



**International Certificate
Young Learners**

Breakthrough (Level 4)

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In addition to the skills required at Firstwords, Springboard and Quickmarch, test takers demonstrate that they can:

- **describe sensations**
- **give instructions and explanations**
- **describe purpose**
- **give opinions and express preferences**
- **deal with hypothetical situations**

Introduction to the Guide

Who is it for?

The Pearson English International Certificate - Young Learners guide is designed for anyone who is preparing students for the test or wants to learn more about it.

What is in the guide?

This guide contains five key parts:

- The first part, an Introduction to Pearson English International Certificate - Young Learners, includes an overview of the test, targeted test takers and the skills tested. Key features of the test, such as realistic situations, fun and motivating tasks, and integration of skills, are outlined. Information about test delivery and test results is also given.
- The second part provides an outline of the preparation resources that will be made available to instructors and test takers.
- The third part includes general information about scoring within the test.
- In the fourth part, an overview of the formats of the spoken and written tests is provided.
- The final part of the guide gives a detailed explanation of each task within the written and spoken parts at Breakthrough Level. This includes a description of each task type, the skills assessed, what test takers have to do, the objectives and timings. In addition, details about scoring and the marking criteria are presented.

1. Introduction to Pearson English International Certificate – Young Learners

Overview

What is Pearson English International Certificate - Young Learners?

Pearson English International Certificate - Young Learners (PTE Young Learners) is an assessment solution at four different levels of English language proficiency: Firstwords (Level 1), Springboard (Level 2), Quickmarch (Level 3) and Breakthrough (Level 4). These tests are designed to be interesting and enjoyable for children. They also aim to make their first experiences of learning English very memorable and motivating.

The tests are provided by Pearson Edexcel, the largest UK awarding body for academic and vocational qualifications. Pearson Edexcel is the official awarding body for Pearson English International Certificate - Young Learners.

The primary goal of the tests is to assess a young learner's ability to use English language communicatively. There is an emphasis on real-life scenarios rather than on knowledge of specific language items and vocabulary.

Although the test is presented using British English, American English is acceptable. Knowledge of the English alphabet is assumed at all levels.

Who takes Pearson English International Certificate - Young Learners?

International Certificate - Young Learners tests are for children aged between six and 13, who are speakers of other languages.

What skills are tested?

International Certificate - Young Learners assesses the four skills: listening, reading, speaking and writing. It consists of two parts: a written test which assesses listening, reading and writing, and a spoken test. The spoken part of the test and the written part are taken separately. Because of the communicative nature of International Certificate - Young Learners, the tests can be shorter without compromising the reliability of the results.

Key features

Realistic contexts

Children are tested on their ability to use structures and functions in realistic contexts. At higher levels, they are also assessed on their ability to use language to carry out specific communicative tasks. The emphasis is on real-life situations that learners will encounter, not on how well they remember vocabulary and structures. For this reason, International Certificate - Young Learners uses real-life scenarios rather than grammatical exercises. This means that it is a measure of real, practical English.

Familiar content

Throughout the four test levels, test takers experience some of the everyday activities, adventures and mishaps of the Browns, a British family. They become familiar with the characters and events, which makes the testing experience both very comfortable and highly engaging.



As the tests are scenario-based, topics and language are repeated. This reinforcement of content and language gives test takers the confidence they need to perform well.

The topics in International Certificate - Young Learners are international, age-appropriate and of interest to children, for example, topics like families, pets, school and people's appearance are included.

Fun activities

The format of the test is enjoyable. The spoken part consists of a group board game played with other test takers. Another task allows candidates to give short talks and communicate with each other. Many of the tasks in the written part are based around colorful, amusing visuals.

Integrated skills

International Certificate - Young Learners integrates the four skills. This is important because when communicating in English, students are often required to combine several language skills to perform a task.

Test delivery

Test sessions are scheduled 7 times a year.

International Certificate - Young Learners consists of a written paper-based test and a spoken test (with an examiner and a group of five test takers), which are delivered through a number of registered centers in over 40 territories globally.

Test centers delivering International Certificate - Young Learners are typically schools and language schools. Each prospective center is required to provide evidence that the tests will be conducted according to the regulations as part of registering to become a test center. In some territories there are locally based agents or representatives.

Information about test session dates, test center locations, registering to take International Certificate - Young Learners or registering to become a test center is available at quals.pearson.com/international-certificate-yl.

Test results

Using an online marking system (e-Pen) and a web-based test center service system, Pearson provides fast and helpful feedback on individual performance of students in the tests.

The tests are prepared and marked by teams of professionals and successful test takers receive a certificate of attainment from the largest examining body in the UK, Pearson Edexcel.

Detailed feedback is provided in the form of a candidate performance report, which includes a breakdown of the scores for listening, speaking, reading and writing. These are sent to the test centers who distribute them accordingly. The grades awarded for the test are Distinction, Merit or Pass. Every candidate, regardless of the level of performance, will receive a certificate.



Pearson Edexcel

This is to confirm that
Jane Smith
took the
Pearson English International Certificate Young Learners
(PTE Young Learners)
A test of English language: Speaking, Listening, Reading and Writing

BREAKTHROUGH
and has achieved:
Distinction

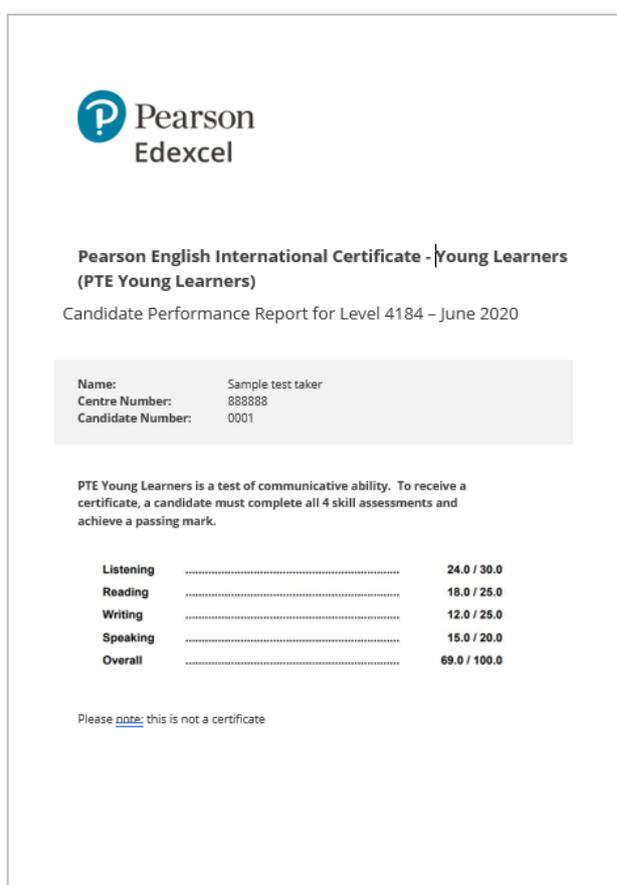
★★★★★



Freya Thomas Monk
Freya Thomas Monk
Senior Vice President
Pearson Education Ltd

2011

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Pearson Edexcel

**Pearson English International Certificate - Young Learners
(PTE Young Learners)**
Candidate Performance Report for Level 4184 - June 2020

Name:	Sample test taker
Centre Number:	888888
Candidate Number:	0001

PTE Young Learners is a test of communicative ability. To receive a certificate, a candidate must complete all 4 skill assessments and achieve a passing mark.

Listening	.....	24.0 / 30.0
Reading	.....	18.0 / 25.0
Writing	.....	12.0 / 25.0
Speaking	.....	15.0 / 20.0
Overall	.....	69.0 / 100.0

Please note: this is not a certificate

Test structure

The written test at this level lasts for 1 hour and 15 minutes. There are six tasks which test listening, reading and writing.

1 hour, 15 minutes	
Task numbers	Skills
One	Listening
Two	Listening and writing
Three	Reading and writing
Four	Reading
Five	Reading and writing
Six	Writing

The spoken test at this level lasts for 20 minutes and there are two tasks.

20 minutes	
Task numbers	Skills
Seven	Speaking
Eight	Speaking

2. Test Preparation Resources

Resources for PTE Young Learners		
On this page you will find guides and past papers for practice of PTE Young Learners		
Level	Information	Past Papers
Firstwords	 Guide	 June 2011  November 2010  November 2009  Session 3 2006  Session 2 2006
Springboard	 Guide	 June 2011  November 2010  November 2009  Session 3 2006  Session 2 2006
Quickmarch	 Guide	 June 2011  November 2010  November 2009  Session 3 2006  Session 2 2006
Breakthrough	 Guide	 June 2011  November 2010  November 2009  Session 3 2006  Session 2 2006

Past papers

A number of official past papers with audio, transcripts and answer keys for all levels are available now to download for free.

The resources are available at quals.pearson.com/international-certificate-yl.

New resources for International Certificate - Young Learners are regularly added to this site.

3. Overview of Scoring

The written and spoken parts of the test at Breakthrough have a weighting of 100 score points; 80 for the written component and 20 for the spoken. There are 36 listening, reading and writing items in total and each one in Tasks One to Five carries a weighting of between 1 and 3 marks. Task Six, which requires candidates to produce a short piece of writing, has a total of 20 points. There are two speaking tasks, each with a maximum of 10 score points.

The distribution is listed in the table below:

	Task numbers	Skills	Task types	Number of items	Score points
Written part of test	One	Listening	3-option picture-based multiple choice	8	16
	Two	Listening and writing	Answer question	7	14
	Three	Reading and writing	Dialogue completion	5	15
	Four	Reading	Match utterance to picture	5	5
	Five	Reading and writing	Gap fill	10	10
	Six	Writing	Write narrative	1	20
	Total				36	80
Spoken part of test	Seven	Speaking	Question and answer (board game)	At least 2	10
	Eight	Speaking	Short talk	1	10
Total				3 or more	20
Total written and spoken parts					100

4. Overview of Test Format

The **written part** of Pearson English International Certificate - Young Learners at this level lasts for **1 hour and 15 minutes** and has six tasks. It tests listening, reading and writing skills. The **spoken part** of the test lasts for **20 minutes** and has two tasks. There are two types of task that test takers engage in with an examiner and four other test takers.

The table below indicates the skills tested, task types, number of items, task objectives and what candidates have to do for each task in the written and spoken parts of the test.

	Task numbers	Skills	Task types	Number of items	Task objectives	What test takers have to do
Written part of test	One	Listening	3-option picture-based multiple choice	8	To assess the ability to identify details of spoken discourse, e.g., times, locations, reasons, past, present and future activities, hypothetical outcomes, etc	Listen to a conversation twice and answer eight questions by choosing one picture from three answer options
	Two	Listening and writing	Answer question	7	To assess the ability to understand a spoken text and write short answers relating to the details of the text	Listen to a conversation twice and answer seven questions in writing
	Three	Reading and writing	Dialogue completion	5	To assess: - understanding of the structural relationship between questions and responses - the ability to formulate appropriate questions to given responses within a dialogue	Write five questions to match five given answers in a written dialogue
	Four	Reading	Match utterance to picture	5	To assess the ability to recognize simple functional use of language in social situations familiar to young learners	Match five short written utterances to the pictures which illustrate their meaning
	Five	Reading and writing	Gap fill	10	To assess understanding of a text, and knowledge of vocabulary and grammar in context	Read a text with ten gaps and write the most appropriate word for each using own words
	Six	Writing	Write narrative	1	To assess the ability to write a story based on a series of pictures demonstrating use of narrative tenses and linking ideas coherently	Write a story based on a series of six pictures (about 75 words)
Spoken part of test	Seven	Speaking	Question and answer (board game)	At least 2	To assess the ability to ask and answer questions about personal information and interests	Ask and answer questions about personal information and interests
	Eight	Speaking	Short talk	1	To assess the ability to speak continuously about a topic of personal interest and answer questions in relation to it	Speak about a topic of personal interest and answer questions

5. Description of Task Types

Written test [1 hour and 15 minutes]

This part of the guide presents a description of the tasks within the written test at Breakthrough. This includes the skills tested, what test takers have to do, the objective(s) of the task and details on scoring.

Task One Listening

3-option picture-based multiple choice

Task One is a 3-option picture-based multiple choice activity that tests listening skills. It assesses the ability to identify the details of spoken discourse, e.g., times, locations, reasons, past, present and future activities, hypothetical outcomes, etc.

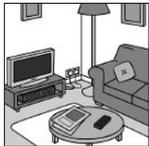
Hello kids, hello boys and girls. Today's test is Breakthrough. Tasks One and Two are listening. Good luck and have fun!!

1. Task One: An Invitation to Kirsty's House (16 marks)

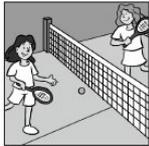
Anna comes home and talks to her mum, Mrs Brown, about an invitation to a friend's house. Listen to their conversation and put a cross (X) in the box under each correct answer. The first one is an example.

You will hear the conversation twice. Listen carefully!

Example: Where is Anna's mum when Anna gets home?

		
A <input type="checkbox"/>	B <input checked="" type="checkbox"/>	C <input type="checkbox"/>

1. Where has Anna just been?

		
A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>

2. What was Anna doing when Kirsty phoned her?


A <input type="checkbox"/>

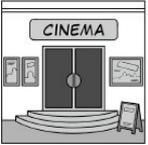
3. Which house does Kirsty live in?

		
A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>

4. When is Kirsty's birthday?

		
A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>

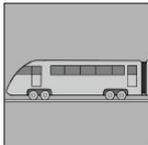
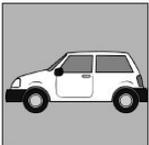
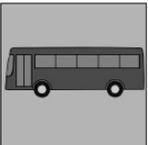
5. Where has Rebecca gone?

		
A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>

6. Which room is Rebecca's?

	
B <input type="checkbox"/>	C <input type="checkbox"/>

7. How is Anna going to Kirsty's house?

		
A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>

8. What present is Anna going to buy for Kirsty?

		
A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>

(Total 16 marks)

What candidates do

Test takers listen to a conversation twice and answer eight questions printed on the test paper. For each one they choose the correct picture from three answer options by putting a cross in the box next to it.

Scores

This task type is marked as either **correct or incorrect**. Each correct answer has a weighting of 2 score points. A maximum of **16 points** can be achieved.

Task Two Listening and Writing

Answer question

Task Two is an *Answer question* activity that tests listening and writing skills. It assesses the ability to understand a spoken text and write short answers relating to details of the text.

2. **Task Two: Planning the Weekend (14 marks)**

When Anna arrives at Kirsty's house, the girls make plans for the weekend. Listen to the conversation and give a short answer to each question. The first one is an example.

You will hear the conversation twice. Listen carefully!



Example:

What is the time now?

10.15

.....

1. What does Kirsty want to do before lunch?

.....

2. How many times has Anna been to Pizza Palace?

.....

3. Who is going to visit Kirsty in the afternoon?

.....

4. What is aunt Margaret's job?

.....

5. What would Anna like to do tomorrow?

.....

6. Where will Kirsty and Anna go if it rains?

.....

7. What time is Anna's mum going to meet her at the station?

.....

(Total 14 marks)

What candidates do

Test takers listen to a conversation twice and answer seven questions in writing. Each response is usually a few words, not complete sentences.

Scores

This task type is marked as either **correct or incorrect**. Each correct answer has a weighting of 2 score points. A maximum of **14 points** can be achieved.

Task Three Reading and Writing

Dialogue completion

Task Three is a *Dialogue completion* task type that tests reading and writing skills. It assesses:

- understanding of the structural relationship between questions and responses
- the ability to formulate appropriate questions to match given responses within a dialogue

3. Task Three: Anna Speaks to Uncle Peter (15 marks)

At Kirsty's house, Anna asks Kirsty's uncle Peter some questions. What are her questions? Write them in the spaces. The first one is an example.



Anna: (Example) Are you a helicopter pilot?

Peter: Yes I am. I can fly planes too.

Anna:

Peter: For about 20 years now. I started when I was 25.

Anna:

Peter: Before that I was a student at university.

Anna:

Peter: Yes I do. It's a really great job.

Anna:

Peter: Working? No, I'm free tomorrow.

Anna:

Peter: Yes I have. I've got a really exciting present for Kirsty.

(Total 15 marks)

What candidates do

Test takers write five questions to match five given answers in a written dialogue using their own words.

Scores

Each item has a weighting of 3 score points. A maximum of **15 points** can be achieved in this section of the test. The scoring criteria and distribution of scores are in the table below:

- 3:** Response is completely correct, appropriate and relevant to the context.
- 2:** Response can include one major error such as wrong tense, failure to invert subject and verb, omission of subject, etc. Such major errors must not however affect the meaning intended by the test taker. Small errors such as non-intrusive spelling errors or non-intrusive punctuation errors may also be present.
- 1:** Response is flawed in a number of ways, but in the context of the task the meaning can still be understood with some effort.
- 0:** Response is irrelevant, unintelligible or nothing is written.

Task Four Reading

Match utterance to picture

Task Four is a *Match utterance to picture* activity that tests reading skills. It assesses the ability to recognize simple functional use of language in social situations familiar to young learners.

4. Task Four: A Weekend with Kirsty (5 marks)

Look at the pictures of Anna's weekend with Kirsty. Draw a line from the pictures to the correct sentences. The first one is an example.

Be careful. There are two extra sentences.

	I'm going to try this on.	
	No thanks. I've had enough.	
	Hi Anna. Come in and meet my parents.	
	Let's go out when it stops raining.	
	That's one of the best shops in town.	
	Look. It's stopped raining. Let's go out.	
	Would you like some more food?	
	This is Anna – she's one of my friends.	

(Total 5 marks)

What candidates do

Test takers read seven short written utterances and match five of them to the pictures which illustrate their meaning by drawing a line between each. Two of the sentences are extra.

Scores

This task type is marked as either **correct** or **incorrect**. Each correct answer has a weighting of 1 score point. If more than one line is drawn to an answer, no marks will be given to the item. A maximum of **5 points** can be achieved.

Task Five 5 Reading and Writing

Gap fill

Task Five is a *Gap fill* activity that tests reading and writing skills. It assesses understanding of a text, and knowledge of vocabulary and grammar in context.

5. Task Five: Anna Sends an Email to her Mum (10 marks)



On the first evening at Kirsty's house, Anna writes an email to her mum. Fill in the gaps USING ONE WORD IN EACH GAP. The first one is an example.

Hi Mum

It (example) is late now and I (1) very tired so only a short email.

Kirsty and I (2) been very busy today. This afternoon we (3) shopping and Kirsty bought some clothes with her birthday money.

I think tomorrow is definitely (4) to be the (5) exciting day of Kirsty's life. (6) uncle is going to take her (and me) for a ride in his helicopter.

(7) are all looking forward to it (8) much. Mum, don't forget to come to the station (9) meet me tomorrow evening. (10) the train is late, I will phone you.

Love

Anna

(Total 10 marks)

What candidates do

Test takers read a text with ten gaps and write the most appropriate word for each using their own words.

Scores

This task type is marked as either **correct or incorrect**. Each correct answer has a weighting of 1 score point. A maximum of **10 points** can be achieved.

Task Six Writing

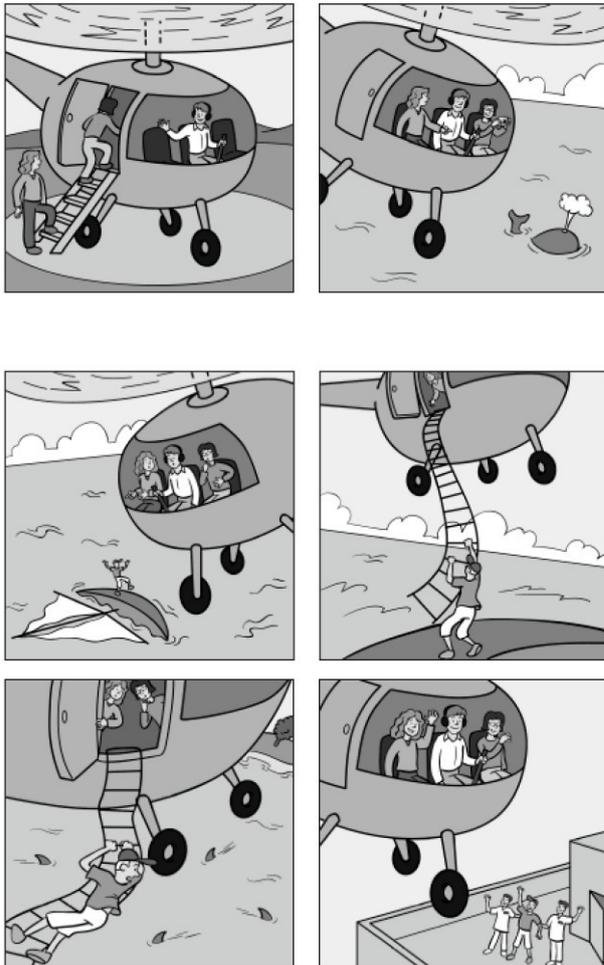
Write narrative

Task Six is a *Write narrative* activity that tests writing skills. It assesses the ability to write a story based on a series of pictures demonstrating use of narrative tenses and linking ideas coherently.

6. Task Six: A Helicopter Ride (20 marks)

Uncle Peter takes Anna and Kirsty for a ride in his helicopter. Look at the pictures and write the story. You must use all the pictures.

Write about 75 word



(Total 20 marks)

TOTAL FOR PAPER:80 MARKS

THAT IS THE END OF THE TEST

What candidates do

Test takers write a story based on a series of six pictures. The word limit is approximately 75 words. As all six pictures must be included in their story, test takers are advised to divide their time equally between the pictures.

Scores

A maximum of **20 score points** can be achieved in this section of the test. The marks are distributed as follows:

	Effective Communication	Lexical Accuracy and Range	Grammatical Accuracy and Range	Task Completion
5	The writing creates an overall impression of excellence. Errors are insignificant.	Excellent range and accurate use of vocabulary.	Excellent range and accurate use of grammar.	Excellent response to task. Scenario fully exploited and developed.
4	Message conveyed competently with little or no strain on the reader. Some use of compound sentences.	Mostly accurate use of vocabulary.	Mostly accurate use of grammar.	All instructions followed and all points covered.
3	Message is conveyed without undue strain on the reader despite errors.	Enough vocabulary to carry out the task despite some gaps and / or inaccuracies.	Enough grammar to make a comprehensible attempt at the task despite some inaccuracy.	The majority of instructions are followed with no more than one bullet point omitted. Text type is appropriate.
2	Message is communicated but there is significant strain on the reader.	Insufficient vocabulary to carry out the task effectively.	Insufficient grammar to carry out the task effectively.	Although the task appears to have been understood, there is at least one of the following: -serious omission of content; -excessive repetition; -excessive irrelevance; -excessive lifting of material from other parts of the paper.
1	Large parts of the text are unintelligible.	Knowledge of isolated words is insufficient to address the task.	Knowledge of isolated grammatical items is insufficient to address the task.	Task misunderstood. Minimal relevant response.
0	Nothing written or unintelligible.	No or virtually no knowledge of required vocabulary.	No or virtually no knowledge of required grammar.	No response / no relevant response.

If the response is 25% below the word count for this task type, a maximum of 3 marks per criterion will be awarded. If the response to the task is completely off subject, a mark of 0 will be awarded for Task Completion and a maximum of 2 marks for each for the other criteria. Responses are not penalized if they are over the word limit.

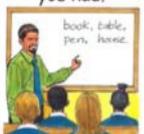
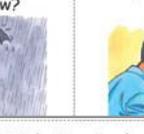
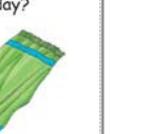
Spoken Test [20 minutes]

This part of the guide presents a description of the tasks within the spoken test at Breakthrough. This includes the skills tested, what test takers have to do, timings, the task type objective(s) and details on scoring.

Task Seven Speaking

Question and answer (board game)

Task Seven is a *Question and answer* activity that tests speaking skills. It assesses the ability to ask and answer questions about personal information and interests.

<p>What are you going to do when you get home today?</p> 	<p>Where do you go to meet your friends at the weekend?</p> 	<p>What would you like to do after this test?</p> 	<p>How do you feel when you see your grandparents?</p> 			
<p>How many different English teachers have you had?</p> 	<p>How long have you been at your school?</p> 	<p>What did your mum do for your birthday?</p> 	<p>What will you do tomorrow, if you have a headache?</p> 	<p>What are your plans for next weekend?</p> 	<p>Who did you come to school with this morning?</p> 	<p>Can you tell us how to get to this school from your house?</p> 
<p>What was your mum doing at seven o'clock this morning?</p> 	<p>If it rains, how will you come to school tomorrow?</p> 	<p>When do you get presents?</p> 	<p>What did you take with you on your last holiday?</p> 			
<p>Who has a more interesting job? Your mum or your dad?</p> 	<p>How many times have you been to the zoo?</p> 	<p>How much money have you spent this week?</p> 	<p>Is it better to do homework before or after dinner?</p> 			

What candidates do

In groups of five with an examiner, test takers play a board game. They take it in turns to throw a dice and then move their counters according to the throw of the dice. Each square on the board has a question written on it. When a candidate's counter lands on a square, the examiner directs them to address the question to another test taker in the group, who must respond. It is then the next person's turn. The game continues in this way until all the candidates have responded to at least two of the questions on the board. The task lasts for **10 minutes**.

Scores

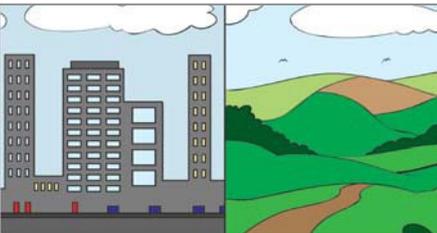
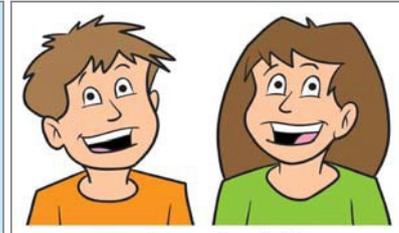
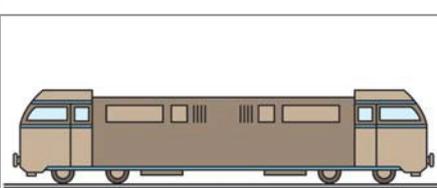
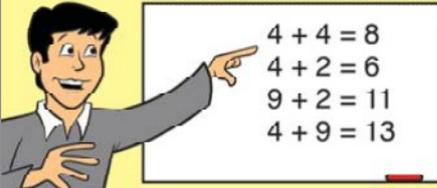
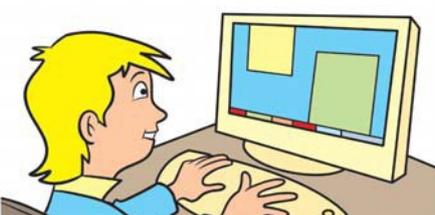
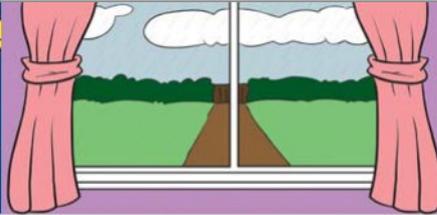
This task has a weighting of **10 score points**. A maximum of 5 points are awarded for Grammar and Vocabulary Usage and 5 for Pronunciation. The scoring criteria and distribution of scores are in the table below:

Grammar and Vocabulary Usage	Pronunciation
<p>5 Excellent range of vocabulary, and grammar used accurately and appropriately. Errors are rare and found only in low frequency lexis and more complex grammatical forms.</p>	<p>5 Excellent pronunciation demonstrating awareness of intonation patterns required for asking questions as well as appropriate sentence and word stress, and correct individual sounds.</p>
<p>4 Good lexical and grammatical range, but there may be occasional errors. It may be that either grammar or vocabulary is a little weak, but one or the other compensates for this. Errors do not impede understanding.</p>	<p>4 Good pronunciation, which can be readily understood by listeners, despite some lapses in pronouncing individual words and problems with stress and intonation.</p>
<p>3 Errors in both grammar and vocabulary are evident, but the test taker has enough knowledge in these areas to communicate and there is little need for clarification.</p>	<p>3 There are some mispronunciations at word and sentence levels, but in general listeners do not have any major problems. It may be that repetition is needed on occasion.</p>
<p>2 Despite occasional good usage, grammar and vocabulary choice is frequently incorrect and this causes problems for the listeners as well as some misunderstanding.</p>	<p>2 Frequent errors in various aspects of pronunciation make the speaker difficult to understand or result in misunderstanding and /or make it necessary for listeners to ask for repetition.</p>
<p>1 Although there is knowledge of individual items of vocabulary and some grammar, these are so limited that real communication is rarely possible.</p>	<p>1 Although utterances can be recognized as English, they are so difficult to follow that communication breaks down.</p>
<p>0 No useful knowledge of grammar or vocabulary at the required level.</p>	<p>0 Pronunciation is not recognized as English discourse.</p>

Task Eight Speaking

Short talk

Task Eight is a *Short talk* activity. It tests speaking skills. It assesses the ability to speak continuously about a topic of personal interest and answer questions in relation to it.

		
A Good Place to Visit in My Country	My Future Job	A Fantastic Weekend this Year
		
Travel in My Country	My Best Experience on Holiday	Likes and Dislikes at School
		
A Good Experience	A Hobby for the Future	My Perfect Weekend
		
Friends in My Life	A Famous Singer or Actor	A Bad Day for Me and My Family

What candidates do

Test takers take turns to pick a labelled picture card which illustrates a topic from a pack. They then talk for one minute about the subject on the card. This is followed by a further minute of questions from other candidates and possibly the examiner. This continues until all test takers have spoken about one topic and answered questions. They are assessed on their talk and responses to questions. The task lasts for **10 minutes**.

Scores

This task has a weighting of **10 score points**. A maximum of 5 points are awarded for Grammar and Vocabulary Usage and 5 for Pronunciation. The scoring criteria and distribution of scores are in the table below:

Grammar and Vocabulary Usage	Pronunciation
<p>5 Excellent range of vocabulary, and grammar used accurately and appropriately. Errors are rare and found only in low frequency lexis and more complex grammatical forms.</p>	<p>5 Excellent pronunciation demonstrating awareness of intonation patterns required for asking questions as well as appropriate sentence and word stress, and correct individual sounds.</p>
<p>4 Good lexical and grammatical range, but there may be occasional errors. It may be that either grammar or vocabulary is a little weak, but one or the other compensates for this. Errors do not impede understanding.</p>	<p>4 Good pronunciation, which can be readily understood by listeners, despite some lapses in pronouncing individual words and problems with stress and intonation.</p>
<p>3 Errors in both grammar and vocabulary are evident, but the test taker has enough knowledge in these areas to communicate and there is little need for clarification.</p>	<p>3 There are some mispronunciations at word and sentence levels, but in general listeners do not have any major problems. It may be that repetition is needed on occasion.</p>
<p>2 Despite occasional good usage, grammar and vocabulary choice is frequently incorrect and this causes problems for the listeners as well as some misunderstanding.</p>	<p>2 Frequent errors in various aspects of pronunciation make the speaker difficult to understand or result in misunderstanding and /or make it necessary for listeners to ask for repetition.</p>
<p>1 Although there is knowledge of individual items of vocabulary and some grammar, these are so limited that real communication is rarely possible.</p>	<p>1 Although utterances can be recognized as English, they are so difficult to follow that communication breaks down.</p>
<p>0 No useful knowledge of grammar or vocabulary at the required level.</p>	<p>0 Pronunciation is not recognized as English discourse.</p>

Contact us

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Appendix A: Language Content

In addition to the language included at Firstwords, Springboard and Quickmarch, the following list represents the types of language content that are typically assessed at this level including areas of language use, main structures, topics and vocabulary. Structures and vocabulary given in italics are for guidance only and are not intended to be a complete list.

Areas of language use

- Describe everyday objects
- Describe how objects feel
- Describe sensations
- Give instructions such as directions and procedures Write a story/narrative about a special event
- Talk about past experiences
- Ask for/give explanations and express purpose Ask for/give opinions
- Ask about/state preferences
- Predict and discuss future possibility
- Offer, request, make spontaneous decisions

Main structures

- Present perfect
Have you ever been to London? I have never been to New York.
- 'Will' in all basic uses
We think Ben's team will win.
- First conditional form with 'if'
If Annie finishes her homework, she will go out.
- 'Would' for polite offers
Would you like a cup of tea?
- Would (rather) for preferences
I would rather go to the concert.
I wouldn't like to go to the football match.
- Past continuous in narratives
Mr Brown was having breakfast when the phone rang.
- The infinitive to indicate purpose
Grandmother made a cake to give to Diana.
- Tag questions
She is, isn't she? They will, won't they?

Topics

- The Senses
- Nature
- Space and Space Travel
- Travel
- Jobs and Professions

Topics included at lower levels may also be reused and developed.

- Spare Time
- Time
- Places
- Jobs
- Illness
- Clothes
- Food
- Description of Animals
- Homes
- Families
- Pets and Animals
- School
- The Body and People's Appearance
- Toys
- Houses

Vocabulary

- Words of senses and perception
smell, taste, look, sound, feel, sweet, beautiful, loud, rough, smooth, soft, sharp, heavy
- Extinct and endangered wildlife
panda, snow leopard, whale, black rhino, dinosaur
- Professions and jobs
teacher, doctor, dentist, hairdresser, pop singer
- Words connected with travelling
ticket, airport, delay, suitcase
- Types of music
pop, rap, soul, rock, reggae, techno
- Musical instruments
guitar, piano, keyboards, drums, etc.
- Computer games
Gameboy, Playstation

E	F	G	H	I	J	K	L
each	face	full	gallery	hair	I	jacket	ladder
ear	factory	fun	game	half	ice	jam	lady
early	fade	funny	gang	hall	ice cream	jaw	lake
earn	fair	fur	gap	ham	idea	jealous	lamp
earth	fall	furniture	garage	hamburger	if	jeans	land
east	false	future	garden	hamster	ill	jewellery	large
easy	family		gate	hand	imagine	job	last
eat	famous		general	handsome	important	join	late
egg	fan		generally	happen	impossible	joke	later
either	fantastic		gentle	happy	in	journalist	laugh
elbow	far		geography	hard	information	journey	laughter
elephant	farm		get	hardly	insect inside	juice	lazy
else	farmer		ghost	harvest	instead	jump	lead
email	fashion		giant	hat	instruction	jumper	leader
empty	fast		gift	hate	interesting	jungle	leaf
end	fat father		giraffe	have	international	just	learn
endangered	fault		girl	he	internet		least
enemy	favourite		girlfriend	head	interview		leave
engineer	feather		give	headphones	interviewer		left
English	feed		glad	healthy	into		leg
enjoy	feel		glass	hear	invitation		lemon
enormous	female		glasses	height	invite		lemonade
enough	festival		glove	helicopter	island		lend
enter	fever		glue	hello	it		less
enthusiastic	few		go	helmet	its		lesson
entrance	fiction		goat	help			let
envelope	field		gold	hen			letter
environment	file		good	her			level
equipment	fill		goodbye	here			library
eraser	film		goose	hers			lie
especially	finally		gorilla	herself			life
even	find		grand	hi			lift
evening	fine		granddad	hide			light
ever	finger		granddaughter	high			lightning
every	finish		grandfather	hill			like
everybody	fire		grandma	him			line
everyone	first		grandmother	himself			lion
everything	fish		grandparent	hint			lip
everywhere	fishing		grandson	hippo			list
exam	fit		granny	hippopotamus			listen
examination	fix		grass	his			little
example	flame		great	history			live
excellent	flat		greedy	hit			living
excited	flavour		green	hobby			room
exciting	floor		greeting	hockey			local
excuse	flower		grey	hole			lodge
exercise	flu		ground	holiday			log
exhibition	flute		grow	home			lonely
exit	fly		guard	homework			long
expensive	fog		guest	honest			look
experiment	foggy		guide	honey			lorry
explain	fold		guitar	hooray			lose
explore	follow		gym	hope			lost
extinct	following			horrible			lot
extra	food			horror			loud
eye	foot			horse			love
eyebrow	football			hospital			lovely
eyelash	footballer			hot			low
	for			hot dog			luck
	force			hotel			lucky
	forehead			hour			lunch
	forest			house			
	forget			how			
	fork			huge			
	forward			hungry			
	fox			hurt			
	freckles			husband			
	free						
	french fries						
	fridge						
	friend						
	friendly						
	frightened						
	frightening						
	frog						
	from fruit						
	frustration						

S	T	U	V	W	Y	Z	
sleep	summer sun	table	total	ugly	valuable	wait	yawn
slice	sunglasses	table tennis	touch	umbrella	value	waiter	year
slight	sunny	tail	tour	uncle	vase	wake	yellow
slipper	supermarket	take	tourist	under	vegetable	walk	yes
slow	supper	talk	towards	understand	very	wall	yesterday
slowly	sure	tall	towel	uniform	vet	want	yet
small	surface	tap	town toy	university	video	war	you
smell	surname	task	tractor	untidy	view	warm	young
smile	surprise	taste	traffic	until	village	wash	your
smoke	surround	taxi	train	up	violin	waste	yours
snack	swap	tea	trainers	us	visit	watch	yourself
snake	sweater	teach	transport	use	visitor	water	
snow	sweatshirt	teacher	travel	usual	voice	wave	
so	sweet	team	treasure	usually	volcano	wavy	
soap	swim	technology	tree		volleyball	way	
soccer	swimmer	teddy	triangle			we	
sock	swimming	teenage	trick			weak	
sofa	swing	telephone	trip			wear	
soft		television	trousers			weather	
soldier		tell	true			wedding	
some		temperature	trust			week	
somebody		temple	try			weekend	
someone		tennis	T-shirt			weight	
something		tent	tummy			welcome	
sometimes		terrible	tunnel			well	
somewhere		test	turn			west	
son		than	twice			wet	
song		thank	twin			whale	
soon		that	type			what	
sore		the	typical			wheel	
sorry		theater				when	
sort		their				where	
sound		theirs them				whether	
soup		themselves				which	
south		then				while	
souvenir		there				whistle	
space		these				white	
speak		they				who	
special		thick				whole	
spell		thief				whose	
spend		thin				why	
spider		thing				wife	
spoon		think				wild	
sport		thirsty				will	
spotted		this				win	
spring		those				wind	
square		through				window	
stadium		throw				windy	
stage		thumb				wing	
stair		thunder				winner	
stamp		tick				winter	
stand		ticket				wish	
star		tidy				with	
stare		tiger				without	
start		tights				wolf	
station		time				woman	
statue		tin				wonderful	
stay		tiny				wood	
steal		tired				woods	
step		tissue				wool	
stick still		title				word	
stomach		to				work	
stone		toast				world	
stop		today				worry	
storm		toe				wow	
story		together				wrap	
straight		toilet				wrist	
strange		tomato				write	
strawberry		tomorrow				wrong	
street		tongue					
striped		tonight					
strong		too					
student		tool					
study		tooth					
stupid		toothpaste					
subject		top					
such		topic					
suddenly		torch					
sugar		tortoise					
suitable							zip
suitcase							zoo