

# **Full Examination Syllabus and Specifications**

## **HANDBOOK FOR TEACHERS**

**Revised and updated November 2025**

# **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 first four levels are also available in Adult Learner versions - see page 137. 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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## **CONTENTS**

	page		page
<b>Contents</b>	<b>3</b>	Writing messages, emails and letters	65
<b>Introduction</b>	<b>4</b>	<b>Listening</b>	<b>73</b>
<b>Reading and Writing</b>	<b>5</b>	Overview	73
First Step Sections	7	First Step	74
First Step Wordlist	8	Junior Level	74
First Step Grammar and Structures	9	Primary Level	74
Junior Level Sections	10	Preliminary Level	75
Junior Level Wordlist	12	Elementary Level	75
Junior Level Grammar and Structures	13	Pre-Intermediate Level	76
Primary Level Sections	15	Intermediate Level	76
Primary Level Wordlist	17	Advanced Level	76
Primary Level Grammar and Structures	19	AcCEPT Proficiency Level	77
Preliminary Level Sections	21	Masters Level	77
Preliminary Level Wordlist	24	<b>Speaking Tests</b>	<b>79</b>
Preliminary Level Grammar and Structures	26	Introduction	80
Elementary Level Sections	28	Overview	81
Elementary Level Essay Questions	30	First Step	82
Elementary Level Grammar and Structures	31	Junior Level	82
Elementary Level Phrasal Verbs and Prepositional Phrases	33	Primary Level	83
Pre-Intermediate Level Sections	34	Preliminary Level	84
Pre-Intermediate Level Essay Questions	37	Elementary Level	85
Pre-Intermediate Level Grammar and Structures	38	Pre-Intermediate Level	86
Pre-Intermediate Level Additional Phrasal Verbs	39	Intermediate Level	87
Intermediate Level Sections	40	Advanced Level	88
Intermediate Level Grammar and Structures	44	AcCEPT Proficiency Level	89
Intermediate Level Additional Phrasal Verbs	45	Masters Level	91
Advanced Level Sections	46	Marking Criteria	93
Advanced Level Grammar and Structures	49	<b>Performance Descriptors</b>	<b>109</b>
AcCEPT Proficiency Level Sections	50	First Step	110
Masters Level Sections	53	Junior Level	110
<b>CAT/CART/CARAT Marking Criteria</b>	<b>56</b>	Primary Level	110
Elementary	57	Preliminary Level	110
Pre-Intermediate	58	Elementary Level	111
Intermediate	59	Pre-Intermediate Level	111
Advanced	60	Intermediate Level	111
Proficiency	61	Advanced Level	111
Masters	62	AcCEPT Proficiency Level	112
Appendix for essay marking	64	Masters Level	112
		<b>Vocabulary Lists</b>	<b>113</b>
		First Step Alphabetical Wordlist	114
		Junior Level Alphabetical Wordlist	116
		Primary Level Alphabetical Wordlist	119
		Preliminary Level Alphabetical Wordlist	122
		Combined Alphabetical Wordlist	126
		<b>Business papers</b>	<b>134</b>
		<b>Adult Learners</b>	<b>137</b>

## **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 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 weighted at 70% of the overall total.

In order to achieve an overall pass in Anglia Exams at the accredited levels (B1 – C2), candidates are expected to achieve a minimum standard of 40% in each of the mandatory skills (reading, writing and listening). No change has been made to the grade boundaries.

# First Step (one hour)

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

## **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**

<b>NOUNS</b>	<b>SETS OF WORDS</b>
<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. Hi. Goodbye. Bye.
<b>Identification</b>	My name is ..... I'm (6 etc).
<b>In the Home</b>	bed, chair, door, garden, house, table, television, window,
<b>Instructions</b>	Stop! Don't touch! Stand up. Sit down.
<b>Nature</b>	flower, tree
<b>Parts of the body</b>	ear(s), eye(s), nose(s), mouth(s)
<b>People</b>	baby, boy, brother, father, girl, man, mother, sister, woman
<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
<b>Languages</b>	English

## 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. <b>I'm</b> 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

# Junior Level (one hour)

## **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

### **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

<b>1. NOUNS:</b>	<b>SETS OF WORDS</b>
<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/ People</b>	baby, boy, brother, child/ren, father, friend, 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>Miscellaneous</b>	birthday, song, year
<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, ears, eyes, face, foot/feet, hair, hands, head, legs, mouth, nose
<b>Places</b>	bathroom, beach, 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, bike, 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, long
<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, draw, 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')
<b>8. OTHER</b>	Sorry/I'm sorry Thank you/Thanks Ok, Oh

## Grammar and Structures List

Grammar and Structures	What are they used for?	Some examples
VERBS		
Present Simple (to be, to have, in the third person singular)	Describing personal attributes	He <b>has</b> black hair.  The mouse <b>is</b> behind the cupboard
Present simple questions with short answers  <i>Receptive</i> understanding of question forms and (speaking only) active production of short answers	Identifying an object/person	<b>What is it? Is it a bird? Yes, it is. No it isn't.</b>  <b>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>
Like + noun -questions and answers	Expressing likes and dislikes	<b>I like hot dogs.</b> <b>Do you like apples/cats?</b> <b>No, I don't/ No, I don't like cats</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	<b>I</b> 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
QUESTION WORDS		
How old? How many? What colour? Where is?	Asking questions about age, number, colour, location and position	<b>How old</b> are you? <b>What colour</b> is the bus? <b>Where is</b> the computer? <b>How many</b> cats are there?

# Primary Level (one hour)

## **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.

Choose the correct word to put 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 plurals adding 's' and plurals which add 'es' (e.g. watches, lunches, glasses, dresses, beaches, boxes) and the following irregular plural 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 one hundred</b>
<b>Clothes</b>	dress, shirt, T-shirt, trousers, skirt, boots, socks, shoes, trainers, hat, watch <b>jeans, jacket, tie, coat, shorts</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, room</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, holiday, magazine, money, moon, newspaper, photograph, star, thing, party</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, music</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, beach, bedroom, bathroom, <b>living room, zoo, farm, supermarket, office, cinema, cafe, restaurant, car park, flat/apartment, swimming pool, town centre, sea, mountains, town, city, village, fields, country</b> (e.g. England etc), <b>countryside</b>
<b>School</b>	pen, pencil, rubber, ruler, book, desk, computer, blackboard, classroom, bag, <b>teacher, homework, work. test, exam, student, 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>	big, little, small, short, long, 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>Other</b>	<b>clever, different, good, nice, pretty, same, hot, cold</b>
<b>Modifiers</b>	<b>very</b>
<b>3. VERBS</b>	am, are, is, cook, draw, 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, with (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, when</b>
<b>10. CONJUNCTIONS</b>	<b>because, and, or, then, next, when, but</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/ 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 to present simple and present continuous questions	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> my cup?
CONJUNCTIONS		
because, and, or, but, then, next, when	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?
ADVERBS		
Adverbs of time – today, now, at the moment, when Adverbs of frequency – always, never, sometimes, often, usually, every day,	Describing when and how often someone does something or something happens.	I <b>usually</b> eat an egg for breakfast.  <b>At the moment</b> , John is playing in the park.

every week, every month, when  Adverbs of place - there	Discriminating between the present continuous and the present simple.	She met her friend <b>there</b> .
PREPOSITIONS		
In, on, at, to, with, from	Talking about time, place, position	Kate has breakfast <b>at</b> 8 o'clock. My brother is 10 years old <b>in</b> August. He is walking <b>to</b> the park at the moment. Anna's birthday is <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.	e.g., 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>
OTHER	Responding/Being polite	<b>Sorry/I'm sorry</b> <b>Thank you/Thanks</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 and 15 minutes- including listening)

## **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 115 words.

## **Section R2 10 marks**

### Reading Comprehension

Short narrative (110-120 words) 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**

### Reading Comprehension

Short newspaper/leaflet type advertisement with 5 questions plus one example.

Write brief answers, e.g. a name, address, time, colour, phone number, day etc

## **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, buy, catch, come, do, drink, drive, eat, feel, find, fly, give, go, have, make, meet, read, run, say, see, send, sit, swim, tell, take, try, understand, write.**

**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 10 marks**

### Forming questions.

Five questions plus one example

The following tenses are tested:

- Present simple
- Present continuous
- Past simple
- 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 W2 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 W3 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 W4 10 marks**

#### Vocabulary and sentence formation

Five questions plus one example

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

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

There are six options in each box, as the example is taken from the text boxes, too.

One mark will be awarded for a correct sentence with a subject and a verb, according to the picture. Two marks will be awarded for a correct sentence with a subject, verb and object. i.e.

The girl is reading. (1 mark).

The girl is reading a book. (2 marks)

### **Section W5 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 one hundred, <b>one hundred and one to one thousand, one million</b>
<b>Clothes</b>	jeans, jacket, tie, coat, shorts <b>scarf, swimming costume, swimming shorts, glasses, suit, pyjamas, raincoat, sweater</b> <b>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, child, children, <b>adult, husband, wife, son, daughter, girlfriend, boyfriend, lady, neighbour, boss, parents, grandparents, partner, customer</b>
<b>Fish</b>	goldfish, <b>jellyfish</b>
<b>Food, meals and drink</b>	bread, tea, coffee, water, party, lemonade, egg, chicken, salad, sandwich, sugar, ketchup, chips, cheese, sweets, butter <b>crisps, cola, pancake, spaghetti, soup, popcorn, pasta, rice, meat</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, cupboard <b>carpet, rug, dressing table, plant, shelf, washing machine, towel, chimney, roof, wall, floor, curtains, stairs, balcony, toilet</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, clown, (football) player, manager, waiter/ waitress, chef, President, thief, zoo keeper, train/taxi driver, fisherman, actor, pilot</b>
<b>Money</b>	<b>pound, euro, dollar, bill/check</b>
<b>Kitchen</b>	spoon <b>saucepan, frying pan, mug, saucer, fridge, dish, cooker, oven</b>
<b>Miscellaneous</b>	film/ <b>movie</b> , newspaper, magazine, star, moon, thing, <b>address, accident, adventure, beginning, blanket, box, camera, card/ postcard, comic, decorations, email, fire, fun, ghost,</b>

	<b>handbag, hobby, holiday, information, internet, invitation, journey, key, language, letter/ form, meeting, message, online, pair, passport, pocket, present/gift, programme, purse, sand, sandcastle, shell, slide, snowman, swing, text, ticket, trip, tunnel, website, world</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, moustache, back</b> <i>also</i> - headache, stomach-ache, earache, toothache, backache
<b>Places</b>	living room, zoo, farm, supermarket, office, cinema, café, restaurant, hospital, car park, flat/apartment, swimming pool, town centre, beach, sea, mountains, town, city, village, fields, country (i.e. England), countryside, <b>road, street</b> <b>theatre, hotel, station, circus, lake, river, sports centre, island, factory, campsite, hills, pizzeria, shopping centre, fair, airport, prison, castle, tent, jungle, library, market, playground, bank, building, college, museum, university</b>
<b>School</b>	teacher, homework, work, test, exam, student, lesson, letters, words, sentence, question, answer, story  <b>dictionary, subject, class, spelling, head teacher, mistake, page, line, true, false</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) skating, goal, team, competition, club, race, dancing</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>date night, day, yesterday, tomorrow, afternoon, tonight, last night, last week, next Monday etc</b>
<b>Toys</b>	ball, kite, castle, soldiers, paint, paintbrush, puppet, drum, <b>doll, teddy, robot, balloon, game, puzzle</b>
<b>Transport</b>	taxi, bike, motor cycle, motorbike, tractor, lorry (Brit),truck (Amer.) <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, storm</b>
<b>2. ADJECTIVES:</b>	<b>SETS OF LEXICAL ITEMS</b>
<b>Feelings</b>	<b>angry, tired, sick, bored, ill, well, scared/frightened/afraid, excited, lonely, thirsty, hungry</b>
<b>Modifiers</b>	very, <b>really, quite</b>

<b>Other</b>	clever, nice, good, pretty, hot, cold <b>amazing, beautiful, blonde, boring, bottom, brilliant, cheap, clean, closed, comfortable, correct, dark, delicious, dirty, dry, early, east, easy, exciting, expensive, fantastic, fast, friendly, funny, great, hard, heavy, high, interesting, kind, late, left, light, low, lucky, naughty, north, open, poor, quick, quiet, rich, right, scary, slow, soft, south, terrible, top, ugly, warm, west, wonderful, wet, wrong</b>
<b>Size</b>	little, small, big, tall, short, long <b>large, fat, thin, thick</b>
<b>3. VERBS</b>	be, buy, can, clean, cook, do, draw, drink, drive, eat, get up, go, have/has got, like, listen, live, look, make, play, read, ride, run, sit, sleep, start, swim, talk, tell, understand, walk, want, wash, watch, work, write <b>agree, answer, arrive, begin, blow, borrow, break, build, call, carry, catch, change, chase, choose, close, climb, come, compare, cost, cut, dance, describe, end, enjoy, escape, fail, fall, feel, find, finish, fly, frighten, get, give, happen, hear, hate, help, hide, hold, hurt, invite, jump, keep, kick, know, laugh, leave, lose, love, meet, move, need, open, paint, park, pass, pay, pick, practise, push, put, remember, repeat, sail, scream, see, sell, send, share, shine, show, shout, sing, speak, spell, spend, stay, steal, stop, study, sweep, take, teach, throw, travel, try, wait, wear, win, visit</b> <b>also - come on! pick up, put on, take off, throw away, wake up</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?
Imperative	Following single-step instructions in a familiar context	<b>Take</b> a piece of paper. <b>Stand</b> near the door.
ADJECTIVES		
Basic adjectives	For descriptive purposes	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 mother is <b>older than/more beautiful than</b> my teacher. This new film is <b>better than</b> the old film.
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 positive and negative	There is <b>some</b> bread. There isn't <b>any</b> butter.
PRONOUNS anything, nothing, anyone, no one/nobody	Talking about general things/people	There is <b>nothing</b> on the table.
PREPOSITIONS		
by, with, next to, up, down, on, off, above, below, out,	Talking about where things are/position	The children are standing <b>next to</b> the clock. The train <b>from</b> London arrives at 6 pm.
DETERMINERS another, both, each, every	Talking about additional or individual things	Can I have <b>another</b> coffee, please?
ADVERBS		
never, ago, for, in, before, after, on, back, also, again	Talking about when things happen	I went to Paris six years <b>ago</b> . He came <b>back</b> from work at 7 pm.
CONJUNCTIONS		
and, or, because, but, then, when	Connecting words and clauses	We went to the beach <b>because</b> it was sunny.
OTHER	Responding/Being polite	Sorry/I'm sorry, Thank you/ Thanks Please/Yes please/ No thank you
SALUTATIONS	Simple, informal spoken and written: typical greeting, starting/ ending a postcard,	Dear/ (Love) from See you soon How are you? Fine, thanks/thank you

# A2 Elementary Level (2 hours- including listening)

## **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 210-230 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.

### **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 (at least 50 words)

Write a short message to a friend. The message will either be to thank the friend for a present (e.g. book, computer game, 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. Each one is in the form of a note/postcard/invitation/notice etc. One gap in each text box, including the example.

Choose the correct preposition from the box and put it in the gap in the text box. 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 5-8 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**

### 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 it 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.
Present continuous with future meaning	Talking about future plans, arrangements and intentions	<b>We're driving</b> to London next week.
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	<b>I've never ridden</b> a donkey. <b>Have you finished</b> your dinner? <b>I have seen</b> a dolphin in the sea.
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, when, where, whose	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.

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)	Describing how often, how, when and to what extent people do something	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> .
ever, since, yet (with Present Perfect)	Talking about when things began, a short time ago and time up to now	She has lived in London <b>since</b> 2015. Ben has <b>just</b> phoned. He hasn't gone to sleep <b>yet</b> .
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. He is very <b>proud of</b> his son.

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

keen on  
interested in  
proud of

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

put on (clothes)  
take off (clothes)

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

stand up  
sit down  
lie down

look at (this photograph)  
look for (something which is lost)  
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)

# A2+ Pre-Intermediate Level

(2 hours – including listening)

## **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 (at least 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 250 – 270 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/service e.g. hotels, bikes

Seven questions plus one example. Match the correct place/product/ service 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 at Elementary 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; 'for' and 'since' are tested 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 (already/still/hardly/rarely/yet/never) 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
boredom	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 lists for Pre-Intermediate and Elementary.

## **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
6. The town where I live

## 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, unlikely future	<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	<b>I 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...
Modals	Expressing obligation and necessity	<b>I need to</b> buy some more milk. I can't go out because I <b>have to</b> do my homework.
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 (R/W = 1 hr 40 mins. L= 20 mins)

## **Section W1 25 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 £1 billion?*
6. *Imagine you are very old. What is it like?*

## **Section W2 15 marks**

Writing an email (80-100 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 300 – 320 words.

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

## **Section R2 7 marks**

### Reading comprehension

5 short passages on a common theme such as personal anecdotes, reviews, descriptions or extracts from letters.

7 questions plus one example ('Which review/letter ...?'). Candidates match the question to the text.

Texts may be chosen more than once.

## **Section R3 10 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. The third conditional, which is introduced at this level, is tested here. 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' + that (expressing cause and result)
- 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 , Italy - Italian, 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 R5 10 marks**

### Using Phrasal verbs

Ten sentences and one example.

Each sentence has one gap. In each case the preposition/particle is gapped. Select the correct word from a box of nine given prepositions/particles. Two or three of these words should NOT be used. Some will need to be used more than once.

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

VERB	NOUN	ADJECTIVE	OPPOSITE	ADVERB
	anger	angry		angrily
apologise	apology			
begin	beginning			
bore		bored/boring		
build	building/builder			
		careful		carefully
celebrate	celebration			
cook	cooker	cooked		
	danger	dangerous		dangerously
describe	description			
die	death			

VERB	NOUN	ADJECTIVE	OPPOSITE	ADVERB
		easy		easily
excite	excitement	excited/exciting		
	fashion	fashionable	unfashionable	
		fortunate	unfortunate	fortunately
	happiness	happy	unhappy	happily
	health	healthy	unhealthy	healthily
help	help	helpful	unhelpful	
	hunger	hungry		hungrily
inform	information			
interest	interest	interested/interesting		
invent	invention/ inventor			
	kindness	kind	unkind	kindly
like			dislike	
		loud		loudly
	luck	lucky	unlucky	luckily
mean	meaning			
	noise	noisy		noisily
		perfect	imperfect	perfectly
	possibility	possible	impossible	possibly
	power	powerful		
	pride	proud		proudly
		quick		quickly
	reception/receptionist			
rob	robbery/ robber			
run	runner			
	science/scientist			
		slow		slowly
	stripe	striped/ stripy		
	surprise	surprised/surprising		
tidy		tidy	untidy	tidily
	truth	true		
use		useful		
		usual		usually
visit	visitor			
worry		worried		
	<b>Argentina</b>	Argentinian/Argentinean		
	<b>Britain</b>	British		
	<b>China</b>	Chinese		
	<b>Cyprus</b>	Cypriot		
	<b>France</b>	French		
	<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.

## 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?' asked 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 simple and continuous	ordering the past	as in reported speech and 3 <sup>rd</sup> conditional above <b>He had been learning</b> English for many years before he visited the USA.
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, despite, in spite of	Talking about why people do things, the purpose of something, its cause, expressing that a fact is surprising  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.
So and such + that	Expressing cause and result	I was <b>so</b> tired <b>that</b> I fell asleep.  It was <b>such</b> a sunny day <b>that</b> we went to the beach.

## **List of 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 ahead (proceed, happen)

go off (explode, e.g. bomb, alarm, school bell)

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)

break up (into pieces *or* come to an end)

break down (e.g. car)

check out (hotel)

run out of

pick up (give a lift)

carry out (order, plan)

take up (start activity, job or fill space or time)

# B2 Advanced Level (R/W= 2hrs, 30mins, L = 30 mins)

## 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/email writing – formal and informal.

Two tasks, one formal letter (90 – 110 words) and one informal email (approx.. 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

For example:

**Task 1-** Write a letter of 90 - 110 words to the owner.

In your letter you should

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

**Task 2** Write an email of about 80 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 formal and informal types of writing.

### **Section R1 13 marks**

Reading comprehension.

The reading will be 350-380 words.

The question types are the same as for Intermediate.

### **Section R2 7 marks**

Reading – multiple matching

Six news articles on a common theme with seven questions and one example.

Candidates match the question to the article.

**One article is not chosen at all. Other articles may be chosen more than once.**

### **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 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.

Any of the following may be tested:

- inversion after negative adverbs
- reported speech
- conditionals
- past modals
- passives, especially continuous passives
- wish + tense change
- would rather/about time (if not tested in R3)

Other structures may also be tested.

### **Section R4 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***

### **Section R5 10 marks**

#### Cloze sentence gap fill

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

The ten separate sentences are related to each other and overall, they form a narrative.

## 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	I <b>wish I had</b> £1million. <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		I <b>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.
FUTURE CONTINUOUS		
Future Continuous Tense	Referring to temporary actions and events that will be in progress at a particular time in the future	<b>They will be flying</b> to Australia next week. <b>He won't be working</b> on Friday. <b>You'll be receiving</b> a letter from us.

BE/GET USED TO + ING/NOUN		
Affirmative, negative and interrogative	Expressing familiarity	<b>I'm used to getting</b> up early. <b>He isn't used to speaking</b> in public. <b>Has she got used to her new routine</b> yet?
Would	Habitual past action	When I was young, <b>we would</b> always <b>go camping</b> in July.

## C1 Proficiency Level

(R/W = 2 hrs, 30 mins, L = 30 mins)

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 about 300 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/technology-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 about 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.  
*People should not use animals for their own benefit. Discuss.  
Politics is a pointless activity. Discuss.*

### **Section W2 15 marks**

#### Email Writing

Two tasks, one formal email (150 -170 words) and one informal email (approx.. 100 words). Both tasks are compulsory.

Each of the tasks is a different function – refer to the Advanced level list for guidance. There are visual prompts to help with the content of Part 1. This is in the form of notes, personal opinions, reactions etc, which should be included in the candidate's response.

### **Section W3 10 marks**

#### Sentence Transformation.

Five questions plus one example.

A sentence stem and a word/words in brackets are given, both of which the candidate must use unchanged.

For example, I'm sure that wasn't John talking, because he doesn't speak German.

That ..... (been)

*That can't have been John talking, because he doesn't speak German.*

The structures list for Proficiency level builds on the B2 syllabus and the grammar tested will particularly focus on the following:

- inversion after negative adverbs, including Only + clause + inversion
- reported speech, including more advanced reporting verbs such as threaten, deny, accuse, and use of negatives
- conditionals including mixed conditionals and those with inversion, e.g. Had I known ... , Were it not for ...
- past modals including more advanced uses such as ought to have, needn't have, shouldn't have been etc
- passives, especially continuous passives
- wish + tense change
- would rather/about time

|

At least three of the sentences involve a second change, forced by the use of the word/s in brackets, e .g. phrasal verb or collocation

For example, he regrets not cancelling the wedding.

He wishes .....(called)

*He wishes he had called off the wedding.*

### **Section R1 10 marks**

#### Reading Comprehension

The reading text will be 620 - 650 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 vocabulary questions (one synonym and one antonym).

### **Part R2 10 marks**

#### Summary

This 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 860 – 870), from which ten 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 distractors.

The text will have a clear chronology or narrative thread.

### **Section R4 10 marks**

#### Word Transformation.

There are two texts, each of a different style/source, e.g. instructions, job advert, product description. Five transformation gaps in each text, plus an example in the first text.

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 180 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**

(R/W = 2 hrs, 30 mins, L = 30 mins)

### **Section R1 12 marks**

One cloze passage or extract of approx. 230-240 words with six gaps.

Six gapped sentences testing idioms.

### **Section W1 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. They are given the first word(s) of the sentence they need to complete.

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.

At least six of the sentences involve a second change, forced by the use of the word/s in brackets, e .g. phrasal verb or collocation.

## **Section R2 10 marks**

### Text Matching

There are fifteen headlines and ten short news stories (a total of about 900 words for all the stories). The candidate matches ten of the headlines with the news stories.

## **Section R3 5 marks**

### Reading comprehension

Reading passage of 250-300 words – an extract from an original text  
3 x 4-option multiple choice comprehension questions  
One synonym/antonym question  
One 4-option multiple choice vocabulary question (in line 15, XXX means or the words XXX refer to ...)

## **Section R4 6 marks**

### Reading comprehension

Four texts on a common theme  
Each text is from a different source, e.g. factual/encyclopaedic, specialist article, personal testimony/description, news editorial etc

Six questions plus one example  
Multiple-matching - 'Which text ....?' type question

## **Section W2 15 marks**

### Writing for results- emails

Two emails of different levels of formality, 150 words each. One is formal, one is informal. Both emails are compulsory.

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

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

**Section R5 17 marks**

Reading Comprehension

The text will be 660 – 680 words.

**Part 1 7 marks**

Five cloze gaps, with four-option multiple choice questions.  
Two x four-option multiple choice comprehension questions.

**Part 2 10 marks**

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

**Section W3 Writing 25 marks**

One composition title is given, which is related to the reading in R5. 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 at least 350 words.

# **CAT/CART/CARAT MARKING CRITERIA**

## A2 Elementary level

<b>C</b> content organisation	<p>5 = Clear evidence of paragraphing and/or linking/ grouping ideas 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/or attempt made at linking/ grouping ideas</p> <p>3 = A logical chain of events/grouping</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 A2 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 continuous/ relative pronouns/ used to. Perhaps some attempt at using more advanced language, maybe with errors</p> <p>4 = Good range of language, with examples of several A2 structures and appropriate vocabulary</p> <p>3 = Adequate language used for the task but rather limited in range</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 A2+ 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 A2+ level, e.g. passive voice, gerund, present perfect with for/since, second conditional. Perhaps some attempt at using more advanced language, maybe with errors</p> <p>4 = Good range of language with examples of several A2+ structures and appropriate vocabulary</p> <p>3 = Adequate language used for the task, but rather limited in range</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 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 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 B1 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 range of language, with several examples of B1 structures and appropriate vocabulary</p> <p>3 = Adequate language used for the task but rather limited in range</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>A</b> appropriacy of style and development of ideas	<p>5 = Good/consistent use of language/style. Competent attempt made to develop ideas, within the language expected at this level</p> <p>4 = Appropriate use of language/style. Clear attempt at development of ideas</p> <p>3 = Adequate appropriacy throughout, with minimal attempt at developing ideas</p> <p>2 = Language style may be inappropriate. No development of ideas</p> <p>1 = Language too limited for 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	20 -25
Merit	16.5 - 19.5
Pass	12.5 - 16
Referred	5-12
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 = 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 B2 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 B2 level, e.g. range of tenses, conditional, inversion, unreal past. Shows flashes of inspiration</p> <p>4 = Good range of language, with examples of several B2 structures and appropriate vocabulary</p> <p>3 = Adequate language used for the task but rather limited in range</p> <p>2 = Lack of basic structures. Language too simplistic and repetitive</p> <p>1 = Almost no examples of B1 or B2 structure or relevant vocabulary</p>
<b>A</b> Appropriacy of tone/register, and development of ideas	<p>5 = Fully appropriate use of language and style with clear evidence to demonstrate understanding of formal/ informal expectations in tone and register. Ideas and comments developed with depth and sophistication</p> <p>4 = Mostly appropriate with one or two exceptions. Good attempt made to develop/ explain/ justify ideas</p> <p>3 = Clear attempt has been made to use suitable tone/register. Attempts in places to justify and develop ideas but may be inconsistencies</p> <p>2 = Inappropriate tone/register but would not cause offence. Main points/ ideas not developed</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>).</p> <p>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 = One or two minor errors undermining potential sophistication</p> <p>3 = Some errors with C1 language but these do not impede comprehension of the text overall</p> <p>2 = Significant errors with language expected at the level. Level of accuracy demonstrates that the candidate has not reached C1 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 + collocations and lexis range</p> <p>4 = Good range of language, with examples of several C1 structures and appropriate vocabulary</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 = No examples of B2 or C1 structures or vocabulary</p>
<b>A</b> Appropriacy of tone/register, and development of ideas	<p>5 = Natural. Fully appropriate use of language and style with clear evidence to demonstrate understanding of formal/informal expectations. Ideas and comments developed with clarity, depth and sophistication</p> <p>4 = Mostly appropriate with one or two exceptions. Good attempt made to develop/ explain/ justify ideas</p> <p>3 = Clear attempt has been made to use suitable tone/register. Attempts in places to justify and develop ideas but may be inconsistencies</p> <p>2 = Inappropriate tone/register but would not cause offence. Main points/ideas not developed</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**

<p><b>C</b> content organisation</p>	<p>5 = Clear relevant paragraphs to organise work. An impressive range of connectives/conjunctions (notwithstanding, alternatively, thereby, nonetheless etc). Clear and smoothly flowing. Elements of description and discussion have sophisticated connectors and grouping  4 = Evidence of paragraphing and good attempt made at linking/ grouping ideas with connectives suitable for this level. Minor lapses  3 = Evidence of paragraphing and a logical chain of events/grouping, but organisation only just reaches what is expected at C2.  2 = Limited evidence of organisation. Unsophisticated grouping of ideas etc.  1 = Very confusing/ difficult to follow</p>
<p><b>A</b> accuracy and appropriacy of tone and register</p>	<p>5 = Shows total control of language with only very minor occasional lapses  4 = Fluent and confident language. Minor errors which might even be 'slips of the pen'. Enough accuracy to convince the reader of candidate's mastery  3 = Enough accuracy to convince the reader of candidate's mastery, with just occasional errors or inconsistencies  2 = Clear errors with language expected at C2 level  1 = Significant errors throughout. Impedes understanding</p>
<p><b>R</b> range of vocabulary and structure</p>	<p>5 = Competent and consistent use of a wide range of vocabulary and structure expected at C2. Shows flair and sophistication throughout  4 = Sufficient range throughout to convince reader of candidate's mastery  3 = Perhaps adequate to complete the task but range not up to C2 level. More of what is expected at C1  2 = Language too simplistic and repetitive for C1 or C2  1 = No examples of vocabulary or structure beyond expectations even of B2</p>
<p><b>A</b> appropriacy of tone /register, and development of ideas</p>	<p>5 = Natural. Fully appropriate use of language and style. Ideas and comments developed with impressive depth and sophistication  4 = Appropriate, subtle exceptions possible. Very good attempt made to develop/ explain/ justify ideas  3 = Suitable tone/register to convince the reader of candidate's mastery though some quirks may show through, possibly from the candidate's own background and context  2 = Inappropriate tone/register can be perceived, showing that mastery has not been achieved. Main points/ideas not developed  1 = Limited language or inappropriate, and would cause offence. Simplistic</p>
<p><b>T</b> task completion</p>	<p>5 = Full completion of task. No repetition. Ideas and arguments fully exploited. Interesting/engaging to read throughout. Very positive effect on reader  4 = Main points of task covered in a well-balanced/ convincing composition. Maintains reader's interest  3 = Attempt made to cover task but arguments/ points may fall short of being convincing  2 = Insufficient attempt made to cover task and/or too short. Negative effect on reader  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	<b>22.5 - 25</b>
Merit at C2	<b>18.75 - 22</b>
Pass at C2	<b>16.25 - 18.5</b>
Pass at C1	<b>13.75 - 16</b>
Referred	<b>6 - 13.5</b>
Ungraded	<b>0 - 5.5</b>

## Appendix for essay marking

### Appropriacy of Tone and Register- In compositions B2 level and above

Discursive/Argumentative essays require a certain level of formality and are formulaic in structure (the structure vocab is accounted for in the Content Organisation criterion and Range). In the Appropriacy criterion we are also looking at the development of ideas and arguments. We do not mark the candidates on their opinions, but on how they express their opinions and how they support and justify their argument. In the case of a narrative or description, candidates may choose a more informal style, but this must be consistent. We also consider how convincing and interesting their narrative/description is.

### Appropriacy of Tone and Register- In letters/correspondence. B2 and above

Evidence of a candidate's ability to differentiate between formal and informal writing could be:

#### Formal

- \* no contractions (I am/ He would etc)
- \* no exclamation marks
- \* no phrasal verbs
- \* use weaker adjectives to convey facts but avoid emotion e.g. 'I was rather disappointed...'
- \* if you know the person's name, use it
- \* Dear Sir >> Yours faithfully
- \* Dear Mr Jones >> Yours sincerely
- \* Give a reason for writing. e.g. 'I am writing to express my concern...'
- \* remember - the passive voice is common in formal correspondence, especially to avoid accusation
- \* inversion can be used here

#### Informal

- \* use contractions (I'm/ He'd etc)
- \* exclamation marks are fine!
- \* use phrasal verbs
- \* use strong adjectives to convey strong feeling/emotion e.g. 'It was absolutely disgusting!'
- \* don't start with 'Dear friend'- use a name
- \* think carefully about opening and closing lines which are chatty in style e.g 'I can't wait to see you' is better than 'I'm looking forward to seeing you' as the latter structure is often used in formal correspondence
- \* remember- the passive voice is **not** common. Be direct.
- \* remember - inversion is **not** common in informal correspondence

## Writing messages, emails and letters

### A2 Elementary Level - Section W3 – Writing an informal message (approx. 50 words)

<b>A</b> accuracy and organisation	<p>5 = Minimal, minor errors in A2 level language. Sentences organised logically with appropriate connectives used (so, because, also, first, next etc). Flows very well</p> <p>4 = Attempt made to link and organise sentences. A few errors but easily understood. Basic but appropriate connectives (and, but)</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, even with A1 level language. 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. Evidence of range of A2 grammar points <b>and</b> vocabulary <b>and</b> connectors. 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 but perhaps simplistic</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 structures or relevant vocabulary</p> <p>0 = Task not covered. Little comprehensible language</p>

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

<b>A</b> accuracy and organisation	<p>5 = Minimal, minor errors in A2+ level language. Sentences organised logically with appropriate connectives used</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. Destination <b>and</b> season referenced clearly</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 (80-100 words)**

<p><b>C</b> content organisation/ appropriacy</p>	<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            4 = Clear attempt made at linking/ grouping ideas. Appropriate in tone and register perhaps with minor lapses            3 = Attempt made to organise ideas in a relatively simple way            2 = Sentences either not organised/connected or inappropriate for an informal email            1 = Sentences not organised/connected and inappropriate for an informal email            0 = Little or no language at all</p>
<p><b>A</b> accuracy</p>	<p>5 = Accurate use of range of B1 level language. Minor errors possible in higher-level language but do not impede understanding            4 = Few errors in B1 level language but easily understood and good control            3 = Several minor errors in B1 language but can be understood            2 = Significant errors in A2 and B1 language            1 = Significant errors throughout. May impede understanding            0 = Little or no language at all</p>
<p><b>T</b> task completion and range of language</p>	<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. Can convey relevant information and feelings/emotion            4 = Main points of task covered. Good use of language expected at this level            3 = Attempt made to cover task. Adequate language used            2 = Task not covered sufficiently. Lack of basic structures and language too simplistic            1 = Majority of task not covered. Structure and vocabulary far too simplistic            0 = Task not covered. Little or no language</p>

**B2 Advanced Level – Section W2- writing a formal letter (90 – 110 words) and an informal email (approx. 80 words)**

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

<p><b>C</b> content organisation/ appropriacy</p>	<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 throughout perhaps with minor lapses. Overall clear differentiation</p> <p>3 = Basic but adequate attempt at layout and organisation. Some evidence of differentiation in register, although may be neutral in tone for both tasks</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 a formal and/or informal email.</p> <p>0 = Little or no language at all</p>
<p><b>A</b> accuracy</p>	<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>
<p><b>T</b> task completion and range of language</p>	<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, but may be limited in range</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 (150 – 170 words) and an informal email (approx. 100 words)**

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

<p><b>C</b> content organisation/ appropriacy</p>	<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 sophisticated language. Evidence of full awareness of formal v informal language – two contrasting styles of correspondence appropriate for the task. Clear differentiation in tone and register between tasks according to recipient</p> <p>4 = Clear attempt made at laying out letter and linking/ grouping ideas. Overall, clear differentiation between formal and informal, with one or two lapses</p> <p>3 = Adequate attempt at layout and organisation. Some evidence of differentiation in register although may be fairly neutral in tone for both tasks. Would not cause offence.</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 a formal and/or informal email. Likely to cause offence</p> <p>0 = little or no language at all</p>
<p><b>A</b> accuracy</p>	<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>
<p><b>T</b> task completion and range of language</p>	<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 Elementary and Pre-Intermediate messages**

<b>GRADE</b>	<b>MARKS</b>
Distinction	8 - 10
Merit	6.5 - 7.5
Pass	5 - 6
Referred	3 - 4
Ungraded	0 - 2

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

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

**C2 Masters Level – Section W2 – writing a formal email and an informal email (150 words each)**

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

**The pass mark for C2 is 65%**

<p><b>C</b> content organisation/ appropriacy</p>	<p>5 = Correspondence set out correctly and clearly. Language organised into a logical thread, with very sophisticated use of connectors/linkers and clear. Evidence of full awareness of formal v informal language – two contrasting styles of correspondence appropriate for the task. Very clear differentiation in tone and register between tasks according to recipient.</p> <p>4 = Good layout of letter and linking/ grouping of ideas. Appropriate in tone and register even without the sophistication of a 5. Overall, clear differentiation between formal and informal, with one or two lapses</p> <p>3 = Clear attempt evident in layout and organisation. Some evidence of differentiation in register. Some evidence of differentiation in register although may be fairly neutral in tone for both tasks. Would not cause offence.</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 cause offence in places.</p> <p>1 = Sentences not organised/connected <b>and</b> inappropriate for a formal and/or an informal email. Therefore, offence is likely (over-familiarity, over-formality).</p> <p>0 = little or no language at all</p>
<p><b>A</b> accuracy</p>	<p>5 = Impressive and sophisticated use of a range of C2 language. Evidence of nuance and inference. Accurate use of contractions and other punctuation in informal writing. One or two minor errors, perhaps in spelling or punctuation.</p> <p>4 = Good use of language expected at this level. One or two minor errors but they do not impede understanding at all.</p> <p>3 = Several errors in C1 language but no effect on understanding</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>
<p><b>T</b> task completion and range of language</p>	<p>5 = Full completion of task. Competent use of a range of C2 language. No repetition. Function fully evident. Highly positive effect on reader.</p> <p>4 = Main points of task covered. Good/Varied use of language expected at this level. Very positive effect on reader.</p> <p>3 = Task satisfactorily covered. Adequate range of language used. Generally a positive effect on reader.</p> <p>2 = Task not covered sufficiently. Lack of structures and language too simplistic for C2. Negative effect on reader/function not clear</p> <p>1 = Important elements of task not covered. Structure/ vocabulary too simplistic for the level. Major errors throughout, which could impede understanding</p> <p>0 = Task not covered. Little or no language</p>

## Grade boundaries for email writing at Masters level C2

<b>GRADE</b>	<b><u>MARKS</u></b>
Distinction at C2	13.5 - 15
Merit at C2	11.5 - 13
Pass at C2	10- 11
Pass at C1	8 - 9.5
Referred	4- 7.5
Ungraded	0 - 3.5

# 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 weighted at 30% 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 34 marks	<ul style="list-style-type: none"> <li>• Six conversations. 4 options for each.</li> <li>• Gap-fill of 10 words (including at least 2 plurals).</li> <li>• 6 questions - 4 true / false questions. 2 short written answers</li> </ul>
ELEMENTARY 34 marks	<ul style="list-style-type: none"> <li>• Five conversations. 4 options for each.</li> <li>• Gap-fill of 10 words.</li> <li>• 9 true / false questions.</li> </ul>
PRE-INTERMEDIATE 34 marks	<ul style="list-style-type: none"> <li>• Five conversations. 4 options for each.</li> <li>• Gap-fill. 6 gaps are one word. 6 gaps are 2 consecutive words. 18 words in total</li> <li>• 11 true / false questions.</li> </ul>
INTERMEDIATE 34 marks	<ul style="list-style-type: none"> <li>• Five conversations. 4 options for each.</li> <li>• Gap-fill. 9 gaps. Each gap is 2 consecutive words. 18 words in total</li> <li>• 11 true / false/ doesn't say questions.</li> </ul>
ADVANCED 34 marks	<ul style="list-style-type: none"> <li>• Notes to complete. 14 gaps.</li> <li>• The news with 10 true / false/ doesn't say.</li> <li>• 5 monologues. Speakers in different situations. 2 x 3-option questions for each.</li> </ul>
PROFICIENCY 34 marks	<ul style="list-style-type: none"> <li>• Tour guide type monologue. 4 x 3-option questions, 4 gapped sentences and 5 x fill in missing info in a table. Q 9 -13 carry 2 marks each as there are 2 parts to each answer</li> <li>• 5 speakers talking on common theme e.g. recent holiday, a book they have read, a hobby. 2 x 4-option questions for each.</li> <li>• Interview style dialogue 6 x 3-option multiple-choice.</li> </ul>
MASTERS 34 marks	<ul style="list-style-type: none"> <li>• Interview dialogue. 8 x 4-option multiple-choice questions.</li> <li>• Dialogue. Match speaker to statement. 6 questions.</li> <li>• 2 x monologue extracts. 2 x 3-option questions each</li> <li>• Radio advertisement, e.g. event announcement Complete table of 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.

## **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 like/ prefer.

## **A1 PRELIMINARY LEVEL 34 marks**

### **Section L1 6 marks**

#### **Listening for Meaning**

Six conversations. At least one of these is in a place of work, e.g. a hotel, restaurant or sports centre. 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. At least two of the words will be plurals, including irregular ones e.g. children, cities, feet, boxes.

### **Section L3 8 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 questions 5 and 6, candidates must answer simple questions and write a word. Q5 could be a colour, a favourite food etc, Q6 relates to the job/place of work of the person in the text.

## **A2 ELEMENTARY LEVEL 34 marks**

### **Section L1 5 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 9 marks**

#### **Listening for meaning**

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

## **A2+ PRE-INTERMEDIATE LEVEL 34 marks**

### **Section L1 5 marks**

#### **Listening for Meaning**

Five conversations. 4 options 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 18 marks**

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

A gapped listening, with text on the test paper. There are 12 gaps. Six of the gaps are one word, and six of the gaps are two consecutive words.

### **Section L3 11 marks**

#### **Listening for meaning**

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

## **B1 INTERMEDIATE LEVEL 34 marks**

### **Section L1 5 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 18 marks**

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

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

### **Section L3 11 marks**

#### **Listening for meaning**

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

## **B2 ADVANCED LEVEL 34 marks**

### **Section L1 14 marks**

#### **Listening for, and writing in, information**

A page from a notebook to complete with 14 gaps. Candidates will listen for numbers, dates, spelling (names), places, colours, address etc.

### **Section L2 10 marks**

#### **Listening for meaning**

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

### **Section L3 10 marks**

#### **Listening for Information**

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

## **C1 PROFICIENCY LEVEL 34 marks**

### **Section L1 18 marks**

#### **Listening for information**

Tour guide type monologue. There are three types of questions: 4 x 3-option multiple choice questions, 4 gapped sentences and 5 x filling in missing information in table.

### **Section L2 10 marks**

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

Five monologues. Two 4-option questions for each. Candidates are listening for the speaker's feelings and opinions as well as facts.

### **Section L3 6 marks**

#### **Listening for Information**

Interview-style dialogue. Six x 3-option multiple choice questions. Candidates must be prepared to listen for opinion, feeling etc

## **C2 MASTERS LEVEL 34 marks**

**Candidates will hear Section L1 TWICE, Sections L2 and L3 ONCE ONLY and Section L4 TWICE.**

### **Section L1 8 marks**

#### **Listening for Information**

Eight x 4-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 6 marks**

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

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

**Section L3 4 marks**

**Listening for Meaning and Inference**

2 short monologue extracts, with 2 x three-option 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 selects the relevant information and completes a table of notes with the information required.

# **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 the speaking test 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.

### **Preparation 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, and 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	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	3A optional extension answering questions about pictures	no (unless choosing the extension)
<b>Preliminary (A1)</b>	11 mins for 2 students	set of narrative picture prompts set of A4 pictures	warm up	telling a story in the past simple from picture prompts	‘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 visual prompts relating to the event	warm up	Prepared discussion	discussion and decision-making around organising an event, based on visual prompts	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	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	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** (1 min)

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 – about 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?

### **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?** NO (unless choosing the extension)

## **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 oldest/ 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 individual picture prompts which, as a sequence, form a simple narrative. The assessor asks one or two past simple questions to elicit answers such as 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 find-the-difference 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?** NO (unless choosing the extension)

**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 or baby pictures of the candidate 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?** YES, candidates prepare 3 pictures to talk about in task 2

## **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)

Two topics have been handed out beforehand. The questions are all hypothetical conditions. Students choose one of the topic lists.

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

Example topics:

How 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

If you could do one of these jobs, which one would you choose?

1. Firefighter
2. Astronaut
3. Doctor
4. Detective
5. Rock/pop musician
6. Chef

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

Candidates work together to plan an event of some kind, using the visual prompts provided by the assessor.

Example: You and your partner have the job of organising a day trip for your class.

Using the pictures/ words on this card, talk with your partner and decide which place would be the best place to visit, and what activities you should do there.

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?
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?** YES, candidates prepare a short talk on one of the topics for task 2

### **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 say 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).
- 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 reading texts 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:

- How many hours a week do you spend playing video games or playing games online?
- Is it something boys do more than girls?
- 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?

N.B. candidates may choose the same topic/reading to talk about. In this case, the task may become a group discussion.

**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?** YES, candidates prepare material for task 2 and topic vocabulary for task 3

## **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 explain 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 me 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 the animal world , virtual reality, corruption or royalty 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'?
- What do you think are some of the more beneficial uses of VR?
- Is conflict and cheating in society inevitable? Or is it possible to prevent them?
- 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 task 2.

YES, candidates prepare

**SPEAKING  
TEST  
MARKING  
CRITERIA**

# Marking Criteria Speaking Tests

## FIRST STEP LEVEL

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

	<b>COMMUNICATION/ CONTENT</b>	<b>PRONUNCIATION</b>	<b>RANGE OF VOCABULARY/ USE OF ENGLISH</b>
<b>D</b>	The candidate can comfortably participate in almost all of the activities.	Clearly understandable throughout.	The candidate is clearly at ease with most of the basic words and minimal structures of the level.
<b>M</b>	The candidate can participate in most of the activities, perhaps with some prompting.	Sufficiently adequate to be understandable.	The candidate demonstrates an understanding of most of the basic words and grammatical structures of the level.
<b>P</b>	The candidate can respond to/participate in at least half of the activities, with help and prompting.	Poor, but understandable at least some of the time.	The candidate demonstrates an understanding of at least 50% of the basic words and grammar needed for the level.
<b>R</b>	A combination of not answering and answering incorrectly make communication virtually impossible.	The candidate cannot be understood most of the time.	The candidate knows too few words to participate in the test.
<b>U</b>	Candidate says <i>nothing</i> or virtually nothing in English and cannot complete the tasks at this level.		

## JUNIOR AND PRIMARY LEVELS (A1)

	<b>COMMUNICATION/ CONTENT</b>	<b>PRONUNCIATION</b>	<b>RANGE OF VOCABULARY/ GRAMMATICAL ACCURACY</b>
<b>D</b>	The candidate can comfortably participate in the tasks and respond to the assessor's questions at this level.	Clearly understandable throughout the test.	The candidate is clearly at ease with the basic words and grammatical structures of the level.
<b>M</b>	The candidate understands the assessor most of the time and can participate in most of the activities with significant prompting.	Sufficiently adequate to be understandable.	The candidate knows the basic words and grammatical structures of the level. There may be a few errors.
<b>P</b>	The candidate understands a good proportion of the questions, and gives right answers in at least 50% of cases .	Poor, but understandable at least half the time.	The candidate 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 incorrectly, make communication virtually impossible.	The candidate cannot be understood most of the time.	The candidate knows insufficient basic words or grammar to participate in the test.
<b>U</b>	Candidate says <i>nothing</i> or virtually nothing in English and cannot complete the tasks at this level.		



## PRELIMINARY LEVEL (A1)

	COMMUNICATION/ CONTENT	PRONUNCIATION	RANGE OF VOCABULARY/ GRAMMATICAL ACCURACY
<b>D</b>	The candidate can comfortably participate in the tasks and respond to the assessor's questions at this level.	Clearly understandable throughout the test.	The candidate is clearly at ease with the basic words and grammatical structures of the level.
<b>M</b>	The candidate understands the assessor most of the time and can participate in most of the activities with significant prompting.	Sufficiently adequate to be understandable, with one or two exceptions.	The candidate knows the basic words and grammatical structures of the level. There may be a few errors.
<b>P</b>	The candidate understands a good proportion of the questions and gives correct answers in at least 50% of cases.	Poor, but understandable at least half the time.	The candidate 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 incorrectly make communication virtually impossible.	The candidate cannot be understood most of the time.	The candidate knows insufficient basic words or grammar to participate in the test.
<b>U</b>	Candidate says <i>nothing</i> or virtually nothing in English and cannot complete the tasks at this level.		

CEFR Scales – Overall oral comprehension/production/spoken interaction A1 (*The CEFR Companion Volume 2020 -descriptor scales*)

SC Can follow language which is very slow and carefully articulated, with long pauses for them to assimilate meaning.

Can recognise concrete information (e.g. places and times) on familiar topics encountered in everyday life, provided it is delivered slowly and clearly.

SP Can produce simple, mainly isolated phrases about people and places.

SI Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair.

Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.

## ELEMENTARY LEVEL (A2)

	COMMUNICATION	CONTENT	PRONUNCIATION	VOCABULARY	GRAMMAR
D	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 fluency and good interaction.	Shows the ability to speak confidently about the subjects at this level. May add personal views.	Language of this level is very well articulated and can easily be understood.	A wide range of vocabulary appropriate for the tasks at this level. May demonstrate an ability to use language beyond this level.	Candidate confidently uses a range of grammatical forms of the level throughout. There may be inaccuracies and inappropriate uses when the candidate attempts grammatical forms outside the level.
M	There is active participation during the conversation, even if prompts are needed and there is a lot of hesitation.	Has the ability to speak with some fluency about the subjects at this level and can respond in more than a basic way.	Generally good articulation throughout. However, there may be a few minor mistakes with language of this level.	An adequate range of vocabulary at this level is used to cover all the subjects discussed, although there may be a few gaps.	The candidate's use of the grammatical forms of the level is reasonably consistent for all the tasks, although there may be errors.
P	Communication with the assessor takes place but answers are brief and may need repeated prompt. Short answers, with limited scope for active participation.	Can speak about the subjects in a basic way, but no more than that.	Words are pronounced well enough to be understood most of the time by a listener who is prepared to concentrate, even if there are a number of mistakes.	Vocabulary is limited for the level, but is just sufficient to cover most of the subjects discussed.	There may be a number of obvious or even basic mistakes, but the use of grammatical forms appropriate to the level is adequate for understandable exchanges to take place.
R	Poor communication with the assessor.	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.
U	Little or no communication in English takes place at all.				

CEFR Scales – Overall oral comprehension/production/spoken interaction A2 (*The CEFR Companion Volume 2020 -descriptor scales*)

SC Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment), provided people articulate clearly and slowly.

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

SI Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time. Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of their own accord.

## PRE-INTERMEDIATE LEVEL (A2+)

	COMMUNICATION	CONTENT	PRONUNCIATION	VOCABULARY	GRAMMAR
D	Communication is very effective in all tasks with active and natural participation. It may be brief at times, but there are several examples of extended responses.	Shows the ability to speak confidently about the subjects, is clear, and can add personal views/ anecdotes.	Language of this level is very well articulated and can easily be understood throughout.	A wide range of vocabulary appropriate for the level is well used.	The grammatical forms of the level are used with confidence throughout the test. There may be inaccuracies and inappropriate uses when the candidate attempts grammatical forms outside the level.
M	There is active and natural participation during the conversation, even if some prompts are needed.	Has the ability to speak with some fluency about the subjects at this level. Can react to almost all comments and questions.	Generally good articulation throughout. However, there may be a few minor mistakes with language of this level.	An adequate range of vocabulary at this level is used to cover all the subjects discussed.	The candidate's use of the grammatical forms of the level is reasonably consistent for all the tasks, although there may be errors.
P	Communication with the assessor takes place, although it is limited and may require prompting and assistance.	Can speak about the subjects in a limited way.	Words are sufficiently well pronounced to be understood even if there are a number of mistakes.	Vocabulary is limited for the level, but is just sufficient to cover most of the subjects discussed.	There may be a number of obvious or basic mistakes, but the use of grammatical forms appropriate to the level is still adequate.
R	Poor communication with the assessor.	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.
U	Little or no communication in English takes place at all.				

CEFR Scales – Overall oral comprehension/production/spoken interaction A2+ (*The CEFR Companion Volume 2020 -descriptor scales*)

SC Can understand enough to be able to meet needs of a concrete type, provided people articulate clearly and slowly.

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

SI Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.

## INTERMEDIATE LEVEL (B1)

	COMMUNICATION	CONTENT	PRONUNCIATION	VOCABULARY	GRAMMAR
<b>D</b>	Communication is very effective for the level, with active and natural participation, even on unprepared topics. Might pause for grammatical and lexical planning. Might occasionally need to go back over phrases, repair mistakes, etc.	Covers the subjects of discussion with ease. Offers additional content spontaneously on more abstract/cultural topics than those limited to everyday life.	Clear and comprehensible pronunciation although L1 accent may be noticeable. Natural word stress and sentence intonation throughout.	Fully appropriate words and expressions for the tasks at this level. Can confidently use some more adventurous language without obvious searching for words.	Confident with the structures demanded by the tasks. Can spontaneously produce examples of the more complex grammar at this level. Occasional minor inaccuracies. Can link ideas using a range of B1 connectors.
<b>M</b>	Can contribute effectively to the conversation. Candidate is reasonably fluent, but has false starts and repairs. Can do more than just short answers or sentences May occasionally ask for repetition/clarification.	Covers the subjects well. Offers some additional content although this may be limited to topics that are familiar/relate to everyday life.	Reasonable pronunciation and word stress / sentence intonation. Occasional mother tongue interference, although generally not impeding understanding.	Adequate vocabulary for all the tasks at this level. May attempt to use a wider range of language beyond the basics required for this level.	Has a good command of grammar at B1 level. Mistakes are made, but do not seriously break up the flow. Can link a sequence of points using simple connectors.
<b>P</b>	Can manage tasks and contribute to the discussion. Might need obvious prompting and help to keep going. May sometimes be difficult to follow when trying to expand/ explain. May offer just short answers or sentences. May sometimes ask for repetition/clarification.	Can cover the subjects adequately, but needs help and prompting. Can produce limited additional content.	Mother tongue interference leads to some oddities in stress and intonation. Oddities may occasionally impede understanding.	Adequate vocabulary for the tasks. Some prompting and help may be required. Vocabulary may be simple but functional.	Can use the basic grammar required of the tasks. Mistakes, but can keep going and make him / herself understood. Can use simple connectors to link phrases.
<b>R</b>	Pauses and hesitation indicate lack of ability to communicate and/or comprehension of the tasks at this level.	Does not cover the subjects. Is very hesitant about what to say, even with prompting and help.	Flow of pronunciation and intonation does not inspire confidence in the speaker having a B1 level of spoken English.	Vocabulary too limited to be called functional at this level.	Mistakes and language range indicating B1 grammar in spoken English not quite achieved.
<b>U</b>	Little or no communication taking place in English at all.				

CEFR Scales - Overall oral comprehension/production/spoken interaction B1 (*The CEFR Companion Volume 2020 -descriptor scales*)

SC Can understand the main points made in clear standard language or a familiar variety on familiar matters regularly encountered at work, school, leisure, etc., including short narratives.

Can understand straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details, provided people articulate clearly in a generally familiar variety.

SP Can reasonably fluently sustain a straightforward description of one of a variety of subjects within their field of interest, presenting it as a linear sequence of points.

SI Can enter unprepared into conversation on familiar topics, and express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).

Can communicate with some confidence on familiar routine and non-routine matters related to their interests and professional field. Can exchange, check and confirm information.

## ADVANCED LEVEL (B2)

	COMMUNICATION	CONTENT	PRONUNCIATION	VOCABULARY	GRAMMAR
D	Can produce extended stretches of language spontaneously with fairly even tempo on a wide range of topics. Can interact without placing strain on the participants. May need to briefly hesitate and pause for thought.	Covers the subjects of discussion well on a wide range of general, academic, vocational or leisure topics. Can tackle every aspect of the conversation and discussion. Shows willingness to offer additional ideas	Clear and comprehensible pronunciation although L1 accent may be noticeable. Natural word stress and sentence intonation throughout. No strain imposed on the listener.	Fully appropriate words and expressions for the tasks at this level. Can confidently and spontaneously use a wide range of language without obvious searching for words.	Fully confident with the structures demanded by the tasks. Can spontaneously produce examples of more complex grammar at B2 level. Occasional minor inaccuracies when attempting more complex grammar.
M	Candidate is reasonably fluent and contributes effectively to the conversation on familiar tasks. Can express views clearly by providing relevant points and arguments. Some unevenness of tempo and pauses for thought.	Covers the subjects well and offers some additional ideas. Actively participates in discussion. Effort made not too distracting for participants.	Reasonable pronunciation and word stress / sentence intonation. Occasional mother tongue interference, although generally not impeding understanding.	Adequate vocabulary for all the tasks without obvious searching for words. Some attempts at a wider range of vocabulary, beyond the basics required for this level.	Good grammatical control of grammar at B2 level. Little sign of having to restrict what he/she wants to say for grammatical reasons. Mistakes are made, but do not usually break up the flow.
P	Candidate can make his / her way through the interactions, but the effort is obvious and could be distracting for the flow of conversation. Can initiate some discourse.	May not say what he / she thinks, but rather what he / she can say, leading to blocked discussion, but not a complete stop. Can express some opinion on most general topics.	Mother tongue interference leads to some oddities in stress and intonation. Oddities may occasionally impede understanding.	Sufficient vocabulary for all the debate and discussion, even if limited at times. Some paraphrase or pause noted when a true expression is missing. Sufficient range to simply describe, explain and justify at B2 level.	Can use the basic grammar required of the tasks but unwilling to use more complex grammar of this level. There may be evidence of grammar limitations. Mistakes, but can keep going and make him / herself understood.
R	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.	Pronunciation and intonation does not inspire confidence in the speaker having a B2 level of spoken English.	Vocabulary too limited to be called functional at B2 level.	Mistakes and language range indicating B2 grammar in spoken English not quite achieved.
U	Little or no communication in English takes place at all.				

CEFR Scales - Overall oral comprehension/production/spoken interaction B2 (*The CEFR Companion Volume 2020 -descriptor scales*)

SC Can understand the main ideas of propositionally and linguistically complex discourse on both concrete and abstract topics delivered in standard language or a familiar variety, including technical discussions in their field of specialisation.

Can follow extended discourse and complex lines of argument, provided the topic is reasonably familiar, and the direction of the argument is signposted by explicit markers.

SP Can give clear, detailed descriptions and presentations on a wide range of subjects related to their field of interest, expanding and supporting ideas with subsidiary points and relevant examples.

SI Can interact on a wide range of general, academic, vocational or leisure topics with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with users of the target language, quite possible without imposing strain on either party.

Can highlight the personal significance of events and experiences, and account for and sustain views clearly by providing relevant explanations and arguments.

## PROFICIENCY LEVEL (C1)

	COMMUNICATION	CONTENT	PRONUNCIATION	VOCABULARY	GRAMMAR
<b>D</b>	Candidate can express him / herself fluently and spontaneously on a wide range of topics. Highly interactive and expressive. Will only hesitate when the topic of discussion is conceptually difficult but can find a way to get around it. No strain placed on participants.	Can confidently tackle every aspect of the conversation, in both prepared and spontaneous discussion. Contributes in depth to the conversation with no evidence of content restriction due to language limitations. Minimal effort detected.	Confident, clear and comprehensible pronunciation although L1 accent may be noticeable. Natural word stress and sentence intonation throughout.	Evidence of a broad lexical repertoire, using good variety of appropriate words and idiom spontaneously. Is not worried by the different turns the conversation takes. Might lack full control of nuance.	Sentences are well-formulated, with a high degree of grammatical accuracy. Clear evidence of a wide range of structures. Very occasional minor inaccuracies. Can self-correct naturally.
<b>M</b>	Candidate is fluent without much hesitation. Candidate keeps the communication going well and interacts effectively-responds naturally to spontaneous conversation/ questions. Answers and reactions are to the point.	Covers the subjects well and in some depth. Contributes actively to the conversation.	Clear pronunciation and word stress / sentence intonation. Occasional mother tongue interference, although not impeding understanding.	Wide variety of vocabulary and idiom throughout. Little observable effort, either in prepared or spontaneous discussion.	Good, consistent grammatical control at C1 level. Little sign of having to restrict what he/she wants to say for grammatical reasons. A few mistakes and occasional inappropriate utterances.
<b>P</b>	Candidate is fluent and communicative. Some pauses and hesitation means delivery does not always come across as effortless. Functionally competent in the language.	Covers the subjects. May go round points, too, to get over a difficulty in expressing something.	Clear pronunciation and word stress / sentence intonation. Mother tongue may easily be detected, leading to oddities in stress and intonation, but not generally interfering with understanding.	Adequate vocabulary and idiom for all debate and discussion, even if some paraphrase noted when a true expression is missing. Sufficient range to describe, explain and justify at C1 level.	Can use the grammar required of the tasks but less confident/ unwilling to use grammar that is more complex.  Minor mistakes, but can keep going and make him / herself understood.
<b>R</b>	Pauses and hesitation indicating lack of spontaneity in candidate's ability to use spoken English.	Does not confidently cover the subjects. Is hesitant about what to say for language reasons rather than conceptual ones.	Pronunciation and intonation does not inspire confidence in the speaker's proficiency in spoken English at C1.	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 takes place in English at all.				

CEFR Scales - Overall oral comprehension/production/spoken interaction C1 (*The CEFR Companion Volume 2020 -descriptor scales*)

SC Can understand enough to follow extended discourse on abstract and complex topics beyond their own field, though they may need to confirm occasional details, especially if the variety is unfamiliar.

Can follow extended discourse and complex lines of argument, provided the topic is reasonably familiar, and the direction of the argument is signposted by explicit markers.

SP Can give clear, detailed descriptions and presentations on complex subjects, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.

SI Can express themselves fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.

## MASTERS LEVEL(C2)

	COMMUNICATION	CONTENT	PRONUNCIATION	VOCABULARY	GRAMMAR
<b>D at C2</b>	<p>Candidate is completely fluent and fully functional in spoken English. Articulate with natural, colloquial flow.</p> <p>Reactions and answers are appropriate in length, engaging and to the point. No more hesitation than a native speaker mwhile thinking about what to say.</p>	<p>Fully covers the subject in depth. Unfazed by any subject, whatever turn the conversation takes. No effort detected. Can produce clear, well-structured discourse.</p>	<p>Very confident, clear and comprehensible pronunciation although slight L1 accent may be noticeable. Skilled use of word stress and sentence intonation throughout. Very positive effect on the listener.</p>	<p>Confident command of broad lexical repertoire, including connotation and implication and elaborate description.</p> <p>Unhampered by any linguistic limitations.</p>	<p>Consistent grammatical control of a wide range of complex structures appropriate to all tasks. Can develop an argument/point using well-structured language which is totally appropriate.</p>
<b>M at C2</b>	<p>Candidate is fluent, without hesitation. Candidate keeps the conversation going well. Answers and reactions are to the point. Fully functional almost to native speaker level.</p>	<p>Covers the subjects well and in some depth. Contributes actively to the conversation. Only hesitation conceptual rather than linguistic.</p>	<p>Good, clear pronunciation and word stress / sentence intonation. L1 accent may be noticeable, but overall very natural. Little, if any, strain on the listener.</p>	<p>Good variety of words and idiom throughout without observable effort. Can appreciate and use nuance.</p>	<p>Very occasional inappropriacies, which may be seen, not as mistakes but as part of the candidate's personal dialect. Never interfering with the flow of the conversation.</p>
<b>P at C2</b>	<p>Candidate can express him / herself fluently and spontaneously but hesitates to consider his/her words a little more than a native speaker might.</p>	<p>Covers the subject. Keeps the flow and contributes throughout but may lack some sophistication when expressing ideas.</p>	<p>Clear pronunciation and word stress / intonation throughout. L1 may be detected but should not interfere with understanding in any way.</p>	<p>Uses a wide variety of words and idioms. Is not worried by the different turns the conversation takes, and shows awareness of finer shades of meaning.</p>	<p>Good control of grammatical structures throughout. Occasional mistakes, but these are incidental.</p>

<b>P at C1</b>	Candidate can express him / herself fluently and spontaneously most of the time. There may be hesitation when the topic of discussion is conceptually difficult, but is able to use strategies to get around this.	Can tackle almost all aspects of the conversation and discussion without too much effort. Contributes to the conversation.	Clear pronunciation and stress / intonation, with minor lapses/ hesitations. L1 accent may easily be detected as well as very occasional mother-tongue interference.	Uses a good variety of words and idioms expected at C1 level. Is not worried by the different turns the conversation takes, but lacks full control of nuance.	Sentences are well formulated Some inaccuracies and inappropriate uses, expected at C1 level.
<b>R</b>	Pauses and hesitation indicating that candidate does not have 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 does not inspire confidence in the speaker's mastery of spoken English.	Vocabulary too limited to be called fully functional in any situation.	Mistakes seem more than incidental, indicating total mastery of grammar in spoken English not quite achieved.
<b>U</b>	Very little communication takes place in English at all.				

CEFR Scales - Overall oral comprehension/production/spoken interaction C2 (*The CEFR Companion Volume 2020 -descriptor scales*)

SC Can understand with ease virtually any kind of language, whether live or broadcast, delivered at fast natural speed.

SP Can produce clear, smoothly flowing, well-structured discourse with an effective logical structure which helps the recipient to notice and remember significant points.

SI Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly that the interlocutor is hardly aware of it.

# **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

## **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, 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

- 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

- complete notes while listening to information given at normal speaking pace
- 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, including abstract, structurally complex, of highly colloquial literary writings
- 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

#### 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>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>brown</b> <i>adj</i>
<b>bed</b> <i>n</i>	<b>book</b> <i>n</i>	<b>bus</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> ( <b>color</b> )	

#### 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>English</b> <i>n+adj</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> ( <b>soccer</b> )
<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/Bye</b> <i>excl</i>
<b>girl</b> <i>n</i>	<b>green</b> <i>adj</i>

#### H

<b>Hello/Hi</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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**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****Saturday** *n***sister** *n***stand** *v***school** *n***sit** *v***stop** *v***seven** *det***six** *det***Sunday** *n***T****table** *n***the** *det***train** *n***teacher** *n***three** *det***tree** *n***television** *n***Thursday** *n***Tuesday** *n***ten** *det***touch** *v***two** *det***tennis** *n***tick** *v+n***U****up** *adv+prep***W****Wednesday** *n***white** *adj***word** *n***week** *n***window** *n***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>beach</b> <i>n</i>	<b>birthday</b> <i>n</i>	<b>breakfast</b> <i>n</i>
<b>bear</b> <i>n</i>	<b>biscuits</b> <i>n</i> ( <b>cookie</b> )	<b>brown</b> <i>adj</i>
<b>bedroom</b> <i>n</i>	<b>blackboard</b> <i>n</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>child/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> ( <b>favorite</b> )	<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> ( <b>gray</b> )

## 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*

long *adj*  
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*

**song** *n*

**sorry** *excl*

**sport** *n*

**starfish** *n*

**steak** *n*

**story** *n*

**swim** *v*

## T

**tall** *adj*

**thank you** *excl*

**thanks** *excl*

**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** *prep*

## 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>num</i>	number
<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>aeroplane</b> <i>n</i> (airplane)	<b>armchair</b> <i>n</i>	<b>aunt</b> <i>n</i>
<b>always</b> <i>adv</i>	<b>army</b> <i>n</i>	
<b>and</b> <i>conj</i>	<b>at the moment</b> <i>prep</i>	

### B

<b>baseball</b> <i>n</i>	<b>businessman</b> <i>n</i>	<b>butter</b> <i>v+n</i>
<b>because</b> <i>conj</i>	<b>businesswoman</b> <i>n</i>	<b>buy</b> <i>v</i>
<b>bread</b> <i>n</i>	<b>but</b> <i>conj</i>	

### C

<b>cabbage</b> <i>n</i>	<b>chips</b> <i>n</i> (fries)	<b>coffee</b> <i>n</i>
<b>café</b> <i>n</i>	<b>cinema</b> <i>n</i> (movie theater)	<b>cold</b> <i>adj+n</i>
<b>can</b> <i>v</i>	<b>circle</b> <i>n</i>	<b>country</b> <i>n</i>
<b>car park</b> <i>n</i>	<b>city</b> <i>n</i>	<b>countryside</b> <i>n</i>
<b>castle</b> <i>n</i>	<b>clean</b> <i>v</i>	<b>cousin</b> <i>n</i>
<b>cheese</b> <i>n</i>	<b>clever</b> <i>adj</i>	<b>cows</b> <i>n</i>
<b>cherry</b> <i>n</i>	<b>coat</b> <i>n</i>	
<b>chicken</b> <i>n</i>		

### D

<b>Dad</b> <i>n</i>	<b>do</b> <i>v</i>	<b>drive</b> <i>v</i>
<b>dear</b> <i>adj</i>	<b>doctor</b> <i>n</i>	<b>drum</b> <i>v+n</i>

### E

<b>evening</b> <i>n</i>	<b>every</b> <i>det</i>
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### F

<b>farm</b> <i>n</i>	<b>fish</b> <i>v</i>	<b>fox</b> <i>n</i>
<b>farmer</b> <i>n</i>	<b>flat</b> <i>n</i> (apartment)	<b>frog</b> <i>n</i>
<b>field</b> <i>n</i>	<b>football match</b> <i>n</i> (soccer match)	<b>from</b> <i>prep</i>
<b>film</b> <i>v+n</i> (movie <i>n</i> )		

### G

<b>get up</b> <i>v</i>	<b>good</b> <i>adj</i>	<b>guitar</b> <i>n</i>
<b>giraffe</b> <i>n</i>	<b>grandfather</b> <i>n</i>	
<b>goldfish</b> <i>n</i>	<b>grandmother</b> <i>n</i>	

**H**

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

holiday *n*  
 homework *n*  
 horse *n*  
 hot *adj*

how many *int*  
 hundred *num*

**J**

jacket *n*

jeans *n*

**K**

ketchup *n*

kite *n*

**L**

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

listen *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)

music *n*

**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*  
 party *n*

past *n+prep*  
 pet *n*  
 piano *n*  
 please *excl*

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

**Q**

quarter *n*

**R**

rain *v+n*  
 rectangle *n*

restaurant *n*  
 ride *v+n*

room *n*  
 run *v*

**S**

sandwich *n*  
 same *adj*  
 sea *n*  
 secretary *n*

sheep *n*  
 shop assistant *n*  
 shorts *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*  
with *prep*  
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>num</i>	number
<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>above</b> <i>prep</i>	<b>again</b> <i>adv</i>	<b>anyone</b> <i>pr</i>
<b>accident</b> <i>n</i>	<b>agree</b> <i>v</i>	<b>anything</b> <i>pr</i>
<b>actor</b> <i>n</i>	<b>amazing</b> <i>adj</i>	<b>apartment</b> <i>n</i>
<b>address</b> <i>n</i>	<b>also</b> <i>adv</i>	<b>apricot</b> <i>n</i>
<b>adult</b> <i>n</i>	<b>America</b> <i>n</i>	<b>arrive</b> <i>v</i>
<b>adventure</b> <i>n</i>	<b>angry</b> <i>adj</i>	<b>artist</b> <i>n</i>
<b>afraid</b> <i>adj</i>	<b>another</b> <i>det</i>	<b>autumn</b> <i>n</i>
<b>afternoon</b> <i>n</i>	<b>answer</b> <i>v+n</i>	

#### B

<b>back</b> <i>n + adv</i>	<b>below</b> <i>prep</i>	<b>boyfriend</b> <i>n</i>
<b>backache</b> <i>n</i>	<b>bill</b> ( <b>check</b> ) <i>n</i>	<b>bracelet</b> <i>n</i>
<b>balcony</b> <i>n</i>	<b>blanket</b> <i>n</i>	<b>break</b> <i>v</i>
<b>balloon</b> <i>n</i>	<b>blonde</b> <i>adj</i>	<b>brilliant</b> <i>adj+n</i>
<b>bank</b> <i>n</i>	<b>bored</b> <i>adj</i>	<b>build</b> <i>v</i>
<b>bean</b> <i>n</i>	<b>borrow</b> <i>v</i>	<b>building</b> <i>n</i>
<b>beard</b> <i>n</i>	<b>boss</b> <i>n</i>	<b>butterfly</b> <i>n</i>
<b>beautiful</b> <i>adj</i>	<b>bottom</b> <i>adj+n</i>	<b>by</b> <i>prep</i>
<b>begin</b> <i>v</i>	<b>both</b> <i>det</i>	
<b>beginning</b> <i>n</i>		

#### C

<b>call</b> <i>v+n</i>	<b>China</b> <i>n</i>	<b>come</b> <i>v</i>
<b>camel</b> <i>n</i>	<b>circus</b> <i>n</i>	<b>come on</b> <i>phrasal v</i>
<b>camera</b> <i>n</i>	<b>clean</b> <i>adj</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>compare</b> <i>v</i>
<b>carpet</b> <i>n</i>	<b>closed</b> <i>adj</i>	<b>competition</b> <i>n</i>
<b>carry</b> <i>v</i>	<b>clouds</b> <i>n</i>	<b>cooker</b> <i>n</i>
<b>catch</b> <i>v</i>	<b>cloudy</b> <i>adj</i>	<b>correct</b> <i>adj</i>
<b>change</b> <i>v</i>	<b>clown</b> <i>n</i>	<b>cricket</b> <i>n</i>
<b>chase</b> <i>v</i>	<b>club</b> <i>n</i>	<b>crisps</b> <i>n</i> ( <b>chips</b> )
<b>cheap</b> <i>adj</i>	<b>coconut</b> <i>n</i>	<b>curtains</b> <i>n</i>
<b>chef</b> <i>n</i>	<b>college</b> <i>n</i>	<b>customer</b> <i>n</i>
<b>chimney</b> <i>n</i>	<b>cola</b> <i>n</i> ( <b>coke</b> )	<b>cut</b> <i>v</i>

#### D

<b>dance</b> <i>v+n</i>	<b>dancing</b> <i>n</i>	<b>dark</b> <i>adj</i>	<b>date</b> <i>n</i>
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daughter *n*  
decoration *n*  
delicious *adj*  
dentist *n*  
describe *v*  
dinosaur *n*

dirty *adj*  
dish *n*  
doll *n*  
dollar *n*  
donkey *n*  
downstairs *adj + adv*

dressing table *n*  
(taxi/train) driver *n*  
dry *adj*  
DVD *n*

## E

earache *n*  
each *det*  
early *adj*  
earrings *n*  
east *adj+adv*

easy *adj*  
end *v*  
email *n*  
enjoy *v*  
England *n*

euro *n*  
excited *adj*  
exciting *adj*  
expensive *adj*

## F

factory *n*  
fair *n*  
fall *v*  
false *adj*  
fantastic *adj*  
fast *adj*  
fat *adj*  
feel *v*  
find *v*  
fingers *n*

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

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

## G

game *n*  
get *v*  
ghost *n*  
gift *n*  
give *v*  
girlfriend *n*

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

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

## H

handbag *n*  
happen *v*  
hard (opposite of easy) *adj*  
hard (opposite of soft) *adj*  
hate *v*

headache *n*  
hear *v*  
heavy *adj*  
hide *v*  
high *adj*  
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)

information *n*  
interesting *adj*  
internet *n*

invite *v*  
invitation *n*  
island *n*

## J

jellyfish *n*

jewellery *n* (jewelry)

journey *n*

jump *v*

jungle *n*

## K

keep *v*

key *n*

kick *v+n*

kind *adj+n*

kitten *n*

knees *n*

know *v*

## L

lady *n*

lake *n*

language *n*

large *adj*

last *adj+adv+n*

late *adj*

laugh *v+n*

lawn *n*

leaf *n*

leave *v*

left *adj*

letter *n*

library *n*

light (opposite of dark) *adj*

light (opposite of

heavy) *adj*

line *n*

lonely *adj*

lose *v*

low *adj*

lucky *adj*

## M

machine *n*

manager *n*

market *n*

meat *n*

meet *v*

meeting *n*

message *n*

million

mistake *n*

money *n*

moustache *n*

move *v*

mug *n*

museum *n*

## N

naughty *adj*

necklace *n*

need *v*

neighbour *n* (neighbor)

night *n*

nobody *pr*

no one *pr*

nothing *pr*

north *adj+adv*

nurse *n*

## O

off *adv+prep*

on *adv+prep*

onion *n*

online *adj*

open *adj+v*

out *prep*

oven *n*

Ow! *excl*

owl *n*

## P

pancake *n*

page *n*

pair *n*

park *v*

pasta *n*

parents *n*

partner *n*

pass *v+n*

passport *n*

pay *v+n*

pea *n*

peacock *n*

pick *v+n*

pick up *phrasal v*

pig *n*

pilot *n*

pineapple *n*

pizzeria *n*

plant *n*

playground *n*

(football) player *n*

pocket *n*

poor *adj*

popcorn *n*

postman *n*

(mail carrier)

postcard *n*

pound *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**

**quick** *adj*  
**quiet** *adj*

**quite** *adv*

**R**

**race** *n*  
**rainbow** *n*  
**raincoat** *n*  
**rainy** *adj*  
**really** *adv*  
**remember** *v*  
**repeat** *v*

**rice** *n*  
**rich** *adj*  
**right (opposite of left)** *adj*  
**right (opposite of wrong)** *adj*  
**ring** *n*

**river** *n*  
**road** *n*  
**robot** *n*  
**roof** *n*  
**rose** *n*  
**rug** *n*

**S**

**sailing** *n*  
**sand** *n*  
**sandcastle** *n*  
**saucepan** *n*  
**saucer** *n*  
**saxophone** *n*  
**scared** *adj*  
**scarf** *n*  
**scary** *adj*  
**seagull** *n*  
**see** *v*  
**send** *v*  
**sell** *v*  
**share** *v+n*  
**shelf** *n*  
**shell** *n*  
**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*  
**slow** *adj*  
**snow-boarding** *n PR*  
**snowman** *n*  
**soft** *adj*  
**son** *n*  
**soup** *n*  
**south** *adj+adv*  
**spaghetti** *n*  
**speak** *v*  
**spell** *v*  
**spend** *v*  
**spinach** *n*  
**sports centre** *n*  
 (**center**)

**spring** *n*  
**stairs** *n*  
**station** *n*  
**stay** *v*  
**steal** *v*  
**stomach** *n*  
**stomach-ache** *n*  
**stop** *v*  
**storm** *n*  
**street** *n*  
**study** *v*  
**suit** *n*  
**summer** *n*  
**sunny** *adj*  
**sweater** *n*  
**swimming costume** *n*  
**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**)  
**thick** *adj*

**thin** *adj*  
**thirsty** *adj*  
**thousand** *num*  
**throw** *v*  
**throw away** *phrasal v*  
**ticket** *n*  
**tired** *adj*  
**toes** *n*  
**toilet** *n*  
**tomorrow** *adv+n*  
**tonight** *adv+n*

**tooth** *n*  
**toothache** *n*  
**top** *adj+n*  
**towel** *n*  
**travel** *v*  
**trip** *n*  
**true** *adj*  
**try** *v+n*  
**tulip** *n*  
**tunnel** *n*

## U

**umbrella** *n*  
**upstairs** *adj + adv*

**ugly** *adj*  
**university** *n*

## V

**vet** *n*

**violin** *n*

**visit** *v+n*

## W

**wait** *v*  
**waiter** *n*  
**waitress** *n*  
**wake up** *phrasal v*  
**wall** *n*  
**warm** *adj+v*  
**washing** *n*

**website** *n*  
**well** *adj*  
**west** *adj+adv*  
**wet** *adj*  
**wife** *n*  
**win** *v+n*  
**windy** *adj*

**winter** *n*  
**wonderful** *adj*  
**world** *n*  
**Wow!** *Excl*  
**wrong** *adj*

## 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>num</i>	number
<i>poss</i>	possessive
<i>prep</i>	preposition
<i>pron</i>	pronoun
<i>v</i>	verb

## A

**a** *det* **F**  
**above** *prep* **Pr**  
**accident** *n* **Pr**  
**actor** *n* **Pr**  
**address** *n* **Pr**  
**adult** *n* **Pr**  
**adventure** *n* **Pr**  
**aeroplane** *n* (**airplane**)  
**afraid** *adj* **Pr**  
**afternoon** *n* **Pr**  
**again** *adv* **Pr**  
**agree** *v* **Pr**  
**airport** *n* **Pr**  
**also** *adv* **Pr**

**always** *adv* **P**  
**am** *v* **J**  
**amazing** *adj* **Pr**  
**America** *n* **Pr**  
**an** *det* **F**  
**and** *conj* **P**  
**angry** *adj* **Pr**  
**animal** *n* **F**  
**another** *det* **Pr**  
**answer** *n* **J**  
**answer** *v+n* **Pr**  
**anyone** *pr* **Pr**  
**anything** *pr* **Pr**  
**apple** *n* **F**

**apricot** *n* **Pr**  
**apartment** *n* **Pr**  
**April** *n* **J**  
**are** *v* **J**  
**arm** *n* **J**  
**armchair** *n* **P**  
**army** *n* **P**  
**arrive** *v* **Pr**  
**artist** *n* **Pr**  
**at** *prep* **J**  
**at the moment** *prep* **P**  
**August** *n* **J**  
**aunt** *n* **P**  
**autumn** *n* **Pr**

**B**

<b>baby</b> <i>n</i> F	<b>behind</b> <i>prep</i> J	<b>bottom</b> <i>adj+n</i> Pr
<b>back</b> <i>adv + n</i> Pr	<b>below</b> <i>prep</i> Pr	<b>bowl</b> <i>n</i> J
<b>backache</b> <i>n</i> Pr	<b>best</b> <i>adj+adv</i> J	<b>box</b> <i>n</i> F
<b>bag</b> <i>n</i> F	<b>bicycle</b> <i>n</i> J	<b>boy</b> <i>n</i> F
<b>balcony</b> <i>n</i> Pr	<b>big</b> <i>adj</i> J	<b>boyfriend</b> <i>n</i> Pr
<b>ball</b> <i>n</i> F	<b>bike</b> <i>n</i> F	<b>bracelet</b> <i>n</i> Pr
<b>balloon</b> <i>n</i> Pr	<b>bill</b> <i>n</i> (check) Pr	<b>bread</b> <i>n</i> P
<b>banana</b> <i>n</i> F	<b>bird</b> <i>n</i> F	<b>break</b> <i>v</i> Pr
<b>bank</b> <i>n</i> Pr	<b>birthday</b> <i>n</i> J	<b>breakfast</b> <i>n</i> J
<b>baseball</b> <i>n</i> P	<b>biscuit</b> <i>n</i> (cookie) J	<b>brilliant</b> <i>adj+n</i> Pr
<b>basketball</b> <i>n</i> J	<b>black</b> <i>adj</i> F	<b>brother</b> <i>n</i> F
<b>bath</b> <i>n</i> J	<b>blackboard</b> <i>n</i> J	<b>brown</b> <i>adj</i> F
<b>bathroom</b> <i>n</i> J	<b>blanket</b> <i>n</i> Pr	<b>build</b> <i>v</i> Pr
<b>be</b> <i>v</i> J	<b>blonde/blond</b> <i>adj</i> Pr	<b>building</b> <i>n</i> Pr
<b>beach</b> <i>n</i> J	<b>blue</b> <i>adj</i> F	<b>bus</b> <i>n</i> F
<b>bean</b> <i>n</i> Pr	<b>boat</b> <i>n</i> J	<b>businessman</b> <i>n</i> P
<b>bear</b> <i>n</i> J	<b>body</b> <i>n</i> J	<b>businesswoman</b> <i>n</i> P
<b>beard</b> <i>n</i> Pr	<b>book</b> <i>n</i> F	<b>but</b> <i>conj</i> P
<b>beautiful</b> <i>adj</i> Pr	<b>boots</b> <i>n</i> J	<b>butter</b> <i>v+n</i> P
<b>because</b> <i>conj</i> P	<b>bored</b> <i>adj</i> Pr	<b>butterfly</b> <i>n</i> Pr
<b>bed</b> <i>n</i> F	<b>boring</b> <i>adj</i> Pr	<b>buy</b> <i>v</i> P
<b>bedroom</b> <i>n</i> J	<b>borrow</b> <i>v</i> Pr	<b>by</b> <i>prep</i> Pr
<b>begin</b> <i>v</i> Pr	<b>boss</b> <i>n</i> Pr	
<b>beginning</b> <i>n</i> Pr	<b>both</b> <i>det</i> Pr	

**C**

<b>cabbage</b> <i>n</i> P	<b>cheap</b> <i>adj</i> Pr	<b>clock</b> <i>n</i> J
<b>café</b> <i>n</i> P	<b>cheese</b> <i>n</i> P	<b>close</b> <i>v+adj+adv+n</i> Pr
<b>cake</b> <i>n</i> F	<b>chef</b> <i>n</i> Pr	<b>closed</b> <i>adj</i> Pr
<b>call</b> <i>v+n</i> Pr	<b>cherry</b> <i>n</i> P	<b>clothes</b> <i>n</i> J
<b>camel</b> <i>n</i> Pr	<b>chicken</b> <i>n</i> P	<b>clouds</b> <i>n</i> Pr
<b>camera</b> <i>n</i> Pr	<b>child/children</b> <i>n</i> J	<b>cloudy</b> <i>adj</i> Pr
<b>campsite</b> <i>n</i> Pr	<b>chimney</b> <i>n</i> Pr	<b>clown</b> <i>n</i> Pr
<b>can</b> <i>v+n</i> P	<b>China</b> <i>n</i> Pr	<b>club</b> <i>n</i> Pr
<b>car</b> <i>n</i> F	<b>chips</b> <i>n</i> (fries) P	<b>coat</b> <i>n</i> P
<b>car park</b> <i>n</i> P	<b>chocolate</b> <i>n</i> F	<b>coconut</b> <i>n</i> Pr
<b>card</b> <i>n</i> Pr	<b>choose</b> <i>v</i> J	<b>coffee</b> <i>n</i> P
<b>carpet</b> <i>n</i> Pr	<b>cinema</b> <i>n</i>	<b>cola</b> <i>n</i> (coke) Pr
<b>carrot</b> <i>n</i> J	<b>(movie theater)</b> P	<b>cold</b> <i>adj+n</i> P
<b>carry</b> <i>v</i> Pr	<b>circle</b> <i>n</i> P	<b>college</b> <i>n</i> Pr
<b>cassette-player</b> <i>n</i> J	<b>circus</b> <i>n</i> Pr	<b>colour</b> <i>v+n</i> (color) F
<b>castle</b> <i>n</i> P	<b>city</b> <i>n</i> P	<b>come</b> <i>v</i> Pr
<b>cat</b> <i>n</i> F	<b>classroom</b> <i>n</i> J	<b>come on</b> <i>phrasal v</i> Pr
<b>catch</b> <i>v</i> Pr	<b>clean</b> <i>v</i> P	<b>comfortable</b> <i>adj</i> Pr
<b>chair</b> <i>n</i> F	<b>clean</b> <i>adj+v</i> Pr	<b>comic</b> <i>n</i> Pr
<b>change</b> <i>v</i> Pr	<b>clever</b> <i>adj</i> P	<b>compare</b> <i>v</i> Pr
<b>chase</b> <i>v</i> Pr	<b>climb</b> <i>v+n</i> Pr	<b>competition</b> <i>n</i> Pr

computer *n* F  
cook *v+n* J  
cooker *n* Pr  
correct *adj* 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  
customer *n* Pr  
cut *v* Pr

## D

Dad *n* P  
dance *v+n* Pr  
dancing *n* Pr  
dark *adj* Pr  
date *n* Pr  
daughter *n* Pr  
day *n* F  
dear *adj* P  
December *n* J  
decoration *n* Pr  
delicious *adj* Pr  
dentist *n* Pr  
describe *v* Pr

desk *n* J  
dinner *n* J  
dinosaur *n* Pr  
dirty *adj* Pr  
dish *n* Pr  
do *v* P  
doctor *n* P  
dog *n* F  
doll *n* Pr  
dollar *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  
drum *v+n* P  
dry *adj* Pr  
duck *n* J  
DVD *n* Pr

## E

each *det* Pr  
earache *n* Pr  
early *adj* Pr  
earrings *n* Pr  
ears *n* F  
east *adj* Pr  
easy *adj* Pr  
eat *v* J  
egg *n* F

eight *det* F  
eighteen *det* J  
elephant *n* J  
eleven *det* J  
email *n* Pr  
end *v* Pr  
enjoy *v* Pr  
England *n* Pr  
English *n* F

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

## F

face *n* F  
factory *n* Pr  
fair *n* Pr  
family *n* J  
fall *v* Pr  
false *adj* Pr  
fantastic *adj* Pr  
farm *n* P  
farmer *n* P  
fast *adj* Pr  
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* (movie) P  
find *v* Pr  
fingers *n* Pr  
finish *v+n* Pr  
fire *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  
foggy *adj* Pr  
food *n* F  
foot/feet *n* J  
football *n* (soccer) F  
football match *n* P  
fork *n* J  
form *n* Pr  
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 *v* Pr  
get up *v* P  
ghost *n* Pr  
gift *n* Pr  
giraffe *n* P  
girl *n* F  
girlfriend *n* Pr  
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/bye *excl* F  
grape *n* Pr

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

## H

hair *n* J  
half *adj+n* P  
hamburger *n* J  
handbag *n* Pr  
hands *n* J  
happen *v* Pr  
happy *adj* J  
hard (opposite of easy) *adj* Pr  
hard (opposite of soft) *adj* Pr  
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  
hear *v* Pr  
heavy *adj* Pr  
helicopter *n* J  
hello/hi *excl* F  
hen *n* P  
her *pron* J  
hide *v* Pr  
high *adj* Pr  
hills *n* Pr  
hippo *n* P  
his *pron* J  
hobby *n* Pr  
hockey *n* Pr

hold *v* Pr  
holiday *n* P  
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  
hundred *num* 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

information *n* Pr  
in front of *prep* J  
interesting *adj* Pr  
internet *n* 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  
journey *n* 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

know *v* Pr  
knife *n* J

## L

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

lemonade *n* P  
letter *n* Pr  
lesson *n* P  
letter *n* F  
library *n* Pr  
light (opposite of  
dark) *adj* Pr  
light (opposite of  
heavy) *adj* 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  
long *adj* J  
look *v* P  
lorry *n* (truck) P  
lose *v* Pr  
love *v* P  
low *adj* Pr  
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  
meat *n* Pr  
meet *v* Pr  
meeting *n* Pr

melon *n* P  
message *n* Pr  
milk *n* J  
million *num* Pr  
mirror *n* P  
mistake *n* Pr  
Monday *n* F  
money *n* Pr  
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  
museum *n* Pr  
music *n* P  
my *poss* J

## N

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

newspaper *n* P  
next *adj+adv+prep* P  
nice *adj* P  
night *n* Pr  
nine *det* F  
nineteen *det* J  
nobody *pr* Pr  
no one *pr* Pr

north *adj* Pr  
nose *n* F  
nothing *pr* Pr  
November *n* J  
now *adv* P  
number *n* J  
nurse *n* Pr

## O

October *n* J  
octopus *n* J  
off *adv+prep* Pr  
office *n* P  
often *adv* P

Oh *excl* J  
OK *excl* J  
old *adj* J  
omelette *n* (omelet) P  
on *adv+prep* J

online *adj* Pr  
one *det* F  
onion *n* Pr  
open *v+adj* Pr  
or *conj* P

orange *adj+n* F  
our *poss adj* J  
ours *pron* J

out *prep* Pr  
oven *n* Pr  
Ow! *excl* Pr

owl *n* Pr

## P

page *n* Pr  
paint *v+n* P  
paintbrush *n* P  
pair *n* Pr  
pancake *n* Pr  
parents *n* Pr  
park *n* J  
park *v* Pr  
parrot *n* J  
partner *n* Pr  
party *n* P  
pass *v+n* Pr  
passport *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  
pilot *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  
please *excl* P  
pocket *n* Pr  
policeman *n* P  
policewoman *n* P  
poor *adj* Pr  
popcorn *n* Pr

postman *n*  
(mail carrier) Pr  
postcard *n* Pr  
potato *n* J  
pound *n* Pr  
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

quick *adj* Pr  
quiet *adj* Pr

quite *adv* Pr

## R

rabbit *n* J  
radio *n* J  
rain *v+n* P  
rainbow *n* Pr  
raincoat *n* Pr  
rainy *adj* Pr  
read *v* J  
really *adv* Pr  
rectangle *n* P  
red *adj* F  
remember *v* Pr

repeat *v* Pr  
restaurant *n* P  
rice *n* Pr  
rich *adj* Pr  
ride *v+n* P  
right (opposite of  
left) *adj* Pr  
right (opposite of  
wrong) *adj* Pr  
ring *n* Pr  
river *n* Pr

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

## S

sad *adj* J  
sailing *n* Pr

salad *n* J  
same *adj* P

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  
 sea *n* P  
 seagull *n* Pr  
 see *v* Pr  
 secretary *n* P  
 sell *v* Pr  
 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  
 shirt *n* J  
 shoes *n* J  
 shop *n+v* J  
 shop assistant *n* P  
 shopping centre *n*  
 (center) Pr  
 short *adj* J  
 shorts *n* P  
 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  
 slow *adj* Pr  
 small *adj* J  
 snake *n* J  
 snow *n* P  
 snow-boarding *n* PR  
 snowman *n* Pr  
 socks *n* J  
 sofa *n* P  
 soft *adj* Pr  
 soldier *n* P  
 sometimes *adv* P  
 son *n* Pr  
 song *n* J  
 sorry *excl* J  
 soup *n* Pr  
 south *adj* Pr  
 spaghetti *n* Pr  
 speak *v* Pr  
 spell *v* Pr  
 spend *v* Pr  
 spider *n* P  
 spinach *n* Pr  
 spoon *n* P  
 sport *n* J  
 sports centre *n*  
 (center) Pr  
 spring *n* Pr

square *n* P  
 stairs *n* Pr  
 stand *v* F  
 star *n* P  
 starfish *n* J  
 start *v* P  
 station *n* Pr  
 stay *v* Pr  
 steak *n* J  
 steal *v* Pr  
 stomach *n* Pr  
 stomach-ache *n* Pr  
 stop *v* F  
 storm *n* Pr  
 story *n* J  
 stop *v* Pr  
 strawberry *n* P  
 street *n* Pr  
 student *n* P  
 study *v* Pr  
 sugar *n* P  
 suit *n* Pr  
 summer *n* Pr  
 sun *n* P  
 Sunday *n* F  
 sunny *adj* Pr  
 supermarket *n* P  
 sweater *n* 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  
 thank you *excl* J

thanks *excl* J  
 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*  
 there *adv* P  
 thick *adj* Pr

**thief** *n* Pr  
**thin** *adj* Pr  
**thing** *n* P  
**thirsty** *adj* Pr  
**thirteen** *det* J  
**this** *det+pron* P  
**those** *det+pron* P  
**thousand** *num* Pr  
**three** *det* F  
**throw** *v* Pr  
**throw away** *phr 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  
**toilet** *n* Pr  
**tomato** *n* J  
**tomorrow** *adv+n* Pr  
**tonight** *adv+n* Pr  
**tooth** *n* Pr  
**toothache** *n* Pr  
**top** *adj+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  
**true** *adj* Pr  
**T-shirt** *n* J  
**Tuesday** *n* F  
**tulip** *n* Pr  
**tunnel** *n* Pr  
**twelve** *det* J  
**twenty** *det* J  
**two** *det* F

## U

**ugly** *adj* Pr  
**umbrella** *n* Pr  
**uncle** *n* P

**under** *prep* J  
**understand** *v* Pr  
**university** *n* Pr

**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

**wait** *v* Pr  
**waiter** *n* Pr  
**waitress** *n* Pr  
**wake up** *phrasal v* 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

**website** *n* Pr  
**Wednesday** *n* F  
**week** *n* F  
**weekend** *n* P  
**well** *adj* Pr  
**west** *adj* Pr  
**wet** *adj* Pr  
**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  
**with** *prep* P  
**window** *n* F  
**windy** *adj* Pr  
**winter** *n* Pr  
**woman/women** *n* P  
**wonderful** *adj* Pr  
**word** *n* F  
**work** *v+n* P  
**world** *n* Pr  
**Wow!** *excl* Pr  
**write** *v* J  
**wrong** *adj* Pr

## 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

### **Business Papers Overview**

Anglia offers Business Tests at four levels. The listening, reading and writing skills are all integrated into one paper. Business speaking tests are also available. See below.



**BUSINESS  
PAPERS**

## Business Speaking Overview

Level	Time	Materials	Part1	Part2	Part3	Students preparatio		
	Part 1	Part2	Part3	Part4	Part5			
<b>Level 1 Practical 1 hour</b>	Listen and complete answerphone message (20 marks)	Production information leaflet/advert etc. Company brochure	Listen and choose correct response (20 marks)	Warm-up introduction	Read email and write response (30 marks)	Candidate answers questions related to product information	Read candidate enquiry. Use questions about company (role play) using brochure for information (30 marks)	Yes- candidate brings product info and brochure for parts 2 and 3
<b>Level 2 Intermediate 2 hours</b>	Listen to conversation and complete gaps in form (20 marks)	Discussion topics	Listen and choose correct response (20 marks)	Warm-up introduction	Read email + info and write response (30 marks)	Candidate gives a 2 presentation. My (30 marks)	Read email prepared enquiry and write response topics selected by (30 marks)	Yes - prepare presentation and discussion
<b>Level 3 Advanced 2 hours</b>	Listen to discussion, make notes and write email with key details (20 marks)	Discussion topics	Read email and write response (20 marks)	Warm-up introduction	Read email and write appropriate response (20 marks)	Working Day. Examiner from list. Unprepared topic. Complete discussion gaps with appropriate responses (20 marks)	Read article and write summary in form of memo (20 marks)	Yes - presentation for part 2
<b>Level 4 Proficiency 2 hours</b>	Listen to talk/presentation and complete gaps in text with one or two words (10 marks)	Discussion topics	<b>Part A -</b> Listen to conversation and complete missing data on graph and other information (10 marks) <b>Part B -</b> Analyse completed info and write email giving overview and/or drawing conclusions (30 marks)	Warm-up introduction	Compare services of products or four different companies. Write a structured report, comparing and contrasting, drawing conclusions and making recommendations (30 marks)	Follow-up questions	Read ten news articles and prepare a topic discussion with appropriate headline (10 marks)	Cloze passage. 10 gaps to complete in text (10 marks)



# ADULT LEARNERS

## Adult Learner Papers Overview

At the lowest four levels, Anglia Examinations offers **Adult Learner examinations**.

Section	Adult Learner Step 1 (First Step)	Adult Learner Step 2 (Junior)	Adult Learner Step 3 (Primary)	Adult Learner Step 4 (Preliminary)
<b>Section A</b>	Match words with pictures (10)	Choose the correct word and write it below picture (20)	Read advertisement Answer questions on main points e.g. time, price etc.(10)	R1 (10) Reading email 4 x true/False 1 x function question
<b>Section B</b>	Vocabulary recognition ✓ or X (10)	B1 – months B2 – days of the week Write missing letters (20)	Read 2 postcards and answer ‘ Which person..’ type questions (10)	R2 (10) Reading narrative Four-option multiple choice
<b>Section C</b>	Days of the week Choose missing letters from box (10)	Write out numbers in words (5)	Choose the correct answer to the question (10)	R3 (10) 10 x Four-option multiple choice-Grammar
<b>Section D</b>	Identify number and object. Tick the correct picture (10)	Four-option multiple choice grammar (10)	10 x Four-option multiple choice grammar (10)	R4 (10) Choose and write the opposite from the list
<b>Section E</b>	Write out numbers in words (10)	5 x Four-option multiple choice Prepositions of place (10)	Cloze passage Choose words from the box to complete text (10)	R5 (10) Tenses Put verb into past or present into passage
<b>Section F</b>	Choose the correct colour and write it. (10)	Identify actions from picture ✓ or X (5)	Singular to plural (10)	W1 (5) Singular to plural (irregular)
<b>Section G</b>	Write the word that the picture shows (10)	Read text and label picture with correct colours (10)	Factual reading Three-option multiple choice (10)	W2 (10) Forming questions to suit responses given
<b>Section H</b>	Colour, number and object. Write what the picture shows (10)	Write 3 sentences about self (10)	Write the times and dates in words (10)	W3 (10) Answering questions about self
<b>Section I</b>	Choose the correct answer to the question (10)	Choose the correct answer to the question (10)	Cloze email. Choose words from the box to complete text (10)	W4 (5) Write 5 sentences on <u>one</u> of the two topics given

<b>Section J</b>	Topic vocabulary Add more words (10)		Reading. Three- option multiple choice (10)	W5 (10) Word order Re-order words to make a sentence
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### Word Lists for Adult Learner Papers

**Adult Learner Step 1 Word List. Words in red are included in the Adult Learner word lists only and are different to the main suite word lists for the corresponding levels.**

	SETS OF WORDS	
<b>Days of the week</b>	day, week, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, <b>weekend</b>	
<b>Cardinal Numbers</b>	one, two, three, four, five, six, seven, eight, nine, ten, <b>eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty</b>	
<b>Colours</b>	red, blue, yellow, green, black, white, orange, brown	
<b>In The Home</b>	house, table, chair, window, door, bed, television, garden, computer, <b>oven, fridge, toilet, shower,</b>	
<b>Everyday things</b>	book, pen, name, bag, phone, <b>money, key, glass, cup, plate</b>	
<b>Verbs</b>	(be) is, I'm, <b>drink, eat,</b> read, stand up, sit down, <b>watch,</b> write,	
<b>Animals</b>	animal, cat, dog, fish, bird	
<b>Transport</b>	car, train, bus, bike, <b>taxi, plane</b>	
<b>People</b>	man, woman, boy, girl, baby, <b>husband, wife, son, daughter,</b> mother, father, teacher	
<b>Food</b>	apple, banana, chocolate, cake, egg, <b>tea, coffee, water, bread, fruit, vegetable(s), meat, fish</b>	
<b>Nature</b>	tree, flower	
<b>Sport</b>	football, tennis, ball	
<b>Places</b>	school, <b>office, hotel, restaurant, airport, station, shop</b>	
<b>Exams</b>	tick, cross, word, letter, box, line, draw, colour, <b>English</b>	
<b>Letters</b>	<b>a-z</b>	
<b>Greetings</b>	Hello/Hi, Goodbye/Bye	
<b>Responses</b>	Yes. No, <b>Thank you, Please, Sorry</b>	
<b>Languages</b>	English	
<b>Common Questions + responses</b>	What's your name? Is it a/an...? What is it/this? How old are you/ is he/she? <b>What colour is it/this?</b> <b>How are you?</b>	My name's XX/ I'm XX Yes/ No (it is/ it isn't.) It's a/an XXX I'm//He/She is 15 years old. <b>It/This is blue/red...</b> <b>I'm fine, thanks.</b>

**Adult Learner Step 2 Word List-** this is a cumulative list. All words added at *this* level are printed in **bold**

<b>1. NOUNS:</b>	<b>SETS OF LEXICAL ITEMS</b>
Clothes	dress, shirt, T-shirt, trousers, skirt, boots, socks, shoes, trainers, hat, watch
Food, meals and drink	cake, chocolate, egg, <i>bread, fish, meat, fruit, vegetable, coffee, tea, water</i> , ice cream, biscuit, pizza, hamburger, hot-dog, omelette, steak, salad, milk, juice, <i>cheese, sandwich</i> , breakfast, lunch, dinner,
Birds	penguin, parrot, duck
School, work and exams	pen, book, bag, computer, letter, word, pencil, rubber, ruler, desk, classroom, sentence, question, answer, story, <i>email, text</i>
Transport	car, train, bus, bicycle/bike, taxi, aeroplane/plane, helicopter, boat,
Animals	animal, cat, dog, fish, bird, monkey, lion, bear, elephant, crocodile, snake, tiger, zebra, rabbit, mouse
Household	house, table, chair, window, door, bed, television, garden, <i>oven, fridge, toilet, shower</i> , computer, bath, clock, picture, vase, photo, radio, mat, floor, cupboard, <i>sofa</i>
Kitchen	glass, plate, cup, bowl, knife, fork, <i>spoon</i>
Vegetables	potato, tomato, carrot
Fruit	apple, banana, lemon, orange, peach, pear
Garden	flower, tree, grass
Days	Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, day, week, <i>weekend, birthday</i>
Months of the year	January, February, March, April, May, June, July, August, September, October, November, December, year
Sport	football, tennis, ball, swimming, basketball, volleyball
Places	school, <i>office, hotel, restaurant, airport, station</i> , shop, home, kitchen, bedroom, bathroom, living room, park,
Parts of the body	hair, eyes, mouth, nose, face, arms, legs, foot/feet, head, hands
Letters	a-z
Cardinal numbers	<i>zero, one-twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred</i>
Family members	<i>husband, wife, son, daughter, mother, father</i> , brother, sister, child, children
People + jobs	man, woman, boy, girl, baby, teacher, <i>doctor, waiter/waitress, police officer, shop assistant</i> ,
Countries + money	<i>the UK, England, the USA, China, (student's own country) money, pounds, dollars, euros, (student's own currency)</i>
<b>2. ADJECTIVES:</b>	<b>SETS OF LEXICAL ITEMS</b>
Size	long, short, big, small,
Feelings	<i>fine, happy, sad, favourite, best, hot, cold</i> ,
Colours	<i>black, blue, green, yellow, white, red, orange, brown, pink, purple, grey</i>
Age	old, young, new

3. VERBS	<i>(be) is, I'm, drink, draw, eat, read, stand up, sit down, watch, write, cook, go, have, has, like, listen, play, wear, buy, speak, know, want, work</i>
4. ARTICLES	<i>a, an, the</i>
5. PERSONAL PRONOUNS	<i>I, you, he, she, it, we, they</i>
6. POSSESSIVE ADJECTIVES	<i>my, your, his, her, our, their</i>
8. PREPOSITIONS	<i>in, under, behind, on, near, in front of. at (only in the phrases at school, at home, at the beach)</i>
9. PHRASES	<b>Where do you come from?</b> <b>How much is it/this?</b> <b>Where is...?</b> <b>How many...?</b> <b>What do you do? (job)</b> <b>Do you like XXX? (noun)</b>
10. OTHER	<b>Oh, OK</b>

Adult Learner Step 3 Word List- this is a cumulative list. All words added at *this* level are printed in **bold**

1. NOUNS:	SETS OF LEXICAL ITEMS
Clothes	<i>dress, shirt, T-shirt, trousers, skirt, boots, socks, shoes, trainers, hat, watch, jeans, jacket, tie, coat, shorts</i>
Food, meals and drink	<i>cake, chocolate, egg, bread, fish, meat, fruit, vegetable, coffee, tea, water, ice cream, biscuit, pizza, hamburger, hot-dog, omelette, steak, salad, milk, juice, cheese, sandwich, breakfast, lunch, dinner, party, lemonade, chicken, sugar, ketchup, chips, sweets, butter</i>
Birds	<i>penguin, parrot, duck, hen, chicken</i>
Jobs	<i>teacher, doctor, waiter/waitress, police officer, shop assistant, farmer, secretary, businessman/woman, in the army, student, taxi/train driver, dentist, nurse, manager, boss, actor/actress, singer, football player</i>
School, work and exams	<i>pen, book, bag, computer, pencil, rubber, ruler, desk, classroom, teacher, letters, words, sentence, question, answer, story, email, text homework, work, test, exam, student, lesson</i>
Transport	<i>car, train, bus, bicycle/bike, taxi, aeroplane/plane, helicopter, boat, motor bike/bicycle, tractor, lorry (Brit.), truck (Amer.)</i>

<u>Animals</u>	<i>animal, cat, dog, fish, bird, monkey, lion, bear, elephant, crocodile, snake, tiger, zebra, rabbit, mouse, fox, frog, spider, hippo, giraffe, horse, sheep, cow, pet</i>
Household	<i>house, table, chair, window, door, bed, television, garden, oven, fridge, toilet, shower, computer, bath, clock, picture, vase, photo, radio, mat, floor, cupboard, sofa, mirror, armchair, wardrobe, room</i>
Kitchen	<i>glass, plate, bowl, cup, knife, fork, spoon, scissors</i>
Vegetables	<i>potato, tomato, carrot, cabbage</i>
Fruit	<i>apple, banana, orange, lemon, pear, peach, cherry, strawberry, melon</i>
Fish	<i>dolphin, octopus, shark, whale, starfish, fish, goldfish</i>
Garden	<i>flower, tree, grass</i>
Days of the week	<i>Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, day, week, weekend, birthday</i>
Months of the year	<i>January, February, March, April, May, June, July, August, September, October, November, December</i>
Sport	<i>football, tennis, swimming, basketball, volleyball, baseball, fishing, football match, tennis racket, running</i>
Places	<i>house, school, office, hotel, restaurant, airport, station, shop, home, kitchen, bedroom, bathroom, living room, park, zoo, farm, supermarket, cinema, café, hospital, car park, flat/apartment, swimming pool, town centre, beach, sea, mountains, town, city, village, fields, country (i.e. England etc), countryside</i>
Musical Instruments	<i>guitar, piano, drum, music</i>
Toys	<i>ball, kite, castle, soldiers, paint, paintbrush, puppet, drum</i>
Weather	<i>hot, cold, sun, rain, wind, snow</i>
Parts of the body	<i>hair, eyes, mouth, nose, face, arms, legs, foot/feet, head, hands, shoulder, knee, finger, stomach, finger, toe, back, tooth/teeth, tail</i>
Letters	<i>a-z</i>
Cardinal numbers	<i>one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty, twenty-one to one hundred</i>
Time expressions	<i>four fifteen, [a] quarter past/to four, half past four, ten past four, four ten, ten to four etc. morning, evening, today</i>
Family members and people	<i>husband, wife, son, daughter, mother, father, brother, sister, man, woman, boy, girl, baby, children, child, aunt, uncle, cousin, grandmother, grandfather, Mum, Dad, friend.</i>
Shapes	<i>square, circle, triangle, rectangle, star</i>
Countries and Money	<i>the UK, England, the USA, China, (student's own country) money, pounds, dollars, euros, (student's own currency)</i>
Miscellaneous	<i>film, newspaper, magazine, moon, thing, photograph, holiday</i>

<b>2. ADJECTIVES:</b>	<b>SETS OF LEXICAL ITEMS</b>
Size	<i>tall, short, big, small, little</i>
Feelings	<i>fine, happy, sad, favourite, best, <b>hot, cold, tired, hungry</b></i>
Colours	<i>black, blue, green, yellow, white, orange, red, grey, brown, pink, purple</i>
Age	<i>old, young, new</i>
Other	<i>favourite, clever, nice, good, pretty, different, same</i>
Modifiers	<b>very</b>
<b>3. VERBS</b>	<i>(be) is, I'm, drink, draw, eat, read, stand up, sit down, watch, write, cook, go, have, has, like, listen, play, wear, buy, speak, know, want, work, can (modal), clean, do, drive, hate, have/has got, get up, give, live, look, love, make, ride, run, sing, sleep, start, stop, swim, talk, tell, understand, walk, wash,</i>
<b>4. ARTICLES</b>	<i>a, an, the</i>
<b>5. PERSONAL PRONOUNS</b>	<i>I, you, he, she, it, we, they, me, him, them, us</i>
<b>6. POSSESSIVE ADJECTIVES</b>	<i>my, your, his, her, our, their</i>
<b>7. PREPOSITIONS</b>	<i>in, under, behind, on, near, in front of, at, with to, (by, about, for - may appear in certain expressions; not tested) at (as used in time expressions)</i>
<b>8. QUESTION WORDS</b>	<b><u>What, Where, When, Why, Who</u></b> <b><u>Would you like...?</u></b>
<b>9. ADVERBS</b>	<i>today, now, at the moment, never, always, sometimes, often, usually, every day, every week, when</i>
<b>10. CONJUNCTIONS</b>	<i>because, and, or, but, then, when</i>
<b>11. DEMONSTRATIVE PRONOUNS</b>	<i>this, that, these, those</i>

**Adult Learner Step 4 Word List** - this is a cumulative list. All words added at *this* level are printed in bold

<b>1. NOUNS:</b>	<b>SETS OF LEXICAL ITEMS</b>
Clothes	<i>dress, shirt, T-shirt, trousers, skirt, boots, socks, shoes, trainers, hat, watch, jeans, jacket, tie, coat, shorts, scarf, <b>swimming costume, swimming shorts, glasses, suit, pyjamas, raincoat, sweater, jewellery - necklace, ring, bracelet, earrings</b></i>
Food, meals and drink	<i>cake, chocolate, egg, bread, fish, meat, fruit, vegetable, coffee, tea, water, ice cream, biscuit, pizza, hamburger, hot-dog, omelette, steak, salad, milk, juice, cheese, sandwich, breakfast, lunch, dinner, party, lemonade, chicken, sugar, ketchup, chips, sweets, butter,</i>

	meat, crisps, cola, pancake, spaghetti, soup, popcorn, pasta, rice, <b>wine, beer</b> also - a packet of, a can of, a bottle of
Birds	penguin, parrot, duck, hen, chicken, peacock, flamingo, owl, seagull
Jobs	teacher, doctor, waiter/waitress, police officer, shop assistant, farmer, secretary, businessman/woman, in the army, student, taxi/train driver, dentist, nurse, <b>manager</b> , boss, actor/actress, singer, football player vet, fireman/fighter, postman, artist, professor, pilot, clown, chef, President, thief, zoo keeper, fisherman, <b>lawyer, director</b>
School, work and exams	pen, book, bag, computer, pencil, rubber, ruler, desk, classroom, teacher, homework, work, test, exam, student, lesson, letter, word, sentence, question, answer, story, <b>email, text</b> dictionary, subject, class, spelling, head teacher, mistake, true/false, page, line
Transport	car, train, bus, bicycle/bike, taxi, aeroplane/plane, helicopter, boat, motor bike/bicycle, tractor, lorry (Brit.), truck (Amer.) <b>ship, jet-ski, skateboard</b>
Animals	animal, cat, dog, fish, bird, monkey, lion, bear, elephant, crocodile, snake, tiger, zebra, rabbit, mouse, fox, frog, spider, hippo, giraffe, horse, sheep, cow, pet, kitten, puppy, donkey, camel, butterfly, fly, goat, pig, dinosaur, <b>mosquito, wasp, bee</b>
Household	house, table, chair, window, door, bed, television, garden, oven, fridge, toilet, shower, computer, bath, clock, picture, vase, photo, radio, mat, floor, cupboard, sofa, mirror, armchair, wardrobe, carpet, rug, dressing table, plant, shelf, washing machine, microwave, towel, chimney, roof, wall, floor, curtains, stairs, balcony, also - upstairs, downstairs (adj/ adv)
Kitchen	glass, plate, bowl, cup, knife, fork, spoon, <b>scissors</b> , saucepan, frying pan, mug, saucer, dish, cooker
Vegetables	potato, tomato, carrot, cabbage, onion, spinach, pea, bean
Fruit	apple, banana, orange, lemon, pear, peach, cherry, strawberry, melon, pineapple, apricot, grape, coconut
Fish	dolphin, octopus, shark, whale, starfish, fish, goldfish, jellyfish,
Garden	flower, tree, grass, lawn, plant, rose, tulip, leaf, ground
Sport	football, tennis, swimming, basketball, volleyball, baseball, fishing, football match, tennis racket, running, skiing, snowboarding, sailing, cricket, golf, (ice)hockey, (ice) skating, goal, team, competition, club, race
Places	house, school, office, hotel, restaurant, airport, station, shop, home, kitchen, bedroom, bathroom, living room, park, zoo, farm, supermarket, cinema, café, hospital, car park, flat/apartment, swimming pool, town centre, beach, sea, mountains, town, city, village, fields, country (i.e. England etc), countryside theatre, circus, lake, river, sports centre, island, factory, campsite, hills, pizzeria, shopping centre, fair, prison, castle, tent, jungle, library, market, playground, bank, building, college, university, museum, road, street

Countries and money	<i>the UK, England, the USA, China, (student's own country) France, Italy, Greece, India, Spain, money, pounds, dollars, euros, (student's own currency) note, coin, change, credit/debit card</i>
Musical Instruments	<i>guitar, piano, drum, violin, flute, saxophone</i>
Toys	<i>ball, kite, castle, soldiers, paint, paintbrush, puppet, drum, gun, doll, teddy, robot, balloon, game, puzzle</i>
Weather	<i>sun (sunny), rain (rainy), wind (windy), snow (snowy), hot, cold, fog (foggy), clouds (cloudy), hurricane, sky, rainbow, umbrella, storm</i>
Seasons	<i>spring, summer, autumn, winter</i>
Directions	<i>north, south, east, west</i>
Shapes	<i>square, circle, triangle, rectangle, star</i>
Parts of the body and illness	<i>hair, eyes, mouth, nose, face, arms, legs, foot/feet, head, hands, shoulder, knee, finger, stomach, finger, toe, back, tooth/teeth beard, moustache, back also - (to have a) headache, stomach-ache, earache, toothache, backache, a cold/ the flu, (to feel) sick</i>
Cardinal numbers	<i>zero - one hundred, thousand, million</i>
Time expressions and dates	<i>four fifteen, [a] quarter past/to four, half past four, ten past four, four ten, ten to four etc, morning, evening, today, night, day, yesterday, tomorrow, afternoon, tonight, last night, last week, next Monday etc. date, years e.g. 1975, 2000, 2020</i>
Family members and people	<i>husband, wife, son, daughter, mother, father, brother, sister, man, woman, boy, girl, baby, children, child, aunt, uncle, cousin, grandmother, grandfather, Mum, Dad, friend, grandparents, lady, neighbour, partner, customer, girlfriend, boyfriend, adult, colleague</i>
Miscellaneous	<i>film, movie, newspaper, magazine, moon, thing, holiday, address, beginning, meeting, ticket, camera, fun, card/ postcard/letter/form, swing, slide, box, adventure, snowman, fairy, sand, sandcastle, shell, pocket, purse, handbag, ghost, trip, present/gift, hobby, programme, accident, comic, invitation, decorations, tunnel, blanket, fire, journey, world, information, internet, language, passport, pair, website, world, online Ow!, Wow!</i>

<b>2. ADJECTIVES:</b>	<b>SETS OF LEXICAL ITEMS</b>
Size	<i>tall, short, big, small, little, large, fat, thin,</i>
Feelings	<i>fine, happy, sad, favourite, best, hot, cold, tired, hungry, angry, sick, bored, ill, scared/frightened, excited, lonely, thirsty,</i>
Other	<i>favourite, clever, nice, good, pretty, different, friendly, amazing, exciting, interesting, great, wonderful, brilliant, oring, blonde, cirrect, fantastic, terrible, funny, lucky, scary, warm, comfortable, kind, naughty, high/low, rich/poor, thick/thin, easy/hard/soft, up/down, long/short, wet/dry,</i>

	open/closed, late/early, fast/slow/quick, top/bottom, left/right/wrong, heavy/light/dark, dirty/clean, expensive/cheap, beautiful/ugly,
Modifiers	very, really, quite
<b>3. VERBS</b>	<i>(be) is, I'm, buy, can (modal), clean, cook, do, draw, drink, drive, eat, get up, give, go, have, has (got), hate, know, like, listen, live, look, love, make, play, read, ride, run, sing, sit down, sleep, speak, stand up, start, stop, swim, talk, tell, understand, walk, want, wash, watch, wear, work, write,</i> agree, answer, arrive, begin, blow, borrow, break, build, call, carry, catch, change, chase, choose, close, climb, come, compare, cost, cut, dance, deliver, drop, end, enjoy, escape, fall, feel, find, finish, fly, frighten, get, give, happen, hate, hear, help, hide, hold, hurt, invite, keep, kick, know, laugh, leave, lose, love, meet, move, need, open, paint, park, pass, pay, pick, practise, push, put, remember, repeat, see, sell, send, share, show, shout, spell, spend, stay, steal, study, take, teach, throw, travel, jump, try, wait, win, visit <i>also - put on, pick up, throw away, take off, wake up, come on!</i>
ADVERBS	<i>today, now, at the moment, never, always, sometimes, often, usually, every day, every week, when, together, again, also</i>
PREPOSITIONS and ADVERBS	<i>in, under, behind, on, near, in front of, at, with, to, by, about, for, at (as used in time expressions), with, next to, above, below, ago, up, down, out, off</i>
POSSESSIVES	my, your, his, her, our, their, mine, yours, his, hers, its, ours, theirs
QUANTIFIERS	much/ many/ a lot (of), some any



