38.** **He saw a friend while he** \_\_\_\_\_ in the queue.  
A. waits  
B. waiting  
C. was waiting
- 39.** **Time flies! I** \_\_\_\_\_ Jill for ten years.  
A. know  
B. have known  
C. am knowing
- 40.** **I** \_\_\_\_\_ in a cold country. I love the sun!  
A. wouldn't like to live  
B. would like to live  
C. would live

**Remember to transfer your answers to the optical mark form.**

## **ESB A2 Entry 2 Use of English (Part Two)**

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

- 41. I'm unhappy. I've got \_\_\_\_\_ friends.**  
A. a little  
B. few  
C. a lot
- 42. Planes fly \_\_\_\_\_ the city.**  
A. up  
B. over  
C. through
- 43. Ben is the boy \_\_\_\_\_ sings in a band.**  
A. who  
B. what  
C. which
- 44. Susan was really \_\_\_\_\_ to see him.**  
A. surprises  
B. surprising  
C. surprised
- 45. You \_\_\_\_\_ drive fast near a school.**  
A. may  
B. don't have to  
C. mustn't

**Remember to transfer your answers to the optical mark form.**

### **ESB A2 Entry 2 Use of English (Part Three)**

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

- 46. a / never / Michelle / holiday / has / on / been / skiing**

Michelle \_\_\_\_\_.

- 47. doing / computer / she / the / when / was / crashed / What**

What \_\_\_\_\_.

- 48. give / don't / my / I / chocolate / usually / children**

I \_\_\_\_\_.

- 49. two / country / He / to / is / spend / going / the / weeks / in**

He \_\_\_\_\_.

- 50. see / the / party / Mary / last / Did / night / at / you**

Did \_\_\_\_\_?

**Remember to transfer your answers to the optical mark form.**

## **ESB A2 Entry 2 Use of English (Part Four)**

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

**51. Would you like to try on the dress in another colour?**

- A. Yes, I'll buy this one. Thank you.
- B. Where can I pay for the dress?
- C. No, thanks. I like this colour. I'll buy it!

**52. Have you got the passports and tickets?**

- A. We're going on holiday.
- B. Of course, you have.
- C. No! I thought you had them.

**53. How long are you staying at this hotel?**

- A. I stayed here last year for a week.
- B. This is my first time.
- C. Oh, only two nights.

**54. Are you watching this documentary?**

- A. For an hour or two.
- B. I don't have a television now.
- C. No. You can change channel if you want.

**55. Have you ever eaten something horrible?**

- A. I'm going to eat it tomorrow.
- B. Certainly. Every time my sister cooks.
- C. Yes, it was amazing.

**56. Where shall we go on holiday this year?**

- A. Yes, I like going on holiday.
- B. How about going to the mountains for a change?
- C. No, I can't decide between Greece and Spain.

**57. What's the weather like today?**

- A. It's usually windy and cloudy, like every day this week.
- B. Windy and cold. A normal British summer day.
- C. I like sunny days but not too hot.

**58. Where did you work before coming to this company?**

- A. I couldn't work yesterday. I was tired.
- B. I meet my friends in the square.
- C. Nowhere. This is my first job.

**Remember to transfer your answers to the optical mark form.**

## **ESB A2 Entry 2 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. Man:** Excuse me. \_\_\_\_\_ red wine, please?  
**Waitress:** Of course. I'll bring it now.
- A. When does the  
B. Can I have another bottle of  
C. How much does it cost
- 60. Man:** \_\_\_\_\_ from your holiday?  
**Woman:** Late last night! I'm very tired today!
- A. Where did you go  
B. How long did it take  
C. When did you get back
- 61. Man:** \_\_\_\_\_ all day last Saturday?  
**Woman:** It was my daughter's seventh birthday party.
- A. How much were you cooking  
B. When was the party  
C. Why were you cooking
- 62. Secretary:** \_\_\_\_\_ a longer lunch break today?  
**Boss:** Again! You had a long lunch break on Wednesday too.
- A. Can I have  
B. Do I have  
C. Should I have
- 63. Man:** \_\_\_\_\_ snow to ski last winter?  
**Woman:** No, so we went skating instead.
- A. Was there enough  
B. Were there a few  
C. Were there enough
- 64. Woman:** \_\_\_\_\_ your tent?  
**Man:** Since 1999, and we still sleep well in it.
- A. When did you buy  
B. Is it comfortable  
C. How long have you had
- 65. Man:** \_\_\_\_\_ to Scotland?  
**Woman:** I think I'll go by train.
- A. How are you going to travel  
B. Where are you going to travel  
C. Will you go

**Remember to transfer your answers to the optical mark form.**

## **ESB A2 Entry 2 Writing (Part One)**

**Write a short EMAIL (about 40 – 55 words) to a friend. Write about ALL the following points. USE THE SEPARATE WRITING ANSWER BOOKLET.**

Write an email to your friend. Tell your friend some recent news, what you are doing at work/school, and your plans for this weekend.

## **ESB A2 Entry 2 Writing (Part Two)**

**Write an essay (about 40 – 55 words) for your teacher.  
USE THE SEPARATE WRITING ANSWER BOOKLET.**

Write an essay about your friend. Write about what he or she looks like, his or her personality and what you like doing together.

**END OF PAPER**



## **ESB A2 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.C	26.B	36.C	41.B	46. Michelle has never been on a skiing holiday.	51.C	59.B
2.	8.	17.A	27.A	37.A	42.B	47. What was she doing when the computer crashed?	52.C	60.C
3.	9.	18.B	28.B	38.C	43.A	48. I don't usually give my children chocolate.	53.C	61.C
4.	10.	19.A	29.C	39.B	44.C	49. He is going to spend two weeks in the country.	54.C	62.A
5.	11.	20.A	30.A	40.A	45.C	50. Did you see Mary at the party last night?	55.B	63.A
6.	12.	21.B	31.C				56.B	64.C
	13.	22.A	32.A				57.B	65.A
	14.	23.C	33.A				58.C	
	15.	24.A	34.B					
		25.C	35.C					

## **A2 – 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?**
- **Do you live in a house or a flat?**
- **What do you do / study?**
- **Tell me about your family.**
- **What do you usually do at the weekend?**

## 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 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: Money and Shopping

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 'Money and Shopping'.**

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

- **Do you like spending money or saving money?**
- **Do you enjoy shopping?**
- **How often do you go shopping?**
- **What are the best shops in your town?**
- **Do you prefer shopping online or in the town centre?**
- **Is it better to go shopping alone or with a friend?**
- **What was the last thing you bought?**
- **Do you think children should get pocket money?**

*(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**

**English Speaking Board (International) Ltd.**

9 Hattersley Court, Ormskirk  
Lancashire L39 2AY  
Tel: (+44) 01695 573439  
Fax: (+44) 01695 228003  
Web: [www.esbuk.org](http://www.esbuk.org)  
Email: [admin@esbuk.org](mailto:admin@esbuk.org)

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