



Assessing English for the International Community

Masters C2

Proficiency C1

Advanced B2

Intermediate B1

Pre-intermediate A2+

Elementary A2

Preliminary A1

Primary

Junior

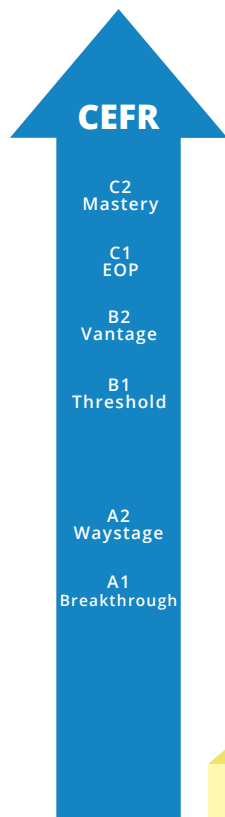
First Step



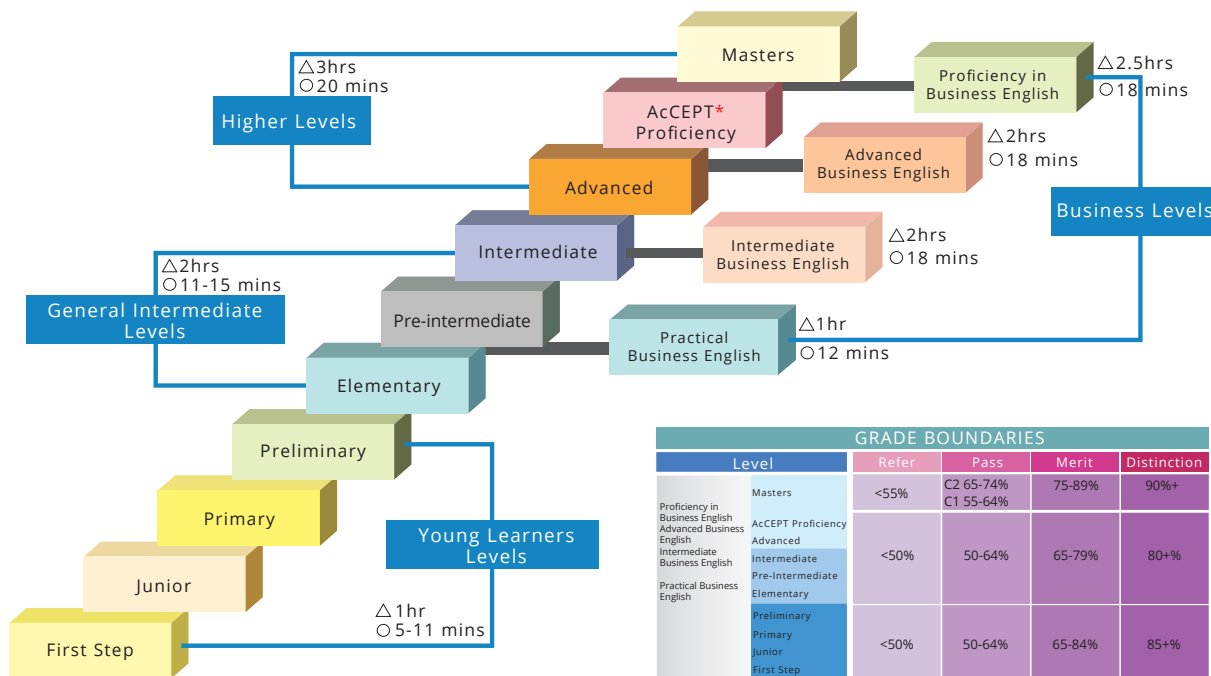
# HANDBOOK FOR TEACHERS

Full Examination Syllabus and Specifications  
for the revised exams 2014/2015

# Anglia ESOL International Examinations alignment to the Common European Framework of Reference (CEFR)



△ Listening, Reading & Writing test duration  
○ Speaking test duration



GRADE BOUNDARIES				
Level	Refer	Pass	Merit	Distinction
Proficiency in Business English	<55%	C2 65-74%	75-89%	90%+
Advanced Business English	<50%	C1 55-64%	65-79%	80%+
Intermediate Business English	<50%	50-64%	65-79%	80%+
Practical Business English	<50%	50-64%	65-84%	85%+

\* Academic Certificate for the English Proficiency Test



**Full Examination Syllabus and  
Specifications  
for the revised exams from 2014/2015**

**HANDBOOK FOR TEACHERS**

**Revised and updated 2014**



## **About Anglia**

Anglia Examinations has specialised in International ESOL (English for Speakers of Other Languages) assessments since 1994. It is based at Chichester College, England. Anglia offers a comprehensive and structured programme of assessing English language competence from beginner through to near-native (C2) level worldwide. This step-by-step approach to testing encourages and motivates students to make clear and effective progress.

Anglia Examinations measure all four language skills – listening, reading, writing and speaking. There are no minimum age requirements for the exams. The Young Learner levels are taken by children as young as four years old. The Higher Levels are taken by students and adults who plan to continue their studies at international institutions or to improve their career prospects.

For further information about Anglia, please visit our website at [www.anglia.org](http://www.anglia.org).

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## **INTRODUCTION**

There are 10 levels to the Anglia General English tests:

- 1) First Step
- 2) Junior
- 3) Primary
- 4) Preliminary
- 5) Elementary
- 6) Pre-Intermediate
- 7) Intermediate
- 8) Advanced
- 9) Proficiency
- 10) Masters

Our tests acknowledge that at the beginning of the language learning process a candidate recognises far more than he / she can actively produce. So, at the first level, First Step, the candidate doesn't have to write any full words at all, but indicates his or her understanding in other ways: matching, colouring, and so on.

After First Step, levels 2–8 closely follow a step-by-step incremental syllabus which tests a little more of the building blocks of the language, and asks for a little more active production at each level. By level 9, Proficiency, the format of the test remains familiar but the candidate is not tied to a list of structures, showing he / she has a good enough active vocabulary and grammatical understanding to undertake a course of study in English in Further or Higher Education. At level 10, the candidate shows that he / she has a wide-ranging active knowledge of the language gained, for example by reading, watching TV and talking with other people in English, and can manipulate his / her knowledge with complete confidence.

Anglia Examinations aim to provide a clear, familiar format for the fair and accurate assessment of the students taking them. The tests are designed so that both the students and their teachers alike know exactly what is required of them on the day, thereby minimising the anxiety of the test situation.

Our aim at all levels is to give confidence to the students taking our examinations, to reward what they've learnt and to encourage them in their language learning.

# **READING AND WRITING TESTS**

From Preliminary level upwards, the three mandatory skills: reading, writing and listening, are all given an equal weighting of 0.33, which is applied to the overall grade awarded. Therefore the reading skill and the writing skill are now each worth 33.3% of the overall total. The combined total of the reading and writing paper is therefore worth 66.6% of the total mark.

From First Step to Primary levels, the reading and writing tests are still weighted at 80% of the overall total.



# First Step (one hour)

**N.B. The children must have colouring pencils or felt tips for this test: red, yellow, green, blue, black.**

RW

FS

## **Section A 20 marks**

Vocabulary recognition: matching

Match the correct word with its picture, by drawing a line between them.

There are five pictures and five words, plus one example.

All the words tested come from the First Step word list.

The words do not form a set.

## **Section B 20 marks**

Vocabulary recognition: right or wrong?

There are five pictures with statements next to them: It is a \_\_\_\_\_.  
Some of the five are right, some are wrong. Tick or cross as appropriate.

There are two examples, one right and one wrong.

All the words come from the First Step word list and do not form a set.

## **Section C 10 marks**

Days of the week: letters

Five days of the week are given, each with one letter missing, to be filled in.

The missing letters are given, in a box. There is one example.

Either consonants or vowels may be gapped.

## **Section D 20 marks**

Colours

Five objects to colour. There is one example.

**Section E 10 marks**Numbers

There are lines of balls to colour in, like an abacus.

Numbers only from one to ten.

Five questions plus one example.

**Section F 10 marks**Face vocabulary and word groups

There is an outline of a monster to draw on.

A feature, a number and a colour are given, e.g. two blue noses.

**Section G 10 marks**Identifying colour, number and item

There is a picture of a person plus several other items. There are five statements.

Write Yes, or No according to whether the statement is true or not.

**First Step Wordlist**

NOUNS	SETS OF WORDS
<b>Animals</b>	animal, bird, cat, dog, fish
<b>Cardinal Numbers</b>	one, two, three, four, five , six, seven, eight, nine, ten
<b>Colours</b>	black, blue, green, red, white, yellow, orange, brown
<b>Days of the week</b>	day, week, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday
<b>Examinations</b>	box, cross, draw, letter, line, tick, word
<b>Face</b>	ears, eyes, mouth, nose
<b>Food</b>	apple, banana, cake, chocolate, egg, ice-cream, pizza
<b>Greetings</b>	Hello. Goodbye.
<b>Identification</b>	My name is ..... I'm (6 etc).
<b>In the Home</b>	bed, chair, door, house, table, television, window, garden
<b>Instructions</b>	Stop! Don't touch! Stand up. Sit down.
<b>Nature</b>	flower, tree
<b>People</b>	baby, brother, father, mother, sister, man, woman, boy, girl
<b>Responses</b>	Yes. No.
<b>School</b>	book, computer, pen, school, teacher, bag
<b>Sport</b>	ball, football, tennis
<b>Transport</b>	car, bike, bus, train

## Grammar and Structures List

Grammar and Structures	What are they used for?	Some examples
VERBS		
Commands	Understanding instructions	<b>Draw</b> a line. <b>Tick</b> or <b>cross</b> . <b>Write</b> the letter. <b>Colour</b> or <b>write</b> . <b>Colour</b> the right number. <b>Listen</b> to the words. <b>Tick</b> the box. <b>Stop!</b> <b>Don't touch!</b> <b>Stand up.</b> <b>Sit down.</b>
Common questions	Identifying an object Getting to know someone.	<b>What is it?</b> <b>What's your name?</b> <b>How old are you?</b>
Present Simple of the verb 'to be' 3 <sup>rd</sup> person	Identifying an object	<b>The flower is red.</b> It <b>is</b> a computer.
Present Simple of the verb 'to be' 1 <sup>st</sup> person	Identifying yourself	<b>My name is</b> Bob. I'm 8.
NOMINAL GROUPS		
A noun with number and colour modifiers	Identifying objects	<b>Two green eyes. One blue nose.</b>
PRONOUNS		
it	Identification	<b>It</b> is a bike.
There is/ There are	Identification	<b>There is one apple.</b> <b>There are three apples.</b> <b>There is a/one/three red ball(s).</b>
ARTICLES		
A, an, the	As part of the identification of an object	<b>An</b> egg <b>The</b> teacher <b>A</b> book

RW

FS

# Junior Level (one hour)

RW

JUN

## **Section A 20 marks**

Vocabulary recognition from pictures.

Match the correct word with its picture.

There are ten pictures plus one example.

All the words tested come from the Junior Level word list.

The words do not form a set.

Misspellings are marked as wrong.

## **Section B 10 marks**

Vocabulary recognition and spelling.

Only months of the year / days of the week are tested.

Put the missing letters into words to complete them.

There may be five or six questions. There is one mark for each gapped letter.

There is one example.

Either consonants or vowels may be gapped.

## **Section C 10 marks**

Number recognition and spelling.

Count the objects in the pictures.

Five questions and one example.

Numbers only from one to twenty.

Misspellings are marked as wrong.

## **Section D 10 marks**

General Grammar

Five questions and one example.

4-option multiple choice

Only the following are tested:

The present continuous, gapping	is/are/am;
Personal pronouns, gapping	he/she/it/I/you/we/they;
Possessive pronouns, gapping	he/his/their/our/my/your

RW

JUN

### **Section E 10 marks**

Grammar: Prepositions of place

Five questions and one example.

Find the objects in the picture.

Only the prepositions from the Junior Level syllabus are tested i.e. **in, behind, under, on, near, in front of.**

### **Section F 20 marks**

Reading comprehension

Ten questions and one example.

Match colours in the reading with objects in the picture.

The reading is in the present tense with words from the Junior Level word list.

The colour vocabulary comes from the colours in the Junior Level word list.

The colours in the reading do not appear in the same order as the numbered questions in the illustration.

### **Section G 10 marks**

Filling in a form

Five questions: name, age, birthday, and two favourites, e.g. **food, sport, book, teacher, best friend, drink, day of the week, colour.**

### **Section H 10 marks**

Matching simple questions and answers

5 questions, e.g. What colour is...? Do you like...? Where is ...?

## Junior Level Wordlist

RW

JUN

1. NOUNS:	SETS OF WORDS
<b>Animals</b>	bear, cat, crocodile, dog, elephant, lion, monkey, mouse, rabbit, snake, tiger, zebra
<b>Birds</b>	duck, parrot, penguin
<b>Cardinal numbers</b>	one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty
<b>Clothes</b>	boots, dress, hat, shirt, shoes, skirt, socks, trainers, trousers, T-shirt, watch
<b>Days of the week</b>	Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday
<b>Exams</b>	answer, letters, question, sentence, story, words
<b>Family members</b>	baby, boy, brother, child/ren, father, girl, mother, sister
<b>Fish</b>	dolphin, fish, octopus, shark, starfish, whale
<b>Food, meals and drink</b>	biscuits, breakfast, cake, dinner, fish, hamburger, hot dog, ice cream, juice, lunch, milk, omelette, pizza, salad, steak
<b>Fruit</b>	apple, banana, lemon, orange, peach, pear
<b>Garden</b>	flower, grass, tree
<b>Household</b>	bath, bed, chair, clock, cupboard, door, floor, house, mat, (mobile) phone, photo, picture, radio, table, television, vase, video, window
<b>Kitchen</b>	bowl, cup, fork, glass, knife, plate
<b>Letters</b>	a-z
<b>Months of the year</b>	January, February, March, April, May, June, July, August, September, October, November, December
<b>Parts of the body</b>	arms, eyes, face, foot/feet, hair, hands, head, legs, mouth, nose
<b>Places</b>	bathroom, bedroom, garden, home, house, kitchen, living room, park, school, shop
<b>School</b>	bag, blackboard, book, classroom, computer, desk, friend, pen, pencil, rubber, ruler
<b>Sport</b>	basketball, football, swimming, tennis, volleyball
<b>Transport</b>	bicycle, boat, bus, car, helicopter, plane, train
<b>Vegetables</b>	carrot, potato, tomato

<b>2. ADJECTIVES:</b>	<b>SETS OF WORDS</b>
<b>Size</b>	big, short, small, tall
<b>Feelings</b>	best, favourite, happy, sad
<b>Colours</b>	black, blue, brown, green, grey, orange, pink, purple, red, white, yellow
<b>Age</b>	new, old, young
<b>3. VERBS</b>	am, are, choose, cook, drink, eat, go, has, have, is, like, listen, play, read, sit, stand, watch, wear, write
<b>4. ARTICLES</b>	a, an, the
<b>5. PERSONAL PRONOUNS</b>	he, I, it, she, they, we, you
<b>6. POSSESSIVE ADJECTIVES</b>	her, his, its, my, our, their, your
<b>7. PREPOSITIONS</b>	behind, in front of, in, near, on, under <b>at</b> (recognition only so that it can be understood in the phrases 'at school', 'at home', 'at the beach')

## Grammar and Structures List

Grammar and Structures	What are they used for?	Some examples
<b>VERBS</b>		
Present Simple (to be, to have, in the third person singular)  <i>Receptive</i> understanding of question forms and (speaking only) active production of short answers	Describing personal attributes Identifying an object	He <b>has</b> black hair.  The mouse <b>is</b> behind the cupboard <b>What is it? Is it a bird? Yes, it is. No it isn't. Which</b> boy has black hair? <b>Which</b> boy is riding a bike? <b>This one or that one? He is/ She is.</b>
Present continuous	Describing present actions	My brothers <b>are watching</b> a video. Jane <b>is playing</b> in the garden.

PERSONAL PRONOUNS		
I, you, he, she, it, we, you, they	Identification	I am listening to the radio. <b>She</b> is wearing a yellow dress.
POSSESSIVE ADJECTIVES		
her, his, their, our, my, your, its	Identifying relationships and possession	<b>My</b> mother is cooking. <b>His</b> name is John.
ARTICLES a, an, the	As part of the identification of an object	Jane is playing in <b>the</b> garden. My brothers are watching <b>a</b> video.
PREPOSITIONS		
in, behind, under, on, near, in front of  at (recognition only -not actively tested)	Describing location and position	The telephone is <b>on</b> the table. The mouse is <b>under</b> the bed. <b>at</b> school, <b>at</b> home, <b>at</b> the beach



# Primary Level (one hour)

RW

PRIM

## **Section A 20 marks**

### General Grammar

Ten questions plus one example.

4-option multiple choice.

Only structures from the Primary Level syllabus are tested, mainly the structural distinction between the present simple and the present continuous.

## **Section B 20 marks**

### Personal pronouns and gap-fill.

Ten questions plus one example.

Match the correct word into the gap in the text. 'Am' is one of the options, making the eleven needed.

This section is now in continuous 'story' form.

Only one answer is possible in each gap, including the example.

## **Section C 10 marks**

### Singular-plural transformation.

Five questions plus one example.

Common regular adding 's' and plurals which add 'es' (e.g. watches, lunches, glasses, dresses, beaches, boxes) and the following irregular nouns: babies, stories, children, men, women, are tested – as in the Primary Level structures list.

Some of the transformed sentence is given to the candidate, who has to fill in the plurals in the gaps, e.g.

The mother is watching her child.

The \_\_\_\_\_ are watching their \_\_\_\_\_.

**Section D 10 marks**Time

Write the time in words.

Five questions plus one example.

**Section E 10 marks**Vocabulary

Ten questions plus one example.

Name ten things from the picture.

There will be no people in the picture.

The picture scene is limited to one of the following places: classroom, living room, kitchen, bedroom, bathroom, garden, shop, café, park or farmyard.

Misspellings will be marked as wrong.

**Section F 10 marks**Vocabulary recognition: spotting the odd one out.

Ten questions plus one example.

The odd one out will be very clear. There will be no similarities between it and the rest of the set e.g.

peach, taxi, pear, orange NOT peach, cabbage, pear, orange.

**Section G 10 marks**Writing a postcard: gap fill

Ten questions. The text in a postcard has ten words missing. These are in a box.

**Section H 10 marks**Reading Comprehension

A short text in the present tense on the subject of daily routine. Five multiple choice questions.

## Primary Level Wordlist

The additional words for this level have been added in bold.

1. NOUNS:	SETS OF LEXICAL ITEMS
<b>Animals</b>	monkey, lion, bear, elephant, crocodile, cat, dog, snake, tiger, zebra, rabbit, mouse, <b>fox, frog, spider, hippo, giraffe, horse, sheep, cows, pets</b>
<b>Birds</b>	penguin, parrot, duck, <b>hen, chicken</b>
<b>Cardinal numbers</b>	one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty, <b>twenty-one to sixty</b>
<b>Clothes</b>	dress, shirt, T-shirt, trousers, skirt, boots, socks, shoes, trainers, hat, watch <b>jeans, jacket, tie, coat</b>
<b>Days of the week</b>	Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday <b>weekend</b>
<b>Exams</b>	answer, letters, question, sentence, story, words
<b>Family members and people</b>	mother, father, brother, sister, baby, man, woman, girl, boy, <b>child, children, aunt, uncle, cousin, grandmother, grandfather, Mum, Dad, , friend.</b>
<b>Fish</b>	dolphin, octopus, shark, whale, starfish, fish, <b>goldfish</b>
<b>Food, meals and drink</b>	cake, ice-cream, biscuits, pizza, hamburger, hot-dog, omelette, steak, fish, salad, breakfast, lunch, dinner, <b>party, milk, juice, bread, tea, coffee, water, lemonade, egg, chicken, sandwich, sugar, ketchup, chips, cheese, sweets, butter</b>
<b>Fruit</b>	pear, peach, apple, banana, orange, lemon, <b>cherry, strawberry, melon</b>
<b>Garden</b>	flower, grass, tree
<b>Household</b>	television, CD / DVD, (mobile) phone, chair, table, house, bed, bath, clock, picture, vase, photo, radio, door, mat, window, floor, cupboard, <b>mirror, sofa, armchair, shower, wardrobe</b>
<b>Jobs</b>	<b>teacher, doctor, farmer, secretary, businessman / woman, policeman / woman, shop assistant, in the army, student</b>
<b>Kitchen</b>	glass, plate, bowl, cup, knife, fork, <b>spoon</b>
<b>Letters</b>	a-z
<b>Miscellaneous</b>	<b>film, magazine, money, moon, newspaper, photograph, star, thing</b>
<b>Months of the year</b>	January, February, March, April, May, June, July, August, September, October, November, December
<b>Musical Instruments</b>	<b>guitar, piano, drum</b>
<b>Parts of the body</b>	arms, eyes, face, foot/feet, hair, hands, head, legs, mouth, nose, <b>tail</b>
<b>Places</b>	park, garden, home, school, shop, house, kitchen, bedroom, bathroom, <b>living room, zoo, farm, supermarket, office, cinema, cafe, restaurant, car park, flat, swimming pool, town centre, beach, sea, mountains, town, city, village, fields, country (e.g. England etc), countryside</b>
<b>School</b>	pen, pencil, rubber, ruler, book, desk, computer, blackboard, classroom, bag, <b>teacher, homework, work. test, exam, student,</b>

RW

PRIM

	<b>lesson</b>
<b>Shapes</b>	<b>circle, rectangle, square, triangle</b>
<b>Sport</b>	football, tennis, swimming, basketball, volleyball, <b>baseball, fishing, football match, tennis racket, running</b>
<b>Time expressions</b>	<b>four fifteen, [a] quarter past / to four, half past four, ten past four, four ten, ten to four etc. morning, evening, today</b>
<b>Toys</b>	<b>ball, kite, castle, soldiers, paint, paintbrush, puppet, drum, gun</b>
<b>Transport</b>	helicopter, boat, bus, bicycle, car, train, aeroplane, <b>taxi, bike, motor bicycle, motorbike, tractor, lorry (Brit), truck (Amer)</b>
<b>Vegetables</b>	potato, tomato, carrot, <b>cabbage</b>
<b>Weather</b>	<b>sun, rain, wind, snow, hot, cold</b>
<b>2. ADJECTIVES:</b>	SETS OF LEXICAL ITEMS
<b>Size</b>	best, big, favourite, little, short, small, tall
<b>Feelings</b>	happy, sad
<b>Colours</b>	black, blue, brown, green, grey, orange, pink, purple, red, white, yellow
<b>Age</b>	new, old, young
<b>Other</b>	<b>clever, good, nice, pretty</b>
<b>Modifiers</b>	<b>very</b>
<b>3. VERBS</b>	am, are, is, cook, drink, eat, go, have, has, listen, play, read, sit, stand, watch, wear, write, <b>buy, can, clean, do, drive, hate, have/has got, get up, give, go, like, live, look, love, make, ride, run, sit, sleep, start, swim, talk, tell, understand, want, walk, wash, work</b>
<b>4. ARTICLES</b>	a, an, the
<b>5. PERSONAL PRONOUNS</b>	I, you, he, she, it, we, they, <b>me, him, them, us</b>
<b>6. POSSESSIVE ADJECTIVES</b>	her, his, my, our, their, your
<b>7. PREPOSITIONS</b>	in, under, behind, on, near, in front of, at, <b>to, (by about for – may appear in certain expressions; not tested)</b>
<b>8. QUESTION WORDS</b>	<b>What, When, Why, Where, Who, Whose</b>
<b>9. ADVERBS</b>	<b>always, at the moment, every day, every week, never, now, often, sometimes, today, usually</b>
<b>10. CONJUNCTIONS</b>	<b>because, and, or, then, next</b>
<b>11. DEMONSTRATIVE PRONOUNS</b>	<b>this, that, these, those</b>

## Grammar and Structures List

Grammar and Structures	What are they used for?	Some examples
VERBS		
There is/ there are	Identifying something/someone	<b>There is</b> a book on the table <b>There are</b> four girls in the kitchen.
Present simple	Talking about habits, routines, facts (such as where a person lives), the actions of everyday life.	My uncle <b>lives</b> in a small house. She <b>is</b> thirteen years old. I always <b>take</b> the bus to school.
The present simple with the verb 'like' + 'ing' in the third person singular and plural	Describing what people or animals like doing	My cat <b>likes sleeping</b> in the garden. My brothers <b>like playing</b> football in the park.
Present continuous	Talking about present actions.	My brothers <b>are playing</b> football in the park at the moment.
Interrogative forms of the above two tenses.	Asking and answering questions about the above.	<b>Do</b> they often <b>go</b> to the cinema? <b>Do</b> you <b>have</b> / <b>Have</b> you <b>got</b> a computer? <b>Are</b> the children <b>doing</b> their homework? <b>Is</b> she <b>eating</b> her breakfast at the moment?
	Short answers for the above.	<b>Yes, I do./ No, I don't.</b> <b>Yes, I have./ No, I haven't.</b> <b>Yes, she is./ No, she isn't.</b>
Negative forms of the above two tenses.	Making the above negative.	Sue <b>doesn't</b> like dogs. John <b>isn't studying</b> now, he is talking on the phone.
The modal 'can'.	Describing an ability or skill.	He <b>can</b> play the guitar. They <b>can</b> cook.
PRONOUNS		
All personal pronouns as subject or object - I, you, he, she, it, we, they, me, you, him, her, it, us, them.	Describing and identifying people, animals and objects.	Do <b>you</b> want my father? <b>He</b> is in the garden. John is with <b>him</b> .
Demonstrative pronouns – this, these, that, those.	Asking for, and giving information.	<b>These</b> are tables. <b>That</b> family is rich. Is <b>this</b> a kettle?
CONJUNCTIONS		
because, and, or, but	Linking sentence parts and ideas	John and Mary are in the garden <b>because</b> it is sunny.
INTERROGATIVE WORDS		
What, Who, Where, When, Why, How many	Asking questions about people, animals and objects.	<b>What</b> is this? <b>Who</b> is that girl? <b>Where</b> are Peter and Paul?

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ADVERBS		
Adverbs of time – today, now, at the moment Adverbs of frequency – always, never, sometimes, often, usually, every day, every week, every month	Describing when and how often someone does something or something happens. Discriminating between the present continuous and the present simple.	I <b>usually</b> eat an egg for breakfast.  <b>At the moment</b> , John is playing in the park.
PREPOSITIONS		
In, on, at, to	Talking about time, place, position	The examination finishes <b>at</b> 4pm. My brother is 10 years old <b>in</b> August. I am going <b>to</b> Disney World <b>on</b> 1 <sup>st</sup> August.
TIME EXPRESSIONS		
10.15 = ten fifteen or (a) quarter past ten.	telling the time	ten fifteen, twenty past one, half past ten, a quarter to two, eleven forty-five, etc.
NOUNS		
Singular/plural simple nouns, including some common irregular ones. Countable and uncountable nouns. The names of common shapes.	Talking about numbers of things  Talking about amounts and quantities. Describing the shape of something.	eg, book- <b>books</b> , box- <b>boxes</b> man- <b>men</b> , woman- <b>women</b> , child- <b>children</b> , party- <b>parties</b>  Can I have <b>the butter</b> ?  Can I have <b>two sweets</b> ? This is a <b>square</b> . That is a <b>circle</b> .
SALUTATIONS (WRITING)		
The formulaic salutations of informal writing in messages such as emails, postcards.	Writing communication	<b>Dear</b> <b>love from</b>

- **students should recognise universally used contractions**
- **students should know both the mainly written form 'Do you have? / I have' and the mainly spoken form 'Have you got? / I've got'**

# A1 Preliminary Level (one hour)

RW

PRIM

## **Section R1 10 marks**

### Reading Comprehension

Five questions plus one example. Tick the box, true or false.

The reading will be either an email or postcard using everyday language of no more than 120 words.

## **Section R2 10 marks**

### Reading Comprehension

Short narrative with 5 four-option multiple choice questions. There is one example.

## **Section R3 10 marks**

### General Grammar

Ten questions plus one example

Four-option multiple-choice.

Structures from the Preliminary Level syllabus are tested. Structures from earlier levels may also be included.

## **Section R4 10 marks**

### Vocabulary recognition: finding opposites.

Ten questions plus one example

Match a list of words with their opposites.

It is mainly adjectives which are tested, but other word types can be included, e.g. summer/winter or above/below.

## **Section R5 10 marks**

### Past tense - irregular verbs

Ten questions plus one example.

One continuous 'story' of 90–100 words.

Change the verb which is given in its base form, into the correct tense. Common irregular verbs are tested, e.g. **be, go, buy, have, sit, make, catch, drive, try, understand, come, write, read, swim, send, see, eat, drink, meet, fly, give, tell, feel, do, take, say, run, find.**

**N.B. Not ALL the verbs will be in the past tense. The number of verbs in the present simple will be: one, two or three.**

### **Section W1 5 marks**

Singular-Plural Transformation.

Five questions plus one example.

Rewrite singular sentences to make them plural. All the plurals tested are irregular. They are not the same high frequency irregular plurals used in the Primary Level paper, but more difficult ones, e.g. **sheep, tooth, mouse, shelf, country, party, dictionary, scarf, foot, fly, butterfly, thief, life, wife, knife, city, factory, monkey, lorry, chimney, tomato, fairy, leaf, beach, cherry.**

Each sentence has ONE plural transformation to make e.g.

This dictionary is heavy.

These \_\_\_\_\_ are heavy.

### **Section W2 10 marks**

Forming questions.

Five questions plus one example

The following tenses are tested:

- Present simple
- Present continuous
- Past simple
- Present perfect
- Modal 'can'

In the box, the candidate is supplied with the first word of *the most likely/natural question you'd ask to obtain the answer*, e.g.

What \_\_\_\_\_?

She drinks tea in the morning.



### **Section W3 10 marks**

#### Answering questions.

Answer basic personal questions in full sentences.

Five questions plus one example.

How old are you?

How many brothers and sisters have you got?

How many rooms are there in your home?

How many bedrooms are there in your home?

What is your favourite subject at school?

What is your favourite food? / sport? / fruit? / xxxx?

What colour are your eyes? What colour is your hair?

What do you like doing on Saturdays? / at the weekends? / in the evenings?

What did you do last Saturday? / Sunday? / weekend?

What time do you usually get up in the morning?

What time did you go to bed last night?

What time did you get up today?

What time do lessons usually start at your school? etc...

Which school do you go to?

Where do you live?

Who does the cooking in your house? / washes the clothes? etc...

Who is your best friend?

When is your birthday?

### **Section W4 10 marks**

#### Writing about a familiar topic

Write five basic sentences on a familiar topic. The bank of possible topics: my family, my best friend, my house, my favourite animal.

### **Section W5 5 marks**

#### Vocabulary and sentence formation.

Five questions plus one example

Look at a picture and make sentences from the words in the boxes.

RW

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One of the boxes contains the subjects of the sentences, and the other box contains the verbs in their non-finite (base) form.

There are six options, as the example is now taken from the text boxes, too.

One mark will be awarded for a subject with a verb. Two marks will be awarded for a subject, verb and object. i.e.

He is reading. (1 mark).

He is reading a book. (2 marks)

### Section W6 10 marks

#### Form Filling.

The form has a title e.g. Win a holiday! Join our Sports Club.

Seven spaces to fill in on a form. The first four spaces will be taken from the following: first name, surname, address with or without a post / zip code, country, nationality, age, date of birth.

Questions 5, 6 and 7 will relate to the title of the form and require fuller answers.

## Preliminary Level Wordlist

This list also shows the words added to the lexical list at Primary level.

**Additional words for the Preliminary level have been added in bold.**

**This is a suggested word list to help teachers prepare candidates for the examination. It is not a definitive word list. Not all the words will always appear in the examination and other words *may* appear in the examination. However, if a candidate can understand and write all these words, we are sure he or she will pass the examination with a very good grade!**

1. NOUNS:	SETS OF LEXICAL ITEMS
<b>Animals</b>	fox, frog, spider, hippo, giraffe, horse, sheep, cows, pets <b>kitten, puppy, donkey, camel, butterfly, fly, goat, pig, dinosaur</b>
<b>Birds</b>	hen, chicken <b>peacock, flamingo, owl, seagull</b>
<b>Cardinal numbers</b>	twenty-one to sixty, <b>sixty-one to one hundred</b>
<b>Clothes</b>	jeans, jacket, tie, coat <b>shorts, scarf, swimming costume, swimming shorts, glasses, suit, pyjamas, raincoat, jewellery – necklace, ring, bracelet, earrings</b>
<b>Countries</b>	<b>England, France, America, Greece, China</b>
<b>Family members and people</b>	aunt, uncle, cousin, grandmother, grandfather, Mum, Dad, man, woman, friend, <b>husband, wife, son, daughter, lady, neighbour, boss</b>
<b>Fish</b>	goldfish, <b>jellyfish</b>
<b>Food, meals and</b>	bread, tea, coffee, water, party, lemonade, egg, chicken, sandwich,

<b>drink</b>	sugar, ketchup, chips, cheese, sweets, butter <b>crisps, cola, pancake, spaghetti, soup, popcorn, pasta, rice,</b> <b>also – a packet of, a can of, a bottle of</b>
<b>Fruit</b>	cherry, strawberry, melon, <b>pineapple, apricot, grape, coconut</b>
<b>Garden</b>	<b>lawn, plant, rose, tulip, leaf, ground</b>
<b>Household</b>	mirror, sofa, armchair, shower, wardrobe <b>carpet, rug, dressing table, plant, shelf, washing machine,</b> <b>towel, chimney, roof, wall, floor, curtains, stairs, balcony</b> <b>also – upstairs, downstairs (adj/ adv)</b>
<b>Jobs</b>	teacher, doctor, farmer, secretary, businessman/woman, policeman/woman, shop assistant, in the army, student <b>dentist, vet, fireman/fighter, postman, artist, nurse, professor,</b> <b>air hostess, clown, (football) player, manager, waiter/ waitress,</b> <b>chef, President, thief, zoo keeper, train/taxi driver, fisherman,</b> <b>actor</b>
<b>Kitchen</b>	spoon <b>saucepan, frying pan, mug, saucer, fridge, dish, cooker, oven</b>
<b>Miscellaneous</b>	film, newspaper, magazine, star, moon, thing, <b>ticket, camera, fun, card/ postcard/letter, swing, slide, box,</b> <b>adventure, snowman, fairy, sand, sandcastle, shell, pocket,</b> <b>purse, handbag, ghost, trip, present/gift, key, hobby,</b> <b>programme, accident, comic, invitation, decorations, tunnel,</b> <b>blanket, email, text,</b> <b>Ow!, Wow!</b>
<b>Musical Instruments</b>	guitar, piano, drum, <b>violin, flute, saxophone</b>
<b>Parts of the body</b>	<b>fingers, knees, toes, tooth/ teeth, stomach, shoulder, beard,</b> <b>moustache</b> <b>also – headache, stomach-ache, earache, toothache</b>
<b>Places</b>	living room, zoo, farm, supermarket, office, cinema, café, restaurant, hospital, car park, flat, swimming pool, town centre, beach, sea, mountains, town, city, village, fields, country (i.e. England), countryside <b>theatre, hotel, station, circus, lake, river, sports centre, island,</b> <b>factory, campsite, hills, pizzeria, shopping centre, fair, airport,</b> <b>prison, castle, tent, jungle, library, market, playground</b>
<b>School</b>	teacher, homework, work, test, exam, student, lesson <b>dictionary, subject, class, spelling, head teacher</b>
<b>Seasons</b>	<b>spring, summer, autumn, winter</b>
<b>Sport</b>	baseball, fishing, football match, tennis racket, running <b>skiing, snow-boarding, sailing, cricket, golf, (ice)hockey, (ice)</b> <b>skating, goal, team, competition, club</b>
<b>Time expressions</b>	four fifteen, [a] quarter past/to four, half past four, ten past four, four ten, ten to four etc, morning, evening, today, <b>yesterday, tomorrow, afternoon, tonight, last night, last week,</b> <b>next Monday etc</b>
<b>Toys</b>	ball, kite, castle, soldiers, paint, paintbrush, puppet, drum, gun, <b>doll, teddy, robot, balloon, game, puzzle</b>
<b>Transport</b>	taxi, bike, motor cycle, motorbike, tractor, lorry (Brit), truck (Amer.)

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	<b>skateboard</b>
<b>Vegetables</b>	cabbage <b>onion, spinach, pea, bean</b>
<b>Weather</b>	sun, rain, wind, snow, hot, cold, <b>fog, clouds, hurricane, sky, rainbow, umbrella, sunny, rainy, cloudy, windy, foggy</b>
<b>2. ADJECTIVES:</b>	<b>SETS OF LEXICAL ITEMS</b>
<b>Feelings</b>	<b>angry, tired, sick, bored, ill, scared/frightened, excited, lonely, thirsty, hungry</b>
<b>Modifiers</b>	very, <b>really, quite</b>
<b>Other</b>	clever, nice, good, <b>friendly, exciting, interesting, great, wonderful, brilliant, terrible, funny, lucky, scary, warm, comfortable, kind, naughty</b>
<b>Size</b>	little, <b>large, fat, thin,</b>
<b>3. VERBS</b>	live, work, walk, run, sleep, ride, drive, make, do, understand, want, like, can, swim, look, have/has got, get up, go, start, sit, talk, buy, tell, clean, wash, <b>love, hate, begin, finish, come, give, arrive, try, take, feel, spend, teach, pay, hold, catch, stop, fly, throw, steal, fall, chase, paint, lose, win, find, stay, pass, fail, share, send, hurt, speak, answer, climb, pick, meet, move, call, deliver, sing, dance, sail, enjoy, invite, leave, escape, put, push, carry, wear, borrow, see, open, close, show, shout, frighten, shine, keep, drop, break, kick, build, blow, pass, scream, laugh, practise, park, sweep, hide, travel, visit, jump</b> <b>also – put on, pick up, break down, throw away, try on, take off, come on!</b>

## Grammar and Structures List

Grammar and Structures	What are they used for?	Some examples
VERBS		
Past Simple including common irregular past forms as well as regular forms, interrogative and negative	Talking about past events.	We <b>watched</b> a football match on TV last night. I <b>drove</b> to the hotel. <b>Did</b> John <b>drink</b> all the orange juice?
Present Perfect Simple interrogative and negative <b>only</b>	Talking about experiences <b>only</b> .	<b>Have</b> you ever <b>been</b> to London? I <b>have</b> never <b>seen</b> a dolphin.
Imperative	Following single-step	<b>Take</b> a piece of paper.

	instructions in a familiar context	<b>Stand</b> near the door.
ADJECTIVES		
Basic adjectives	For descriptive purposes, including expressing opposites.	My father bought a <b>new</b> car yesterday.
Comparatives and superlatives	Talking about comparisons between people and things.	John isn't <b>as tall as</b> Jane. Sue is <b>the tallest/ the most beautiful</b> girl in our class. My rabbit is <b>older than/more beautiful than</b> my friend's rabbit.
POSSESSIVES		
The possessive form	Expressing ownership.	That sandwich is <b>Jane's</b> .
Mine, yours, his, hers, its, ours, theirs	Talking about ownership, possessions, who things belong to.	My bicycle is newer than <b>yours</b> . That book is <b>mine</b> .
QUANTIFIERS		
much, many, a lot, a lot of	Talking about amounts of things which can and cannot be counted.	How <b>much</b> money have you got? I've got <b>a lot of</b> it! It rains <b>a lot</b> in England. How <b>many</b> brothers has she got?
some, any	Talking about things which can and cannot be counted, in the positive and negative.	There is <b>some</b> bread. There isn't <b>any</b> butter.
PREPOSITIONS		
by, with, next to	Talking about where things are	The children are standing <b>next to</b> the clock.
ADVERBS		
ever, never, ago, yet, just	Talking about when things happen	I went to Paris six years <b>ago</b> .

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# A2 Elementary Level (two hours)

RW

## **Section W1 20 marks**

### Composition (80-120 words).

There will be two descriptive and two narrative titles to choose from.  
Typical essay titles for this level can be found with the structures list for this level.

## **Section R1 12 marks**

### Reading for Information

Two short texts (A and B) written in 1<sup>st</sup> person. Six questions plus one example

Read and choose 'Which person' (A or B) it relates to

e.g. Which person, Alan (A) or Bob (B).... uses a computer every day?

## **Section R2 13 marks**

### Reading Comprehension.

The reading will be 190-210 words.

The question types are:

1,2,3 – comprehension questions. These are asked in the order in which they appear in the text.

4,5,6 – true/false.

7,8 – three-option multiple-choice.

9 – find a word meaning the opposite of ...

10 – find a word meaning the same as ....

## **Section R3 20 marks**

### General Grammar

Four-option multiple-choice.

Ten questions plus one example.

A range of structures will be tested, including the *first conditional*, *past continuous*, *'used to'* past, and the modals *'should'* or *'must'* in the sense of obligation or advice as they are all introduced at this level.

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**Section W2 10 marks****Answering Questions.**

Five questions plus one example.

The questions will follow a theme, so that when the candidate reads them they are one side of a conversation.

A wide range of question types will be tested, and a wide range of verbs, in particular, common irregular ones.

**Section W3 10 marks****Writing an informal message**

Write a short message to a friend. The message will either be to thank the friend for a present ( e.g. book, DVD, watch) they sent, or to tell the friend about a new pet/toy/instrument etc.

**Section R4 5 marks****Prepositions – Gap fill**

Five questions plus one example question. One gap in each question, including the example.

Choose the correct preposition from the box and put it in the gap in the sentence. One preposition is used twice. One is not used at all.

**Section W4 10 marks****Word Order.**

Five questions plus one example.

Put the mixed-up words into the right order to make a sentence.

Only statements are tested – not questions.

The sentences will contain 5-10 words.

The first word of the sentence is provided. Sentence structures appropriate to the level are tested, including a variety of tenses.

## **Examples of Typical Essay Questions for the Elementary Level.**

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### Narrative

1. The best holiday I have ever had.
2. The lost dog / bag.
3. A day out with my family / my friends.
4. A day with my grandparents.
5. A day in the park / by the sea/ at the beach/ in the mountains/in the countryside
6. A long day at school /A good day at school.
7. A lucky day/ A special day.
8. The long journey.
9. The birthday party.
10. The stormy / windy / foggy/ hot day.

### Descriptive

1. My best friend/ favourite relative/favourite teacher.
2. My grandmother/grandfather/sister/brother/mother/father/parents.
3. My school.
4. The old man / old lady.
5. My favourite place/sport/singer/actor/pop star/ TV programme.
6. An old house / My house.
7. My hobbies.
8. My pet.
9. My favourite animal.
10. How I usually spend my  
Saturdays/Sundays/weekends/holidays/evenings.



## Grammar and Structures List

Grammar and Structures	What are they used for?	Some examples
VERBS		
Future simple –will 1 <sup>st</sup> conditional – with ‘if’ clause present and result clause will/won’t	Talking about future plans Talking about future plans which have conditions on them	What <b>will</b> you <b>do</b> when you are older? <b>If</b> it <b>rains</b> , we <b>won’t go</b> to the park.
Future of intention ‘be going to’	Talking about future intentions	I’m <b>going to see</b> a film this evening.
Past continuous - when, while	Talking about past activities which were interrupted	I <b>was having</b> my breakfast when the postman knocked. While I <b>was studying</b> , he played loud music.
Present Perfect	Talking about experience and recently completed actions.	I’ve never ridden a donkey. Have you finished your dinner?
Used to	Talking about long past habits and states	My father <b>used to work</b> in an office. My sister <b>used to have</b> long hair.
Modals –should, must	Expressing obligation and advice	You <b>must study</b> hard if you want to go to university. You <b>mustn’t worry</b> about it. You <b>should</b> always <b>lock</b> your car.
Infinitive of purpose	Talking about the purpose of doing something	Jane went to America <b>to learn</b> English
QUESTION TAGS		
Isn’t he? Aren’t you? Do you? Etc.	Asking for confirmation of a negative or positive statement or inviting an answer to a question	You are coming to my party, <b>aren’t you</b> ? You haven’t seen my car keys, <b>have you</b> ?
RELATIVE PRONOUNS		
Which, who, that	Identifying people and objects	This is the best cake <b>that</b> I have ever eaten. Jack is the one <b>who</b> is sitting at the back of the class.

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REFLEXIVE PRONOUNS		
Myself, himself, herself, etc.	Identify people and objects	He hurt <b>himself</b> .
ADVERBS		
Adverbs of frequency, e.g. never, sometimes; Adverbs of manner, e.g. quietly, slowly; Adverbs of time, e.g. today, now. Adverbs of degree, e.g. a lot, a little (and associated word order) Simple modal adverbs e.g. possibly, probably, perhaps Adverbs of sequence e.g. first, finally, next, then,	Describing how often, how, when and to what extent people do something.  Indicating degree of possibility.  Ordering events and understanding instructions and directions.	I have <b>never</b> flown in a plane. <b>At the moment</b> , the children are playing in the park. The children walked home <b>slowly</b> .  He is <b>probably</b> in his room.  <b>First</b> , I had my breakfast. Go down the road and <b>then</b> straight on.
The contrast of too/enough	Talking about the extent of something	The student isn't trying hard <b>enough</b> , he never does his homework. The student is trying <b>too</b> hard, he will make himself ill.
PREPOSITIONS		
Prepositions as used in some very common phrasal verbs* and prepositional phrases*.		You must <b>put on</b> a hat if you go out in the sun. I am very <b>fond of</b> my pets.
INTENSIFIERS		
e.g. really, quite, so, very	Indicating degree.	It is <b>really</b> hot today.
SPOKEN DISCOURSE		
Markers e.g. right, well.	Structuring conversation.	<b>"Right</b> , has everyone got a book?"
Use of substitution.	Responding appropriately.	I think <b>so</b> . I hope <b>so</b> .
FORMAL IDENTIFICATION		
First name, surname, age, date of birth, address, postcode, country, nationality.	Coping in formal situations especially when filling in forms.	<b>Date of Birth: 30.10.78</b>

\* Full list of these at this level on the next page.

## **Basic Verbs and Prepositional Phrases for the Elementary Level**

keen on  
fond of  
interested in  
proud of  
good at

get up ( get out of bed)  
get on ( e.g. a bus)  
get off ( e.g. a bus)  
get to ( travel to somewhere)

put on (get dressed)  
take off (get undressed)

pick up ( a heavy bag)  
put down ( a heavy bag)

stand up  
sit down  
lie down

look at (this photograph)  
look for (try to find something)  
look like (e.g. a green tomato looks like an apple) – also smell like, sound like, feel like, taste like.

turn off, switch off (e.g. a light)  
turn on, switch on ( e.g. a light)

RW

ELEM

# A2+ Pre-Intermediate Level (two hours)

RW

## **Section W1 20 marks**

### Composition (120 –150 words)

Choose one of four titles.

There will be at least one of each of all the essay types at this level:  
narrative, descriptive and imaginative.

Typical essay questions for this level can be found with the structures list  
for this level.

## **Section W2 10 marks**

### Writing a Message (50 –60 words)

Holiday situation is provided. e.g. You are on holiday for a week in the  
countryside. It is summer.

Write a message to a friend.

## **Section R1 13 marks**

### Reading Comprehension

The reading will be 240 – 260 words.

The topics will be suitable for 10-12 year olds.

The question types are:

1,2,3 - comprehension questions, asked in the order in which they  
appear in the text.

4,5 - true/false.

6,7,8 - three option-multiple-choice.

9 - find a word meaning the opposite of....

10 - find a word meaning the same as ....

**Section R2 7 marks****Reading for Information**

Three short advertisements (A, B and C) advertising a related product/ place e.g. hotels, bikes

Seven questions plus one example. Match the correct place/product to the question

e.g. Which hotel, A, B or C .....is the cheapest?

**Section R3 20 marks****General Grammar**

Four-option multiple-choice.

Ten questions plus one example.

The only major tense introduced at this level is the second conditional, so this section tests both this and the first conditional.

In addition, the passive voice is tested.

Note that the present perfect was introduced two levels before, at Preliminary level. It may be included in this section, but its use with 'for and since' is tested in section W3.

**Section W3 10 marks****Sentence transformation: irregular past participles****Use of the Present Perfect and the passive voice.**

Five questions plus one example.

Two types of transformation: from past tense into the present perfect simple negative (2 questions) and from simple active to passive (3 questions).

Prompts are given.

Irregular past participles are tested in both types of transformation; there is the possibility of either 'for' or 'since' in the present perfect negative.

## **Section W4 10 marks**

### Word Order

Five questions plus one example.

Put the words given into the right order to form a correct sentence.

A range of tenses and sentence structures are used. Adverbs will be tested.

## **Section R4 5 marks**

### Noun, adjective, or adverb?

Five questions. Three part-multiple-choice. Typical words which will be tested at this level for this exercise are:

Interest	Interesting	Interested	
Anger	Angry		Angrily
Luck	Lucky		Luckily
Excitement	Exciting	Excited	
Care	Careful		
Hunger	Hungry		Hungrily
Bore	Boring	Bored	
Noise	Noisy		Noisily
Danger	Dangerous		Dangerously
Health	Healthy		Healthily

## **Section R5 5 marks**

### Prepositions and phrasal verbs

Five questions plus one example. Two gaps in each sentence

Choose the right preposition from the box and put it in the gap.

This section tests both prepositions of time and place and prepositions as used in the prepositional phrases. Check the structures lists at this level and the Elementary level.

## **Examples of Typical Essay questions for the Pre-Intermediate Level.**

### **Narrative**

1. Write a story which begins with "....."
2. Write a story which ends with "....."
3. The best/worst day/week/year/holiday of my life.
4. The robbery.
5. The accident.
6. The unexpected gift/The big surprise.

### **Imaginative**

1. A day in the life of a teacher/other job.
2. A day in the life of a film star / sports personality.
3. A day in the life of a prisoner.
4. An amazing day.
5. A bad day.

### **Descriptive**

1. My favourite ...
2. The most useful thing I own.
3. The most interesting place I have ever visited.
4. My country.
5. A local/national festival.

RW

PREINT

## Grammar and Structures List

Grammar and Structures	What are they used for?	Some examples
VERBS		
The passive voice	Talking about a process, Omitting the active subject	The best computer games <b>are made</b> in Japan. The new church <b>was built</b> last year.
The second conditional - if / past tense + would /non finite verb	Talking about hypothetical situations musing	<b>If I worked</b> harder, I <b>would get</b> higher marks. <b>If I won</b> some money, I <b>would buy</b> a new car.
Present perfect continuous	Expressing unfinished or recently completed actions	How long have you <b>been living</b> in London?
The gerund after certain verbs		I enjoy <b>learning</b> English. I hate <b>eating</b> spaghetti.
Non finite verbs in particular phrases: e.g. make someone do something, let someone do something	Expressing persuasion and permission	Mary's parents <b>let</b> her <b>drive</b> their car. My father <b>made</b> me <b>do</b> my homework.
I would rather + non finite verb I had better + non finite verb (Both of these in contracted forms too: I'd better, he'd better, we'd rather, etc.)	Expressing preference and advice	I <b>would rather eat</b> fish than meat. <b>You had better take</b> an umbrella or you'll get wet. <b>I'd rather</b> eat... <b>You'd better</b> take...
ADVERBS		
For and since	Expressing time periods from a point in the past, relating them to the present	I have lived in this house <b>for</b> five years. I haven't swum in the sea <b>since</b> last summer.
More adverbs of frequency, manner, time or degree	Describing how often, when, how, and how much people do something	I'm <b>still</b> here. He's <b>already</b> finished. That bird <b>rarely</b> visits Britain. We <b>hardly</b> knew him.



CONCURRENCE		
Neither do I/so do I	Expressing concurrence with a positive or a negative statement	I don't like playing computer games. <b>Neither do I.</b> I like eating chocolate. <b>So do I.</b>
	Expressing concurrence within a positive or negative statement	I don't like cabbage and <b>neither does</b> my sister. Jane loves chocolate and <b>so do</b> her friends.

### List of 10 Basic Additional Phrasal Verbs at Pre-Intermediate Level

go on, carry on – continue

put up – raise the price (also, go up)

put down – lower the price (also, go down)

put off – delay

take off – an aeroplane

look after – take care of something/somebody

look something up – find information in a dictionary, encyclopaedia, timetable etc.

go away – go on holiday

go out – a light or fire not burning anymore, or, go to a cinema, restaurant etc.

put out – a light or fire by the switch or with water etc

# B1 Intermediate Level (two hours)

RW

INT

## **Section W1 20 marks**

### Composition (150 -200 words).

Choose one of four titles.

The titles are a minimum of six words and at this level *do not* include the topics asking the students to describe their 'best' or 'favourite' object/person.

The topics offered will be a mixture of descriptive, narrative and imaginative types; for example:

Descriptive:

1. *What can you see from your bedroom window? Describe the view.*
2. *Give a description of your town, city or village.*

Narrative:

3. *Write a story beginning with the words "....."*
4. *"....." Continue the story.*

Imaginative:

5. *What would you do if you won £1billion?*
6. *Imagine you are very old. What is it like?*

## **Section W2 15 marks**

### Writing an email (60-80 words)

A choice of two emails. Write ONE.

*e.g. Your friend has sent you some money for your birthday present. Write an email to your friend on **one** of the following topics.*

***Either***

1. *Thank your friend and tell him/her what you want to buy with the money.*

***or***

2. *Thank your friend and invite him/her to come with you to spend your money.*

## **Section R1 13 marks**

### Reading Comprehension.

The reading will be 290 – 310 words. The text will be of different genres and have varying layouts e.g. newspaper articles will be set out as they would be in a newspaper and information about the natural world will be set out as it would be in an encyclopaedia.

The question types are the same as for Pre-Intermediate Level.

### **Section R2 7 marks**

#### Reading comprehension – labelling a diagram

Label the diagram/ picture by reading the text and identifying certain parts according to their place/ description etc.

Images can be either natural or man-made e.g. parts of a horse, a suit of armour

RW

INT

### **Section R3 20 marks**

#### General Grammar

Ten questions plus one example.

Four-option multiple-choice.

Structures from the Elementary, Pre-intermediate and Intermediate structure lists are tested in this section. Note that phrasal verbs and prepositional phrases may also be tested.

### **Section W3 10 marks**

#### Sentence Transformation.

Five questions plus one example.

Rewrite sentences so that they mean the same as the original. The sentence stem and a prompt in brackets are both given.

Only the following are tested:

- Reported speech
- Passive voice
- The difference between 'too' and 'enough'
- The difference between 'so' and 'such'
- Any aspect of comparatives and superlatives (these were introduced at Preliminary level)

### **Section R4 10 marks**

#### Word Transformation.

Change the word given so that it fits into the sentence.

Ten questions plus one example. Only words from the list which follows this section are tested.

Only these transformations are tested:

- Adjective-adverb (e.g. careful - carefully, fortunate - fortunately, tidy - tidily);
- Verb-participle adjective (e.g. bore - bored/boring, interest - interested/interesting, excite - excited/exciting);
- Positive-negative with prefixes (happy - unhappy, patient - impatient, healthy - unhealthy);
- Proper noun countries to their adjectives for language and/or people (e.g. China -Chinese , Germany - German, France - French);
- Jobs or people formed from nouns or the base form of a verb (e.g. reception - receptionist, rob - robber, run - runner, visit - visitor);
- Words very commonly used with suffixes, either noun to adjective (e.g. danger -dangerous, use - useful), or verb to noun (inform - information, celebrate - celebration);

The candidate is not asked to make multiple transformations at this level (e.g. tidy -**untidily**, health - **unhealthy**)

#### **Section W4 5 marks**

##### Using Phrasal verbs

Five questions and one example.

There are five sentences to be rewritten using a phrasal verb. The phrasal verbs are given at the end of each sentence. Each sentence contains two verbs. Identify the verb to replace and rewrite the sentence, putting the phrasal verb in the correct place and the correct form i.e. in the right tense and person.

#### **List of Words for Transformation Exercise - Intermediate Level Section R4.**

VERB	NOUN	ADJECTIVE	OPPOSITE	ADVERB
	anger	angry		angrily
begin	beginning			
bore		bored/boring		
build	building/builder			
		careful		carefully
celebrate	celebration			
cook	cooker	cooked		
	danger	dangerous		dangerously
		easy		easily
excite	excitement	excited/exciting		
		fortunate	unfortunate	fortunately

VERB	NOUN	ADJECTIVE	OPPOSITE	ADVERB
	happiness	happy	unhappy	happily
	health	healthy	unhealthy	healthily
	hunger	hungry		hungrily
inform	information			
interest	interest	interested/interesting		
invent	invention/ inventor			
invite	invitation			
	kindness	kind	unkind	kindly
like			dislike	
		loud		loudly
	luck	lucky	unlucky	luckily
mean	meaning			
	noise	noisy		noisily
		perfect	imperfect	perfectly
please		pleased		
	possibility	possible	impossible	possibly
	pride	proud		proudly
		quick		quickly
	reception	receptionist		
rob	robbery/ robber			
run	runner			
		slow		slowly
	stripe	striped/ stripy		
tidy		tidy	untidy	tidily
use		useful		
		usual		usually
visit	visitor			
worry		worried		
<b>Argentina</b>	Argentinian			
<b>Britain</b>	British			
<b>China</b>	Chinese			
<b>Cyprus</b>	Cypriot			
<b>Egypt</b>	Egyptian			
<b>France</b>	French			
<b>Germany</b>	German			
<b>Greece</b>	Greek			
<b>Italy</b>	Italian			
<b>Japan</b>	Japanese			
<b>Russia</b>	Russian			
<b>Spain</b>	Spanish			
<b>Turkey</b>	Turkish			

Additional countries may be added to this list.

RW

INT

## Grammar and Structures List for the Intermediate Level Examination.

Grammar and Structures	What are they used for?	Some examples
VERBS		
Reported speech	Repeating messages Passing on information Telling stories, jokes Checking facts	"What is the height of the Empire State Building?" He <b>wanted to know what</b> the height of the Empire State Building <b>was</b> . "Did you phone your parents?" said Jane. Jane <b>asked us if we had phoned</b> our parents
The third conditional - if/past perfect tense + would have/non finite verb	Expressing regret Musing Describing a past that never was Talking through the consequences of our actions	They <b>would have gone</b> to the concert <b>if they had had</b> tickets. <b>If he had known</b> , he <b>would have finished</b> earlier.
Past Perfect	ordering the past	as in reported speech and 3 <sup>rd</sup> conditional above
The gerund - after certain prepositions in certain idiomatic expressions		<b>After leaving</b> work, he went to the gym. It's <b>no use talking</b> to him. Is it <b>worth doing</b> ?
To have something done	Expressing the fact that the speaker commissioned an activity	John <b>had</b> his house <b>painted</b> .
CONJUNCTIONS		
Conjunctions of reason and purpose, cause and result, concession  As connectives – and, but, nevertheless, or, however	Talking about why people do things, the purpose of something, its cause, expressing surprise  Expressing connections in a sentence, text or argument	She goes to the gym <b>in order to</b> keep fit. There is a lack of water <b>as a result of the hot weather</b> . <b>Despite/in spite of</b> his wealth, he wasn't happy.
VARIATION IN WORD ORDER		
Changes in word order in specific situations	Expressing information accurately	<b>To the north is...</b>

### **List of 15 Basic Additional Phrasal Verbs at Intermediate Level.**

give up (smoking)

put up with (tolerate)

let someone down (break a promise)

set out/ set off (start a journey)

come across (find by accident)

go off (explode)

go off (rot)

look into (investigate)

look forward to (anticipate with pleasure)

take after (resemble e.g. father to son)

make something up (pretend)

make off (escape)

get on with (be friends)

get over (recover)

turn up (arrive)

RW

INT

# B2 Advanced Level (Two and a half hours)

RW

## **Section W1 25 marks**

Composition 200-250 words.

There will be four titles to choose from, in the following form:

1. Who.....? or What.....? or Which.....?  
*e.g. Which famous person would you most like to meet?*  
*What would you like to achieve by the age of thirty?*  
*Who is the most important person in the world today?*
2. Describe....  
*e.g. Describe what the world will be like when you are old.*  
*Describe the building you most admire.*  
*Describe your country in the spring.*
3. Give an account of....  
*e.g. A brave rescue.*  
*A lucky escape.*  
*A dangerous adventure.*
4. '.....' Discuss.  
*e.g. 'We have come too far away from nature.' Discuss.*  
*'The world would be a better place without cars.' Discuss.*  
*'What is the most important invention ever?' Discuss.*

## **Section W2 15 marks**

Letter writing – formal and informal.

Two tasks, one formal letter (80 – 100 words) and one informal email (60 – 80 words). Both tasks are compulsory.

A scenario is provided. e.g. **You have seen an advertisement for a holiday flat for rent.**

Each of the tasks will test a different function from the following list:

- asking for information
- asking for advice
- giving information
- thanking
- congratulating
- complaining
- inviting
- refusing/accepting an invitation
- apologising

ADV



For example:

**Task 1** - Write a letter of 80 - 100 words to the owner.

In your letter you should

- ask for more information
- explain when you would like to go there

(Include the addresses in the letter but do not include them in the number of words)

**Task 2** Write an email of about 50 words to a friend.

In your email you should

- tell your friend about the holiday flat
- suggest you go together

It is important for a candidate to show an ability to differentiate between the types of writing.

### **Section R1 13 marks**

Reading comprehension.

The reading will be 340-360 words.

The topic may be fiction or non-fiction. The question types are the same as for Intermediate.

### **Section R2 7 marks**

Reading – multiple matching

Five news articles on a common theme and eight questions.

Match which article relates to which question. There is one example.

### **Section R3 10 marks**

General Grammar.

Ten questions plus one example.

Four-option multiple-choice.

In this section, a range of structures from this level and all previous levels is tested.

**Section W3 10 marks**Sentence transformation.

With prompts, rewrite the sentences to mean the same as the originals.

Five questions plus one example.

The following will be tested:

- inversion after negative adverbs
- reported speech
- conditionals
- past modals
- phrasal verbs

Other structures may also be tested.

**Section R4 10 marks**Cloze sentence gap fill

Ten sentences plus one example. One word is gapped in each.

The sentences are not connected in any way i.e. it is not a continuous text.

**Section R5 10 marks**Word Transformation

Ten questions plus one example.

Any transformation can be used, including suffixes. Multiple transformation may be asked for; e.g. *understand* - ***misunderstanding***

## Grammar and Structures List

Grammar and Structures	What are they used for?	Some examples
INVERSION		
The inversion of subject and verb after certain negative adverbial introductions, e.g. never, rarely, hardly ever, not only, little, seldom	Creating emphasis, varying style and idiom	<b>Never have I</b> seen such a terrible film. <b>Little did he know</b> he would one day be Prime Minister. <b>Not only was it</b> raining, it was also cold.
VERBS FOLLOWED BY THE PAST TENSE		
I wish, it's about time, it's high time	Expressing hypothesis, regret, decision making and the need for decision making	<b>I wish I had</b> £1 million. <b>It's high time</b> we <b>did</b> some work. <b>It's about time</b> he <b>bought</b> a new car.
DEDUCTION		
Using modal verbs followed by the non-finite and perfect non-finite verb using will	Expressing hypotheses and deductions in varying degrees of certainty	Jane <b>will be</b> in bed at this time of night. They <b>should have heard</b> the telephone. They <b>must have gone out</b> . He <b>can't have finished</b> his homework. If he had, he <b>would have put</b> it on my desk by now. John <b>might be sitting</b> in the theatre already.
THE INFINITIVE		
After certain verbs After certain adjectives After question words The perfect infinitive		<b>I hope to hear</b> from you shortly. We <b>can't afford to give</b> you a pay rise. I <b>want you to do</b> something for me. It's very <b>difficult to explain</b> . Tell me <b>where to go/ how to get there/ what to say</b> . I'd love <b>to have met</b> him. He doesn't <b>seem to have done</b> it.

RW

ADV

# C1 Proficiency Level (three hours)

RW

PROF

Proficiency (C1) is the level normally used by students applying to university or other institutes of higher/ further education as the qualification which shows that they have international student competence in the English language. In recognition of this, candidates are asked to choose either a general English essay title or an academic English essay title (AcCEPT). AcCEPT stands for Academic Certificate in the English Proficiency Test. It is recommended that students who may want to use the qualification obtained through this exam for university entrance purposes should choose the AcCEPT writing option. This option will include essay titles which will require the candidate to write a structured argument or analysis. Specialised subject knowledge or extensive world knowledge will not be necessary as this is not what is being assessed.

Candidates who know that they do not and will not want to use this qualification for specifically academic purposes, but rather for promotion at work, for example, may choose the general English option. This option will include, as it has always done, the chance to write an imaginative narrative or a detailed description.

Candidates who choose the academic writing option will have AcCEPT Proficiency on their final certificate. Candidates who choose the general English option will have a normal Proficiency certificate. *Both* certificates are qualifications at C1 level.

## **Section W1A (AcCEPT) or W1 (General) 25 marks**

Candidates must choose one of the AcCEPT options **OR** one of the general options

### **AcCEPT/ Academic English Essay 300-350 words**

There will be four titles to choose from. The essay titles cover a range of topics, at least one of which will be science-based for candidates more interested in the sciences than humanities or social sciences.

- 1 *To what extent do you agree with the statement that 'The subject of a university degree is irrelevant. It is better to study any degree than go directly into the workplace'?*
- 2 *Dangerous sports are becoming increasingly popular. Why do you think this is so, and is this a cause for concern?*
- 3 *Outline the arguments both for and against the use of CCTV cameras in towns and cities.*
- 4 *Health and safety concerns are preventing students from carrying out scientific experiments in schools. Many children now watch these experiments on the Internet instead. Outline the advantages and disadvantages of this.*

Academic English essays are formal pieces of writing. In addition to evidence of a good range of vocabulary, good control of tenses and sentence structure, and evidence of enough language to address the title convincingly, markers are looking for a well-structured piece of writing. The essay must have an introduction, which would typically present the question and outline the arguments the writer will use, a main section or body in which the writer will present the detailed ideas with evidence, and a conclusion with a final decision or summing up in which the writer makes his or her position on the title clear. The precise organisation of the essay will clearly depend on the specific title chosen.

### **General English Composition 250 – 300 words**

There will be four titles to choose from, in the following form:

- 1 What are the advantages and disadvantages of .....  
*e.g. What are the advantages and disadvantages of living in the computer age?*  
*What are the advantages and disadvantages of living in a big city?*
- 2 Describe in detail .....  
*e.g. Describe in detail your idea of a perfect city.*  
*Describe in detail a tourist resort you are familiar with.*
- 3 Write an account of....  
*e.g. a day which started very badly but ended in great happiness.*  
*a very strange incident which cannot easily be explained.*
- 4 ‘.....’ Discuss.  
*Mankind should not use animals for their own benefit. Discuss.*  
*Politics is a pointless activity. Discuss.*

### **Section W2 15 marks**

#### Letter/ email Writing

Two tasks, one formal letter (110 -130 words) and one informal email (at least 80 words). Both tasks are compulsory.

Each of the tasks will be a different function – refer to the Advanced level list for guidance.

### **Section R1 10 marks**

#### Reading Comprehension

The reading text will be 550 - 580 words.

The topic will be complex enough to generate questions which can only be answered by a *thorough reading* of the text.

Questions 1-5 are true/false/doesn't say.  
Questions 6-8 are 3-part multiple-choice.

Questions 9 - 10 are two-part vocabulary questions.

**Part R2 10 marks**

Summary

Will be on an aspect of the reading, not the reading as a whole. The candidate must write 50–75 words.

**Section R3 10 marks**

Reading for information in context

A passage (total number of words 680 – 720), from which five sentences have been removed. Read the passage and select the appropriate sentence to fit into the relevant space in the text. There is one example and there are two distracters.

Text will have a clear chronology or narrative thread.

**Section W3 10 marks**

Sentence Transformation.

Ten questions plus one example.

Negative inversion will be tested, plus a selection of the more complex aspects of grammar such as the third conditional etc.

There is no specific structures list for Proficiency Level.

**Section R4 10 marks**

Word Transformation.

Ten questions plus one example.

More complex vocabulary will be tested.

**Section R5 10 marks**

Cloze Test/Gap fill

Ten gaps plus one example.

The text will be a maximum of 150 words.

The text will be clear, i.e. factual or encyclopaedic. Lexical items may be tested but only if there are no more than two possible answers to the gap. Otherwise, grammatical items are tested.

# C2 Masters Level (3 hours 15 mins)

The Masters paper is now divided into two papers. Paper One is the Reading and Writing Paper. Paper Two is the Listening Paper.

RW

N.B. One element of the listening paper will contribute to the writing mark.

MAS

## Paper One – Reading/Writing 2hours 30 mins

### Section R1 10 marks

Two passages or extracts, with five questions for each.

Passage One – approx. 160–170 words. 5 x four-option multiple choice in the form of word substitution

Passage Two – approx 300 words. 5 x four-option multiple choice comprehension questions.

### Section R2 10 marks

#### Text Matching

There are fifteen headlines and ten short news stories. The candidate matches ten of the headlines with the news stories.

The news stories are authentic, taken from recent newspapers.

### Section R3 (idiom) 10 marks

#### Single sentence gap fill

Ten gapped sentences. One word missing from each sentence.

### Section W2 Use of English 10 marks.

#### Sentence Transformation

Candidates are given a sentence which they must transform into another sentence with as close a meaning as possible to the original, using the word or phrase given.

The Use of English section of the examination tests a wide range of grammar, usage and vocabulary, including idiom. There is no set syllabus for this as it tests the depth of knowledge a student has obtained from using the language, through reading, listening and speaking it in a variety of contexts.

**Section W3 10 marks****Writing for results- emails**

Two emails, of different levels of formality, both of 80-100 words. One is formal or semi-formal, one is informal. Both emails are compulsory.

Both writing tasks are of the same function eg complaining, apologising etc.

Candidates must show their ability to differentiate between the tone and language needed for each.

**Section R4 20 marks****Reading Comprehension**

The text will be 600 – 640 words.

**Part 1 10 marks**

Candidates must replace ten phrases or words from the passage with phrases or words of their own so that the article still reads correctly both grammatically and in the sense of what is said. The words to be replaced are all underlined in the text so that they may be found easily. This section tests the candidate's understanding of the text as a whole, of the specific vocabulary involved and their ability to actively produce similar level language.

**Part 2 (10 marks)**

Candidates are asked to make a summary of an aspect of the text in about 100 words.

**Section W4 25 marks**

One composition title is given. There is no choice of topic. The candidate must use his / her own ideas and the notes given, to write a structured composition, which will include arguing an opinion, of between 300 – 350 words.



# CAT/CART/CARAT MARKING CRITERIA



## A2 Elementary level

<b>C</b> content organisation	<p>5 = Paragraphs to distinguish between beginning, middle and end. Narrative needs linking words used to order events (<i>and, but, because</i>). Descriptive needs adjectives and ideas organised into logical grouping</p> <p>4 = Some evidence of paragraphing and attempt made at linking/ grouping ideas</p> <p>3 = Evidence of paragraphing <u>or</u> a logical chain of events/grouping. Probably not both</p> <p>2 = Ideas not organised into any logical chain of events/grouping. May be too short</p> <p>1 = Narrative/ description very confusing and difficult to follow.</p> <p>0 = little or no language at all</p>
<b>A</b> accuracy	<p>5 = Minimal errors with language used. Minor errors do not impede understanding</p> <p>4 = A few errors but easily understood</p> <p>3 = Some basic errors but can be understood</p> <p>2 = Significant errors with language expected at the level. Impedes understanding</p> <p>1 = Significant errors throughout. Incomprehensible due to errors</p> <p>0 = Little or no language at all</p>
<b>R</b> range of vocabulary and structure	<p>5 = Competent use of a range of language expected at this level. (e.g. past cont./ relative prons./ used to) Perhaps some attempt at using more advanced language, maybe with errors</p> <p>4 = Good use of appropriate language</p> <p>3 = Adequate language used for the task</p> <p>2 = Lack of basic structures. Language too simplistic and repetitive</p> <p>1 = Almost no examples of structure or relevant vocabulary</p> <p>0 = Little or no language at all</p>
<b>T</b> task completion	<p>5 = Full completion of task. No repetition</p> <p>4 = Main points of task covered</p> <p>3 = Attempt made to cover task</p> <p>2 = Task not covered sufficiently and/or too short</p> <p>1 = Majority of task not covered and/or answered a different question</p> <p>0 = Task not covered at all</p>

GRADE	MARKS
Distinction	16-20
Merit	13-15.5
Pass	10-12.5
Referred	5-9.5
Ungraded	0-4.5

## A2 +Pre-Intermediate Level

<b>C</b> content organisation	<p>5 = Paragraphs to distinguish between beginning, middle and end. Narrative needs linking words used to order events (<i>next, finally, suddenly, because, so</i>). Descriptive needs adjectives/ adverbs and ideas organised into logical grouping</p> <p>4 = Some evidence of paragraphing and attempt made at linking/ grouping ideas</p> <p>3 = Evidence of paragraphing <u>or</u> a logical chain of events/grouping. Probably not both</p> <p>2 = Ideas not organised into any logical chain of events/grouping. May be too short</p> <p>1 = Narrative/ description very confusing and difficult to follow.</p> <p>0 = little or no language at all</p>
<b>A</b> accuracy	<p>5 = Minimal errors with language used. Minor errors do not impede understanding</p> <p>4 = A few errors but easily understood</p> <p>3 = Basic errors but can be understood</p> <p>2 = Significant errors with language expected at the level. Impedes understanding</p> <p>1 = Significant errors throughout. Incomprehensible due to errors</p> <p>0 = Little or no language at all</p>
<b>R</b> range of vocabulary and structure	<p>5 = Competent use of a range of language expected at this level. (e.g. passive voice, gerund, pres. perf. with for/since, second conditional) Perhaps some attempt at using more advanced language, maybe with errors</p> <p>4 = Good use of appropriate language</p> <p>3 = Adequate language used for the task</p> <p>2 = Lack of basic structures. Language too simplistic and repetitive</p> <p>1 = Almost no examples of structure or relevant vocabulary</p> <p>0 = Little or no language at all</p>
<b>T</b> task completion	<p>5 = Full completion of task. No repetition</p> <p>4 = Main points of task covered</p> <p>3 = Attempt made to cover task</p> <p>2 = Task not covered sufficiently and/or too short</p> <p>1 = Majority of task not covered and/or answered a different question</p> <p>0 = Task not covered at all</p>

GRADE	MARKS
Distinction	16-20
Merit	13-15.5
Pass	10-12.5
Referred	5-9.5
Ungraded	0-4.5

## B1 Intermediate level

<b>C</b> content organisation	<p>5 = Paragraphs to distinguish between beginning, middle and end. Narrative needs linking words used to order events (<i>next, suddenly, despite, in order to</i>). Descriptive needs adjectives/ adverbs and ideas organised into logical grouping</p> <p>4 = Evidence of paragraphing and competent attempt made at linking/ grouping ideas</p> <p>3 = Attempt made to paragraph and order chain of events/ grouping of ideas in a relatively simple way</p> <p>2 = Ideas not organised into any logical chain of events/grouping. May be too short.</p> <p>1 = Narrative/ description very confusing and difficult to follow.</p> <p>0 = little or no language at all</p>
<b>A</b> accuracy	<p>5 = Minimal errors with intermediate level language used. Minor errors do not impede understanding</p> <p>4 = A few errors but easily understood</p> <p>3 = Some basic errors but can be understood</p> <p>2 = Significant errors with language expected at the level.</p> <p>1 = Significant errors throughout. May impede understanding</p> <p>0 = Little or no language at all</p>
<b>R</b> range of vocabulary and structure	<p>5 = Competent use of a range of language expected at this level. (e.g. past perfect, passive voice, conditionals 2 or 3, reported speech) Perhaps some attempt at using more advanced language, maybe with errors</p> <p>4 = Good use of appropriate language</p> <p>3 = Adequate language used for the task</p> <p>2 = Lack of basic structures. Language too simplistic and repetitive for the level</p> <p>1 = Structure and vocabulary far too simplistic for the level</p> <p>0 = Little or no language at all</p>
<b>T</b> task completion	<p>5 = Full completion of task. No repetition</p> <p>4 = Main points of task covered</p> <p>3 = Attempt made to cover task</p> <p>2 = Task not covered sufficiently and/or too short</p> <p>1 = Majority of task not covered and/or answered a different question</p> <p>0 = Task not covered at all</p>

GRADE	MARKS
Distinction	16-20
Merit	13-15.5
Pass	10-12.5
Referred	5-9.5
Ungraded	0-4.5

## B2 Advanced level

<b>C</b> content organisation	<p>5 = Clear relevant paragraphs to organise work. A range of connectives/conjunctions (<i>firstly, whereas, finally, all of a sudden, in the end, Nevertheless</i>). Elements of description and discussion have logical connectors and grouping</p> <p>4 = Some evidence of paragraphing and attempt made at linking/ grouping ideas with connectives suitable for this level</p> <p>3 = Evidence of paragraphing <u>or</u> a logical chain of events/grouping. Probably not both</p> <p>2 = Ideas not organised into any logical chain of events/grouping.</p> <p>1 = Narrative/ description very confusing/ difficult to follow.</p>
<b>A</b> accuracy	<p>5 = Minimal errors with advanced level language used.</p> <p>4 = A few errors undermining potential sophistication</p> <p>3 = Some basic errors but do not impede comprehension of the text overall</p> <p>2 = Significant errors with language expected at the level.</p> <p>1 = Significant errors throughout. May impede understanding</p>
<b>R</b> range of vocabulary and structure	<p>5 = Competent use of a range of language expected at this level. (e.g. range of tenses, conditional, inversion, unreal past) Shows flashes of inspiration</p> <p>4 = Good use of appropriate language</p> <p>3 = Adequate language used for the task</p> <p>2 = Lack of basic structures. Language too simplistic and repetitive</p> <p>1 = Almost no examples of structure or relevant vocabulary</p>
<b>A</b> Appropriacy of tone and register	<p>5 = fully appropriate use of language and style</p> <p>4 = mostly appropriate with one or two exceptions</p> <p>3 = clear attempt has been made to use suitable tone/register</p> <p>2 = inappropriate tone/register but would not cause offence</p> <p>1 = limited language or inappropriate, and would cause offence</p>
<b>T</b> task completion	<p>5 = Full completion of task. No repetition. Very positive effect on reader</p> <p>4 = Main points of task covered</p> <p>3 = Attempt made to cover task</p> <p>2 = Task not covered sufficiently and/or too short</p> <p>1 = Majority of task not covered and/or answered a different question. Very negative effect on reader</p>

GRADE	MARKS
Distinction	20 -25
Merit	16.5 – 19.5
Pass	12.5 - 16
Referred	5-12
Ungraded	0-4.5

## C1 Proficiency level

<b>C</b> content organisation	<p>5 = Clear relevant paragraphs to organise work. A range of connectives/conjunctions (<i>whereas, alternatively, likewise, furthermore etc</i>). Elements of description and discussion have logical connectors and grouping</p> <p>4 = Evidence of paragraphing <i>and</i> good attempt made at linking/grouping ideas with connectives suitable for this level</p> <p>3 = Evidence of paragraphing <i>or</i> a logical chain of events/grouping. Probably not both</p> <p>2 = Ideas not organised into any logical chain of events/grouping.</p> <p>1 = Very confusing/ difficult to follow.</p>
<b>A</b> accuracy	<p>5 = Minimal errors with C1 level language used. Shows total control of language</p> <p>4 = A few errors but fluent and confident language overall</p> <p>3 = Some basic errors but do not impede comprehension of the text overall</p> <p>2 = Significant errors with language expected at the level.</p> <p>1 = Significant errors throughout. Impedes understanding</p>
<b>R</b> range of vocabulary and structure	<p>5 = Competent use of a range of language expected at this level. (e.g. range of tenses, conditional, inversion, unreal past)</p> <p>4 = Good use of appropriate language</p> <p>3 = Adequate language used for the task. May be simple at times but convinces reader of candidate's proficiency nonetheless</p> <p>2 = Lack of basic structures. Language too simplistic and repetitive for C1</p> <p>1 = Almost no examples of advanced structure or vocabulary</p>
<b>A</b> Appropriacy of tone and register	<p>5 = Natural. Fully appropriate use of language and style</p> <p>4 = Mostly appropriate with one or two exceptions</p> <p>3 = Clear attempt has been made to use suitable tone/register</p> <p>2 = Inappropriate tone/register but would not cause offence</p> <p>1 = Limited language or inappropriate, and would cause offence</p>
<b>T</b> task completion	<p>5 = Full completion of task. No repetition. Very positive effect on reader</p> <p>4 = Main points of task covered</p> <p>3 = Attempt made to cover task</p> <p>2 = Task not covered sufficiently and/or too short. Negative effect on reader.</p> <p>1 = Majority of task not covered and/or answered a different question. Very negative effect on reader</p>

GRADE	MARKS
Distinction	20 -25
Merit	16.5 – 19.5
Pass	12.5 - 16
Referred	5-12
Ungraded	0-4.5

**C2 Masters Level Composition - NB The official pass mark at C2 is 65%. A candidate needs 3 in three bands and 2 in two bands to receive the pass mark of 13**

<b>C</b> content organisation	<p>5 = Clear relevant paragraphs to organise work. An impressive range of connectives/conjunctions (notwithstanding, alternatively, thereby, nonetheless etc). Elements of description and discussion have sophisticated connectors and grouping</p> <p>4 = Evidence of paragraphing and good attempt made at linking/ grouping ideas with connectives suitable for this level. Minor lapses or omissions.</p> <p>3 = Evidence of paragraphing and a logical chain of events/grouping, but organisation only just reaches what is expected at C2.</p> <p>2 = Limited evidence of organisation. Unsophisticated grouping of ideas etc.</p> <p>1 = Ideas not organised into any logical chain of events/grouping.</p>
<b>A</b> accuracy and appropriacy of tone and register	<p>5 = Shows total control of language. One or two minor errors in spelling acceptable.</p> <p>4 = Fluent and confident language overall. Rare errors which might even be slips of the tongue.</p> <p>3 = Enough accuracy to convince the reader of candidate's mastery, with just occasional errors or inconsistencies.</p> <p>2 = Clear errors with language expected at C2 level, showing by the fact that they are obvious and more than just occasional, that mastery has not been achieved.</p> <p>1 = Significant errors throughout.</p>
<b>R</b> range of vocabulary and structure	<p>5 = Competent use of a wide range of vocabulary and structure expected at this level. Shows flair and sophistication.</p> <p>4 = Sufficient range throughout to convince reader easily of candidate's mastery</p> <p>3 = Language adequate to complete the task with some evidence of vocabulary/ structures at C2 level</p> <p>2 = Perhaps adequate to complete the task but language too simplistic and repetitive for C2, only meeting expectations for a good C1 level</p> <p>1 = No examples of vocabulary or structure beyond expectations even of B2</p>
<b>A</b> appropriacy of tone and register	<p>5 = Natural, fully appropriate use of language and style.</p> <p>4 = Mostly appropriate, subtle exceptions possible.</p> <p>3 = Suitable tone/register to convince the reader of candidate's mastery though some quirks may show through, possibly from the speaker's own background and context.</p> <p>2 = inappropriate tone/register can be perceived, showing that mastery has not been achieved</p> <p>1 = Inappropriate register, which could cause offence</p>
<b>T</b> task completion	<p>5 = Full completion of task. No repetition. Ideas and arguments fully exploited. Very positive effect on reader</p> <p>4 = Main points of task covered in a well-balanced/ convincing composition</p> <p>3 = Good attempt made to cover task. Some arguments/ points may fall short of being totally convincing. Overall positive effect on reader.</p> <p>2 = Insufficient attempt made to cover task. Negative effect on reader</p> <p>1 = Majority of task not covered and/or answered a different question. Very negative effect on reader</p>



**Candidates who score between 55 and 64% will, at Masters, be awarded a *Pass at C1*, in recognition of the fact that they have provided enough evidence to pass at that level.**

<b>GRADE</b>	<b><u>MARKS</u></b>
Distinction at C2	18 - 20
Merit at C2	15 - 17.5
Pass at C2	13 - 14.5
Pass at C1	11 - 12.5
Referred	6 - 12
Ungraded	0 - 5.5

## Writing messages, emails and letters

### A2 Elementary Level - Section W3 – Writing an informal message

<b>A</b> accuracy and organisation	<p>5 = Minimal, minor errors. Sentences organised logically with appropriate connectives used eg relative pronouns, but, also, so</p> <p>4 = Attempt made to link and organise sentences. A few errors but easily understood</p> <p>3 = Some basic errors but can be understood. Sentences organised logically but possibly lacking connectives</p> <p>2 = Significant errors with language expected at A2. Lack of control impedes understanding.</p> <p>1 = Significant errors throughout. Incomprehensible due to errors</p> <p>0 = Little or no language at all</p>
<b>T</b> task completion and language range	<p>5 = good range of language expected at A2 level. Full completion of task. No repetition. There may be some attempt at A2+/B1 level language, possibly with errors</p> <p>4 = Good use of appropriate language. Main points covered</p> <p>3 = Attempt made to cover task. Adequate language used</p> <p>2 = Lack of basic structures expected at A2 level. Task not covered sufficiently.</p> <p>1 = Majority of task not covered. Almost no examples of structure or relevant vocabulary</p> <p>0 = Task not covered. Little comprehensible language</p>

### A2+ Pre- Intermediate – Section W2 - Writing a message (50 – 60 words)

<b>A</b> accuracy and organisation	<p>5 = Minimal, minor errors. Sentences flow naturally with a high percentage of sentences with more than one clause.</p> <p>4 = Attempt made to link and organise sentences. A few errors but easily understood</p> <p>3 = Some basic errors but can be understood. Sentences organised logically but possibly lacking connectives</p> <p>2 = Significant errors with language expected at Pre-Intermediate level. Lack of control impedes understanding. Poor organisation</p> <p>1 = Significant errors throughout. Incomprehensible due to errors</p> <p>0 = Little or no language at all</p>
<b>T</b> task completion and language range	<p>5 = Good range of language expected at this level. Full completion of task. No repetition</p> <p>4 = Good use of appropriate language. Main points covered</p> <p>3 = Attempt made to cover task. Adequate language used</p> <p>2 = Lack of basic structures. Task not covered sufficiently</p> <p>1 = Majority of task not covered. Almost no examples of structure or relevant vocabulary</p> <p>0 = Task not covered. Little comprehensible language</p>

**B1 Intermediate Level – Section W2 - writing an informal email (60 -80 words)**

<b>C</b> content organisation/ appropriacy	<p>5 = Email well organised with appropriate salutations/signing off. Language organised into a logical thread, with good use of connectors/linkers and suitable tone for informal correspondence.</p> <p>4 = Clear attempt made at linking/ grouping ideas. Appropriate in tone and register perhaps with minor lapses</p> <p>3 = Attempt made to organise ideas in a relatively simple way</p> <p>2 = Sentences either not organised/connected or inappropriate for informal email</p> <p>1 = Sentences not organised/connected and inappropriate for informal email</p> <p>0 = little or no language at all</p>
<b>A</b> accuracy	<p>5 = Accurate use of intermediate level language. Minor errors possible in higher level language do not impede understanding</p> <p>4 = Few errors in B1 level language but easily understood and good control</p> <p>3 = Several errors in B1 language but can be understood</p> <p>2 = Significant errors in A2 and B1 language</p> <p>1 = Significant errors throughout. May impede understanding</p> <p>0 = Little or no language at all</p>
<b>T</b> task completion and range of language	<p>5 = Full completion of task. Competent use of a range of B1 language. Some attempt at using more advanced language, maybe with errors. No repetition</p> <p>4 = Main points of task covered. Good use of language expected at this level</p> <p>3 = Attempt made to cover task. Adequate language used</p> <p>2 = Task not covered sufficiently. Lack of basic structures and language too simplistic</p> <p>1 = Majority of task not covered. Structure and vocabulary far too simplistic</p> <p>0 = Task not covered. Little or no language</p>

**B2 Advanced Level – Section W2– writing a formal letter (80 – 100 words)  
and an informal email (60 -80 words)**

**N.B. One overall mark is awarded for both pieces of writing.**

<b>C</b> content organisation/ appropriacy	<p>5 = Letter and email set out correctly and clearly. Well organised with appropriate salutations/signing off. Clear paragraphs in letter. Language organised into a logical thread, with good use of B2 connectors/linkers and clear distinction in tone and register according to recipient</p> <p>4 = Clear attempt made at laying out letter and linking/ grouping ideas. Appropriate in tone and register perhaps with minor lapses</p> <p>3 = Basic but adequate attempt at layout and organisation. Some evidence of differentiation in register</p> <p>2 = Sentences either not organised/connected <b>or</b> inappropriate for recipient. Perhaps no differentiation in register</p> <p>1 = Sentences not organised/connected <b>and</b> inappropriate for informal email.</p> <p>0 = little or no language at all</p>
<b>A</b> accuracy	<p>5 = Accurate use of B2 level language. Minor errors possible in more complex language but they do not impede understanding. Accurate use of contractions and other punctuation in informal writing</p> <p>4 = Few errors in B2 level language but easily understood and good control</p> <p>3 = Several errors in B2 language but can be understood</p> <p>2 = Significant errors in both B1 and B2 language, which impede understanding</p> <p>1 = Major errors throughout, which seriously impede understanding</p> <p>0 = Little or no language at all</p>
<b>T</b> task completion and range of language	<p>5 = Full completion of task and function made clear. Competent use of a range of B2 language. Some attempt at using more advanced language, maybe with errors. No repetition. Very positive effect on reader</p> <p>4 = Main points of task covered. Good use of language expected at this level. Positive effect on reader</p> <p>3 = Attempt made to cover task. Adequate language used</p> <p>2 = Task not covered sufficiently. Lack of basic structures and language too simplistic for B2. Negative effect on reader</p> <p>1 = Majority of task not covered. Structure and vocabulary far too simplistic</p> <p>0 = Task not covered. Little or no language</p>

**C1 Proficiency Level – Section W2– writing a formal letter (110 – 130 words) and an informal email (at least 80 words)**

**N.B. One overall mark is awarded for both pieces of writing.**

<b>C</b> content organisation/ appropriacy	<p>5 = Letter and email set out correctly and clearly. Well organised with appropriate salutations/signing off. Clear paragraphs in letter. Language organised into a logical thread, with natural use of connectors/linkers and clear distinction in tone and register according to recipient</p> <p>4 = Clear attempt made at laying out letter and linking/ grouping ideas. Appropriate in tone and register perhaps with minor lapses</p> <p>3 = Basic but adequate attempt at layout and organisation. Some evidence of differentiation in register</p> <p>2 = Sentences either not organised/connected <b>or</b> inappropriate for recipient. Perhaps no differentiation in register. Could cause offence in places</p> <p>1 = Sentences not organised/connected <b>and</b> inappropriate for informal email. Likely to cause offence</p> <p>0 = little or no language at all</p>
<b>A</b> accuracy	<p>5 = Accurate use of C1 level language. One or two minor errors but they do not impede understanding at all. Accurate use of contractions and other punctuation in informal writing</p> <p>4 = Few errors in C1 level language but easily understood and good control</p> <p>3 = Several errors in C1 language but can be understood</p> <p>2 = Significant errors in both B2 and C1 language, which impede understanding</p> <p>1 = Major errors throughout, which seriously impede understanding</p> <p>0 = Little or no language at all</p>
<b>T</b> task completion and range of language	<p>5 = Full completion of task. Competent use of a range of C1 language. Some attempt at using more advanced language, maybe with errors. No repetition</p> <p>4 = Main points of task covered. Good use of language expected at this level</p> <p>3 = Attempt made to cover task. Adequate language used</p> <p>2 = Task not covered sufficiently. Lack of basic structures and language too simplistic for C1</p> <p>1 = Majority of task not covered. Structure and vocabulary far too simplistic</p> <p>0 = Task not covered. Little or no language</p>

**Grade boundaries for Intermediate, Advanced and Proficiency exams and letters**

<b>GRADE</b>	<b><u>MARKS</u></b>
Distinction	12 - 15
Merit	10 – 11.5
Pass	7.5 - 9.5
Referred	4 - 7
Ungraded	0 - 3.5

**C2 Masters Level – Section W3– writing a formal/ semi-formal email (80-100 words each)**

**Each piece of writing is awarded 5 marks**

**N.B. The pass mark for C2 is 65%**

<p><b>Combined CAT</b> content organisation/ appropriacy to informal and formal situations/accuracy/task fulfilled</p>	<p>5 = Correspondence set out correctly and clearly. Language organised into a logical thread, with sophisticated use of connectors/linkers and clear distinction in tone and register according to recipient required by the task. Impressive and sophisticated use of a range of C2 language. Evidence of nuance and inference. Function fully evident. Highly positive effect on reader. Accurate use of complex and sophisticated language. There may be a minor error, perhaps in spelling or punctuation.</p> <p>4 = Good layout of letter and linking/ grouping of ideas. Appropriate in tone and register even without the sophistication of a (5). Main points of task covered clearly. Good use of language expected at this level. Very positive effect on reader. There may be a rare error in C2 level language.</p> <p>3 = Clear layout and organisation. Evidence of differentiation in register. Task satisfactorily covered. Adequate range of language used. Generally a positive effect on reader. Several errors in C1 language but no effect on understanding.</p> <p>2 = Sentences either not organised/connected very well <b>or</b> slightly inappropriate for the recipient. Differentiation in register not really sufficient. Could even cause offence in places. Task not covered sufficiently; possible missing elements. Lack of structures and language slightly too simplistic for C2. Could have a negative effect on reader. There are errors evident.</p> <p>1 = Sentences not organised/connected <b>and</b> inappropriate for a formal and or an informal email. Therefore, offence of some kind is possible, even likely (over-familiarity, over-formality). Important elements of task not covered. Structure/ vocabulary too simplistic for the level. Major errors throughout, which could even impede understanding</p>
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**Grade boundaries for email writing at Masters level C2**

<b>GRADE</b>	<b><u>MARKS</u></b>
Distinction at C2	4.5 - 5
Merit at C2	4
Pass at C2	3 - 3.5
Pass at C1	2.5
Referred	1 – 2
Ungraded	0



# LISTENING TESTS

## **OVERVIEW**

From Preliminary level upwards, the three mandatory skills: reading, writing and listening, are all given an equal weighting of 0.33, which is applied to the overall grade awarded. Therefore the listening tests are now worth 0.33% of the overall total.

From First Step to Primary levels, the listening tests are still weighted at 20% of the overall total.

FIRST STEP 30 marks	<ul style="list-style-type: none"> <li>• 5 sets of 4 pictures. Tick the word heard.</li> <li>• 5 sets of coloured, multiple objects. Tick the correct picture.</li> </ul>
JUNIOR 30 marks	<ul style="list-style-type: none"> <li>• 5 sets of 4 pictures. Tick the word heard.</li> <li>• Gap-fill dictation. 5 short sentences.</li> </ul>
PRIMARY 30 marks	<ul style="list-style-type: none"> <li>• 5 sentences. 4 illustrated options. Tick the correct picture.</li> <li>• Gap-fill dictation of 10 words in text.</li> <li>• Match jobs, animals, foods etc with names from list.</li> </ul>
PRELIMINARY 50 marks	<ul style="list-style-type: none"> <li>• Five conversations. 4 options for each.</li> <li>• Gap-fill of 10 words.</li> <li>• 4 true / false questions. 1 short written answer relating to job/place of work</li> </ul>
ELEMENTARY 50 marks	<ul style="list-style-type: none"> <li>• Five conversations. 4 options for each.</li> <li>• Gap-fill of 10 words.</li> <li>• 10 true / false questions.</li> </ul>
PRE-INTERMEDIATE 50 marks	<ul style="list-style-type: none"> <li>• Five conversations. 4 options for each.</li> <li>• Gap-fill. 7 gaps are one word. 3 gaps are 2 consecutive words</li> <li>• 10 true / false questions</li> </ul>
INTERMEDIATE 50 marks	<ul style="list-style-type: none"> <li>• Five conversations. 4 options for each.</li> <li>• Gap-fill. 10 gaps. Each gap is 2 consecutive words.</li> <li>• 10 true / false/ doesn't say questions.</li> </ul>
ADVANCED 50 marks	<ul style="list-style-type: none"> <li>• Notes to complete. 10 gaps</li> <li>• The news with 10 true / false/ doesn't say</li> <li>• 5 monologues. 2 x 3-option questions for each.</li> </ul>
PROFICIENCY 50 marks	<ul style="list-style-type: none"> <li>• Monologue (tour-guide type) 5 x 3-option questions, and 5 x fill in missing info</li> <li>• 5 speakers (monologues) 2 x 3-part questions for each</li> <li>• Interview style dialogue 5 x 3-option multiple-choice</li> </ul>
MASTERS 50 marks	<ul style="list-style-type: none"> <li>• Interview dialogue. 8 x 3-option multiple-choice questions.</li> <li>• Dialogue. Match speaker to statement. 5 questions</li> <li>• 2 x monologue extracts. 2 x 3-option questions each</li> <li>• Write notes while listening and then write letter using notes.</li> </ul>

## **FIRST STEP LEVEL 30 marks**

### **Section L1 10 marks**

#### **Word recognition**

There are five sets of four pictures, all representing words from the First Step word list. One word in each set is the key and is spoken on the recording. All the words are nouns.

### **Section L2 20 marks**

#### **Number, colour and object**

There are five sets of pictures showing a number of coloured objects e.g. three yellow flowers. Tick the appropriate picture.

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## **JUNIOR LEVEL 30 marks**

### **Section L1 10 marks**

#### **Word recognition**

There are five sets of four pictures, all representing words from the Junior level word list. One word in each set is the key and is spoken on the recording. All the words are nouns.

### **Section L2 20 marks**

#### **Words in context**

Five short sentences with a missing word in each. They need not all be nouns – for example ‘yellow’, but they will not be purely grammatical words – for example ‘the’. This section has no pictures. It is purely a dictation test.

## **PRIMARY LEVEL 30 marks**

### **Section L1 10 marks**

#### **Word discrimination**

Five sets of options: time, number, date, shape and prepositions of place. All of the options are given on the paper, either as pictures or as words. The candidate hears the key word on the recording in a simple sentence.

### **Section L2 10 marks**

#### **Word recognition in context**

A simple gapped listening of eleven short sentences, with the text on the test paper. Each sentence has one word missing – never the first or last word. The missing word can be any word type.

**Section L3 10 marks****Listening for meaning**

Match five names with the hobby, job, food etc that they belong to.

**A1 PRELIMINARY LEVEL 50 marks****Section L1 10 marks****Listening for Meaning**

Five conversations. 4 options given for each. The candidate listens and chooses the correct option. There are distracters in the conversation, but the answer is always stated explicitly at some point.

**Section L2 20 marks****Word recognition in context**

A gapped listening with the text on the test paper. 10 gaps. Any word type can be gapped.

**Section L3 20 marks****Listening for meaning**

Candidates hear a continuous reading and mark four true / false statements on their papers. The statements appear in the order in which they come up in the script. For the fifth question, candidates must answer a simple question relating to the job/place of work of the person in the text.

**A2 ELEMENTARY LEVEL 50 marks****Section L1 10 marks****Listening for Meaning**

Five conversations. 4 options given for each. The candidate listens and chooses the correct option. There are distracters in the conversation, but the answer is stated clearly.

**Section L2 20 marks****Listening for words in context**

A gapped listening with the text on the test paper. There are ten gaps.

**Section L3 20 marks****Listening for meaning**

A passage with ten true / false statements, which appear in the correct order.

## **A2+ PRE-INTERMEDIATE LEVEL 50 marks**

### **Section L1 10 marks**

#### **Listening for Meaning**

Five conversations. 4 options given for each. The candidate listens and chooses the correct option. There are distracters in the conversation and the answer is not always stated explicitly.

### **Section L2 20 marks**

#### **Listening for words in context**

A gapped listening, with text on the test paper. There are ten gaps. Three of the gaps are two consecutive words.

### **Section L3 20 marks**

#### **Listening for meaning**

A passage with ten true / false statements, which will appear in the correct order.

## **B1 INTERMEDIATE LEVEL 50 marks**

### **Section L1 10 marks**

#### **Listening for Meaning**

Five conversations. 4 options given for each. The candidate listens and chooses the correct option. There are distracters in the conversation and the answer is not always stated explicitly.

### **Section L2 20 marks**

#### **Listening for words in context**

A gapped listening, with the text on the paper. At this level, there are ten gaps. Each gap consists of two words.

### **Section L3 20 marks**

#### **Listening for meaning**

A passage with ten true / false / doesn't say statements, which will appear in the correct order.

**B2 ADVANCED LEVEL 50 marks****Section L1 10 marks****Listening for, and writing in, information**

A page from a notebook to complete with 10 gaps. Candidates will listen for numbers, dates, spelling (names), places, colours, address etc.

**Section L2 20 marks****Listening for meaning**

The news, with 10 true / false/ doesn't say statements.

**Section L3 20 marks****Listening for Information**

Five speakers (monologues). Two 3-options questions for each.

**C1 PROFICIENCY LEVEL 50 marks****Section L1 20 marks****Listening for information**

Tour guide type monologue. There are two types of questions: five 3-part multiple choice and five gapped sentences to complete with information from the recording.

**Section L2 20 marks****Listening for Meaning and Inference**

Five monologues. Two 3-option questions for each. Candidates are listening for the speaker's feelings and opinions as well as facts.

**Section L3 10 marks****Listening for Information**

Interview style dialogue. Five 3-part multiple choice questions for each. Candidates must be prepared to listen for opinion, feeling etc

## **C2 MASTERS LEVEL 50 marks**

**N.B. One element of the listening paper will contribute to the writing mark (W1).**

**Candidates will hear sections L1 and L2 TWICE.**

### **Section L1 16 marks**

#### **Listening for Information**

Eight 3-option multiple-choice questions. The candidate hears an extended interview on a general topic e.g. the travel, holidays, or interests of the interviewee and marks the correct option.

### **Section L2 10 marks**

#### **Listening for Meaning and Inference**

Five x 3-option multiple choice questions. Dialogue extract. Candidates must listen for who holds the opinion, speaker one, speaker two or both.

**Candidates will hear sections L3 and L4 ONCE only.**

### **Section L3 8 marks**

#### **Listening for Meaning and Inference**

2 short monologue extracts, with 2 x three-part multiple choice questions for each one.

### **Section L4 16 marks**

#### **Listening for Information and Note Taking**

The candidate hears a radio advertisement for a concert, sports occasion or similar activity. He or she takes notes while listening. The notes themselves are not marked as part of the examination but he / she writes a letter as instructed using them.

**Candidates are awarded marks for both listening AND writing in this section.**

Listening marks are awarded for content. See below for written marks.

### **Section W1 – 5 marks**

A mark will be awarded out of 5 for style and organisation of the letter written.

# **SPEAKING TESTS**



## **Introduction to Speaking Tests**

If your students are taking part in the Anglia Speaking Tests, they will need extra guidance to make sure that they are well-prepared. Your role as a teacher will be very important to them, so you should know how it works.

### **Decide the level**

The vast majority of students will take the speaking test at the same level as they are taking the reading/writing and listening tests. The fact that speaking is an active skill without time to reflect and correct, is taken into account in setting the marking criteria and task types for each level. Speaking tests are separately certificated at all levels. The candidate will receive two certificates. On the first certificate, they will receive an overall grade and separate percentages for each of the three mandatory skills. On their speaking test certificate they will receive a separate grade.

### **Prepare for the test**

For the levels up to Preliminary, the students need only prepare if they want to do something extra at the test, like perform a rhyme, chant, poem or song. From Elementary onwards, students are expected to prepare specific parts of the test. Please use the preparation topics in this section where provided to give the student an idea of what to expect during the examination. Most students like to prepare, so perhaps you can help and support them, possibly organise mock examinations, so that they know what to expect.

### **Taking the examination**

For the levels up to Pre-intermediate, you can conduct the examinations, if you meet Anglia's Examiner requirements, with your own students or if required an external examiner can conduct them. The examination is recorded as an MP3 and sent to Anglia Examinations in Chichester (UK) for moderation. At Intermediate and above, an external examiner must conduct them. All materials like pictures, exam forms and instructions, will be sent at least one week before the exam date.

## OVERVIEW

LEVEL	TIME (mins)	MATERIALS	TASK1	TASK2	TASK3	Student preparation
<b>First Step</b>	5-7 mins for 3 students	pictures or objects from First Step word list	warm up	a) – naming b) – yes/no	understanding word groups	no
<b>Junior</b>	5-8 mins for 2 students	four A4 pictures	warm up	Identifying actions and objects	answering questions about pictures  3A optional extension	no (unless choosing the extension)
<b>Primary</b>	5-8 mins for 2 students	four A4 pictures  odd-one-out cards	warm up	odd-one-out	answering questions about pictures  3A optional extension	no (unless choosing the extension)
<b>Preliminary (A1)</b>	11 mins for 2 students	five pictures in A4  set of seven narrative pictures	warm up	telling a story in the past simple from picture prompts (3 narrative pictures)	'Spot the difference' information gap exercise  3A optional extension	no (unless choosing the extension)
<b>Elementary (A2)</b>	11 – 12 mins for 2 students	discussion topics	warm up	talking about a familiar picture	Student-student Interview /discussion	students must find 3 pictures and prepare to talk about them
<b>Pre-intermediate (A2+)</b>	10-15 mins for 2 students	Pictures to provide contrast to candidate's photo	warm-up	Talking about picture. Compare it with other (unseen) pictures	talk and discussion	yes — students bring a photo
<b>Intermediate (B1)</b>	15 mins for 2 students	discussion topics  planning an event role cards	warm up	Prepared discussion	discussion and decision-making around organising an event	yes - students prepare answers to the conditional discussion topics
<b>Advanced (B2)</b>	20 mins for 2 students	discussion topics  priority ordering cards	warm up	prepared talk and discussion	discussion and decision-making around priority ordering (8 items)	yes - students prepare a short talk
<b>Proficiency (C1)</b>	20 mins for 2 students	list of discussion topics  readings for discussion	interview-style warm up	discussion of recent issues in the news, from prepared short news items Now much shorter in length	Semi-prepared discussion on topical issues. Individual statements are NOT seen as preparation material	yes — students prepare task 2 and know the topics in advance for task 3
<b>Masters (C2)</b>	20 mins for 2 students	list of discussion topics  readings for discussion	interview-style warm up	Discussion of recent issues in the news, from prepared news articles Now much shorter in length	Unseen debate and discussion on topical issues	yes – students prepare tasks 2

## **FIRST STEP LEVEL** (5–7 mins for 3 students)

### **Task 1: Warm up** (1min)

The students answer the examiner's questions.

- My name is X. What is your name? .....
- How old are you? .....

### **Task 2a: Naming** (1-2 mins)

The examiner points at an object, the candidate says the word:

- e.g. a cake  
a dog

### **Task 2b: Yes/No** (1-2 mins)

The examiner asks yes/no questions, the candidate responds.

- e.g. Is it a bird?  
Is this yellow?  
Is it an apple?  
Is this blue?

### **Task 3: Understanding word groups** (1-2 mins)

The examiner says a group of words consisting of number; colour; object.

The candidate points at, or picks up the objects or cards.

- e.g. [give me] three green cars  
[can you find] three green cars?  
[And now] two red doors;

**Requires preparation by the candidate?** NO

## **JUNIOR LEVEL** (5–8 mins for 2 students)

### **Task 1: Introduction** (1 - 2 minutes)

The examiner encourages the students to talk about one or more of the following topics:

- name
- age
- family (parents; brothers; sisters)
- pets

Lots of question prompts are usually used at this level.

### **Task 2: Answering questions about pictures** (2 - 3 minutes maximum)

The examiner has 2 pictures, each showing a person doing something different. The student chooses the correct picture, according to what the

examiner says e.g. the boy is reading a book. The examiner will then ask one or two further questions relating to that picture – clothes, colours etc.

**Task 3: Answering questions about pictures** (2 - 3 minutes *maximum*)

The examiner has the pictures face down on the table. Each student picks one.

- The examiner points to some objects for the students to name in turn. "What's this?"
- Taking turns, the students find some more.

Example questions:

What's this? (the examiner points to an object; the student answers.)

Where is.....?

What colour is this?

How many.....are there in the picture?

What can **you** see in the picture?

**Task 3a: Optional Extension (where appropriate)** (2 minutes *maximum*)

- The examiner may ask questions about the picture.
- The examiner may ask any or all of the children to perform a chant, rhyme, song or poem they know.

**Requires preparation by the candidate?**

NO (unless choosing the extension)

**PRIMARY LEVEL** (5–8 mins for 2 students)

**Task 1: Introduction** (1 - 2 mins)

The examiner encourages each of the students in turn to talk about one or more of the following topics:

- name
- age
- family ( parents; brothers; sisters)
- pets
- 'favourite' food, colour, animal, etc.

**Task 2: Odd-one-out** (1 - 2 min)

- The examiner shows the students one of the word sets, says all four words aloud and then says which is the odd-one-out, and why.
- The examiner shows several sets of these to the students and asks them in turn to - say each of the four words aloud

- say which is the odd-one-out and why.

Example:

e.g. "cat, dog, cake, fish. The cake is the odd one out because it's a food. It's not an animal."

Read these words now, please. Which is the odd-one-out? Why?

### **Task 3: Answering questions about pictures** (3 mins)

The examiner has the pictures face down on the table. The student picks one.

- The examiner points to some objects *and* actions for each student to name, and says some for each student to find.
- The students find some more in turn.
- Each of the students may pick another card or stay with the first, according to how well it is going.

Examples:

What's this? (the examiner points to object; the student answers.)

Where is..... ?

What colour is this?

How many..... are there in the picture?

What is he doing?

What can **you** see in the picture?

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### **Task 3a: Optional Extension (where appropriate) (2 - 3 mins)**

- The examiner may ask any or all of the children to perform a chant, rhyme, song or poem they know.

**Requires preparation by the candidate?**  
extension)

NO (unless choosing the

## **A1 PRELIMINARY LEVEL** (11 mins for 2 students)

### **Task 1: Introduction** (2 mins)

The examiner invites each of the students in turn to talk about him/herself using any of the following prompts.

#### 1. family

- Have you got any brothers and sisters?
- What are the differences between them?
- How old are they?
- Who is the eldest/ youngest?
- Have you got grandparents?
- Do you see them often?
- Have you got any pets?
- Tell me about your pets/cat/dog/hamster etc

## 2. home

- Can you describe your house?
- What is your favourite place/room?
- Why is it your favourite room?
- Have you got a bedroom of your own or do you share it?
- Which is the biggest/smallest room?
- 
- Where is the television/ computer/ sofa etc (encourage use of prepositions of place: near, next to, in, etc.
- Have you got a garden?
- What do you do in the garden?

## 3. free time

- What are your hobbies?
- What is your favourite sport?
- What do you like watching on television?
- What do you do on Saturdays? (encourage present simple)
- What did you do yesterday after school/last weekend? (encourage past simple)

**Task 2: Telling a story from pictures** (3 mins)

The students are given three pictures which show a simple narrative. The assessor asks one or two past simple questions to elicit the beginning of the story. e.g. Where did Steven go last weekend? (He went to the park) What did he do there? (He played football with his friends) The examiner asks each of the students in turn to say what happened in the story. The assessor will ask as many questions as necessary to facilitate this.

**What .....**?

**Where.....**?

**How many.....**?

**Why.....**?

**Task 3: Spot the difference information gap exercise** (3 mins)

The students are given one picture each of the odd-one-out set. They talk to each other to find where the differences are in the two pictures. They should not show each other their pictures but question each other to work out the differences. The candidates should take the pictures as prompts to use their English.

Written flash-card prompts are placed on the table to help candidates ask suitable questions to find the differences.

e.g. Is there a ....? What colour....? How many....? Have you got a ....?

**Task 3a: Optional Extension** (where appropriate) (2-3 mins)

The examiner may ask any or all of the children to perform a chant, rhyme, song or poem they know.

**Requires preparation by the candidate?**  
extension)

NO (unless choosing the

## **A2 ELEMENTARY LEVEL** (11–12 mins for 2 students)

### **Task 1: Warm Up/Introduction** (3 mins)

The examiner invites each of the students in turn to talk about him/herself.

Example Questions:

- How many brothers and sisters have you got?
- Do you like animals? Have you got any pets? What do they eat, etc?
- Do you go on holiday with your family sometimes? Where do you go?

### **Task 2: Talking about a familiar picture** (4 mins)

The examiner invites each of the students in turn to talk about the pictures he/she has brought to the exam.

**N.B. Pictures that work well are holiday photos, family events, parties etc**

**Portrait pictures are not suitable for this task**

Example conversation: This looks like a very interesting picture. Tell me about it.

... Who's that? When was it taken? (for a photograph) Where did you get it? (for a picture from a magazine). Why did you choose this picture? (e.g. picture of family at the beach) Do you go there often? (e.g. picture of a famous person) Would you like to be famous/ a pop star/ in a band? etc.

### **Task 3: Discussion Topics** (4 mins)

The students each choose a topic from the list. They then interview each other on this topic.

**Example topics:**

- my favourite day of the year
- my favourite TV programme
- how I spend my free time in the evenings and at weekends
- my best and worst subjects at school
- what I use a computer for

**Requires preparation by the candidate?**  
pictures to

YES, candidates prepare 3  
talk about in task 2

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## **A2+ PRE-INTERMEDIATE LEVEL** (10–15 mins for 2 students)

### **Task 1: Warm Up/Introduction** (2–4 mins)

The examiner invites the student to talk about him/herself. The students should ask each other questions.

### **Task 2: Talking about pictures** (4–5 mins)

The examiner invites each of the students in turn to talk about the picture he/she has brought to the exam. The examiner then provides a picture of the same topic (eg holiday, hobby) but with different content and encourages the candidate to compare.

Example conversation: This looks like a very interesting picture. Tell me about it.

... Here's another picture of a different type of holiday. Can you tell me what is different about the pictures? Which kind of holiday looks best to you?

### **Task 3: Unprepared talk and follow-up questions** (4 - 6 mins)

Students will discuss their likes and dislikes, their favourite or their least favourite things:

e.g. my favourite person  
my favourite subject at school  
the food I dislike most  
a television programme I don't like

The students are invited to have an interactive conversation: they ask each other questions and comment on what is being said.

**Requires preparation by the candidate?**

YES, candidates bring one photograph

## **B1 INTERMEDIATE LEVEL** (15 mins for 2 students)

### **Task 1: Introductory warm-up** (2–4 mins)

Ask the students about themselves. Ask about dreams, hopes and ambitions for the future.

### **Task 2: Prepared discussion** (4 - 6 mins)

The topics have been handed out beforehand. The questions are all hypothetical conditions.

The students take turns to say what they would do/be and answer any follow up questions from the other student.



Example topics:

Where would you most like to spend a weekend with friends?

1. Shopping
2. Rock climbing
3. Playing on the computer
4. Swimming in the sea
5. Horse riding
6. Doing nothing much

**Task 3: Planning an event** (4 - 6 mins)

Example 3: You and your partner have the job of organising a picnic for 10 people. The picnic is a surprise for your friend's birthday.

Think about what you are going to eat and drink, what kind of plates etc you will have (if any) and how you are going to carry it to the picnic place.

You must give brief reasons to explain your choices

**Requires preparation by the candidate?** YES, candidates prepare answers to the conditional discussion topics for task 2

**B2 ADVANCED LEVEL** (20 mins for 2 students)

**Task 1: Introductory warm-up** (2-4 mins)

Each student is asked to introduce him or herself. The students are prompted to ask each other questions about their lives, and in particular their interests, skills and talents, hopes and so on.

**Task 2: Prepared talk and discussion** (8-10 mins)

Each student gives a short presentation (2 - 3 minutes) on a topic from the list. Then students respond to one another's presentations for about 3 minutes each.

Example topics:

1. The Olympics should not be held in different countries every time. It should always be held in Greece. Do you agree?
2. It is too late to save the planet. Do you agree?
3. One day computers will be able to think for themselves and even have feelings. Do you agree?

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4. In 20 years time, Chinese will be more important than English. Do you agree?
5. Religion is best kept just as a private matter. Do you agree?

**Task 3: Free discussion and decision-making** (about 8 mins)

Priority ordering – each student draws a card containing a list of subjects, the order of importance of which they have to decide on with their partner **by negotiation**.

Example:

Is your school a good one? What makes a good school?  
Decide which of the following are most important in making a school a good one by ranking them in order of importance 1 (the most important) to 8 (the least important).

- \* INTERESTING LESSONS
- \* STRICT DISCIPLINE
- \* A FRIENDLY HEAD TEACHER
- \* GOOD TEACHERS
- \* CLEVER STUDENTS
- \* SUPPORTIVE PARENTS
- \* WELL-BEHAVED STUDENTS
- \* A STRONG HEAD TEACHER

**Requires preparation by the candidate?**

talk on  
for task 2

YES, candidates prepare a short  
one of the topics

**C1 PROFICIENCY LEVEL** (20 mins for 2 students)

**Task 1: Introductory warm up** (up to 4 mins)

The object here is to give the students the opportunity to feel more comfortable and to be able to warm up by asking the candidates to introduce themselves and tell why they are taking the examination. Explore any particular academic, vocational or professional ambitions they may have.

Among the questions used are:

- What's your name and number? (This is a necessary double check with the name and number previously recorded).
- Would you please tell something about yourself? Other questions are admissible such as:
- How long have you been learning English?
- What are your future plans?

**Task 2: Discussion of recent issues in the news** (up to 8 mins)

The two readings which the students have prepared are on the table. Each candidate is asked which reading they would like to talk about.

Candidates begin by talking about the article uninterrupted, after which the examiner will explore the issues with them.

For example, a short article about computer games and the internet may be followed by questions like this:

Suggested Points to consider

- How many hours a week do you spend playing video games or playing games online?
- Is it something only boys do?
- What are the dangers of video games or being online?
- Do violent games really desensitise the players to violence?
- Would a classification and censorship system such as this work?
- Are there any benefits, educational or otherwise, of video games and online games?

**Task 3: Semi-prepared topic for discussion (up to 8 mins)**

Candidates have been given three possible topics for discussion in advance of the exam. Two of those topics are placed on the table. Ask each candidate which topic they have chosen. Then choose at random one of the statements in that group and invite each candidate to speak. These are **not** given to the candidates as preparation material. The object of this part is to let the candidates speak uninterrupted, after which you will stimulate debate with them. It is at the examiner's discretion when to begin prompting.

Example topic:

**GROUP ONE: TOURISM**

**The individual statements or questions are NOT seen by the candidates before the exam.**

1. Tourism will have to be severely reduced to save the planet.
2. Tourism is the single most important way we will all learn to understand each other.
3. There is a big difference between 'tourism' and 'travel'.
4. Tourism is not good for a country because most of the jobs it creates are poorly paid servants.
5. The popularity of tourism proves that this is something all human beings love doing.

**Requires preparation by the candidate?**  
material for  
task 3

YES, candidates prepare  
task 2 and topic vocabulary for

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## **C2 MASTERS LEVEL** (20 mins for 2 students)

### **Task 1: Introductory warm up** (*up to 4 mins*)

The object here is to give the students the opportunity to feel more comfortable and to be able to warm up by asking the candidates to introduce themselves and tell why they are taking the examination.

Among the questions used are:

- What's your name and number? (This is a necessary double check with the name and number previously recorded).
- Would you please tell something about yourself and why you are taking this examination?

Other questions could be used such as:

- How long have you been learning English?
- Why did you want to learn it?
- What do you expect to be doing in, say, 20 years' time.
- How do you expect the world to have changed by then?

### **Task 2: Discussion of recent issues in the news** (*up to 8 mins*)

Candidates have prepared the two newspaper articles for this level. They are on the table. Each candidate is asked which article they would like to talk about.

The candidates begin by saying anything they have to say about the article uninterrupted, after which the examiner will explore the issues with them.

For example, a newspaper article about nepotism, corruption, royalty and the animal world may be followed by questions like this:

Possible points to explore. **These are not given to the candidates as preparation material.**

- Can/should we make any deductions about human society by looking at animal 'society'?
- How much of what we do is nature (DNA, genes) and how much is nurture, do you think?
- Is hierarchy in society inevitable? Is a completely egalitarian society possible to achieve?
- Is conflict and cheating in society inevitable? Or is it possible to prevent them?
- Can everything about human society be explained by 'evolution'? If not, what else could explain it?
- Is a worker's life always 'drudgery'? Is a Royal life a desirable one?

**Task 3: Unseen debate and discussion** (up to 8 mins)

Each candidate is asked to choose one of four previously unseen statements. The candidate is invited in turn to give their opinions about it. The object of this part is to let each candidate explain their point of view naturally, after which the examiner will stimulate debate with them.

Example card:

**STATEMENT 1**

People should have the right to choose when, where and how they die.

**STATEMENT 2**

Life is sacred. Suicide, for whatever reason, is always wrong.

**STATEMENT 3**

Looking after one's own young is so basic a human instinct that we should not try and deny it. Mothers should never leave their babies before they are about three years old at least. If they do the baby suffers from mother deprivation and the mother suffers from baby deprivation.

**STATEMENT 4**

There are many ways of bringing up babies that needn't include the mother as the person who is with them most of the day. Babies need not suffer from this; indeed they often benefit from it.

**Requires preparation by the candidate?**  
material for

YES, candidates prepare  
task 2

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# Marking Criteria Speaking Tests

<b>D</b>	= Distinction
<b>M</b>	= Merit
<b>P</b>	= Pass
<b>R</b>	= Refer
<b>U</b>	= Ungraded

## FIRST STEP

	COMMUNICATION/ CONTENT	PRONUNCIATION	RANGE OF VOCABULARY/ GRAMMATICAL ACCURACY
<b>D</b>	The student can comfortably participate in the activities.	Clearly understandable throughout.	The student is clearly at ease with most of the basic words and minimal structures of the level.
<b>M</b>	The student can participate in the activities with significant prompting.	Sufficiently adequate to be understandable.	The student knows some of the basic words and grammatical structures of the level.
<b>P</b>	The student can only participate in the activity with a lot of help and prompting.	Poor, but understandable at least some of the time.	The student knows a few of the most basic words and grammar needed for the level.
<b>R</b>	The student cannot get going in the activity in spite of seeming to try.	The student cannot be understood most of the time.	The student knows too few words to participate in the test.
<b>U</b>	Student says <i>nothing</i> or virtually nothing in English.		

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## JUNIOR, PRIMARY AND PRELIMINARY (A1)

	COMMUNICATION/ CONTENT	PRONUNCIATION	RANGE OF VOCABULARY/ GRAMMATICAL ACCURACY
<b>D</b>	The student can comfortably respond to the examiner's questions.	Clearly understandable throughout the test.	The student is clearly at ease with the basic words and grammatical structures of the level.
<b>M</b>	The student understands the examiner most of the time and gives a correct answer to at least half the questions.	Sufficiently adequate to be understandable.	The student knows the basic words and grammatical structures of the level. There may be a few errors.
<b>P</b>	The student understands a good proportion of the questions, and gives some right answers.	Poor, but understandable at least half the time.	The student knows the most basic words and grammar needed for the level although there are obvious errors/omissions.
<b>R</b>	A combination of not answering and answering wrongly, making communication impossible.	The student cannot be understood most of the time.	The student knows insufficient basic words or grammar to participate in the test.
<b>U</b>	No communication in English taking place at all.		

## A2 ELEMENTARY

	COMMUNICATION	CONTENT	PRONUNCIATION	VOCABULARY	GRAMMAR
<b>D</b>	Communication is effective for the situation even though answers may be short and hesitation may be noticeable. Within the limitations of the level there is good interaction.	Shows the ability to speak adequately about the subjects.	Words are very well articulated and can easily be understood.	A good range of vocabulary appropriate for the tasks at this level.	The grammatical forms of the level are confidently used for most of the test. There will be inaccuracies and inappropriate uses when the candidate attempts grammatical forms outside the level.
<b>M</b>	There is active participation during the conversation, even if many prompts are needed and there is a lot of hesitation.	Has the ability to speak sufficiently about the subject and can react adequately.	Good articulation but there may be some mistakes.	An adequate range of vocabulary is used to cover all the subjects discussed, though help may have to be given.	The candidate's use of the grammatical forms of the level is sufficient for all the tasks, although there may be errors.
<b>P</b>	Some communication with the examiner takes place but it tends to be only on repeated prompts, only with short answers and with limited scope for active participation.	Can speak about the subjects in a basic way, but no more than that.	Words are sufficiently well pronounced to be understood even if there are many mistakes.	Vocabulary is very limited for the level, but is just sufficient to cover most of the subjects discussed.	There may be many obvious or even basic mistakes, but the use of grammatical forms appropriate to the level is adequate for understandable exchanges to take place.
<b>R</b>	Poor communication with the examiner.	Cannot speak intelligibly about the subjects.	Very poor articulation, virtually impossible to understand.	Vocabulary is not at all adequate for the situation.	The grammatical structures available to the candidate are insufficient. There are very few accurate structures observed at all.
<b>U</b>	Little or no communication in English takes place at all.				

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## A2+ PRE-INTERMEDIATE

	COMMUNICATION	CONTENT	PRONUNCIATION	VOCABULARY	GRAMMAR
<b>D</b>	Communication is effective and comprehensible for the level. It may mostly be short answers but a reasonable attempt at more extended responses is made too.	Shows the ability to speak more than adequately about the subjects, is clear, and can add personal views.	Words are very well articulated and can easily be understood.	A wide range of vocabulary appropriate for the level is well used.	The grammatical forms of the level are used with reasonable confidence for most of the test.
<b>M</b>	There is active participation during the conversation, even if many prompts are needed.	Has the ability to speak sufficiently about the subject and can react adequately.	Good articulation but there may be some mistakes.	An adequate range of vocabulary is used to cover all the subjects discussed.	The candidate's use of the grammatical forms of the level is sufficient for all the tasks at this level, although there may be errors.
<b>P</b>	Some communication with the examiner takes place with prompting and assistance from the examiner.	Can speak about the subjects but in a very limited way.	Words are sufficiently well pronounced to be understood even if there are many mistakes.	Vocabulary is very limited for the level, but is just sufficient to cover most of the subjects discussed.	There may be obvious or even basic mistakes, but the use of grammatical forms appropriate to the level is still adequate.
<b>R</b>	Poor communication with the examiner.	Cannot speak intelligibly about the subjects.	Very poor articulation, virtually impossible to understand.	Vocabulary is not at all adequate for the situation.	The grammatical structures available to the candidate are insufficient. There are very few accurate structures observed at all.
<b>U</b>	Little or no communication in English takes place at all.				

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## B1 INTERMEDIATE

	COMMUNICATION	CONTENT	PRONUNCIATION	VOCABULARY	GRAMMAR
<b>D</b>	Can keep going comprehensibly and express most of what he/she wants to say. There may be pausing for grammatical and lexical planning. Can do more than just short answers or sentences but may occasionally need to go back over phrases, repair mistakes etc.	Covers the subjects of discussion satisfactorily.	Clear pronunciation and stress/intonation .	Uses appropriate words and idiom for the tasks at this level.	Inaccuracies and inappropriate uses, but generally confident with the structures demanded by the tasks.
<b>M</b>	Candidate is reasonably fluent but has false starts and repairs.	Covers the subject adequately.	Reasonable. Pronunciation and stress / intonation.	Adequate words and idiom for all the tasks at this level	Mistakes are made but do not seriously break up the flow.
<b>P</b>	Candidate can manage tasks and contribute effectively to the discussion but needs obvious prompting and help to keep going.	Can cover the subject adequately but needs help and prompting.	Mother tongue easily detected and leading to oddities in stress and intonation, but not generally interfering with understanding.	Just about adequate words and idiom for the tasks, with prompting and help.	Mistakes but can keep going and make him/herself understood.
<b>R</b>	Pauses and hesitation indicating lack of adequate range in candidate's spoken English to cope with the tasks at this level.	Does not cover the subject. Is very hesitant about what to say, even with prompting and help.	Flow of pronunciation and intonation not inspiring confidence in the speaker having an intermediate level of spoken English.	Vocabulary too limited to be called functional at this level.	Mistakes indicating intermediate grammar in spoken English not quite achieved.
<b>U</b>	Little or no communication in English takes place at all.				

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## B2 ADVANCED

	COMMUNICATION	CONTENT	PRONUNCIATION	VOCABULARY	GRAMMAR
<b>D</b>	Can produce extended stretches of language with fairly even tempo and interact without placing strain on the participants. May need to hesitate and pause for thought.	Covers the subjects of discussion well. Can tackle every aspect of the conversation and discussion even if it is an effort.	Good, clear pronunciation and stress /intonation.	Uses a variety of appropriate words and idiom.	Some inaccuracies and inappropriate uses, but generally confident with the structures demanded by the tasks.
<b>M</b>	Candidate is reasonably fluent but some unevenness of tempo and longer pauses for thought.	Covers the subjects satisfactorily. Effort made not too distracting for participants.	Reasonable. Pronunciation and Stress / intonation.	Adequate words and idiom for all the tasks.	Mistakes are made but do not usually break up the flow.
<b>P</b>	Candidate can make his/her way through the interactions but the effort is very obvious and could be distracting for the flow of conversation.	May not say what he/she thinks but rather what he/she can say, leading to blocked discussion, but not a complete stop.	Mother tongue easily detected and leading to oddities in stress and intonation, but not generally interfering with understanding.	Just about adequate words and idiom for all the debate and discussion, even if some paraphrase noted when a true expression is missing.	Mistakes, but can continue and make him/herself understood.
<b>R</b>	Pauses and hesitation indicating lack of adequate range in candidate's spoken English to cope with the tasks.	Does not confidently cover the subject. Is very hesitant about what to say.	Flow of pronunciation and intonation not inspiring confidence in the speaker having an advanced level of spoken English.	Vocabulary too limited to be called functional at this level.	Mistakes indicating advanced grammar in spoken English not quite achieved.
<b>U</b>	Little or no communication in English takes place at all.				

SPK

## C1 PROFICIENCY

	COMMUNICATION	CONTENT	PRONUNCIATION	VOCABULARY	GRAMMAR
<b>D</b>	Candidate can express him/herself fluently and spontaneously. Sentences are well formulated but may hesitate when the topic of discussion is difficult.	Can tackle almost all aspects of the conversation and discussion without too much effort, although some is detected.	Good, clear pronunciation and stress/ intonation, but some mother tongue interference noticeable.	Uses a good variety of words and idioms. Is not worried by the different turns the conversation takes, but lacks full control of nuance.	Some inaccuracies and inappropriate uses, expected at C1 level.
<b>M</b>	Candidate is fluent without much hesitation. Candidate keeps the conversation going well. Answers and reactions are to the point. Functionally competent in the language.	Covers the subjects satisfactorily.	Confident pronunciation and stress / intonation.	Good variety of words and idiom without too much observable effort.	A few mistakes and occasional inappropriate utterances.
<b>P</b>	Candidate is fluent but pauses and hesitates and delivery does not always come across as effortless.	Covers the subjects. May go round points, too, to get over a difficulty in expressing something.	Mother tongue easily detected and leading to oddities in stress and intonation, but not generally interfering with understanding.	Adequate words and idiom for all the debate and discussion, even if some paraphrase noted when a true expression is missing.	Some mistakes.
<b>R</b>	Pauses and hesitation indicating lack of spontaneity in candidate's ability to use spoken English.	Does not confidently cover the subject. Is hesitant about what to say for language reasons rather than conceptual ones.	Flow of pronunciation and intonation not inspiring confidence in the speaker's proficiency in spoken English.	Vocabulary too limited to be called fully functional in any situation.	Mistakes indicating proficient grammar in spoken English not quite achieved.
<b>U</b>	Little or no communication in English takes place at all.				

SPK

## C2 MASTERS

	COMMUNICATION	CONTENT	PRONUNCIATION	VOCABULARY	GRAMMAR
<b>D at C2</b>	Candidate is completely fluent, and fully functional in spoken English. Sentences are well formulated. Reactions and answers are appropriate in length and to the point. No more hesitation than a native speaker might employ while thinking about what to say.	Fully covers any subject raised. Unfazed by any subject. Only hesitation conceptual rather than linguistic.	Good, clear pronunciation and stress /intonation. Skilled use of the rhythm of the conversation.	Uses wide variety of appropriate words and idiom. Is not worried by any turn the conversation might take.	Very rare inaccuracies in grammar. Very few inappropriate uses, which may be seen also not as mistakes but as part of the candidate's personal dialect.
<b>M at C2</b>	Candidate is fluent without much hesitation. Candidate keeps the conversation going well. Answers and reactions are to the point. Fully functional almost to native speaker level.	Covers all subjects very well.	Good confident pronunciation and stress / intonation.	Good variety of words and idiom without observable effort.	Rare mistakes. Very occasional inappropriacies, but these never interfering with the flow of the conversation.
<b>P at C2</b>	Candidate is fluent but hesitates to consider his/her words a little more than a native speaker might.	Covers complex subjects adequately. Keeps the flow.	Mother tongue detected, leading to some slight oddities in stress and intonation	Adequate variety of words and idiom for all the debate and discussion.	Occasional mistakes, but these still incidental.
<b>P at C1</b>	Candidate can express him/herself fluently and spontaneously. Sentences are well formulated but may hesitate when the topic of discussion is difficult.	Can tackle almost all aspects of the conversation and discussion without too much effort, although some is detected.	Good, clear pronunciation and stress/ intonation, but some mother tongue interference noticeable.	Uses a good variety of words and idioms. Is not worried by the different turns the conversation takes, but lacks full control of nuance.	Some inaccuracies and inappropriate uses, expected at C1 level.
<b>R</b>	Pauses and hesitation indicating that candidate has not got a full mastery of the spoken language yet.	Does not confidently cover the subject. Is hesitant about what to say for language reasons rather than conceptual ones.	Flow of pronunciation and intonation not inspiring confidence in the speaker's mastery of spoken English.	Vocabulary too limited to be called fully functional in any situation.	Mistakes more than incidental indicating total mastery of grammar in spoken English not quite achieved.
<b>U</b>	Little or no communication in English takes place at all.				

SPK

# PERFORMANCE DESCRIPTORS

## **FIRST STEP LEVEL**

The student

- has a basic vocabulary recognition of about 100 words
- can read and follow simple instructions
- can understand the language of basic identification

## **JUNIOR LEVEL**

The student

- has a basic vocabulary recognition of about 200 words
- knows how to describe present actions
- can identify and describe basic location and position
- can follow a short, simple written text

PD

## **PRIMARY LEVEL**

The student

- has a basic active vocabulary of about 300 words
- can tell the time
- can describe present actions, give personal and family information, describe habits, routines, and everyday activities
- can communicate when and how often an action or event takes place
- can form questions and negatives

## **PRELIMINARY LEVEL (A1)**

The student

- has a basic active vocabulary of about 400 words
- can communicate present and past events, recently completed actions and life experiences
- can communicate where things are and when things happen
- can express opposites, comparisons and ownership
- can ask questions, answer questions, and write full sentences
- can use everyday expressions and phrases to cope in familiar and concrete situations

**ELEMENTARY LEVEL (A2)**

The student has sufficient active vocabulary and structural understanding to

- write a short connected text on descriptive or narrative topics
- read and understand a text from a familiar range of topics
- ask and answer questions about past or present events
- distinguish between and use a variety of tenses in familiar contexts: past, present and future
- express basic intention, purpose, obligation, preference and advice
- express simple opinions or requirements in a familiar context
- communicate a simple and direct exchange of information on familiar and routine matters

**PRE-INTERMEDIATE LEVEL (A2+)**

The student has sufficient active vocabulary and structural understanding to

- write a short connected text on descriptive, narrative or imaginary topics
- read and understand a text from a familiar range of topics
- distinguish between and use a variety of tenses: past, present and future
- ask and answer questions about past or present or future events
- express basic intention, purpose, obligation, preference, advice, agreement and disagreement, hypothesis and process
- express opinions on matters which may be of limited, cultural or abstract interest as well as factual needs and requirements

**INTERMEDIATE LEVEL (B1)**

The student has sufficient active vocabulary and structural understanding to

- write clear connected text on descriptive, narrative or imaginary topics
- describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans
- read and understand texts from both concrete or abstract topics
- distinguish between and use a variety of tenses: past, present and future
- ask and answer questions about past or present or future events
- express basic intention, purpose, obligation, preference, advice, agreement and disagreement process and hypothesis including regret and consequence
- repeat messages, pass on information, check facts
- understand non-routine information and cope with limited, unfamiliar contexts

**ADVANCED LEVEL (B2)**

The student has a good active vocabulary and structural understanding, and can

- write clear connected text on descriptive, narrative, imaginary or discursive topics



- write letters, both formal and informal
- explain and discuss a viewpoint on a topical issue, giving advantages and disadvantages
- understand and respond to the main points of a text on any topic, concrete or abstract
- use language to perform any function likely to arise in a normal social or learning context
- manipulate structures to create emphasis, and vary style and idiom
- listen and respond to passages and questions in a variety of forms, delivered at a measured speaking pace
- interact with a degree of fluency and spontaneity

### **PROFICIENCY LEVEL (C1)**

The student has a very good active vocabulary and structural understanding, and can therefore undertake a course of study in English in further or higher education. The student can successfully

PD

- write clear, organised text on descriptive, narrative, or discursive topics, including giving opinion and explaining the advantages and disadvantages of a given issue
- write letters, both formal and informal
- read and respond to a longer text on any topic, concrete or abstract
- understand implicit meaning and inference
- provide an accurate summary of a text
- use language to perform any function likely to arise in a normal social or learning context
- manipulate structures to create emphasis, and vary style and idiom
- listen and respond accurately to passages and questions in a variety of forms and contexts, delivered at a normal speaking pace
- communicate with a good degree of fluency and cope with abstract expressions and non-standard situations

### **MASTERS LEVEL (C2)**

The student can confidently manipulate the language and use it both for any study or professional purpose. Building on proficiency level, the student can successfully

- take notes while listening to information given at normal speaking pace and then use those notes for a targeted task
- take notes from a long text on any topic and use those notes to argue a case in clear, organised written text
- show understanding of a variety of texts in both a detailed and global way
- understand and produce language in a variety of styles and idioms
- construct arguments and accounts in a coherent presentation
- differentiate finer shades of meaning even in complex situations
- advise on or talk about complex or sensitive issues, understanding colloquial and metaphorical references
- deal confidently with any situation encountered

# VOCABULARY LISTS

## First Step

### Alphabetical vocabulary list

Words in red are the American (US) form/equivalent for the corresponding British word.

#### Grammatical Key

<i>adj</i>	adjective
<i>adv</i>	adverb
<i>conj</i>	conjunction
<i>det</i>	determiner
<i>excl</i>	exclamation
<i>int</i>	interrogative
<i>n</i>	noun
<i>poss</i>	possessive
<i>prep</i>	preposition
<i>pron</i>	pronoun
<i>v</i>	verb

#### A

<b>a</b> <i>det</i>	<b>animal</b> <i>n</i>
<b>an</b> <i>det</i>	<b>apple</b> <i>n</i>

#### B

<b>baby</b> <i>n</i>	<b>bike</b> <i>n</i>	<b>box</b> <i>n</i>
<b>bag</b> <i>n</i>	<b>bird</b> <i>n</i>	<b>boy</b> <i>n</i>
<b>ball</b> <i>n</i>	<b>black</b> <i>adj</i>	<b>brother</b> <i>n</i>
<b>banana</b> <i>n</i>	<b>blue</b> <i>adj</i>	<b>bus</b> <i>n</i>
<b>bed</b> <i>n</i>	<b>book</b> <i>n</i>	

#### C

<b>cake</b> <i>n</i>	<b>chair</b> <i>n</i>	<b>computer</b> <i>n</i>
<b>car</b> <i>n</i>	<b>chocolate</b> <i>n</i>	<b>cross</b> <i>v+n</i>
<b>cat</b> <i>n</i>	<b>colour</b> <i>v+n</i> (color)	

#### D

<b>day</b> <i>n</i>	<b>door</b> <i>n</i>	<b>draw</b> <i>v</i>
<b>dog</b> <i>n</i>	<b>down</b> <i>adv+prep</i>	

#### E

<b>ears</b> <i>n</i>	<b>eight</b> <i>det</i>
<b>egg</b> <i>n</i>	<b>eyes</b> <i>n</i>

#### F

<b>face</b> <i>n</i>	<b>five</b> <i>det</i>	<b>football</b> <i>n</i> (soccer)
<b>father</b> <i>n</i>	<b>flower</b> <i>n</i>	<b>four</b> <i>det</i>
<b>fish</b> <i>n</i>	<b>food</b> <i>n</i>	<b>Friday</b> <i>n</i>

#### G

<b>garden</b> <i>n</i>	<b>goodbye</b> <i>excl</i>
<b>girl</b> <i>n</i>	<b>green</b> <i>adj</i>

#### H

<b>hello</b> <i>excl</i>	<b>house</b> <i>n</i>
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#### I

<b>it</b> <i>pron</i>	<b>ice cream</b> <i>n</i>
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VOC

**L**

**letter** *n*                      **line** *n*                      **listen** *v*

**M**

**Monday** *n*                      **mother** *n*                      **mouth** *n*

**N**

**nine** *det*                      **nose** *n*

**O**

**one** *det*                      **orange** *adj*

**P**

**pen** *n*                      **pizza** *n*

**R**

**red** *adj*

**S**

<b>Saturday</b> <i>n</i>	<b>sister</b> <i>n</i>	<b>stand</b> <i>v</i>
<b>school</b> <i>n</i>	<b>sit</b> <i>v</i>	<b>stop</b> <i>v</i>
<b>seven</b> <i>det</i>	<b>six</b> <i>det</i>	<b>Sunday</b> <i>n</i>

**T**

<b>table</b> <i>n</i>	<b>the</b> <i>det</i>	<b>train</b> <i>n</i>
<b>teacher</b> <i>n</i>	<b>three</b> <i>det</i>	<b>tree</b> <i>n</i>
<b>television</b> <i>n</i>	<b>Thursday</b> <i>n</i>	<b>Tuesday</b> <i>n</i>
<b>ten</b> <i>det</i>	<b>touch</b> <i>v</i>	<b>two</b> <i>det</i>
<b>tennis</b> <i>n</i>	<b>tick</b> <i>v+n</i>	

**U**

**up** *adv+prep*

**W**

<b>Wednesday</b> <i>n</i>	<b>white</b> <i>adj</i>	<b>word</b> <i>n</i>
<b>week</b> <i>n</i>	<b>window</b> <i>n</i>	

**Y**

**yellow** *adj*

## Junior Level

### Alphabetical vocabulary list

#### Grammatical Key

<i>adj</i>	adjective
<i>adv</i>	adverb
<i>conj</i>	conjunction
<i>det</i>	determiner
<i>excl</i>	exclamation
<i>int</i>	interrogative
<i>n</i>	noun
<i>poss</i>	possessive
<i>prep</i>	preposition
<i>pron</i>	pronoun
<i>v</i>	verb

Words in red are the American (US) form/equivalent for the corresponding British word.

#### A

<b>am</b> <i>v</i>	<b>are</b> <i>v</i>	<b>August</b> <i>n</i>
<b>answer</b> <i>n</i>	<b>arm</b> <i>n</i>	
<b>April</b> <i>n</i>	<b>at</b> <i>prep</i>	

#### B

<b>basketball</b> <i>n</i>	<b>best</b> <i>adj+adv</i>	<b>body</b> <i>n</i>
<b>bath</b> <i>n</i>	<b>bicycle</b> <i>n</i>	<b>boots</b> <i>n</i>
<b>bathroom</b> <i>n</i>	<b>big</b> <i>adj</i>	<b>bowl</b> <i>n</i>
<b>bear</b> <i>n</i>	<b>biscuits</b> <i>n</i> (cookie)	<b>breakfast</b> <i>n</i>
<b>bedroom</b> <i>n</i>	<b>blackboard</b> <i>n</i>	<b>brown</b> <i>adj</i>
<b>behind</b> <i>prep</i>	<b>boat</b> <i>n</i>	

#### C

<b>carrot</b> <i>n</i>	<b>classroom</b> <i>n</i>	<b>crocodile</b> <i>n</i>
<b>cassette-player</b> <i>n</i>	<b>clock</b> <i>n</i>	<b>cup</b> <i>n</i>
<b>children</b> <i>n</i>	<b>clothes</b> <i>n</i>	<b>cupboard</b> <i>n</i>
<b>choose</b> <i>v</i>	<b>cook</b> <i>v+n</i>	

#### D

<b>December</b> <i>n</i>	<b>dolphin</b> <i>n</i>	<b>duck</b> <i>n</i>
<b>desk</b> <i>n</i>	<b>dress</b> <i>n</i>	
<b>dinner</b> <i>n</i>	<b>drink</b> <i>v+n</i>	

#### E

<b>eat</b> <i>v</i>	<b>elephant</b> <i>n</i>	<b>exam</b> <i>n</i>
<b>eighteen</b> <i>det</i>	<b>eleven</b> <i>det</i>	

#### F

<b>family</b> <i>n</i>	<b>floor</b> <i>n</i>	<b>friend</b> <i>n</i>
<b>favourite</b> <i>adj</i> (favorite)	<b>foot/feet</b> <i>n</i>	<b>fruit</b> <i>n</i>
<b>February</b> <i>n</i>	<b>fork</b> <i>n</i>	
<b>fifteen</b> <i>det</i>	<b>fourteen</b> <i>det</i>	

#### G

<b>glass</b> <i>n</i>	<b>grass</b> <i>n</i>
<b>go</b> <i>v</i>	<b>grey</b> <i>adj</i> (gray)

VOC

## H

hair *n*  
hamburger *n*  
hands *n*  
happy *adj*  
has *v*

hat *n*  
have *v*  
he *pron*  
head *n*  
helicopter *n*

her *pron*  
his *pron*  
home *n*  
hot dog *n*

## I

I *pron*  
in *prep*

in front of *prep*  
is *v*

its *poss adj+pron*

## J

January *n*  
juice *n*

July *n*  
June *n*

## K

kitchen *n*

knife *n*

## L

legs *n*  
lemon *n*

lion *n*  
living room *n*

lunch *n*

## M

March *n*  
mat *n*  
May *n*

meal *n*  
milk *n*  
monkey *n*

month *n*  
mouse *n*  
my *poss*

## N

near *prep*  
new *adj*

nineteen *det*  
no *excl*

November *n*  
number *n*

## O

October *n*  
octopus *n*  
old *adj*

omelette *n* (omelet)  
on *prep*  
our *poss adj*

ours *pron*

## P

park *n*  
parrot *n*  
peach *n*  
pear *n*  
pencil *n*

penguin *n*  
(mobile)phone *n*  
photo *n*  
picture *n*  
pink *adj*

plane *n*  
plate *n*  
play *v*  
potato *n*  
purple *adj*

## Q

question *n*

**R**

rabbit *n*  
radio *n*

read *v*  
rubber *n* (eraser)

ruler *n*

**S**

sad *adj*  
salad *n*  
sentence *n*  
September *n*  
seventeen *det*  
shark *n*  
she *pron*

shirt *n*  
shoes *n*  
shop *n+v*  
short *adj*  
sixteen *det*  
skirt *n*  
small *adj*

snake *n*  
socks *n*  
sport *n*  
starfish *n*  
steak *n*  
story *n*  
swim *v*

**T**

tall *adj*  
their *poss adj*  
they *poss*  
thirteen *det*

tiger *n*  
tomato *n*  
trainers *n* (sneakers)  
trousers *n* (pants)

T-shirt *n*  
twelve *det*  
twenty *det*

**U**

under *adj*

**V**

vase *n*  
vegetable *n*

video *n*  
volleyball *n*

**W**

watch *v+n*  
we *pron*

wear *v*  
whale *n*

write *v*

**Y**

year *n*  
yes *excl*

you *pron*  
young *adj*

your *poss adj*

**Z**

zebra *n*

## Primary Level

### Alphabetical vocabulary list

#### Grammatical Key

<i>adj</i>	adjective
<i>adv</i>	adverb
<i>conj</i>	conjunction
<i>det</i>	determiner
<i>excl</i>	exclamation
<i>int</i>	interrogative
<i>n</i>	noun
<i>poss</i>	possessive
<i>prep</i>	preposition
<i>pron</i>	pronoun
<i>v</i>	verb

Words in red are the American (US) form/equivalent for the corresponding British word.

#### A

**aeroplane** *n* (airplane)

**always** *adv*

**and** *conj*

**armchair** *n*

**army** *n*

**at the moment** *prep*

**aunt** *n*

#### B

**baseball** *n*

**beach** *n*

**because** *conj*

**bread** *n*

**businessman** *n*

**businesswoman** *n*

**but** *conj*

**butter** *v+n*

**buy** *v*

#### C

**cabbage** *n*

**café** *n*

**can** *v*

**car park** *n*

**castle** *n*

**cheese** *n*

**cherry** *n*

**chicken** *n*

**chips** *n* (fries)

**cinema** *n* (movie theater)

**circle** *n*

**city** *n*

**clean** *adj+v*

**clever** *adj*

**coat** *n*

**coffee** *n*

**cold** *adj+n*

**country** *n*

**countryside** *n*

**cousin** *n*

**cows** *n*

#### D

**Dad** *n*

**dear** *adj*

**do** *v*

**doctor** *n*

**drive** *v*

**drum** *v+n*

#### E

**evening** *n*

**every** *det*

#### F

**farm** *n*

**farmer** *n*

**field** *n*

**film** *v+n*

**fish** *v*

**flat** *n* (apartment)

**football match** *n*

(soccer match)

**fox** *n*

**frog** *n*

**from** *prep*

#### G

**get up** *v*

**giraffe** *n*

**goldfish** *n*

**good** *adj*

**grandfather** *n*

**grandmother** *n*

**guitar** *n*

**gun** *n*



**H**

half *adj+n*  
 have got *v*  
 hen *n*

hippo *n*  
 homework *n*  
 horse *n*

hot *adj*  
 how many *int*

**J**

jacket *n*

jeans *n*

**K**

ketchup *n*

kite *n*

**L**

lemonade *n*  
 lesson *n*  
 like *prep+v*

little *adj*  
 live *v*  
 look *v*

lorry *n* (truck)  
 love *v*

**M**

magazine *n*  
 make *v*  
 man/men *n*  
 melon *n*

mirror *n*  
 moon *n*  
 morning *n*  
 motor bicycle *n*

motorbike *n*  
 mountain *n*  
 Mum *n* (Mom)

**N**

never *adv*  
 newspaper *n*

next *adj+adv*  
 nice *adj*

now *adv*

**O**

office *n*

often *adv*

or *conj*

**P**

paint *v+n*  
 paintbrush *n*  
 past *n+prep*

pet *n*  
 piano *n*  
 policeman *n*

policewoman *n*  
 pretty *adj*  
 puppet *n*

**Q**

quarter *n*

**R**

rain *v+n*  
 rectangle *n*

restaurant *n*  
 ride *v+n*

run *v*

**S**

sandwich *n*  
 sea *n*  
 secretary *n*  
 sheep *n*  
 shop assistant *n*  
 shower *v+n*  
 sleep *v*

snow *n*  
 sofa *n*  
 soldier *n*  
 sometimes *adv*  
 spider *n*  
 spoon *n*  
 square *n*

star *n*  
 start *v*  
 strawberry *n*  
 student *n*  
 sugar *n*  
 sun *n*  
 supermarket *n*

sweets *n* (candy)

swimming pool *n*

## T

talk *v*

taxi *n*

tea *n*

tell *v*

tennis racket *n*

test *v+n*

that *det+pron*

them *pron*

there *adv*

these *det+pron*

thing *n*

this *det+pron*

those *det+pron*

tie *v+n*

to *prep*

today *adv+n*

town *n*

town centre *n* (town  
center)

tractor *n*

triangle *n*

## U

uncle *n*

understand *v*

usually *adv*

## V

very *adv*

village *n*

## W

walk *v*

want *v*

wardrobe *n* (closet)

wash *v*

water *n*

weekend *n*

what *int*

when *adv+conj+int*

where *int+pron*

who *pron*

why *int*

wind *n*

woman/women *n*

work *v+n*

## Z

zoo *n*

## Preliminary Level (A1)

### Alphabetical vocabulary list

Grammatical Key	
<i>adj</i>	adjective
<i>adv</i>	adverb
<i>conj</i>	conjunction
<i>det</i>	determiner
<i>excl</i>	exclamation
<i>int</i>	interrogative
<i>n</i>	noun
<i>poss</i>	possessive
<i>prep</i>	preposition
<i>pron</i>	pronoun
<i>v</i>	verb

Words in red are the American (US) form/equivalent for the corresponding British word.

#### A

<b>accident</b> <i>n</i>	<b>air hostess</b> <i>n</i>	<b>answer</b> <i>v</i>
<b>actor</b> <i>n</i>	<b>airport</b> <i>n</i>	<b>apricot</b> <i>n</i>
<b>adventure</b> <i>n</i>	<b>America</b> <i>n</i>	<b>arrive</b> <i>v</i>
<b>afternoon</b> <i>n</i>	<b>angry</b> <i>adj</i>	<b>artist</b> <i>n</i>

#### B

<b>balcony</b> <i>n</i>	<b>blow</b> <i>v</i>	<b>break down</b> <i>phrasal v</i>
<b>balloon</b> <i>n</i>	<b>bored</b> <i>adj</i>	<b>brilliant</b> <i>adj+n</i>
<b>bean</b> <i>n</i>	<b>borrow</b> <i>v</i>	<b>build</b> <i>v</i>
<b>beard</b> <i>n</i>	<b>boss</b> <i>n</i>	<b>butterfly</b> <i>n</i>
<b>begin</b> <i>v</i>	<b>bracelet</b> <i>n</i>	
<b>blanket</b> <i>n</i>	<b>break</b> <i>v</i>	

#### C

<b>call</b> <i>v+n</i>	<b>chimney</b> <i>n</i>	<b>come</b> <i>v</i>
<b>camel</b> <i>n</i>	<b>China</b> <i>n</i>	<b>come on</b> <i>phrasal v</i>
<b>camera</b> <i>n</i>	<b>circus</b> <i>n</i>	<b>comfortable</b> <i>adj</i>
<b>campsite</b> <i>n</i>	<b>climb</b> <i>v+n</i>	<b>comic</b> <i>n</i>
<b>card</b> <i>n</i>	<b>close</b> <i>v+adj+adv+n</i>	<b>competition</b> <i>n</i>
<b>carpet</b> <i>n</i>	<b>clouds</b> <i>n</i>	<b>cooker</b> <i>n</i>
<b>carry</b> <i>v</i>	<b>clown</b> <i>n</i>	<b>cricket</b> <i>n</i>
<b>catch</b> <i>v</i>	<b>club</b> <i>n</i>	<b>crisps</b> <i>n</i> ( <b>chips</b> )
<b>chase</b> <i>v</i>	<b>coconut</b> <i>n</i>	<b>curtains</b> <i>n</i>
<b>chef</b> <i>n</i>	<b>cola</b> <i>n</i> ( <b>coke</b> )	

#### D

<b>dance</b> <i>v+n</i>	<b>dinosaur</b> <i>n</i>	<b>dressing table</b> <i>n</i>
<b>daughter</b> <i>n</i>	<b>dish</b> <i>n</i>	<b>(taxi/train) driver</b> <i>n</i>
<b>decoration</b> <i>n</i>	<b>doll</b> <i>n</i>	<b>drop</b> <i>v</i>
<b>deliver</b> <i>v</i>	<b>donkey</b> <i>n</i>	<b>DVD</b> <i>n</i>
<b>dentist</b> <i>n</i>	<b>downstairs</b> <i>adj + adv</i>	

#### E

<b>earache</b> <i>n</i>	<b>enjoy</b> <i>v</i>	<b>excited</b> <i>adj</i>
<b>earrings</b> <i>n</i>	<b>England</b> <i>n</i>	<b>exciting</b> <i>adj</i>
<b>email</b> <i>n</i>	<b>escape</b> <i>v+n</i>	

VOC

**F**

factory *n*  
 fail *v*  
 fair *n*  
 fairy *n*  
 fall *v*  
 fat *adj*  
 feel *v*  
 find *v*  
 fingers *n*

finish *v+n*  
 fireman *n*  
 firefighter *n*  
 fisherman *n*  
 flamingo *n*  
 flute *n*  
 fly *n*  
 fog *n*  
 France *n*

fridge *n*  
 friendly *adj+adv*  
 frighten *v*  
 frightened *adj*  
 frying pan *n*  
 fun *n*  
 funny *adj*

**G**

game *n*  
 ghost *n*  
 gift *n*  
 give *v*

glasses *n*  
 goal *n*  
 goat *n*  
 golf *n*

grape *n*  
 great *adj+adv*  
 Greece *n*  
 ground *n*

**H**

handbag *n*  
 hate *v*  
 headache *n*  
 hide *v+n*  
 hills *n*

hobby *n*  
 hockey *n*  
 hold *v*  
 hotel *n*  
 hungry *adj*

hurt *v*  
 hurricane *n*  
 husband *n*

**I**

ice hockey *n*  
 ice skating *n*  
 ill *adj* (sick)

interesting *adj*  
 invite *v*  
 invitation *n*

island *n*

**J**

jellyfish *n*  
 jewellery *n* (jewelry)

jump *v*  
 jungle *n*

**K**

keep *v*  
 key *n*

kick *v+n*  
 kind *adj+n*

kitten *n*  
 knees *n*

**L**

lady *n*  
 lake *n*  
 large *adj*  
 last *adj+adv+n*  
 laugh *v+n*

lawn *n*  
 leaf *n*  
 leave *v*  
 letter *n*  
 library *n*

lonely *adj*  
 lose *v*  
 lucky *adj*

**M**

machine *n*  
 manager *n*  
 market *n*

meet *v*  
 moustache *n*  
 move *v*

mug *n*

**N**

naughty *adj*  
necklace *n*

neighbour *n*  
(neighbor)

nurse *n*

**O**

onion *n*  
open *v*

oven *n*  
Ow! *excl*

owl *n*

**P**

pancake *n*  
park *v*  
pasta *n*  
pass *v+n*  
pay *v+n*  
pea *n*  
peacock *n*  
pick *v+n*  
pick up *phrasal v*  
pig *n*  
pineapple *n*  
pizzeria *n*

plant *n*  
playground *n*  
(football) player *n*  
pocket *n*  
popcorn *n*  
postman *n*  
(mail carrier)  
postcard *n*  
practise *v+n*  
present *n*  
President *n*  
prison *n*

professor *n*  
programme *n*  
(program)  
puppy *n*  
purse *n*  
push *v+n*  
put *v*  
put on *phrasal v*  
puzzle *n*  
pyjamas *n*

**Q**

quite *adv*

**R**

rainbow *n*  
raincoat *n*  
really *adv*  
rice *n*

ring *n*  
river *n*  
robot *n*  
roof *n*

rose *n*  
rug *n*

**S**

sail *v+n*  
sailing *n*  
sand *n*  
sandcastle *n*  
saucepan *n*  
saucer *n*  
saxophone *n*  
scared *adj*  
scarf *n*  
scary *adj*  
scream *v+n*  
seagull *n*  
see *v*  
send *v*  
share *v+n*  
shelf *n*  
shell *n*

shine *v*  
shopping centre *n*  
(center)  
shorts *n*  
shoulder *n*  
shout *v+n*  
show *v+n*  
sing *v*  
skateboard *n*  
skating *n*  
skiing *n*  
sky *n*  
slide *n+v*  
snow-boarding *n PR*  
snowman *n*  
son *n*  
soup *n*

spaghetti *n*  
speak *v*  
spend *v*  
spinach *n*  
sports centre *n*  
(center)  
stairs *n*  
station *n*  
stomach *n*  
stomach-ache *n*  
stay *v*  
steal *v*  
stop *v*  
suit *n*  
sweep *v*  
swimming costume *n*

VOC

swimming shorts *n*

(swimming trunks)

swing *n+v*

## T

take *v+n*

take off *phrasal v*

teeth *n*

teach *v*

team *n*

teddy *n*

tent *n*

terrible *adj*

text *n*

theatre *n* (theater)

thin *adj*

thirsty *adj*

throw *v*

throw away *phrasal v*

ticket *n*

tired *adj*

toes *n*

tomorrow *adv+n*

tonight *adv+n*

tooth *n*

toothache *n*

towel *n*

travel *v*

trip *n*

try *v+n*

try on *phrasal v*

tulip *n*

tunnel *n*

## U

umbrella *n*

upstairs *adj + adv*

## V

vet *n*

violin *n*

visit *v+n*

## W

waiter *n*

waitress *n*

wall *n*

warm *adj+v*

washing *n*

wife *n*

win *v+n*

wonderful *adj*

Wow! *excl*

## Y

yesterday *adj+adv+n*

## Z

zoo keeper *n*

## Combined alphabetical vocabulary list

- F** First encountered at First Step Level  
**J** First encountered at Junior Level  
**P** First encountered at Primary Level  
**Pr** First Encountered at Preliminary Level

Words in red are the American (US) form/equivalent for the corresponding British word.

Grammatical Key	
<i>adj</i>	adjective
<i>adv</i>	adverb
<i>conj</i>	conjunction
<i>det</i>	determiner
<i>excl</i>	exclamation
<i>int</i>	interrogative
<i>n</i>	noun
<i>poss</i>	possessive
<i>prep</i>	preposition
<i>pron</i>	pronoun
<i>v</i>	verb

### A

- |                                       |                                   |   |
|---------------------------------------|-----------------------------------|---|
| <b>a</b> <i>det</i> <b>F</b>          | <b>America</b> <i>n</i> <b>Pr</b> | <b>arm</b> <i>n</i> <b>J</b>              |
| <b>accident</b> <i>n</i> <b>Pr</b>    | <b>an</b> <i>det</i> <b>F</b>     | <b>armchair</b> <i>n</i> <b>P</b>         |
| <b>actor</b> <i>n</i> <b>Pr</b>       | <b>and</b> <i>conj</i> <b>P</b>   | <b>army</b> <i>n</i> <b>P</b>             |
| <b>adventure</b> <i>n</i> <b>Pr</b>   | <b>angry</b> <i>adj</i> <b>Pr</b> | <b>arrive</b> <i>v</i> <b>Pr</b>          |
| <b>aeroplane</b> <i>n</i> (airplane)  | <b>animal</b> <i>n</i> <b>F</b>   | <b>artist</b> <i>n</i> <b>Pr</b>          |
| <b>P</b>                              | <b>answer</b> <i>n</i> <b>J</b>   | <b>at</b> <i>prep</i> <b>J</b>            |
| <b>afternoon</b> <i>n</i> <b>Pr</b>   | <b>answer</b> <i>v</i> <b>Pr</b>  | <b>at the moment</b> <i>prep</i> <b>P</b> |
| <b>air hostess</b> <i>n</i> <b>Pr</b> | <b>apple</b> <i>n</i> <b>F</b>    | <b>August</b> <i>n</i> <b>J</b>           |
| <b>airport</b> <i>n</i> <b>Pr</b>     | <b>apricot</b> <i>n</i> <b>Pr</b> | <b>aunt</b> <i>n</i> <b>P</b>             |
| <b>always</b> <i>adv</i> <b>P</b>     | <b>April</b> <i>n</i> <b>J</b>    |   |
| <b>am</b> <i>v</i> <b>J</b>           | <b>are</b> <i>v</i> <b>J</b>      |   |

### B

- |                                     |  |   |
|-------------------------------------|--|---|
| <b>baby</b> <i>n</i> <b>F</b>       | <b>best</b> <i>adj+adv</i> <b>J</b>        | <b>box</b> <i>n</i> <b>F</b>            |
| <b>bag</b> <i>n</i> <b>F</b>        | <b>bicycle</b> <i>n</i> <b>J</b>           | <b>boy</b> <i>n</i> <b>F</b>            |
| <b>balcony</b> <i>n</i> <b>Pr</b>   | <b>big</b> <i>adj</i> <b>J</b>             | <b>bracelet</b> <i>n</i> <b>Pr</b>      |
| <b>ball</b> <i>n</i> <b>F</b>       | <b>bike</b> <i>n</i> <b>F</b>              | <b>bread</b> <i>n</i> <b>P</b>          |
| <b>balloon</b> <i>n</i> <b>Pr</b>   | <b>bird</b> <i>n</i> <b>F</b>              | <b>break</b> <i>v</i> <b>Pr</b>         |
| <b>banana</b> <i>n</i> <b>F</b>     | <b>biscuits</b> <i>n</i> (cookie) <b>J</b> | <b>break down</b> <i>phrasal v</i>      |
| <b>baseball</b> <i>n</i> <b>P</b>   | <b>black</b> <i>adj</i> <b>F</b>           | <b>Pr</b>                               |
| <b>basketball</b> <i>n</i> <b>J</b> | <b>blackboard</b> <i>n</i> <b>J</b>        | <b>breakfast</b> <i>n</i> <b>J</b>      |
| <b>bath</b> <i>n</i> <b>J</b>       | <b>blanket</b> <i>n</i> <b>Pr</b>          | <b>brilliant</b> <i>adj+n</i> <b>Pr</b> |
| <b>bathroom</b> <i>n</i> <b>J</b>   | <b>blow</b> <i>v</i> <b>Pr</b>             | <b>brother</b> <i>n</i> <b>F</b>        |
| <b>beach</b> <i>n</i> <b>P</b>      | <b>blue</b> <i>adj</i> <b>F</b>            | <b>brown</b> <i>adj</i> <b>J</b>        |
| <b>bean</b> <i>n</i> <b>Pr</b>      | <b>boat</b> <i>n</i> <b>J</b>              | <b>build</b> <i>v</i> <b>Pr</b>         |
| <b>bear</b> <i>n</i> <b>J</b>       | <b>body</b> <i>n</i> <b>J</b>              | <b>bus</b> <i>n</i> <b>F</b>            |
| <b>beard</b> <i>n</i> <b>Pr</b>     | <b>book</b> <i>n</i> <b>F</b>              | <b>businessman</b> <i>n</i> <b>P</b>    |
| <b>because</b> <i>conj</i> <b>P</b> | <b>boots</b> <i>n</i> <b>J</b>             | <b>businesswoman</b> <i>n</i> <b>P</b>  |
| <b>bed</b> <i>n</i> <b>F</b>        | <b>bored</b> <i>adj</i> <b>Pr</b>          | <b>but</b> <i>conj</i> <b>P</b>         |
| <b>bedroom</b> <i>n</i> <b>J</b>    | <b>borrow</b> <i>v</i> <b>Pr</b>           | <b>butter</b> <i>v+n</i> <b>P</b>       |
| <b>begin</b> <i>v</i> <b>Pr</b>     | <b>boss</b> <i>n</i> <b>Pr</b>             | <b>butterfly</b> <i>n</i> <b>Pr</b>     |
| <b>behind</b> <i>prep</i> <b>J</b>  | <b>bowl</b> <i>n</i> <b>J</b>              | <b>buy</b> <i>v</i> <b>P</b>            |

### C

- |                                  |                                    |  |
|----------------------------------|------------------------------------|--|
| <b>cabbage</b> <i>n</i> <b>P</b> | <b>campsite</b> <i>n</i> <b>Pr</b> | <b>carrot</b> <i>n</i> <b>J</b>          |
| <b>café</b> <i>n</i> <b>P</b>    | <b>can</b> <i>v+n</i> <b>P</b>     | <b>carry</b> <i>v</i> <b>Pr</b>          |
| <b>cake</b> <i>n</i> <b>F</b>    | <b>car</b> <i>n</i> <b>F</b>       | <b>cassette-player</b> <i>n</i> <b>J</b> |
| <b>call</b> <i>v+n</i> <b>Pr</b> | <b>car park</b> <i>n</i> <b>P</b>  | <b>castle</b> <i>n</i> <b>P</b>          |
| <b>camel</b> <i>n</i> <b>Pr</b>  | <b>card</b> <i>n</i> <b>Pr</b>     | <b>cat</b> <i>n</i> <b>F</b>             |
| <b>camera</b> <i>n</i> <b>Pr</b> | <b>carpet</b> <i>n</i> <b>Pr</b>   | <b>catch</b> <i>v</i> <b>Pr</b>          |

chair *n* F  
 chase *v* Pr  
 cheese *n* P  
 chef *n* Pr  
 cherry *n* P  
 chicken *n* P  
 children *n* J  
 chimney *n* Pr  
 China *n* Pr  
 chips *n* (fries) P  
 chocolate *n* F  
 choose *v* J  
 cinema *n*  
 (movie theater) P  
 circle *n* P  
 circus *n* Pr  
 city *n* P  
 classroom *n* J

clean *adj+v* P  
 clever *adj* P  
 climb *v+n* Pr  
 clock *n* J  
 close *v+adj+adv+n* Pr  
 clothes *n* J  
 clouds *n* Pr  
 clown *n* Pr  
 club *n* Pr  
 coat *in* P  
 coconut *n* Pr  
 coffee *n* P  
 cola *n* (coke) Pr  
 cold *adj+n* P  
 colour *v+n* (color) F  
 come *v* Pr  
 come on *phrasal v* Pr  
 comfortable *adj* Pr

comic *n* Pr  
 competition *n* Pr  
 computer *n* F  
 cook *v+n* J  
 cooker *n* Pr  
 country *n* P  
 countryside *n* P  
 cousin *n* P  
 cows *n* P  
 cricket *n* Pr  
 crisps *n* (chips) Pr  
 crocodile *n* J  
 cross *v+n* F  
 cup *n* J  
 cupboard *n* J  
 curtains *n* Pr

## D

Dad *n* P  
 dance *v+n* Pr  
 daughter *n* Pr  
 day *n* F  
 dear *adj* P  
 December *n* J  
 decoration *n* Pr  
 deliver *v* Pr  
 dentist *n* Pr  
 desk *n* J  
 dinner *n* J  
 dinosaur *n* Pr

dish *n* Pr  
 do *v* P  
 doctor *n* P  
 dog *n* F  
 doll *n* Pr  
 dolphin *n* J  
 donkey *n* Pr  
 door *n* F  
 down *adv+prep* F  
 downstairs *adj + adv*  
 Pr  
 draw *v* F

dress *n* J  
 dressing table *n* Pr  
 drink *v+n* J  
 drive *v* P  
 (taxi/train) driver *n* Pr  
 drop *v* Pr  
 drum *v+n* P  
 duck *n* J  
 DVD *n* Pr

## E

earache *n* Pr  
 earrings *n* Pr  
 ears *n* F  
 eat *v* J  
 egg *n* F  
 eight *det* F  
 eighteen *det* J

elephant *n* J  
 eleven *det* J  
 email *n* Pr  
 enjoy *v* Pr  
 England *n* Pr  
 escape *v+n* Pr  
 evening *n* P

every *det* P  
 exam *n* J  
 excited *adj* Pr  
 exciting *adj* Pr  
 eyes *n* F

## F

face *n* F  
 factory *n* Pr  
 fail *v* Pr  
 fair *n* Pr  
 fairy *n* Pr  
 family *n* J  
 fall *v* Pr

farm *n* P  
 farmer *n* P  
 fat *adj* Pr  
 father *n* F  
 favourite *adj* (favorite)  
 J  
 February *n* J

feel *v* Pr  
 field *n* P  
 fifteen *det* J  
 film *v+n* P  
 find *v* Pr  
 fingers *n* Pr  
 finish *v+n* Pr



fireman *n* Pr  
 firefighter *n* Pr  
 fish *n* F  
 fisherman *n* Pr  
 five *det* F  
 flamingo *n* Pr  
 flat *n* (apartment) P  
 floor *n* J  
 flower *n* F  
 flute *n* Pr  
 fly *n* Pr

fog *n* Pr  
 food *n* F  
 foot/feet *n* J  
 football *n* (soccer) F  
 football match *n* P  
 fork *n* J  
 four *det* F  
 fourteen *det* J  
 fox *n* P  
 France *n* Pr  
 Friday *n* F

fridge *n* Pr  
 friend *n* J  
 friendly *adj+adv* Pr  
 frighten *v* Pr  
 frightened *adj* Pr  
 frog *n* P  
 from *prep* P  
 fruit *n* J  
 frying pan *n* Pr  
 fun *n* Pr  
 funny *adj* Pr

## G

game *n* Pr  
 garden *n* F  
 get up *v* P  
 ghost *n* Pr  
 gift *n* Pr  
 giraffe *n* P  
 girl *n* F  
 give *v* Pr  
 glass *n* J  
 glasses *n* Pr

go *v* J  
 goal *n* Pr  
 goat *n* Pr  
 goldfish *n* P  
 golf *n* Pr  
 good *adj* P  
 goodbye *excl* F  
 grape *n* Pr  
 grandfather *n* P  
 grandmother *n* P

grass *n* J  
 great *adj+adv* Pr  
 Greece *n* Pr  
 green *adj* F  
 grey *adj* (gray) J  
 ground *n* Pr  
 guitar *n* P  
 gun *n* P

## H

hair *n* J  
 half *adj+n* P  
 hamburger *n* J  
 handbag *n* Pr  
 hands *n* J  
 happy *adj* J  
 has *v* J  
 hat *n* J  
 hate *v* Pr  
 have *v* J  
 have got *v* P  
 he *pron* J  
 head *n* J

headache *n* Pr  
 helicopter *n* J  
 hello *excl* F  
 hen *n* P  
 her *pron* J  
 hide *v+n* Pr  
 hills *n* Pr  
 hippo *n* P  
 his *pron* J  
 hobby *n* Pr  
 hockey *n* Pr  
 hold *v* Pr  
 home *n* J

homework *n* P  
 horse *n* P  
 hot *adj* P  
 hot dog *n* J  
 hotel *n* Pr  
 house *n* F  
 how many *int* P  
 hungry *adj* Pr  
 hurt *v* Pr  
 hurricane *n* Pr  
 husband *n* Pr

## I

I *pron* J  
 ice cream *n* F  
 ice hockey *n* Pr  
 ice skating *n* Pr  
 ill *adj* (sick) Pr

in *prep* J  
 in front of *prep* J  
 interesting *adj* Pr  
 invite *v* Pr  
 invitation *n* Pr

is *v* J  
 island *n* Pr  
 it *pron* F  
 its *poss adj+pron* J

## J

jacket *n* P  
 January *n* J  
 jeans *n* P

jellyfish *n* Pr  
 jewellery *n* (jewelry) Pr  
 juice *n* J

July *n* J  
 jump *v* Pr  
 June *n* J

jungle *n* Pr

## K

keep *v* Pr  
ketchup *n* P  
key *n* Pr  
kick *v+n* Pr

kind *adj+n* Pr  
kitchen *n* J  
kite *n* P  
kitten *n* Pr

knees *n* Pr  
knife *n* J

## L

lady *n* Pr  
lake *n* Pr  
large *adj* Pr  
last *adj+adv+n* Pr  
laugh *v+n* Pr  
lawn *n* Pr  
leaf *n* Pr  
leave *v* Pr  
legs *n* J  
lemon *n* J

lemonade *n* P  
letter *n* Pr  
lesson *n* P  
letter *n* F  
library *n* Pr  
like *prep+v* P  
line *n* F  
lion *n* J  
listen *v* F  
little *adj* P

live *v* P  
living room *n* J  
lonely *adj* Pr  
look *v* P  
lorry *n* (truck) P  
lose *v* Pr  
love *v* P  
lucky *adj* Pr  
lunch *n* J

## M

machine *n* Pr  
magazine *n* P  
make *v* P  
man/men *n* P  
manager *n* Pr  
March *n* J  
market *n* Pr  
mat *n* J  
May *n* J  
meal *n* J

meet *v* Pr  
melon *n* P  
milk *n* J  
mirror *n* P  
Monday *n* F  
monkey *n* J  
month *n* J  
moon *n* P  
morning *n* P  
mother *n* F

motor bicycle *n* P  
motorbike *n* P  
mountain *n* P  
mouse *n* J  
moustache *n* Pr  
mouth *n* F  
move *v* Pr  
mug *n* Pr  
Mum *n* (Mom) P  
my *poss* J

## N

naughty *adj* Pr  
near *prep* J  
necklace *n* Pr  
neighbour *n*  
(neighbor) Pr  
never *adv* P

new *adj* J  
newspaper *n* P  
next *adj+adv+prep* P  
nice *adj* P  
nine *det* F  
nineteen *det* J

nose *n* F  
November *n* J  
now *adv* P  
number *n* J  
nurse *n* Pr

## O

October *n* J  
octopus *n* J  
office *n* P  
often *adv* P  
old *adj* J  
omelette *n* (omelet) P

on *prep* J  
one *det* F  
onion *n* Pr  
open *v* Pr  
or *conj* P  
orange *adj+n* J

our *poss adj* J  
ours *pron* J  
oven *n* Pr  
Ow! *excl* Pr  
owl *n* Pr

## P

paint *v+n* P

paintbrush *n* P

pancake *n* Pr

park *n* J  
 park *v* Pr  
 parrot *n* J  
 pass *v+n* Pr  
 past *adj+n+prep* P  
 pasta *n* Pr  
 pay *v+n* Pr  
 pea *n* Pr  
 peach *n* J  
 peacock *n* Pr  
 pear *n* J  
 pen *n* F  
 pencil *n* J  
 penguin *n* J  
 pet *n* P  
 (mobile)phone *n* J  
 photo *n* J  
 piano *n* P  
 pick *v+n* Pr

pick up *phrasal v* Pr  
 picture *n* J  
 pig *n* Pr  
 pineapple *n* Pr  
 pink *adj* J  
 pizza *n* F  
 pizzeria *n* Pr  
 plane *n* J  
 plant *n* Pr  
 plate *n* J  
 play *v* J  
 playground *n* PR  
 (football) player *n* Pr  
 pocket *n* Pr  
 policeman *n* P  
 policewoman *n* P  
 popcorn *n* Pr  
 postman *n*  
 (mail carrier) Pr

postcard *n* Pr  
 potato *n* J  
 practise *v+n* Pr  
 present *n* Pr  
 President *n* Pr  
 prison *n* Pr  
 pretty *adj* P  
 professor *n* Pr  
 programme *n*  
 (program) Pr  
 puppet *n* P  
 puppy *n* Pr  
 purple *adj* J  
 purse *n* Pr  
 push *v+n* Pr  
 put *v* Pr  
 put on *phrasal v* Pr  
 puzzle *n* Pr  
 pyjamas *n* Pr

## Q

quarter *n* P

question *n* J

quite *adv* Pr

## R

rabbit *n* J  
 radio *n* J  
 rain *v+n* P  
 rainbow *n* Pr  
 raincoat *n* Pr  
 read *v* J  
 really *adv* Pr

rectangle *n* P  
 red *adj* F  
 restaurant *n* P  
 rice *n* Pr  
 ride *v+n* P  
 ring *n* Pr  
 river *n* Pr

robot *n* Pr  
 roof *n* Pr  
 rose *n* Pr  
 rubber *n* (eraser) J  
 rug *n* Pr  
 ruler *n* J  
 run *v* P

## S

sad *adj* J  
 sail *v+n* Pr  
 sailing *n* Pr  
 salad *n* J  
 sand *n* Pr  
 sandcastle *n* Pr  
 sandwich *n* P  
 Saturday *n* F  
 saucepan *n* Pr  
 saucer *n* Pr  
 saxophone *n* Pr  
 scared *adj* Pr  
 scarf *n* Pr  
 scary *adj* Pr  
 school *n* F  
 scream *v+n* Pr  
 sea *n* P

seagull *n* Pr  
 see *v* Pr  
 secretary *n* P  
 send *v* Pr  
 sentence *n* J  
 September *n* J  
 seven *det* F  
 seventeen *det* J  
 share *v+n* Pr  
 shark *n* J  
 she *pron* J  
 sheep *n* P  
 shelf *n* Pr  
 shell *n* Pr  
 shine *v* Pr  
 shirt *n* J  
 shoes *n* J

shop *n+v* J  
 shop assistant *n* P  
 shopping centre *n*  
 (center) Pr  
 short *adj* J  
 shorts *n* Pr  
 shoulder *n* Pr  
 shout *v+n* Pr  
 show *v+n* Pr  
 shower *v+n* P  
 sing *v* Pr  
 sister *n* F  
 sit *v* F  
 six *det* F  
 sixteen *det* J  
 skateboard *n* Pr  
 skating *n* Pr

skiing *n* Pr  
 skirt *n* J  
 sky *n* Pr  
 sleep *v* P  
 slide *n+v* Pr  
 small *adj* J  
 snake *n* J  
 snow *n* P  
 snow-boarding *n* PR  
 snowman *n* Pr  
 socks *n* J  
 sofa *n* P  
 soldier *n* P  
 sometimes *adv* P  
 son *n* Pr  
 soup *n* Pr  
 spaghetti *n* Pr  
 speak *v* Pr  
 spend *v* Pr

spider *n* P  
 spinach *n* Pr  
 spoon *n* P  
 sport *n* J  
 sports centre *n*  
 (center) Pr  
 square *n* P  
 stairs *n* Pr  
 stand *v* F  
 star *n* P  
 starfish *n* J  
 start *v* P  
 station *n* Pr  
 steak *n* J  
 stomach *n* Pr  
 stomach-ache *n* Pr  
 stop *v* F  
 story *n* J  
 strawberry *n* P

stay *v* Pr  
 steal *v* Pr  
 stop *v* Pr  
 student *n* P  
 sugar *n* P  
 suit *n* Pr  
 sun *n* P  
 Sunday *n* F  
 supermarket *n* P  
 sweep *v* Pr  
 sweets *n* (candy) P  
 swim *v* J  
 swimming costume *n*  
 Pr  
 swimming pool *n* P  
 swimming shorts *n*  
 (swimming trunks) Pr  
 swing *n+v* Pr

## T

table *n* F  
 take *v+n* Pr  
 take off *phrasal v* Pr  
 talk *v* P  
 tall *adj* J  
 taxi *n* P  
 tea *n* P  
 teacher *n* F  
 teeth *n* Pr  
 television *n* F  
 tell *v* P  
 teach *v* Pr  
 team *n* Pr  
 teddy *n* Pr  
 ten *det* F  
 tennis *n* F  
 tennis racket *n* P  
 tent *n* Pr  
 terrible *adj* Pr  
 test *v+n* P  
 text *n* Pr  
 that *det+pron* P  
 the *det* F  
 theatre *n* (theater) Pr  
 their *poss adj* J  
 them *pron* P

there *adv* P  
 these *det+pron* P  
 they *poss* J  
 thief *n* Pr  
 thin *adj* Pr  
 thing *n* P  
 thirsty *adj* Pr  
 thirteen *det* J  
 this *det+pron* P  
 those *det+pron* P  
 three *det* F  
 throw *v* Pr  
 throw away *phrasal v*  
 Pr  
 Thursday *n* F  
 tick *v+n* F  
 ticket *n* Pr  
 tie *v+n* P  
 tiger *n* J  
 tired *adj* Pr  
 to *prep* P  
 today *adv+n* P  
 toes *n* Pr  
 tomato *n* J  
 tomorrow *adv+n* Pr  
 tonight *adv+n* Pr

tooth *n* Pr  
 toothache *n* Pr  
 touch *v* F  
 towel *n* Pr  
 town *n* P  
 town centre *n* (town  
 center) P  
 tractor *n* P  
 train *n* F  
 trainers *n* (sneakers) J  
 travel *v* Pr  
 tree *n* F  
 triangle *n* P  
 trip *n* Pr  
 trousers *n* (pants) J  
 try *v+n* Pr  
 try on *phrasal v* Pr  
 T-shirt *n* J  
 Tuesday *n* F  
 tulip *n* Pr  
 tunnel *n* Pr  
 twelve *det* J  
 twenty *det* J  
 two *det* F

## U

umbrella *n* Pr

uncle *n* P

under *adj* J

**understand** *v* P  
**up** *adv+prep* F

**upstairs** *adj + adv* Pr  
**usually** *adv* P

## V

**vase** *n* J  
**vegetable** *n* J  
**very** *adv* P

**vet** *n* Pr  
**video** *n* J  
**village** *n* P

**violin** *n* Pr  
**visit** *v+n* Pr  
**volleyball** *n* J

## W

**waiter** *n* Pr  
**waitress** *n* Pr  
**walk** *v* P  
**wall** *n* Pr  
**want** *v* P  
**wardrobe** *n* (closet) P  
**warm** *adj+v* Pr  
**wash** *v* P  
**washing** *n* Pr  
**watch** *v+n* J  
**water** *n* P

**we** *pron* J  
**wear** *v* J  
**Wednesday** *n* F  
**week** *n* F  
**weekend** *n* P  
**whale** *n* J  
**what** *int* P  
**when** *adv+conj+int* P  
**where** *int+pron* P  
**white** *adj* F  
**who** *pron* P

**why** *int* P  
**wife** *n* Pr  
**win** *v+n* Pr  
**wind** *n* P  
**window** *n* F  
**woman/women** *n* P  
**wonderful** *adj* Pr  
**word** *n* F  
**work** *v+n* P  
**Wow!** *excl* Pr  
**write** *v* J

## Y

**year** *n* J  
**yellow** *adj* F

**yesterday** *adj+adv+n*  
Pr  
**you** *pron* J

**young** *adj* J  
**your** *poss adj* J

## Z

**zebra** *n* J

**zoo** *n* P

**zoo keeper** *n* Pr

VOC

# Table of comparisons between Anglia ESOL International Examinations and other major ESOL examination benchmarks.

## CEFR Level Descriptors

Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.

Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.

Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.

Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

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

## CEFR

**C2**  
Mastery

**C1**  
EOP

**B2**  
Vantage

**B1**  
Threshold

**A2**  
Waystage

**A1**  
Breakthrough

## ANGLIA

Masters

Proficiency in  
Business English

AcCEPT  
Proficiency

Advanced  
Business English

Advanced

Intermediate  
Intermediate  
Business English

Pre-Intermediate

Practical  
Business English  
Elementary

Preliminary

Primary  
Junior  
First Step

Cambridge  
YLE/Main Suite

CPE

CAE

FCE

PET

KET  
Flyers

Movers

Starters

TOEIC  
minimum score per band

listening  
reading  
speaking  
writing

490/455 200/200

400/385 160/150

275/275 120/120

110/115 90/70

60/60 50/30

TOEFL IBT

110-120

87-109

57-86

IELTS

9

8

7.5

7

6.5

6

5.5

5

4.5

4



[www.anglia.org](http://www.anglia.org)