



Full Examination Syllabus and Specifications.

HANDBOOK FOR TEACHERS

OCTOBER 2005
Updated March 2007

READING AND WRITING TESTS

INTRODUCTION

There are now 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 confidence.

Anglia Examinations aim to provide a clear, familiar format for the fair and accurate assessment of the students taking them. They 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.

FIRST STEP (One hour)

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

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, 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. One example.

Section E 20 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.

First Step Wordlist

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

Grammar and Structures List for the First Step Examination

Grammar and Structures	What are they used for?	Some examples
VERBS		
Commands	Understanding instructions	Draw a line. Tick or cross . Write the letter. Colour or write . Colour the right number. Listen to the words. Tick the box. Stop! Don't touch! Stand up. Sit down.
Present Simple of the verb 'to be' 3 rd person	Identifying an object	The flower is red. It is a computer.
Present Simple of the verb 'to be' 1 st person	Identifying yourself	My name is Bob. I'm 8.
A question	Identifying an object	What is it?
NOMINAL GROUPS		
A noun with number and colour modifiers	Identifying objects	Two green eyes. One blue nose.
PRONOUNS		
it	Identification	It is a bike.
ARTICLES		
A, an, the	As part of the identification of an object	An egg The teacher A 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 20 marks

Vocabulary recognition and spelling.

Put the missing letters into words to complete them.

There may be either six or seven questions. There are two marks for each gapped letter.

There is one example.

Either consonants or vowels may be gapped.

All the words come from the Junior Level word list.

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

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**.

Junior Level Wordlist (updated)

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

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

Grammar and Structures List for the Junior Level Examination.

Grammar and Structures	What are they used for?	Some examples
VERBS		
Present Simple (to be, to have, in the third person singular) Question form and short answers	Describing personal attributes Identifying an object	He has black hair. The mouse is behind the cupboard What is it? Is it a bird? Yes, it is. No it isn't.
Present continuous	Describing present actions	My brothers are watching a video. Jane is playing in the garden.
PERSONAL PRONOUNS		
I, you, he, she, it, we, you, they	Identification	I am listening to the radio. She is wearing a yellow dress.
POSSESSIVE ADJECTIVES		
her, his, their, our, my, your, its	Identifying relationships and possession	My mother is cooking. His name is John.
ARTICLES a, an, the	As part of the identification of an object	Jane is playing in the garden. My brothers are watching a video.
PREPOSITIONS		
in, behind, under, on, near, in front of at (recognition only - not actively tested)	Describing location and position	The telephone is on the table. The mouse is under the bed. at school, at home, at the beach

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.

Match the correct word into the gap in the text. 'Am' is now 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 20 marks

Singular-plural transformation.

Five questions plus one example.

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

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

The mother is watching her child.

The _____ are watching their _____.

Section D 10 marks

Time

Write the time in words.

Five questions plus one example.

Section E 10 marks

Vocabulary

Ten questions plus one example.

Name ten things from the picture.

There will be no people in the picture.

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

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

Five questions. The text in a postcard has five words missing. These are in a box.

Grammar and Structures List for the Primary Level Examination.

Grammar and Structures	What are they used for?	Some examples
VERBS		
There is/ there are	Identifying something/someone	There is a book on the table There are 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 lives in a small house. She is thirteen years old. I always take 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 likes sleeping in the garden. My brothers like playing football in the park.
Present continuous	Talking about present actions.	My brothers are playing football in the park at the moment.
Interrogative forms of the above two tenses.	Asking and answering questions about the above.	Do they often go to the cinema? Do you have / Have you got a computer? Are the children doing their homework? Is she eating her breakfast at the moment?
Negative forms of the above two tenses.	Making the above negative.	Sue doesn't like dogs. John isn't studying now, he is talking on the phone.
The modal 'can'.	Describing an ability or skill.	He can play the guitar. They can 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 you want my father? He is in the garden. John is with him .
Demonstrative pronouns - this, these, that, those.	Asking for, and giving information.	These are tables. That family is rich. Is this a kettle?

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

- 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'

Word list for the Primary level.

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

1. NOUNS:	SETS OF LEXICAL ITEMS
Clothes	dress, shirt, T-shirt, trousers, skirt, boots, socks, shoes, trainers, hat, watch. jeans, jacket, tie, coat
Food, meals and drink	cake, ice-cream, biscuits, pizza, hamburger, hot-dog, omelette, steak, fish, salad, breakfast, lunch, dinner, party , milk, juice. bread, tea, coffee, water, lemonade, egg, chicken, sandwich, sugar, ketchup, chips, cheese, sweets, butter
Birds	penguin, parrot, duck, hen, chicken
Jobs	teacher, doctor, farmer, secretary, businessman/woman, policeman/woman, shop assistant, in the army, student
School	pen, pencil, rubber, ruler, book, desk, computer, blackboard, classroom, bag teacher, homework, work. test, exam, student, lesson
Transport	helicopter, boat, bus, bicycle, car, train, aeroplane, taxi, bike, motor bicycle, motorbike, tractor, lorry (Brit), truck (Amer)
Animals	monkey, lion, bear, elephant, crocodile, cat, dog, snake, tiger, zebra, rabbit, mouse, fox, frog, spider, hippo, giraffe, horse, sheep, cows, pets
Household	television, video, chair, table, house, cassette-player, bed, bath, clock, picture, vase, photo, radio, door, mat, window, floor, cupboard, mirror, sofa, armchair, shower, wardrobe
Kitchen	glass, plate, bowl, cup, knife, fork, spoon
Vegetables	potato, tomato, carrot, cabbage
Fruit	pear, peach, apple, banana, orange, lemon cherry, strawberry, melon
Fish	dolphin, octopus, shark, whale, starfish, fish, goldfish
Garden	flower, tree, grass
Days of the week	Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday weekend
Months of the year	January, February, March, April, May, June, July, August, September, October, November, December

Sport	football, tennis, swimming, basketball, volleyball baseball, fishing, football match, tennis racket, running
Places	park, garden, home, school, shop, house, kitchen, bedroom, bathroom living room, zoo, farm, supermarket, office, cinema, cafe, restaurant, car park, flat, swimming pool, town centre, beach, sea, mountains, town, city, village, fields, country (e.g. England etc), countryside
Musical Instruments	guitar, piano, drum
Toys	ball, kite, castle, soldiers, paint, paintbrush, puppet, drum, gun
Weather	sun, rain, wind, snow, hot, cold.
Parts of the body	hair, eyes, mouth, nose, face, arms, legs, foot/feet, head, hands
Letters	a-z
Cardinal numbers	one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty twenty-one to sixty
Time expressions	four fifteen, [a] quarter past/to four, half past four, ten past four, four ten, ten to four etc. morning, evening, today
Exams	letters, words, sentence, question, answer, story
Family members and people	mother, father, brother, sister, baby, girl, boy, child, children aunt, uncle, cousin, grandmother, grandfather, Mum, Dad, man, woman, friend.
Shapes	square, circle, triangle, rectangle
Miscellaneous	film, newspaper, magazine, star, moon, thing
2. ADJECTIVES:	SETS OF LEXICAL ITEMS
Size	tall, short, big, small, favourite, best, little
Feelings	happy, sad
Colours	black, blue, green, yellow, white, orange, red, grey, brown, pink, purple
Age	old, young, new
Other	clever, nice, good
Modifiers	Very

3. VERBS	watch, play, listen, cook, wear, go, read, write, eat, drink, sit, stand, have, has, is, are, am, live, work, walk, run, sleep, ride, drive, make, do, understand, want, like, can, swim, look, have/has got, get up, start, talk, buy, tell, clean, wash
4. ARTICLES	a, an, the
5. PERSONAL PRONOUNS	I, you, he, she, it, we, they, me, him, them, us
6. POSSESSIVE ADJECTIVES	my, your, his, her, our, their
7. PREPOSITIONS	in, under, behind, on, near, in front of, at to, (by about for - may appear in certain expressions; not tested)
8. QUESTION WORDS	What, When, Why, Where, Who, Whose
9. ADVERBS	today, now, at the moment, never, always, sometimes, often, usually, every day, every week,
10. CONJUNCTIONS	because, and, or, then, next
11. DEMONSTRATIVE PRONOUNS	this, that, these, those

PRELIMINARY LEVEL (One hour)

Section A 10 marks

Reading

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

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

Section B 20 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 C 10 marks

Vocabulary recognition: finding opposites.

Ten questions plus one example

Match a list of words with their opposites.

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

Section D 20 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 past. Common irregular verbs are tested, e.g. **be, go, buy, have, sit, make, catch, drive, try, understand, come, write, read, swim, send, see, eat, drink, meet, fly, give, tell, feel, do, take, say, run, find.**

Section E 10 marks

Singular-Plural Transformation.

Five questions plus one example.

Rewrite singular sentences to make them plural.

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

To limit the number of possible answers, the box which the student fills in is not now blank. Rather, there should be two or more gaps where the plurals can be written in, e.g.

The thief ran away to a hot country.

The _____ ran away to _____ .

Section F 10 marks

Forming questions.

Five questions plus one example

The following tenses are tested:

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

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

What _____?

She drinks tea in the morning.

Section G 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 H 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, and the other box contains the verbs in their non-finite (base) form.

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

One mark will be awarded for a subject with a verb. Two marks will be awarded for a subject, verb and object. i.e. He is reading. (1 mark).

He is reading a book. (2 marks)

Grammar and Structures List for the Preliminary Level Examination.

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 watched a football match on TV last night. I drove to the hotel. Did John drink all the orange juice?
Present Perfect Simple interrogative and negative	Talking about actions only recently completed. Talking about experiences.	The man has just eaten the sandwich. Have you ever been to London? I have never seen a dolphin.
Can + bare infinitive	Talking about skills.	I can play the guitar.
Imperative	Following single-step instructions in a familiar context	Take a piece of paper. Stand near the door.
ADJECTIVES		
Basic adjectives	For descriptive purposes, including expressing opposites.	My father bought a new car yesterday.
Comparatives and superlatives	Talking about comparisons between people and things.	John isn't as tall as Jane. Sue is the tallest/ the most beautiful girl in our class. My rabbit is older than/more beautiful than my friend's rabbit.
POSSESSIVES		
The possessive form	Expressing ownership.	That sandwich is Jane's .
Mine, yours, his, hers, its, ours, theirs	Talking about ownership, possessions, who things belong to.	My bicycle is newer than yours . That book is mine .
QUANTIFIERS		
much, many, a lot, a lot of	Talking about amounts of things which can and cannot be counted.	How much money have you got? I've got a lot of it! It rains a lot in England. How many brothers has she got?
some, any	Talking about things which can and cannot be counted, in the positive and negative.	There is some bread. There isn't any butter.
PREPOSITIONS		
by, with, next to	Talking about where things are	The children are standing next to the clock.
ADVERBS		
ever, never, ago, yet, just	Talking about when things happen	I went to Paris six years ago .

ELEMENTARY LEVEL (Two hours)

Section A 20 marks

Composition (80 -120 words).

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

Section B 20 marks

Reading Comprehension.

The reading will be 190-210 words.

The question types are:

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

4,5,6 – true/false. (This is a change. Question 6 was previously multiple choice.)

7,8 – three-option multiple-choice.

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

10 – find a word meaning the same as

Section C 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 D 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 E 10 marks

Filling in an official form

nine spaces to fill in on a form: first name, surname, address with or without a post/zip code, country, nationality, age, date of birth, interests. 1 mark will be given for legibility and neatness of handwriting.

Section F 10 marks

Prepositions – Gap fill

Five questions plus one example question. Two gaps in each question, including the example.

Choose the correct preposition from the box and put it in the gap in the sentence.

Section G 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 6-11 words.

The student is given a strong clue about how the sentence begins: the first word of the sentence has a capital letter.

Sentence structures appropriate to the level are tested, including a variety of tenses.

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 for the Elementary Level Examination.

Grammar and Structures	What are they used for?	Some examples
VERBS		
Future simple –will 1 st 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 will you do when you are older? If it rains , we won’t go to the park.
Future of intention ‘be going to’	Talking about future intentions	I’m going to see a film this evening.
Past continuous - when, while	Talking about past activities which were interrupted	I was having my breakfast when the postman knocked. While I was studying , he played loud music.
Used to	Talking about long past habits and states	My father used to work in an office. My sister used to have long hair.
Modals –should, must	Expressing obligation and advice	You must study hard if you want to go to university. You mustn’t worry about it. You should always lock your car.
Infinitive of purpose	Talking about the purpose of doing something	Jane went to America to learn 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, aren’t you? You haven’t seen my car keys, have you?
RELATIVE PRONOUNS		
Which, who, that	Identifying people and objects	This is the best cake that I have ever eaten. Jack is the one who is sitting at the back of the class.
REFLEXIVE PRONOUNS		
Myself, himself, herself, etc.	Identify people and objects	He hurt himself .
ADVERBS		
Adverbs of frequency, e.g.	Describing how often,	I have never flown in a

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

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

Phrasal Verbs and Prepositional Phrases at Elementary Level

keen on
fond of
interested in
proud of
good at

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

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

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

stand up
sit down
lie down

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

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

PRE-INTERMEDIATE LEVEL (Two hours)

Section A 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.

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

Section B 20 marks

Reading Comprehension.

The reading will be 240 – 260 words.

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

The question types are:

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

4,5 - true/false.

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

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

10 - find a word meaning the same as

Section C 30 marks

General Grammar

Four-option multiple-choice.

Fifteen questions plus one example.

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

In addition, the passive voice is tested.

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

Section D 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) and from simple active to passive (3).

Prompts are given.

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

Section E 5 marks

Word order- adverbs.

Five questions plus one example.

Put the adverbs given into the right place in the sentence.

There is a wide range of adverbs at this level. Check the structures list.

A range of tenses and sentence structures are used.

Section F 5 marks

Noun, adjective, or adverb?

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

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

Section G 10 marks

Prepositions.

Five questions plus one example.

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

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

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 an animal such as cat/bird/crocodile.
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.

Grammar and Structures List for the Pre-Intermediate Level Examination.

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 are made in Japan. The new church was built last year.
The second conditional - if / past tense + would /non finite verb	Talking about hypothetical situations musing	If I worked harder, I would get higher marks. If I won some money, I would buy a new car.
Present perfect continuous	Expressing unfinished or recently completed actions	How long have you been living in London?
The gerund after certain verbs		I enjoy learning English. I hate eating spaghetti.
Non finite verbs in particular phrases: e.g. make someone do something, let someone do something	Expressing persuasion and permission	Mary's parents let her drive their car. My father made me do my homework.
I' would rather + non finite verb I had better + non finite verb (Both of these in contracted forms too: I'd better, he'd better, we'd rather etc	Expressing preference and advice	I would rather eat fish than meat. You had better take an umbrella or you'll get wet. I'd rather eat... You'd better take...
ADVERBS		
For and since	Expressing time periods from a point in the past, relating them to the present	I have lived in this house for five years. I haven't swum in the sea since last summer.
More adverbs of frequency, manner, time or degree	Describing how often, when, how, and how much people do something	I'm still here. He's already finished. That bird rarely visits Britain. We hardly 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. Neither do I. I like eating chocolate. So do I.
	Expressing concurrence within a positive or negative statement	I don't like cabbage and neither does my sister. Jane loves chocolate and so do her friends.

List of 10 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

INTERMEDIATE LEVEL (Two hours)

Section A 20 marks

Composition (150 -200 words).

Choose one of four titles.

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

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

Descriptive:

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

Narrative:

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

Imaginative:

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

Section B 20 marks

Reading Comprehension.

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

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

Section C 20 marks

General Grammar

Ten questions plus one example.

Four-option multiple-choice.

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

Section D 20 marks

Sentence Transformation.

Ten questions plus one example.

Rewrite sentences so that they mean the same as the original. A prompt is given.

Only the following are tested:

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

Section E 10 marks

Word Transformation.

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

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

Only these transformations are tested:

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

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

Section F (10 marks)

Using Phrasal verbs

Five questions.

There are five sentences with gaps in them. The five phrasal verbs are given in random order at the end of the exercise. Candidates must choose the correct phrasal verb for each sentence, and put it into the sentence in the correct form i.e. in the right tense and person.

List of Words for Transformation Exercise - Intermediate Level Section E.

Argentina	patient
angry	perfect
begin	please
bore	possible
Britain	proud
build	quick
careful	reception
celebrate	rob
China	run
cook	Russia
Cyprus	slow
danger	Spain
easy	stripe
Egypt	tidy
England	Turkey
excite	use
fortunate	usual
France	visit
Germany	worry
Greece	invent
happy	invite
healthy	Italy
heavy	Japan
hungry	kind
inform	like
interest	loud
mean	lucky
noise	

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 wanted to know what the height of the Empire State Building was . “Did you phone your parents?” said Jane. Jane asked us if we had phoned 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 would have gone to the concert if they had had tickets. If he had known , he would have finished earlier.
Past Perfect	ordering the past	as in reported speech and 3 rd conditional above
The gerund - after certain prepositions in certain idiomatic expressions		After leaving work, he went to the gym. It’s no use talking to him. Is it worth doing ?
To have something done	Expressing the fact that the speaker commissioned an activity	John had his house painted .
CONJUNCTIONS		
Conjunctions of reason and purpose, cause and result, concession As connectives – and, but, nevertheless, or, however	Talking about why people do things, the purpose of something, its cause, expressing surprise Expressing connections in a sentence, text or argument	She goes to the gym in order to keep fit. There is a lack of water as a result of the hot weather . Despite/in spite of his wealth, he wasn’t happy.
VARIATION IN WORD ORDER		
Changes in word order in specific situations	Expressing information accurately	To the north is...

List of 15 Additional Phrasal Verbs at Intermediate Level.

give up (smoking)

put up with (tolerate)

let s.o. down (break a promise)

set out/ set off (start a journey)

come across (find by accident)

go off (explode)

go off (rot)

look into (investigate)

look forward to (anticipate with pleasure)

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

make something up (pretend)

make off (escape)

get on with (be friends)

get over (recover)

turn up (arrive)

ADVANCED LEVEL (Two and a half hours)

Section A 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 B 15 marks

Letter writing.

Write a letter of approximately 100 words.

Two possible tasks, one informal, one formal.

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:

Formal – *Write a letter to the manager of a holiday hotel you have just stayed in, complaining about the lack of facilities for young people there.*

Informal – *Write a letter to a friend thanking him/her for the birthday present he/she sent you.*

Candidates need to know the basic layout of the two different kinds of letters. The rubric of the examinations says:

Set out the letter correctly and appropriately. Include the address or addresses but do not count them in the number of words.

For formal letters, any recognised business format is acceptable, block or indented, providing it is consistent within itself, plus the salutations must be correct. For informal letters, the candidate must place the address clearly, and use appropriately a friendly greeting to begin and end the letter.

Section C 20 marks

Reading comprehension.

The reading will be 340-360 words.

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

Section D 10 marks

General Grammar.

Ten questions plus one example.

Four-option multiple-choice.

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

Section E 10 marks

Sentence transformation.

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

Five questions plus one example.

The following will be tested:

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

Other structures may also be tested.

Section F 10 marks

Gap Fill

Ten gaps plus one example.

Put the correct word in the gap. No help given.

The text will be 130 –140 words long.

The text will be clear: factual or encyclopaedic. The words tested will be mainly grammatical, such as prepositions, auxiliaries, pronouns.

The gaps are evenly spread throughout the text – but this is *not* a cloze test where one in every 7 or 10 words is gapped, no matter what it is.

Section G 10 marks

Word Transformation

Ten questions plus one example. This is new – the previous paper had only five questions.

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

Grammar and Structures List for the Advanced Level Examination.

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	Never have I seen such a terrible film. Little did he know he would one day be Prime Minister. Not only was it 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 wish I had £1million. It's high time we did some work. It's about time he bought 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 will be in bed at this time of night. They should have heard the telephone. They must have gone out . He can't have finished his homework. If he had, he would have put it on my desk by now. John might be sitting in the theatre already.
THE INFINITIVE		
After certain verbs After certain adjectives After question words The perfect infinitive		I hope to hear from you shortly. We can't afford to give you a pay rise. I want you to do something for me. Its very difficult to explain . Tell me where to go/ how to get there/ what to say . I'd love to have met him. He doesn't seem to have done it.

PROFICIENCY LEVEL (Two and a half hours)

Section A 25 marks

Composition 250 - 300 words

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

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

Section B 15 marks

Letter Writing

Write a letter of approximately 150 words.

Two possible tasks, one formal, one informal..

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

Candidates need to know the layout of the two different kinds of letters.

Section C 30 marks: 20 marks for questions 1-10, and 10 marks for question 11.

Reading Comprehension

The reading text will be 530 - 580 words.

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

Questions 1-5 are true/false/doesn't say.
Questions 6-8 are 3-part multiple-choice.
Questions 9 - 10 are two-part vocabulary questions.

Question 11

The summary (10 marks) will be on an aspect of the reading, not the reading as a whole. The candidate must write 50 –75 words.

Section D 10 marks

Sentence Transformation.

This now has ten questions plus one example.

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

There is no specific structures list for Proficiency Level.

Section E 10 marks

Word Transformation.

Ten questions plus one example.

More complex vocabulary will be tested.

Section F 10 marks

Gap fill

Ten gaps plus one example.

The text will be a maximum of 150 words.

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

MASTERS LEVEL (Three hours)

Section A Listening 10 marks

Listening comprehension

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

Section B Listening and Writing 10 marks

Combined Task: Listening and Letter Writing

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

The letter is marked for the accuracy of information transferred from the listening, plus the appropriateness and accuracy of the language used for conveying the information.

Section C Use of English 25 marks

Part 1 (10 marks)

Single Sentence Gap-fill

Ten sentences with one word to fill in, in each sentence.

Part 2 (15 marks)

Sentence Transformation

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

The Use of English section of the examination tests a wide range of grammar, usage and vocabulary, including idiom. There is no set syllabus for this as it tests the depth of knowledge a student has obtained from using the language, through reading, listening and speaking it in a variety of contexts such as reading newspapers, magazines and books, listening to music and the radio, watching films and T.V., talking to other people and so on.

Section D Reading 10 marks

Text Matching

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

The news stories are authentic, taken from recent newspapers.

Section E Reading and Writing 20 marks

Reading Comprehension 20 marks

The text will be 590-620 words.

Part 1 (10 marks)

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

Part 2 (10 marks)

Candidates are asked to make a summary in the text of about 150 words.

Section F Writing 25 marks

Writing (combined with reading, above)

One composition title is given. There is no choice of topic. The theme of the composition is related to the theme of the reading in Section E. The candidate must use his/her own ideas, the notes given, and if he/she wishes, notes taken from the reading, to write a structured composition which will include arguing an opinion, of between 350 and 450 words.

LISTENING TESTS

Overview of revised tests:

ALL LISTENING TESTS ARE COMBINED WITH THE READING/WRITING TESTS AND WEIGHTED AT 20% OF THE TOTAL MARK GIVEN

FIRST STEP 20 marks	<ul style="list-style-type: none"> • 10 sets of 4 pictures. Tick the word heard.
JUNIOR 20 marks	<ul style="list-style-type: none"> • 5 sets of 4 pictures. Tick the word heard. • Dictation of 5 separate words.
PRIMARY 20 marks	<ul style="list-style-type: none"> • Listen to 5 straight sentences. 4 options. Tick the word or number heard. • Gap-fill dictation of 5 words in short text. • Match 5 names with jobs etc from list.
PRELIMINARY 20 marks	<ul style="list-style-type: none"> • Five conversations. 4 options for each. • Gap-fill of 10 words. • 5 true/false questions.
ELEMENTARY 100 marks	<ul style="list-style-type: none"> • Five conversations. 4 options for each. • Gap-fill of 10 words. • 10 true/false questions.
PRE-INTERMEDIATE 100 marks	<ul style="list-style-type: none"> • Five conversations. 4 options for each. • Gap-fill of 10 words. • 10 true/false questions. • 20-word dictation.
INTERMEDIATE 100 marks	<ul style="list-style-type: none"> • Ten conversations. 4 options for each. • Gap-fill of 10 words. • 10 true/false questions. • 40-word dictation.
ADVANCED 100 marks	<ul style="list-style-type: none"> • Timetable, programme etc. 15 gaps • Form to fill in – 10 gaps • The news with 10 true/false • Gap-fill of 15 words.
PROFICIENCY 100 marks	<ul style="list-style-type: none"> • Gap-fill of twenty words • Answer phone message with 6 3-part multiple-choice questions • The news, with 14 true/false questions • 10 three-part multiple-choice questions, responding appropriately in social situations.
MASTERS 20/100 marks	<p>Integrated into exam:</p> <ul style="list-style-type: none"> • Ten three option multiple-choice questions. Dialogue to listen to. • Write notes while listening and then write letter using these notes. Radio advert of event, place of interest etc to listen to.

FIRST STEP LEVEL 20 marks

Part One 20 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 tape. All the words are nouns.

JUNIOR LEVEL 20 marks

Part One 10 marks

Word recognition.

There are five word-sets of four words each, from the Junior Level wordlist. One word in each set is the key and is spoken on the tape. All the words are nouns. The words will not appear on the test paper, but all the words will be illustrated, not just the key.

Part Two 10 marks

Word recognition and spelling.

Five more words from the list. 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 20 marks

Part One 5 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 tape in a simple sentence.

Part Two 5 marks

Word recognition in context.

A simple gapped listening of five 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.

Part Three 10 marks

Listening for meaning:

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

PRELIMINARY LEVEL 20 marks

Part One 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 always stated explicitly at some point.

Part Two 10 marks

Word recognition in context.

A gapped listening with the text on the test paper. 10 gaps. Any word type can be gapped. The missing words are in a box in random order underneath the text.

Part Three 5 marks

Listening for meaning.

Candidates hear a continuous reading and mark five true/false statements on their papers. The statements appear in the order in which they come up in the script.

ELEMENTARY LEVEL 100 marks

Part One 20 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.

Part Two 40 marks

Listening for words in context.

A gapped listening with the text on the test paper. This now has ten gaps.

Part Three 40 marks

Listening for meaning.

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

PRE-INTERMEDIATE LEVEL 100 marks

Part One 20 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.

Part Two 20 marks

Listening for words in context.

A gapped listening, with text on the test paper. At this level, there are ten gaps.

Part Three 20 marks

Listening for meaning.

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

Part Four 40 marks

Listening for meaning, with writing skills.

A dictation of twenty words *exactly*. In order to set the context, the candidate is given either one sentence, or an opening remark or question and the twenty-word dictation is the subsequent sentence(s) or the response.

The sentence is spoken all the way through at normal speed first and then read with pauses for candidate to write in.

INTERMEDIATE LEVEL 100 marks

Part One 20 marks

Listening for Meaning.

Ten 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.

Part Two 20 marks

Listening for words in context.

A gapped listening, with the text on the paper. At this level, there are ten gaps.

Part Three 20 marks

Listening for meaning.

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

Part Four 40 marks

Listening for meaning with writing skills.

A dictation of forty words exactly, with no context-setter.

The sentence is spoken all the way through at normal speed first and then read with pauses for candidate to write in.

ADVANCED LEVEL 100 marks

Part One 30 marks

Listening for, and writing, numbers.

A timetable, tourist pamphlet, programme etc. with 15 gaps, testing numbers, times, prices, reference numbers, dates etc

Part Two 20 marks

Listening for, and writing in, information.

A form to fill in with 10 gaps. There will be a maximum of one number tested, as they are tested thoroughly in the previous section. Candidates will listen for spelling (names), places, colours, address etc.

Part Three 20 marks

Listening for meaning.

The news, with 10 true/false statements.

Part Four 30 marks

Listening for words in context.

A listening with 15 gaps.

PROFICIENCY LEVEL 100 marks

Part One 40 marks

Listening for words in context.

Listening with 20 gaps. Usually first-person story or testimony.

Part Two 12 marks

Listening for information.

Answer phone, tourist information tape etc. Six 3-part multiple-choice questions in the order in which they come up on the tape.

Part Three 28 marks

Listening for meaning.

The news, with 14 true/false statements.

Part Four 20 marks

Listening for appropriateness, meaning and context in a spoken situation.

10 three-part multiple-choice items. The candidate chooses the correct reply to a question or statement.

Wrong answers may be either inappropriate or have incorrect matching grammar e.g

Would you like a cup of coffee?

Yes, I'd love one.

Yes, I have.

Yes, it was a pleasure.

MASTERS LEVEL

The listening for the Masters Level is integrated into the Reading and Writing paper.