

A1 READING

› **TEACHER GUIDE**

The purpose of the Teacher Guide

This guide is for teachers preparing learners for the LANGUAGECERT ESOL for Schools A1 Reading test. It offers valuable insights, strategies and practical tips to help learners strengthen their reading skills, build confidence and become more effective readers. It also supports you in addressing common challenges learners may encounter and helping them enhance their existing abilities.

It features a range of practice activities drawn from the LANGUAGECERT ESOL for Schools A1 Reading test, with follow-up tasks that can be easily tailored to your classroom needs.

You can download free practice papers plus answer keys for the ESOL for Schools A1 Reading test from the LANGUAGECERT website.

Visit: [languagecert.org](https://www.languagecert.org)



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> The importance of developing reading skills

Many learners find reading a demanding task, especially when they are expected to extract specific information from a text quickly and accurately. Several factors can make reading more challenging, including complex or unknown vocabulary, unfamiliar text formats, lengthy passages and questions that require learners to understand the writer's style, intention or attitude. As a result, preparing learners for reading assessments can be a difficult process, making it essential to start building the necessary skills early on.

During the test, learners have to read under strict time limits, which can increase stress and make it harder to concentrate. The pressure to perform well, avoid mistakes and complete the test on time can distract from truly understanding and engaging with the material. Teachers play a crucial role in supporting learners through this process by selecting texts that match their language ability, introducing important vocabulary in advance and teaching effective reading strategies. By creating a positive and supportive learning environment, teachers can help learners gain the confidence to take risks, learn from their errors and steadily improve their reading skills.



The challenges of reading in a second language

Reading in a second language can be especially challenging for A1 learners as they are still developing basic language skills. At this stage, learners often cannot read fluently or automatically understand what they see on the page. Instead, they must work hard to simultaneously decode individual words, recognise simple grammar patterns and make sense of sentence meaning. This high level of mental effort can make reading slow, tiring and sometimes frustrating. Even when a text is interesting or relevant, A1 learners may not have enough vocabulary or understanding of sentence structure to fully grasp the meaning. They might also struggle with the sounds and logic of English, especially when it differs from their first language.

These difficulties can lead to confusion, loss of focus, or even a reluctance to keep reading. Because A1 learners are still building foundational skills, their reading challenges can affect more than just comprehension, they can also impact motivation and self-confidence.

Global reading skills at A1 level

At A1 level, learners can:



understand very short and simple texts, such as posters, signs or labels, especially when they include known words or are on familiar topics



often read slowly, picking out known names and phrases one at a time



may need to reread a text several times to grasp its meaning

A1 Proficiency Scales

The A1 Proficiency Scales outline the reading skills learners should be able to demonstrate at A1 level, as defined by the CEFR.

At A1 level, learners can:

- **get the general idea of very simple informational texts and short descriptions**, especially when supported by pictures or familiar context.
- **recognise familiar names, everyday words and simple phrases** on signs, labels, posters, and in common school or daily life settings.
- **follow short written instructions**, like classroom tasks or activity steps, particularly if the instructions include visual support.
- **grasp the meaning of short messages**, such as postcards, birthday cards or notes, with help from images and repeated reading.



Getting to know the ESOL for Schools A1 Reading test

The ESOL for Schools test assesses all four skills (Listening, Reading, Writing and Speaking) across two components – Written and Spoken. The Reading, Writing and Listening tests are part of the Written component.



The Reading test consists of four parts.



The overall duration of the Reading and Writing test is 1 hour and 20 minutes.



There is no break between the Reading and Writing tests.



KEY FEATURES OF THE TEST

The table below summarises the key features of the test (skill assessed / focus, tasks presented, format of each part, marks awarded).

PART	SKILL & FOCUS	TASK	FORMAT	RAW MARKS
1	Understand organisational and lexical features in a text	Complete six short texts, each with one gap	A three-option multiple-choice question for each text	6
2	Understand the structure of a short simple text	Complete a short text with five sentences removed	A choice of six sentences to complete five gaps in a text	5
3	Understand the purpose of different texts and how to locate specific information	Answer questions about four texts with a linked theme but a different purpose	Seven multiple matching questions to identify information from the texts	7
4	Identify meaning in short texts	Match eight pictures to corresponding statements	A choice of nine pictures to match to eight statements	8

HOW THE TEST IS MARKED

- › Test takers are awarded one mark per correct response for all parts of the Reading test.
- › The maximum score for all four parts is 26 marks.
- › Marks are then converted to a scaled score from 0–50.
- › There is no minimum score for the Reading test. However, in order to be successful, test takers need to attain at least 50% in the Written component, which consists of the Reading test, as well as the Listening and Writing tests.



Helping learners prepare for the ESOL for Schools A1 Reading test

Familiarising learners with the format and content of the test, as well as providing targeted practice, can significantly enhance their performance on Test Day.

In this section, you will find ideas for preparing learners for each of the four parts of the test, followed by clear, easy-to-use classroom activities drawn from A1 Reading practice papers. These activities are designed to introduce learners to the test format and provide authentic practice. Additional activities are also included to reinforce learning for each section of the test and offer opportunities for further practice.

You can download free practice papers plus answer keys for the ESOL for Schools A1 Reading test from the LANGUAGECERT website.

Visit: languagecert.org

HOW TO PREPARE LEARNERS FOR READING PART 1: MULTIPLE-CHOICE

Learners will be given six short texts, each with a gap. They choose the correct answers to complete the texts.

- › Provide learners with a variety of short texts similar to those they'll encounter in the task, e.g. postcards, menus, messages, notes, single-step instructions, directions and short emails. This will help to familiarise them with the language commonly used in these types of texts.
- › Tell learners to read each text carefully and to look at the key words and phrases either side of the gap. This should give them clues to the correct answers.
- › Try the practice activities below to familiarise learners with the task and for targeted test practice.

CLASS ACTIVITIES TO PRACTISE READING PART 1



Familiarisation activity

This activity can be done before the test activity to check what learners already know about this part of the Reading test, or after the test activity to check what they can remember.

Show learners Part 1 of the Reading test from a practice paper and give them enough time to familiarise themselves with the layout, structure and format of the task.

Reading Part 1
Read the texts. Choose the correct answer to complete each text.

1. **Names of Students in B4**
in alphabetical order

- Andrews, Harry
- Brown, Gordon
-
- Miller, Eleanor
- White, Claire

a) Stephens, Richard
b) Green, Trevor
c) Taylor, Da

2. Dear Sam,
Here I am in New York
with my family!
We're staying in
Back home next week.
Elliot

a) two weeks.
b) a great holiday.
c) a nice hotel.

3. Hi Kim,
Are you going to the town centre this
afternoon? We can meet in the café
..... have a drink.
Is 2 pm. good for you?

a) and
b) or
c) but

4. My name is Peter. I am 13. I have two sisters.
..... are older than me.

a) They
b) She
c) We

5. Can you go to the shops and get
some bread and some eggs?
We don't have anything for
breakfast Thanks.
See you later,
Dad

a) yesterday.
b) tonight.
c) tomorrow.

6. **Sorry!**
We are closed for lunch.
Open at 2 pm.

a) about
b) again
c) also

Sample taken from A1 Reading Part 1 practice paper

Now hide the task and ask learners the following questions to see how much they can remember:

- › How many texts are there in Part 1? (answer: six (short) texts)
- › How many questions does Part 1 have? (answer: six questions)
- › What kind of questions are they? (answer: multiple-choice questions)
- › How many multiple-choice options are there for each question? (answer: three options)

TEST ACTIVITY

This activity draws on learners' prior knowledge of text types, develops their ability to read for specific information, and provides practice for the Part 1 task.

Step 1

Put learners in pairs and give them a copy of the task. Ask them to look at the six texts and identify:

- › a postcard to a friend
- › a text containing personal information
- › a list of who is in a classroom
- › a short message on a shop door
- › a message to get together with a friend
- › a note about things someone must buy

Step 2

Ask pairs to share their answers with the rest of the class and explain what led them to their choices, before providing the correct answers.

(answers:

A postcard to a friend – text 2

A text containing personal information – text 4

A list of who is in a classroom – text 1

A short message on a shop door – text 6

A message to get together with a friend – text 3

A note about things someone must buy – text 5)

Step 3

Ask pairs to re-read the gapped texts and complete them with the right options

Step 4

Have learners share their answers with the rest of the class as part of a whole-class discussion, before providing the correct answers.

(answers: 1 b, 2 c, 3 a, 4 a, 5 c, 6 b)

MORE CLASS ACTIVITIES FOR READING PART 1 PRACTICE

Here are some additional activities that use the task content in a different way to give extra practice and build more reading skills.

1 Create a picture-to-text matching task

Prepare some simple, short texts, such as labels, menu items, notes and notices, along with corresponding pictures. Put learners in pairs and give each pair a set of texts and a set of pictures. Learners read each text and match it to the appropriate image.

This activity helps learners link language to real-life situations and provides visual context to support comprehension. For additional challenge, learners can explain their reasoning using short sentences, helping to strengthen speaking and reading connections.

2 Organise a jumbled texts race

Prepare some short texts and cut them up into individual sentences or phrases. Put learners in groups and have them race to put the parts in the correct order to reconstruct a logical short message or note.

This activity helps develop learners' sense of text structure and encourages careful reading to identify clues such as time markers, sequencing and subject-verb links.

3 Lead a class notice activity

Before the lesson, post different types of school notices around the classroom (e.g. 'School announcements', 'Messages to classmates', 'Reminders', 'School events'). On the board, write one model note for each type (e.g. 'The library will be closed on Monday', 'Can anyone help me with my maths homework?', 'Don't forget to bring your homework in tomorrow', 'School concert on Friday'). Learners then write their own simple note/message on a card for one of the categories. Collect all the cards, shuffle them and hand them back out. Learners read their card and stand next to the category they think it belongs to. Encourage early finishers to guide their peers to the correct place.

This activity practises careful reading of short texts taken from real-life situations and writing related short functional texts.

HOW TO PREPARE LEARNERS FOR READING PART 2: GAP-FILL

Learners will be given a text with five gaps. They choose the correct answer from the six options to complete the text. There is one option that isn't needed.

- › Tell learners to read the text carefully and to look at the key words and phrases either side of the gaps. This should give them clues to the correct answers.
- › Explain that one option will not be used (acting as a distractor).
- › When they have answered all the questions, advise them to read the completed text to ensure it makes sense.
- › Try the practice activities below to familiarise learners with the task and for targeted test practice.

CLASS ACTIVITIES TO PRACTISE READING PART 2



Familiarisation activity

This activity can be done before the test activity to check what learners already know about this part of the Reading test, or after the test activity to check what they can remember.

Show learners Part 2 of the Reading test from a practice paper and give them enough time to familiarise themselves with the layout, structure and format of the task.

Reading Part 2

Read the text. Choose the correct words to complete each sentence. There is one extra word or phrase you will not need.

George lives in a very nice flat. It's in the centre (1)
He lives with his mother and father and (2) The flat has
got a kitchen, two bathrooms and a big (3) There are three
(4) George likes his room (5)

- A bedrooms
- B his little brother
- C a garden
- D living room
- E of the city
- F very much

Sample taken from A1 Reading Part 2 practice paper

Now hide the task and ask learners the following questions to see how much they can remember:

- › How many questions does Part 2 have? (*answer: one short text*)
- › How many gaps are there in the text? (*answer: five gaps*)
- › How many options are provided to complete the five gaps? (*answer: six options, one being a distractor*)

TEST ACTIVITY

This activity develops learners' skills in reading for both gist and specific information and linking reading to speaking, and provides practice for the Part 2 task.

Step 1

Tell learners they are going to read a text about someone called George who lives in a flat. Put them in pairs and give them a copy of the task. Have them cover options A–F as they skim-read the text and then answer the following questions:

- › What is George's flat like?
- › Who does he live with?
- › How many bathrooms does his flat have?
- › How does George feel about his room?

Step 2

Ask pairs to share their answers with the class, before providing the correct answers.

(answers:

What is George's flat like? – very nice

Who does he live with? – his mother and father

How many bathrooms does his flat have? – two bathrooms

How does George feel about his room? – he likes it)

Step 3

Working individually, have learners re-read the text and complete the gaps with the correct options. Remind them that one option is not needed.

Step 4

Put learners in pairs again and have them compare their answers with their partner. Learners then share their answers with the rest of the class as part of a whole-class discussion, giving reasons for their choices. Provide the correct answers.

(answers: 1 b, 2 c, 3 a, 4 a, 5 c, 6 b)

MORE CLASS ACTIVITIES FOR READING PART 2 PRACTICE

Here are some additional activities that use the task content in a different way to give extra practice and build more reading skills.

1 Lead a prediction task with peer support

Put learners in pairs or small groups and give them a copy of the task without the options. Ask them to discuss what type of word or phrase could go in each gap (e.g. *a place, a time, a person, a feeling*), encouraging them to look at the words on either side of the gap for clues. Then give pairs/groups the six options and have them complete the task.

Note: You can also prepare your own shorts texts with five gaps and six options, similar to the one in the test.

This activity draws on learners' existing knowledge and helps them to use contextual clues to predict meaning, guiding them to engage with the text itself rather than being influenced by the options.

2 Play a sorting game

Give learners the six options from the task and ask them to sort them into three different categories: 'Places in a house' (*answer: living room; a garden; bedrooms*), 'People' (*answer: his little brother*) and 'Other' (*answer: of the city; very much*). They then read the text and choose the correct options, referring back to their categories to help guide them.

Note: You can also prepare your own shorts texts with five gaps and six options, similar to the one in the test.

This activity builds vocabulary awareness and helps learners notice word types and how they function in context.

3 Organise a 'Why Not?' distractor challenge

After completing a Part 2 task, focus attention on the unused (distractor) option. Put learners in small groups and have them think about why this option doesn't fit anywhere in the text. Monitor groups as they discuss their ideas, then invite them to share their thoughts with the rest of the class.

This activity deepens understanding of meaning and context and helps learners become more confident in recognising what doesn't make sense – a key exam skill that builds reading accuracy.

HOW TO PREPARE LEARNERS FOR READING PART 3: MULTIPLE MATCHING

Learners will be given four short texts with a linked theme but different purpose. They choose a text for each of the seven questions.

- › To familiarise learners with the task, provide them with sets of four short texts with a common theme but different purpose, similar to those they'll encounter in the test. Have them practise answering questions about the texts, as in the task.
- › Before attempting the task, learners should skim-read all four texts. This will help them to establish the topic, type and purpose of each text, before reading again more carefully with the task in mind.
- › Tell learners to underline the words in the texts that provide clues to the correct answers. They could share these clues in class.
- › You could ask learners to work in pairs and then compare their answers with the rest of the class before you give the right answers.
- › Try the practice activities below to familiarise learners with the task and for targeted test practice.



CLASS ACTIVITIES TO PRACTISE READING PART 3



Familiarisation activity

This activity can be done before the test activity to check what learners already know about this part of the Reading test, or after the test activity to check what they can remember.

Show learners Part 3 of the Reading test from a practice paper and give them enough time to familiarise themselves with the layout, structure and format of the task.

Reading Part 3
Read the four texts. Which text gives you the answer to each question? Choose the correct text (A–D) for each question.

A.

Football match this weekend!
Our next football game is this weekend against Leeds United.
Sunday - 3 pm at Palmer Park.



[Clean white T-shirt and shorts, please!
You can get them at the shopping centre.]
Don't be late!

B.

New message
To: Zoe, Alice, Emma, Charlotte
Subject: Football on Sunday

Can you play for The Whites this Sunday?
I know we lost our last match 5-0 but we can win this time. We can practise on Saturday at Weston Sports Centre.

Daisy

C.

Sports 4 All
Come in to get everything for every sport!

All sizes, all colours!
T-shirts from £5.00
Shorts from £10.00
Boots from £20.00
and much, much more!



D.

Weston Sports Centre
Saturday practice times

Time	Team
10.00	The Blues
11.00	Weston Boys
12.00	North Street Girls
13.00	The Whites
14.00	The Reds
15.00	East Way Girls
16.00	Free!

Which text tells you:

1. how much you can buy a T-shirt for?	
2. who plays football with Daisy?	
3. when Daisy's team could practise on Saturday?	
4. which football team Daisy plays for?	
5. the score in a football match?	
6. where a football game is on Sunday?	
7. the name of the sports clothes shop?	

Sample taken from A1 Reading Part 3 practice paper

Now hide the task and ask learners the following questions to see how much they can remember:

- › How many texts are there in Part 3? (answer: four texts)
- › How many questions does Part 3 have? (answer: seven questions)
- › What kind of questions are they? (answer: multiple matching questions)
- › What do the four texts have in common? (answer: they are all related to the same theme)

TEST ACTIVITY

This activity helps learners identify different types of texts, enhances their critical reading skills, and provides practice for the Part 3 task.

Step 1

Put learners in pairs and give them a copy of the task. Tell them to read all four texts and to discuss what they think they have in common.

Step 2

Ask pairs to share their ideas with the rest of the class before you provide the correct answer. (*answer: They are all about football.*)

Step 3

Tell learners that each text is a different type and was written for a different purpose. Draw the table (see below) on the board and have learners copy it into their notebooks. Working individually, learners match the texts A–D to the text types.

Text type	Text number
A timetable	
An email	
A notice	
An advertisement	

Step 4

Ask learners to compare their completed tables with a partner. Pairs then share their answers with the rest of the class before you provide the correct answers.

(*answers:*)

Text type	Text number
A timetable	<i>D</i>
An email	<i>B</i>
A notice	<i>A</i>
An advertisement	<i>C</i>

Step 5

Pairs now do the task, answering the seven questions that follow the four texts. Have them share their choices with the rest of the class before providing the correct answers.

(*answers: 1 C, 2 B, 3 D, 4 B, 5 B, 6 A, 7 C*)

MORE CLASS ACTIVITIES FOR READING PART 3 PRACTICE

Here are some additional activities that use the task content in a different way to give extra practice and build more reading skills.

1 Play 'Which one is ours?'

Prepare four cards, each with a short text. The texts should be of different types but share a common theme. (You can use the ones from the practice paper or create your own.) Put learners in four groups and give each group a card. Read out short questions or statements one by one, e.g. *'I want to buy some football boots'* or *'When are The Whites next playing?'* Groups must stand up if their text provides the right information. Follow up by asking groups, 'Why is it your text?' or 'What words helped you decide?'

This simple game helps learners build confidence in reading for both gist and specific information in a communicative and supportive way. It is also a fun way to check understanding.

2 Bring texts to life

Read out four short texts on the same topic (e.g. *clubs at school*). Put learners in pairs and have them choose one of the texts and make a mini poster for it, with a title and a picture. Pairs then present their poster to the class, explaining what it is about. For extra support, write some guided sentence frames on the board, e.g. *'This is a ... for a ...', 'It is about ...', 'It tells you ...', 'You can see/find it at ...'*

By turning a text into a simple poster and presenting it with guided sentence frames, this activity helps learners understand the main idea and purpose of a short text, links reading with speaking, reinforces key vocabulary and encourages collaboration using familiar language.

3 Organise a walk and talk activity

Print out the four texts from the task on separate pieces of paper and display them in different parts of the classroom. Put learners in pairs and give each pair a copy of the bottom half of the task with just the questions. Pairs walk around the room reading the four texts, discussing which questions match each one and writing down their answers, making a note of the key words that helped them decide.

This activity encourages deeper engagement with the text, as well as peer discussion. The physical activity makes reading feel less formal and more enjoyable, while the pair talk promotes confidence and communication in simple English.

HOW TO PREPARE LEARNERS FOR READING PART 4: MULTIPLE MATCHING

Learners will be given nine pictures and eight statements. They match each picture to the correct statement. There is one picture that isn't needed.

- › To prepare learners for this task, provide them with plenty of similar pictures, *e.g. traffic signs, weather symbols, notices, labels, warning signs, posters, stickers and computer icons, and ask them to think about their meaning.*
- › You could ask learners to work in pairs and then compare their answers with the rest of the class before you give the right answers.
- › Try the practice activities below to familiarise learners with the task and for targeted test practice.



CLASS ACTIVITIES TO PRACTISE READING PART 4



Familiarisation activity

This activity can be done before the test activity to check what learners already know about this part of the Reading test, or after the test activity to check what they can remember.

Show learners Part 4 of the Reading test from a practice paper and give them enough time to familiarise themselves with the layout, structure and format of the task.

Reading Part 4
Read the notices. Match each statement to the notice with the same meaning. Choose the correct notice (A–I) for each question


A)


B)


C)


D)


E)


F)


G)


H)


I)

1.	Boys and girls can use this bathroom.	
2.	Do not chat with your friends here.	
3.	There is one every quarter of an hour.	
4.	Don't drive fast because there are sometimes animals on the road.	
5.	There is a school near here.	
6.	Take care when you cross the road.	
7.	You can get food here.	
8.	You must not walk here.	

Sample taken from A1 Reading Part 4 practice paper

Now hide the task and ask learners the following questions to see how much they can remember:

- › What does Part 4 require you to do? (answer: match each picture to the correct statement)
- › How many pictures are there? (answer: nine pictures)
- › How many statements are there? (answer: eight statements)
- › Will all the pictures be used? (answer: no, one picture is a distractor)

TEST ACTIVITY

This activity develops learners' ability to identify meaning in short texts, and provides practice for the Part 4 task.

Step 1

Put learners in pairs and give them a copy of the first half of the task with just the pictures. Give them a few minutes to discuss what they think the meaning of each picture is.

Step 2

Ask pairs to share their ideas from Step 1 with the rest of the class as part of a whole-class discussion. (Be ready to clarify correct answers if necessary.)

Step 3

Now give pairs a copy of the second half of the task with just the statements. They work together to match each statement to the picture with the same meaning.

Step 4

Encourage pairs to share their choices with the rest of the class before providing the correct answers.

(answers: 1 C, 2 E, 3 B, 4 G, 5 D, 6 F, 7 H, 8 I)

MORE CLASS ACTIVITIES FOR READING PART 4 PRACTICE

Here are some additional activities that use the task content in a different way to give extra practice and build more reading skills.

1 Run a make and match activity

Give each learner (or pair) two blank cards. On the first card, they write a simple notice (e.g. *'No phones!', 'Don't touch!', 'Wear a helmet!'*). On the second card, they draw a picture or symbol that expresses the same meaning. Collect all the cards, keeping text cards and picture cards in separate piles. Shuffle both sets, then hand them out so each learner/pair receives one card from each pile. Learners move around the classroom showing their classmates their cards and trying to find a match for both.

Creating their own texts builds deeper understanding and gives learners ownership over language. It also strengthens the link between visual cues and short written messages, while practising instruction and notice vocabulary in context.

2 Organise a notice treasure hunt

Before the lesson, place realistic printed notices (e.g. *'Push', 'No entry', 'Fire exit', 'Out of order'*) around the room or school corridor. Prepare a list of statements (e.g. *'Find a sign that tells you not to go in', 'Find a sign that tells you something is broken'*) and give a copy to each pair of learners. Pairs work together to find the notices that match the items on the list. They can take photos (if allowed) or note where they found each notice. After the hunt, regroup and discuss the answers as a class.

This activity makes reading notices meaningful and real-world focused. It gets learners moving, talking and making connections between language and environment, ideal for visual and kinaesthetic learners.

3 Play Picture Bingo!

Create 2x5 bingo cards with ten pictures/symbols of common signs (e.g. *'No parking', 'Toilet', 'Danger!'*). Give each learner a card, then read out 15 statements, ten of which have the same meaning as one of the signs (e.g. *'You must not stop your car here'*). Learners listen carefully and cross off the pictures as they hear its matching statement. When they have crossed off all ten pictures, they shout 'Bingo!'

Note: Since everyone has the same card, many learners may finish at the same time. To check, ask the winner or winners to read out or point to the items they crossed off.

This activity helps learners connect spoken and written language with visuals, improving listening and reading skills. It makes learning fun and encourages repeated exposure to common signs, building useful real-world vocabulary and confidence.



A1 general reading tips

- › If there are words learners don't know, encourage them to guess their meaning from the context. This will improve their overall comprehension and help them to feel more confident.
- › If learners are struggling to choose the correct answer (e.g. for multiple-choice tasks), they can try to eliminate the wrong answers instead.
- › Remind learners that once they've finished the Reading test, they should go back and check all their answers.



Ensuring learners are ready for the ESOL for Schools A1 Reading test

When learners have finished preparing for the Reading test, it's important that they retain key information about it. On Test Day, learners often experience nerves, which can lead to forgetfulness or confusion about the procedures. Taking extra time to review test expectations and ensure learners are fully prepared can help alleviate anxiety and ensure the test process runs more smoothly.

Here's a list of questions to remind learners of what to expect in the Reading test (you may wish to add some of your own):

- › How many parts does the Reading test have? *(answer: four parts)*
- › How many questions does it comprise in total? *(answer: 26 questions)*
- › What types of questions will there be in the Reading test? *(answer: multiple-choice, gap-fill and multiple matching questions)*
- › What's the duration of the Reading and Writing test? *(answer: 1 hour 20 minutes for both the Reading and Writing tests. Note: there is no break between these two tests.)*
- › How many marks do you get for each question? *(answer: 1 mark)*
- › Are learners given extra time to record their answers on the Answer Sheet? *(answer: If taking the paper-based test, an extra 10 minutes is granted at the end of the Written component. However, no extra time is provided for the computer-based test or the online test with live, remote invigilation).*

Helpful resources and contact information

At LANGUAGECERT, we're committed to providing comprehensive support for both learners and teachers.

Our website offers a wealth of free resources to help prepare for both the Written and Spoken components of the ESOL for Schools A1 test.

Handbooks provide teachers with practical tips and valuable strategies for effectively preparing learners for the tests. They also include detailed descriptions of tasks at every level. Our free downloadable practice papers are an excellent tool for helping learners become familiar with the format and content of the test.

ESOL for Schools Written component resources:

- Listening-Reading-Writing Qualification handbook
- Qualification Overview handbook
- Assessing Writing Performance handbook
- Official Practice Papers
- Sample Answer Sheets
- Teacher Guide (Listening & Reading, Writing)

ESOL for Schools Spoken component resources:

- Speaking Qualification handbook
- Preparing Learners for the ESOL Speaking Exams Guide
- Assessing Speaking Performance handbook
- Official Practice Papers
- Teacher Guide (Speaking)

Additional support available:

- Books
- FAQs
- Live and pre-recorded webinars

To access these resources, visit: www.LANGUAGECERT.org/en/preparation

Further information

For more information about the LANGUAGECERT ESOL for Schools test, visit our website www.LANGUAGECERT.org or contact our Customer Services team.

The page features a white background with two large, overlapping, abstract shapes on the left side. The top shape is a bright orange, and the bottom shape is a lighter, semi-transparent orange. Both shapes have a pointed left edge and a rounded right edge, creating a dynamic, modern look. The word "Appendix" is centered within the bright orange shape.

Appendix

Appendix: Essential language structures and functions for A1

At A1 level (for Listening, Reading, Writing and Speaking), learners are expected to be familiar with a number of structures and language functions as shown in the table below.

› Functions/notions

Directions
Describing habits and routines
Giving personal information
Greetings
Telling the time
Understanding and using numbers
Understanding and using prices

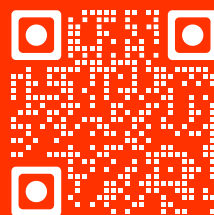
› Discourse markers

Connecting words – *and, but, because*

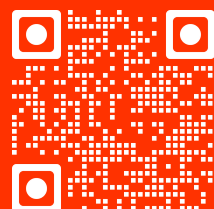
› Grammar forms

Verb forms
Adjectives: common and demonstrative
Adverbs of frequency
Comparatives and superlatives
going to
How much/many and very common uncountable nouns
I'd like
Imperatives (+/-)
Modals: *can/can't/could/couldn't*
Past simple of to be
Past simple
Possessive adjectives
Possessive s
Prepositions: common, of place, including *in/on/at*
Present continuous
Present simple
Pronouns: simple, personal
Questions
There is/are
to be, including question + negatives

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