



Language
Cert

International ESOL
A1 PRELIMINARY LEVEL SYLLABUS

Skills, Topics, Functions, and Grammar

**A1 - Preliminary level requirements
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Skills

Listening

The candidate will be able to:

- follow carefully and slowly articulated speech which contains long pauses and repetition to allow the listener to process the information
- follow short conversations in everyday situations on topics concerning self, family and immediate surroundings, and understand gist, context and the relationship between speakers
- understand very simple questions, statements, accounts, narratives and single-step instructions spoken carefully and slowly
- follow short, simple directions and explanations
- identify the function of short utterances (see Grammar and Functions sections which follow)
- extract key information from conversations to complete a simple task.

Phonological features

- listen for phonological detail to distinguish between similar words.

Range

- understand key grammatical forms used in very common everyday familiar contexts
- recognise familiar words and very basic phrases concerning self, family and immediate concrete surroundings.

Understanding gist

- understand the main ideas of short explanations and conversations
- identify speakers, context and topic of short conversations.

Understanding detail

- extract key words, numbers and spellings from short statements and explanations.

Reading

The candidate will be able to:

- understand very short simple narratives and descriptions, single-step instructions, simple directions, and simple explanations a single phrase at a time with time to re-read for confirmation and/or clarification
- recognise the purposes of short texts where the purpose and intended audience is clear
- locate specific information in short texts
- understand viewpoints if made clearly and simply.

Range

- understand very familiar names, words and phrases in simple common texts found in everyday life

- understand isolated words, short simple phrases and understand grammatical structures that link clauses and help identify time reference
- understand the meanings conveyed by capital letters and full stops in very simple sentences.

Register

- understand simple social courtesies.

Text structure

- understand the organisational, lexical and grammatical features of short simple texts
- recognise different purposes of simple texts through layout conventions, common signs and symbols.

Writing

The candidate will be able to:

- write to communicate simple information to a sympathetic reader
- compose simple sentences to communicate ideas or basic information about a topic connected to personal information or knowledge
- write a short letter, card, postcard and message using simple phrases and sentences to communicate ideas and basic information about themselves, where they live and what they do
- write very simple descriptions, accounts and routines, single-step instructions and directions in familiar contexts
- express likes, dislikes and preferences in relation to familiar topics.
- use punctuation and capital letters correctly to show beginnings and ends of sentences, proper nouns, personal pronoun 'I'
- spell correctly personal key words and familiar words
- construct simple phrases and sentences using only basic grammatical structures
- use a basic range of vocabulary to deal with simple and familiar topics and tasks
- write simple sentences on familiar topics
- write a short sequence of simple sentences to form a basic message

The text types candidates at this level will be required to produce are as follows:

- informal letter
- informal email message
- informal greetings card
- informal postcard

The extent of each text to be produced by candidates is approximately 30 words.

Speaking

The candidate will be able to:

- interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech
- initiate and respond to simple statements about personal details, in areas of immediate need or on very familiar topics
- communicate in a very limited range of social situations using a basic range of functional language
- exchange information to perform a task

- describe and explain familiar topics and simple routines
- give single-step instructions and directions in familiar contexts
- ask and answer simple questions
- produce simple phrases to express likes, dislikes and preferences in relation to familiar topics
- contribute points to a discussion, provided the other speakers are co-operative.
- pronounce with sufficient clarity a limited repertoire of words and phrases so they can be understood by a sympathetic listener.
- display a limited control of very basic grammatical structures.
- produce simple phrases and sentences to give basic information about and descriptions of familiar people and places, feelings and opinions.
- cope appropriately, with support from the other person, in a limited range of familiar social situations.
- manage the conventions of turn taking in very simple interactions
- use a very limited range of connectors to link utterances.

Topics

PERSONAL IDENTIFICATION

- name
- address
- date and place of birth
- age
- sex
- marital status
- nationality
- origin
- occupation
- family
- likes and dislikes
- physical appearance
- title
- first language

HOUSE AND HOME, ENVIRONMENT

- accommodation, rooms
- furniture, furnishing
- services
- amenities
- region
- flora and fauna

DAILY LIFE

- at home
- at work

FREE TIME, ENTERTAINMENT

- leisure
- hobbies and interests
- TV, radio computer etc
- cinema, theatre
- intellectual pursuits
- sports
- press
- internet
- music
- holidays

TRAVEL

- public transport
- private transport
- traffic
- holiday accommodation
- luggage
- travel documents
- signs and notices

LANGUAGE

- foreign language ability
- understanding, expression
- spelling and alphabet

RELATIONS WITH OTHER PEOPLE

- relationships
- correspondence
- behaviour
- friends

HEALTH AND BODYCARE

- parts of the body
- personal comfort
- hygiene
- ailments, accidents
- medical services

SHOPPING

- shopping facilities
- foodstuffs
- clothes, fashion
- household articles
- prices

FOOD AND DRINK

- types of food and drink
- eating and drinking out

SERVICES

- post
- telephone
- banking
- police
- hospital, surgery
- garage
- petrol station
- emergency

PLACES

- asking the way and giving directions
- location

WEATHER

- obtain information from weather forecast
- climate and weather

MEASURES AND SHAPES

- digits and cardinal numbers up to 31
- telephone numbers, process
- height, length, weight, capacity, temperature
- dates, times, days
- shape

EDUCATION

- schooling
- subjects

Functions

PERSONAL ENVIRONMENT

- asking for and giving personal information
- describing where one lives (accommodation, area, etc)
- asking and answering questions for confirmation, information, identification
- describing familiar people, places and things
- correcting information
- explaining daily routines.

EXPRESSING THOUGHTS AND FEELINGS

- expressing agreement or disagreement
- stating knowledge or ignorance of something or someone
- stating and asking about ability or inability to do something
- seeking, granting or denying permission
- expressing wishes
- expressing a preference
- expressing likes and dislikes
- offering and accepting an apology.

MAKING THINGS HAPPEN

- responding to a request
- requesting something or requesting someone to do something
- inviting someone to do something
- accepting or declining an offer or invitation
- giving single-step instructions
- counting and using numbers.

SOCIAL CONTACT

- getting someone's attention
- greeting people and responding to greetings
- expressing thanks
- addressing somebody
- introducing oneself, family and close friends
- opening, closing a conversation
- indicating lack of understanding
- asking someone to clarify something
- asking for and giving the spelling and meaning of words
- asking for and telling people the time, day, date
- taking leave.

Grammar

Please note that:

- Candidates may be exposed to the grammar required for the level above, but will not be tested on it.
- Candidates are required to possess all structures described in the level(s) below them

	Preliminary	Access as Preliminary and in addition	Achiever as Access and in addition
Simple sentences	<ul style="list-style-type: none"> • word order in simple statements: subject-verb/object/adverb/adjective/prepositional phrase • word order in instructions • word order in questions • <i>There is/are + noun</i> 	<ul style="list-style-type: none"> • <i>There was/were</i> 	<ul style="list-style-type: none"> • <i>There has/have been</i> • <i>There will be/there is going to be</i>
Compound sentences		<ul style="list-style-type: none"> • use of conjunctions <i>and/but/or</i> • word order subject-verb-(object) (+<i>and/but/or</i>) + subject-verb-(object) 	
Complex sentences		<ul style="list-style-type: none"> • clauses of: time with <i>when, before, after</i> reason <i>because</i>, result <i>so</i> • noun clause with <i>that</i> 	<ul style="list-style-type: none"> • word order in complex sentences • complex sentences with on subordinated clause • defining relative clauses with <i>who, which, that</i> • clause as subject/object

Verb forms

Preliminary	Access as Preliminary and in addition	Achiever as Access and in addition
<p>Present reference:</p> <ul style="list-style-type: none"> • simple present tense of <i>be/have/do</i> and common regular verbs • present continuous of common verbs • <i>Have got</i> <p>Other:</p> <ul style="list-style-type: none"> • Yes/no questions • Question words: <i>who/what/where/when/how much/how many/how old</i> • Auxiliary 'do' for questions and negatives (positive questions only) • Short answers such as <i>yes he does, no I haven't</i> • imperatives and negative imperatives • contracted forms appropriate to this level • <i>let's</i> + infinitive for suggestion 	<p>Present reference:</p> <ul style="list-style-type: none"> • simple present with no time focus • present continuous to express continuity <p>Past reference:</p> <ul style="list-style-type: none"> • past tense of regular and common irregular verbs with time markers <p>Future reference:</p> <ul style="list-style-type: none"> • <i>be going to</i>, present continuous and time markers <p>Other:</p> <ul style="list-style-type: none"> • limited range of common verbs _ <i>-ing</i> form, such as <i>like, go</i> • verb + <i>to</i> + infinitive such as <i>want, hope</i> • very common phrasal verbs such as <i>get up, switch on</i> • questions such as <i>what time, how often, why, which</i> • simple question tags using all the verb forms at this level • contracted forms appropriate to this level 	<p>Present/Past reference:</p> <ul style="list-style-type: none"> • Present perfect with <i>since/for/ever/never, yet/already, just</i> <p>Past reference:</p> <ul style="list-style-type: none"> • <i>used to</i> for regular actions in the past • past continuous <p>Future reference:</p> <ul style="list-style-type: none"> • Future simple verb forms, NP + <i>will</i> <p>Other:</p> <ul style="list-style-type: none"> • Zero and 1st conditional • Range of verbs + <i>-ing</i> forms • <i>to</i> + infinitive to express purpose • common phrasal verbs and position of object pronouns, such as <i>I looked it up</i> • simple reported/embedded statements and questions • question tags using all verbs appropriate at the level • contracted forms appropriate to this level

Modals, nouns, pronouns, possessives, prepositions

	Preliminary	Access as Preliminary and in addition	Achiever as Access and in addition
Modals	<p>Present reference:</p> <ul style="list-style-type: none"> • <i>can, can't</i> (ability/inability, permission) and <i>would /like</i> (request) 	<p>Modals and forms with similar meaning:</p> <ul style="list-style-type: none"> • <i>must</i> (obligation) • <i>mustn't</i> (prohibition) • <i>have to, had got to</i> (need) • <i>can, could</i> (requests) • <i>couldn't</i> (impossibility) • <i>may</i> (permission) • single modal adverbs: <i>possibly, probably, perhaps</i> 	<p>Modals and forms with similar meaning:</p> <ul style="list-style-type: none"> • <i>should</i> (obligation, advice) • <i>might, may, will, probably</i> (possibility and probability in the future) • <i>would/should</i> (advice) • <i>need to</i> (obligation) • <i>needn't</i> (lack of obligation) • <i>will definitely</i> (certainly in the future) • <i>may I</i> (asking for permission) • <i>I'd rather</i> (stating preference)
Nouns	<ul style="list-style-type: none"> • regular and common irregular plural forms • very common uncountable nouns • cardinal numbers 1-31 	<ul style="list-style-type: none"> • countable and uncountable nouns • simple nouns phrases • cardinal numbers up to 100+ multiples of 100 	<ul style="list-style-type: none"> • noun phrases with pre- and postmodification such as <i>fair-haired people with sensitive skin</i> • all cardinal numbers
Pronouns	<ul style="list-style-type: none"> • personal - subject 	<ul style="list-style-type: none"> • object, reflexive 	
Possessives	<ul style="list-style-type: none"> • possessive adjectives such as <i>my, your, his, her, its, our, their</i> • use of 's, s' 	<ul style="list-style-type: none"> • possessive pronouns such as <i>mine, yours, whose</i> 	<ul style="list-style-type: none"> • As Access
Prepositions and prepositional phrases	<ul style="list-style-type: none"> • common prepositions such as <i>at, in, on, under, next to, between, near, to, from</i> • prepositional phrases of place, time and movement, such as <i>at home, on the left, on Monday, at six o'clock</i> 	<ul style="list-style-type: none"> • prepositions of place, time and movement, such as <i>before, after, towards, up, down, along, across, in front of, behind, opposite</i> • prepositional phrases of place and time, such as <i>after dinner, before tea</i> 	<ul style="list-style-type: none"> • wide range of prepositions, such as <i>beyond, above, beneath, below</i> • prepositional phrases such as <i>in her twenties, of average height, in the top right hand corner</i>

Articles, determiners, adjectives, adverbs, intensifiers

	Preliminary	Access as Preliminary and in addition	Achiever as Access and in addition
Articles	<ul style="list-style-type: none"> Definite, indefinite 	<ul style="list-style-type: none"> definite article zero article with uncountable nouns definite article with superlatives 	<ul style="list-style-type: none"> definite article with post-modification, such as the <i>present you gave me</i> use of indefinite article in definitions, such as <i>an architect is a person who designs buildings</i>
Determiners	<ul style="list-style-type: none"> <i>any, some, a lot of</i> 	<ul style="list-style-type: none"> <i>all, none, not (any), enough, (a) few, (a) little, many, more, most, much, no</i> 	<ul style="list-style-type: none"> a range of determiners, eg <i>all the, most, both</i>
Adjectives	<ul style="list-style-type: none"> common adjectives in front of a noun demonstrative adjectives <i>this, that, these, those</i> ordinal numbers 1-31 	<ul style="list-style-type: none"> order of adjectives comparative, superlative, regular and common irregular forms use of <i>than</i> ordinal numbers up to 100 + multiples of 100 	<ul style="list-style-type: none"> adjectives ending <i>-ed + -ing</i> such as <i>tired and tiring</i> comparative structures, such as <i>as.....as</i>, is the same as, <i>not so.....as...., looks like/is like</i> all ordinal numbers
Adverbs	<ul style="list-style-type: none"> simple adverbs of place, manner and time, such as <i>here, slowly, now</i> 	<ul style="list-style-type: none"> simple adverbs and adverbial phrases: sequencing, time and place, frequency, manner position of adverbs and word order of adverbial phrases 	<ul style="list-style-type: none"> more complex adverbial phrases of time, place, frequency, manner, such as as soon as possible
Intensifiers	<ul style="list-style-type: none"> <i>very, really</i> 	<ul style="list-style-type: none"> <i>quite, so, a bit</i> 	<ul style="list-style-type: none"> a range of intensifiers such as <i>too, enough</i>

Punctuation and spelling

	Preliminary	Access as Preliminary and in addition	Achiever as Access and in addition
Punctuation	<ul style="list-style-type: none"> use of capital letters and full stops 	<ul style="list-style-type: none"> use of question marks, exclamation marks, use of comma in lists 	<ul style="list-style-type: none"> use of punctuation in formal and informal texts, such as dashes, brackets, bullet points, speech marks
Spelling	<ul style="list-style-type: none"> the correct spelling of personal keywords and familiar words 	<ul style="list-style-type: none"> the correct spelling of most personal details and familiar common words 	<ul style="list-style-type: none"> the correct spelling of common words and key words relating to own work, leisure and study interests

Discourse

	Preliminary	Access as Preliminary and in addition	Achiever as Access and in addition
Discourse	<ul style="list-style-type: none"> sentence connectives: <i>then, next</i> 	<ul style="list-style-type: none"> adverbs to indicate sequence (<i>first, finally</i>) use of substitution (<i>I think so, I hope so</i>) markers to structure spoken discourse (<i>Right, well, OK</i>) 	<ul style="list-style-type: none"> markers to indicate addition (<i>also</i>), sequence (<i>in the first place</i>), contrast (<i>on the other hand</i>) markers to structure spoken discourse, (<i>anyway, by the way</i>) use of ellipsis in informal situations (<i>got to go</i>) use of vague language (<i>I think, you know</i>)

