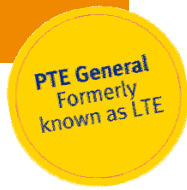


PTE

PEARSON TEST OF ENGLISH
General



PEARSON

Teachers' Handbook

Revised Edition July 2009

© Edexcel 2008

No part of this booklet may be reproduced without
prior permission from Pearson Language Tests.

Contents

	Page
PTE General Basic information about the tests	3
The Council of Europe Common European Framework	5
QCA accreditation	6
Overview of written levels A1 - 5	7
Detailed syllabus for Level A1 Written test format for Level A1 The oral test	13
Detailed syllabus for Level 1 Written test format for Level 1 The oral test	15
Detailed syllabus for Level 2 Written test format for Level 2 The oral test	21
Detailed syllabus for Level 3 Written test format for Level 3 The oral test	26
Detailed syllabus for Level 4 Written test format for Level 4 The oral test	31
Detailed syllabus for Level 5 Written test format for Level 5 The oral test	37
Sample writing tasks with feedback at: Level A1 Level 1 Level 2 Level 3 Level 4 Level 5	43
Contact Us	51

Pearson Test of English General (PTE General)

What is PTE General?

PTE General is an examination to assess and accredit English language competence. It is intended for ESOL (English for speakers of other languages) candidates aged 14+. The examination is recognised all over the world and is accepted by universities, employers and national education authorities in many countries as evidence of a required standard of English.

The test consist of two papers. One tests listening and reading comprehension and writing skills. The other is an oral test of candidates' speaking ability.

What is different about PTE General?

The Use of Realistic Tasks

PTE General assesses how well candidates can use the language they know. Candidates are asked to demonstrate how well they can use English by completing practical and realistic tasks. Within the paper, successful completion of tasks and effective communication are awarded credit.

The Use of Theme and Scenario-Based Examination Papers

PTE General revolves around a theme and scenarios based on this theme, which the candidates become involved with. Themes are typically subjects which come up in most modern course books. So, for example, in a theme based on cycling, candidates might be required to listen to information about hiring a bike followed by a conversation about cycling in the city. They might then be required to read texts on the same subject and to write on the theme from their own perspective. Themes requiring a more sophisticated knowledge of vocabulary are used at the higher levels. Examples of themes are:

- Holidays and travelling to specific places
- Leisure time activities and entertainment
- Technology
- Education and work experience in various contexts
- Global issues, e.g. pollution/conservation

The Use of Familiar Task Types

The test tasks are similar to those found in up-to-date communicative course books. The tests themselves do not require the learners to follow a specific programme. The aim is to assess what teachers are teaching rather than have teachers teaching to our tests. All writers of our tests are experienced classroom teachers and/or textbook writers.

What does PTE General aim to achieve?

PTE General aims to assess and reward positive and progressive achievement in English language learning. The tests have been designed to motivate learners and provide feedback to schools, parents and teachers. A Candidate Performance Report is issued for every candidate showing how they performed in each language skill: listening, reading, speaking and writing.

How much study is needed for each level?

Clearly learners progress at differing rates but, broadly speaking, Level A1 Foundation represents between three to six months' part-time study and Levels 1 to 3 each represent one year of part-time study for many of our adult candidates. Level 4 often represents a further 18 months' study from Level 3, as might the transition from Level 4 to Level 5.

Each level of PTE General (except A1 Foundation Level) is an ongoing, incremental and cumulative body of knowledge, not a discrete category without relation to prior learning. Thus, as candidates enter each new level of PTE General, it is presupposed they are familiar with, and can successfully engage in, the communicative tasks, language skills and structural and language content of the preceding levels. They can therefore build on their previous competence in order to achieve the new level.

What age group is PTE General designed for?

Levels A1 Foundation, 1, 2 and 3 are suitable for adult and teenage learners, aged 14 upwards. Levels 4 and 5 designed for learners aged 17+.

Children aged between 8 and 13 may prefer to sit tests from the suite of Pearson Test of English Young Learners (PTE Young Learners) before progressing to PTE General at Level 1 or 2. For these levels the scenario and tasks require a higher level of maturity. A PTE Young Learners information booklet is available.

What teaching materials should be used to prepare candidates for PTE General?

The types of tasks candidates have to do in the tests are similar to those found in most modern communicative course books. Also, the topics used in most course books are similar to those used in the tests. Most modern course books will provide practice relevant to the test. There is, therefore, no need to do a specific PTE General course. Past papers are available to download from our website.

www.pearsonpte.com. They can be found in the 'Learning Resources' section.

When can candidates take PTE General?

Scheduled sessions are in May, June, November and December and normally take place on a Saturday.

Where can candidates take PTE General?

We encourage schools, language schools and colleges to become registered centres so that they can enter their own and external candidates for the examinations. For integrity to be upheld, Pearson will require documentary evidence from all prospective centres to ensure it is satisfied that the centre will conduct the examinations according to the regulations. In some countries there are locally based agents or representatives. Please refer to our website for further information: www.pearsonpte.com

What are the grades awarded at each level?

The grades awarded for the combined written and oral tests are Distinction, Merit, Pass or Fail. The meaning of these grades is as follows:

DISTINCTION: The candidate consistently exceeds the standard for the level and is close to achieving the standard for the next level. (At Level 5 a Distinction grade indicates an outstanding performance in the examination.)

MERIT: In some aspects of his or her performance, the candidate exceeds the standard for the level and has made appreciable progress towards the next level. (At Level 5 a Merit indicates an excellent performance in the examination.)

PASS: The candidate meets the standard for the level.

FAIL: The candidate does not meet the standard for the level.

The Common European Framework

The Council of Europe launched its Common European Framework (CEF) of Reference for Language Learning, Teaching and Assessment in 2001, the European Year of Languages. One of the aims is to provide a common base for defining and measuring levels of language proficiency. The table below shows how PTE General levels relate to the CEF levels and descriptors.

Students at this level	Council of Europe Levels	PTE General
Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.	Proficient User C2	Level 5 Proficient
Can understand a wide range of demanding, longer texts and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.	Effective Operational Proficiency Proficient User C1	Level 4 Advanced
Can understand the main ideas of complex texts on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	Vantage Independent User B2	Level 3 Upper Intermediate
Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise while travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.	Threshold Independent User B1	Level 2 Intermediate
Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.	Waystage Basic User A2	Level 1 Elementary
Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.	Breakthrough Basic User A1	Level A1 Foundation

*The alignment of PTE General to the CEF has been established by mapping of the test specifications to the CEF descriptors and is reinforced by regular training of test writers and markers. Work is in progress to further improve the robustness of the alignment on the basis of empirical data.

Accreditation

The six levels of PTE General are accredited by the regulators of external qualifications in England, Wales and Northern Ireland as “ESOL International” qualifications.

ESOL International qualifications are designed for candidates who are not native speakers of English and who wish to achieve a high quality, internationally recognised qualification in English that is available and recognised worldwide and, at the highest level (NQF level 3 / CEF C2), candidates who are preparing for entry to higher education or professional employment in the UK or elsewhere.

ESOL International Qualifications are designed to reference the descriptions of language proficiency in the Common European Framework of Reference for Languages (CEF). The levels in the CEF have been mapped to the levels in the National Qualifications Framework for England, Wales and Northern Ireland (see, “Pathways to Proficiency: the alignment of language proficiency scales for assessing competence in English Language”, DFES / QCA, 2003).

In the process of accreditation the six levels of PTE General have been allocated to levels of the National Qualifications Framework, and their official titles, as recognised by the QCA and listed on the National Database of Accredited Qualifications, are as follows:

PTE level	General	Accredited Title	
PTE General A1		Edexcel Entry Level Certificate in ESOL International (Entry 1)	500/1903/X
PTE General LTE 1		Edexcel Entry Level Certificate in ESOL International (Entry 2)	500/1962/4
PTE General LTE 2		Edexcel Entry Level Certificate in ESOL International (Entry 3)	500/1961/2
PTE General LTE 3		Edexcel Level 1 Certificate in ESOL International	500/1926/0
PTE General LTE 4		Edexcel Level 2 Certificate in ESOL International	500/1964/8
PTE General LTE 5		Edexcel Level 3 Certificate in ESOL International	500/1963/6

OVERVIEW OF WRITTEN PAPER: 1 hour 15 minutes

LEVEL A1

Task	Skill area	Main test objectives	Input text type	Text length	Examples of task types
1	Listening	listening for gist or detail	monologue or 2/3 way conversation (heard twice)	total word count for the texts should not exceed 500 words	following directions and identifying places on map, identifying pictures and people, identifying simple words, phrases, or numbers, True/False, multiple choice
2	Listening	listening for detail or gist	monologue or 2/3 way conversation (heard twice)		
3	Reading	close focus, skimming	see syllabus for this level	2-3 texts total 200 words	sequencing, True/False, matching texts with visuals, multiple choice, short written answers
4	Discourse Management	comprehension of gist and detail	realistic spoken discourse	Up to 140 words 6-9 words per stimulus	matching responses to utterances
5	Writing	conveying information, describing and giving directions	written question prompts, instructions, picture prompts or another visual stimulus	45-60 words	post cards, application forms, descriptions and instructions

OVERVIEW OF WRITTEN PAPER: 1 hour 30 minutes

LEVEL 1

Task	Skill area	Main test objectives	Input text type	Text length	Examples of task types
1	Listening	listening for gist or detail	monologue or 2/3 way conversation (heard twice)	total word count for the texts should not exceed 600 words	following directions, identifying pictures, identifying words, phrases, or numbers, short gap fill, True/False, grid or diagram or map or picture table completion, multiple choice
2	Listening	listening for detail or gist	monologue or 2/3 way conversation (heard twice)		
3	Writing	replying to invitation/ suggested meeting, giving information and instructions	written instructions, written or picture prompts	45-60 words	e-mail, note, message, postcard or short letter
4	Discourse Management	comprehension of gist and detail	realistic spoken discourse	Up to 150 words 8-10 words per stimulus	matching responses to utterances
5	Reading	close focus, skimming	see syllabus for this level	1-2 texts total 400 words	information transfer, sequencing, matching True/False, short responses
6	Writing	conveying information, describing and narrating	written instructions, written stimulus and visual stimulus	70-85 words	description, narrative, or application form

OVERVIEW OF WRITTEN PAPER: 1 hour 35 minutes

LEVEL 2

Task	Skill area	Main test objectives	Input text type	Text length	Examples of task types
1	Listening	listening for gist or detail, feelings and ideas	monologue or 2/3 way conversation (heard twice)	total word count for the texts should not exceed 800 words	following directions, identifying pictures, identifying words or phrases, or numbers, writing down a few words, True/False, grid or diagram or map or picture table completion, multiple choice
2	Listening	listening for detail or gist, feelings or ideas	monologue or 2/3 way conversation (heard twice)		
3	Explanatory Writing	conveying information in reply to an invitation or suggestion for meeting	written instructions, written or picture prompts	65-85 words	messages, notes, e-mails or postcards which include instructions and directions
4	Discourse Management	comprehension of gist and detail	realistic spoken discourse	up to 200 words 10-12 words per stimulus	matching responses to utterances
5	Reading	close focus, skimming information, ideas, feelings and general opinions	see syllabus for this level	1-3 texts total 600 words	information transfer, sequencing, matching, True/False, short responses
6	Writing	describing past events and expressing ideas, feelings, personal thoughts and advice	written instructions and visual stimulus	90-120 words	informal letters, diaries and stories

OVERVIEW OF WRITTEN PAPER: 2 hours

LEVEL 3

Task	Skill area	Main test objectives	Input text type	Text length	Examples of task types
1	Listening	listening for gist or detail and register and choice of language, feelings, attitudes and points of view	monologue or 2/3 way conversation (heard twice)	total word count for the texts should not exceed 1000 words	noting short phrases, writing down 1-4 word responses, sentence completion, grid, diagram, map, picture completion, True/False, multiple choice
2	Listening	listening for detail or gist and register and choice of language, feelings, attitudes and points of view	monologue or 2/3 way conversation (heard twice)		
3a 3b	Reading Integrated reading and writing	reading and processing information locating, extracting and synthesising relevant information from reading material followed by transforming information from one context to another	authentic source texts	up to 3 texts up to 2 pages output 120 - 150 words	identifying and noting down gist, multiple choice competition essay, questionnaire with additional comments/opinions, writing a report, contextualised summary, public notice or letter
4	Reading	close focus and gist and register and choice of language, feelings, attitudes and points of view	authentic texts of a type specified in syllabus for the level	up to 3 texts total 800 words	information transfer, sequencing, sentence completion, matching; True/False, note taking, short answer, multiple choice
5	Writing	expressing qualified and illustrated details, ideas, points of view, advice, arguments	written instructions and written or diagrammatic stimulus	140-170 words	informal letter, narrative, descriptive or explanatory account, discursive essay, article

OVERVIEW OF WRITTEN PAPER: 2 hours 30 minutes

LEVEL 4

Task	Skill area	Main test objectives	Input text type	Text length	Examples of task types
1	Listening	listening for gist or detail and context, purpose, register, stylistic devices, choice of language, facts, opinions, feelings, attitudes, explicit and implicit meaning, viewpoints, motives	monologue or 2/3 way conversation (heard twice)	total word count for the texts should not exceed 1200 words	noting key information, completing missing information, responses to questions, making comments, summarising information grid, diagram, map, picture completion, True/False, multiple choice
2	Listening	listening for detail or gist and context, purpose, register, stylistic devices, choice of language, facts, opinions, feelings, attitudes, explicit and implicit meaning, viewpoints, motives	monologue or 2/3 way conversation (heard twice)		
3a 3b	Reading Integrated reading and writing	reading and processing information reading, analysing, interpreting and synthesising relevant information from reading material followed by transforming information from one context to another	authentic source texts	1 text for 3a up to 3 texts for 3b input up to 3 pages output 180-220 words	taking or completing notes complex formal letter, formal report or leaflet/brochure
4	Reading	close focus and gist and context, purpose, register, stylistic devices, choice of language, facts, opinions, feelings, attitudes, explicit and implicit meaning, viewpoints, motives	authentic texts of a type specified in syllabus for the level	up to 3 texts total 1000 words	summarising, writing short answers, True/False, information transfer, sequencing, making comments with reasons, matching and explaining meaning of key words/phrases, multiple choice for use of language and text organisation
5	Writing	writing complex, detailed, developed arguments in appropriate register/style; factual information, personal ideas, expanded /supported with justified views/arguments; advice with explanations, reasoning, explanations	written instructions	200-250 words	discursive essay, article or review

OVERVIEW OF WRITTEN PAPER: 2 hours 55 minutes

LEVEL 5

Task	Skill area	Main test objectives	Input text type	Text length	Examples of task types
1	Listening	listening for gist or detail and context, purpose, register, stylistic devices, choice of language to influence others, feelings, ideas, attitudes, explicit and implicit meaning, viewpoints, motives	monologue or 2/3 way conversation (heard twice)	total word count for the texts should not exceed 1400 words	noting key information, completing missing information, responses to questions, making comments with qualified reasons, summarising information grid, diagram, map, picture completion, True/False, multiple choice
2	Listening	listening for gist or detail and context, purpose, register, stylistic devices, choice of language to influence others, feelings, ideas, attitudes, explicit and implicit meaning, viewpoints, motives	monologue or 2/3 way conversation (heard once only)		
3a	Reading	reading and processing information	authentic source texts and written instructions	1 text for 3a up to 3 texts for 3b	taking extended notes, making a summary, identifying missing sections CV, biography or notes for interview/talk/speech/lecture/seminar
3b	Integrated reading and writing	analysing, interpreting, synthesising and evaluating relevant information from reading material followed by transforming information from one context to another in appropriate format, style, register and tone		input up to 3 pages output 230-260 words	
4	Reading	close focus and gist and context, purpose, register, stylistic devices, choice of language to influence others, explicit and implicit meaning, feelings, ideas, attitudes, viewpoints, motives	authentic texts of a type specified in syllabus for the level	up to 3 texts total 1300 words	noting key information, completing missing information, responses to questions, making comments with qualified reasons, summarising information grid, diagram, map, picture completion, True/False
5	Writing	use of appropriate and effective style, register, organisational patterns/cohesive devices; reflecting original thoughts/creative ideas, including information, qualified opinions/arguments/conclusions	written instructions	300 - 350 words	newspaper article critical review or discursive essay

SYLLABUS FOR FOUNDATION LEVEL**LEVEL A1**

For candidates with a beginner level knowledge of English sufficient for survival in social, travel and everyday situations.

Common European Framework Level A1 (Breakthrough)**GENERAL ASSESSMENT OBJECTIVES**

To understand very short, simple information in the spoken and written language and to express oneself simply and briefly in speech and in writing, for practical purposes in everyday situations requiring a direct exchange of information. It is expected that productive skills will be limited and fragmented, and that the language will be mostly or completely formulaic at this level; receptive skills will be more developed than productive skills.

SPECIFIC ASSESSMENT OBJECTIVES**1. Listening**

Candidates should show they can:

- listen to and follow very short conversations, messages, announcements and information services related to areas of immediate relevance in daily life
- understand simple factual details
- identify general information
- identify and select relevant information

2. Reading

Candidates should show they can:

- read and follow short written signs, notices and posters, catalogues, directions, instructions, messages and very short, simple documents
- read and follow a written text on everyday matters
- identify and understand general information
- identify simple factual details
- follow the order and sequence of information
- identify and select relevant information

Writing

Candidates should show they can:

- respond appropriately to simple visual and written instructions
- convey information related to themselves and areas of immediate relevance in the form of simple instructions and messages
- convey information and descriptions related to themselves and areas of immediate relevance in the form of a postcard/email or simple description
- describe a picture/pictures related to situations in the examination paper

Writing: Marking Criteria

Candidates are awarded marks in the following categories:

- Effective communication
- Lexical accuracy and range
- Grammatical accuracy and range

- Task completion

COMMUNICATIVE TASKS

LEVEL A1

Candidates may have to:

- respond to and express greetings, introductions and farewells
- respond to and express thanks
- ask for and give information
- describe people, including themselves
- spell their name and address
- describe activities
- describe possessions and everyday items
- instruct and direct people
- express likes and dislikes
- handle simple numbers up to 100, simple costs, quantities, time and dates
- ask for repetition or clarification when they do not understand

THEMES AND VOCABULARY for Communicative Tasks

The themes and vocabulary required at Level A1 Foundation will relate to:

- personal information about oneself
- home and daily life, family and friends
- leisure time activities
- their own occupations
- everyday items
- travel information and transport
- shopping - simple transactions
- food and drink and ordering a meal
- goods and services
- simple street directions
- seasons and weather

LANGUAGE CONTENT

- 'to be' in affirmative, negative and interrogative forms
- 'to have' in affirmative, negative and interrogative forms
- 'have got' in affirmative, negative and interrogative forms
- simple imperatives
- present continuous
- formulaic use of 'I like' (+ noun) and 'I don't like' (+ noun)
- ask and answer yes/no questions
- ask and respond to wh- questions
- articles
- singular and plural of countable nouns
- demonstratives
- subject personal pronouns
- possessive adjectives
- simple adjectives and adjective/noun phrases
- prepositions of time and place
- simple sentence structure
- spell key personal words and words in daily use
- capital letters and full stops
- * present simple in affirmative, negative and interrogative forms
- * present continuous and *going to* for future use in affirmative, negative and interrogative forms

*tested receptively at this level

WRITTEN TEST FORMAT: 1 hour 15 minutes**Level A1**

In each test, the tasks are linked to a theme to which the candidates can relate. At Level A1 Foundation the theme is likely to relate to a series of everyday situations which the candidate might encounter as a visitor in an English-speaking environment.

Tasks 1 and 2 - Listening

The input for tasks 1 and 2 can be a monologue or a 2/3 way conversation. At least one of the texts involves more than one speaker. The texts are realistic and are delivered at a speed slightly slower than normally appropriate to the context of the situation. Each text is played twice, with pauses for candidates to complete their answers. Tasks follow the same sequence as the recording. Candidates may be asked to undertake some of the following tasks:

- follow directions or identify places on a map
- identify pictures and people
- identify simple words, phrases or numbers
- mark statements about a text as true or false
- complete pictures

Task 3 - Reading

Candidates read two or three short illustrated texts with a total word count of up to 200 words. Candidates may be asked to undertake some of the following tasks:

- put a sequence of pictures, illustrations or sentences in order according to information in the text
- mark statements about a picture or text true or false
- match texts with visuals
- multiple choice for recognition of specific information in the text
- answer very simple questions requiring a few key words

Responses will require minimal writing on the part of candidates.

Task 4 - Discourse Management**Task 4a**

Candidates read and match questions and responses in a dialogue.

Task 4b

Based on a series of pictures to illustrate different communication contexts, candidates select the best response to a stimulus in a two-turn exchange for each picture. Answers are selected from a range of options.

Task 5 - Writing

An informal descriptive or instructive account related to the theme of the test in the form of a postcard/application form/email or other message, the description of a picture/s, or a message or set of instructions. The tasks are based on a set of written question prompts, written instructions, and, where applicable, picture prompt(s).

THE ORAL TEST (10 minutes)**Level A1**

Oral tests are usually conducted by both an interviewer and an assessor. Candidates are assessed in pairs and are expected to ask their partner questions/respond to questions from their partner, as well as to respond to questions and prompts from the interviewer.

Performance required at level A1

Level A1 is for candidates with enough basic knowledge of English to survive in social, travel and everyday situations.

Candidates should demonstrate that they can:

- understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of concrete needs
- introduce him/herself and others
- ask and answer questions about personal details

(see Language Content and Communicative Tasks listed in the syllabus for the written test)

Visual materials will be provided and candidates will be expected to relate the situations shown to their own experiences.

Marking Criteria

Candidates are awarded marks in the following categories:

- Effective communication
- Interaction
- Vocabulary
- Grammar
- Pronunciation

The oral test is assessed separately from the written examination. All oral tests are recorded. Assessment is carried out either by local assessors where these have been approved by Pearson Language Tests, or by examiners based in the UK, listening to the recorded oral test.

FORMAT OF THE ORAL TEST**Level A1****Phase 1 - Introductions**

Introductions and conversation on one or two of the following:

- Home: house, rooms, garden
- Immediate family
- Job
- Studies
- Places e.g. town, school, office
- Travel

Phase 2 - Conversation based on visual stimulus

Candidates will be expected to answer questions and talk about a picture related to a theme different from that of the written test and to relate the picture to their own experience.

Phase 3 - Development based on visual stimulus

Candidates will be expected to talk about and have a very simple discussion on a picture and other topics that arise out of and extend the theme introduced in Phase 2.

SYLLABUS FOR ELEMENTARY COMMUNICATION**LEVEL 1**

For candidates with a basic command of English to cope with language needs for social, travel and everyday purposes.

Common European Framework Level A2 (Waystage)**GENERAL ASSESSMENT OBJECTIVES**

To understand straightforward information in the spoken and written language and to express oneself in speech and in writing for simple practical purposes in everyday situations requiring a simple and direct exchange of information.

SPECIFIC ASSESSMENT OBJECTIVES FOR THE WRITTEN TEST**1. Listening**

Candidates should show they can:

- listen to and follow short conversations, messages, announcements and information services related to areas of immediate relevance in daily life
- identify gist
- identify general information
- identify specific information and detail
- identify and extract the relevant information

2. Reading

Candidates should show they can:

- read and follow short written signs, notices and posters, directions, instructions and messages
- read personal correspondence and other short, simple documents on everyday matters
- read and follow a dialogue on everyday matters
- identify the gist of the written discourse
- identify and understand general information
- identify and understand specific information
- identify and extract relevant information
- follow the order and sequence of information

3. Writing

Candidates should show they can:

- convey information related to their own background, locality and areas of immediate relevance in response to simple visual or written instructions
- reply to an invitation or suggested meeting in the form of notes, messages, e-mails, postcards and short letters
- complete simple application forms
- write about topics related to the scenario of the examination paper in the form of a description of a scene or narrative account

Writing: Marking Criteria

Candidates are awarded marks in the following categories:

- Effective communication
- Lexical accuracy and range
- Grammatical accuracy and range

Level 1

- Task completion

COMMUNICATIVE TASKS

In addition to skills listed for the previous level, candidates should be able to:

- respond to and express greetings, introductions and farewells
- respond to and express thanks
- ask for and give information and directions
- describe people including themselves, places and things
- describe events and activities
- describe daily routines and habits
- express likes and dislikes
- express time
- express ability
- make and accept offers, apologies and requests
- make future plans
- instruct and direct people
- express numbers, costs, quantities

THEMES AND VOCABULARY for Communicative Tasks

The themes and vocabulary required at Level 1 Elementary will relate to:

- personal information about oneself, home town and country
- home, accommodation and daily life
- family and friends
- leisure time activities
- occupations
- travel information and transport
- shopping - simple transactions
- food and drink and ordering a meal
- goods and services
- street directions
- time and weather
- simple preferences

LANGUAGE CONTENT

(in addition to items listed for the previous level)

- countable and uncountable nouns
- basic determiners and personal pronouns
- possessive adjectives and possessive pronouns
- basic question forms
- present simple and continuous in affirmative, negative and interrogative
- future: present continuous and *going to* in affirmative, negative and interrogative
- modals: ability, possibility, requests
- adverbs of frequency, place and time
- order of adjectives
- prepositions of place and time
- co-ordinating conjunctions
- simple sentence structure
- compound sentence structure
- *past simple of regular verbs/high frequency irregular verbs in all forms
- *comparative of adjectives
- *adverbs of manner

*tested receptively at this level

WRITTEN TEST FORMAT: 1 hour 30 minutes**Level 1**

In each test the tasks are linked to a theme to which the candidates can relate.

Tasks 1 and 2 - Listening

Tasks 1 and 2 consist of two listening texts. At least one of the texts involves more than one speaker. The texts are realistic and are delivered at a speed appropriate to the context of the situation. Each text is played twice, with pauses for candidates to complete their answers. Tasks follow the same sequence as the recording. Candidates may be asked to undertake some of the following tasks:

- follow directions or identify places on a map
- identify pictures and people
- identify words, phrases or numbers
- write down short responses to questions and statements about the text
- complete a table or fill in a grid, diagram, map or picture
- mark statements about a picture or text as true or false

Task 3 - Explanatory Writing

This task will involve writing a note, e-mail, message, postcard or short letter in reply to an invitation or suggested meeting, or giving specific information, including instructions, about an everyday event or topic, in response to a set of instructions, written prompts, picture prompts or other visual stimulus.

Task 4 - Discourse Management**Task 4a**

Candidates read and match questions and responses in a dialogue.

Task 4b

Based on a series of pictures to illustrate different communication contexts, candidates select the best response to a stimulus in a two-turn exchange for each picture. Answers are selected from a range of options.

Task 5 - Reading

Candidates read one or two texts of not more than 400 words in total. Candidates may be asked to undertake some of the following tasks:

- select or extract information from a text and transfer it to a diagram, map, picture, table or grid
- put a sequence of pictures, illustrations or sentences in order according to information in the text
- mark statements about a picture or text as true or false
- match texts with visuals
- match texts with headings or titles
- write one or two-word responses to questions and statements about the text

Responses will not require a lot of writing on the part of candidates.

Task 6 - Writing

An informal descriptive or narrative account related to the scenario of the test based on a set of instructions and picture prompts or other visual stimulus.

THE ORAL TEST (10 minutes)**Level 1**

Oral tests are usually conducted by an interviewer and an assessor. Candidates are assessed in pairs and are expected to ask their partner questions/respond to questions from their partner, as well as to respond to questions and prompts from the interviewer.

Performance required at Level 1

Level 1 is for candidates with a basic command of English who need to cope with language needs for social, travel and everyday purposes by simple and direct exchange of information.

Candidates should demonstrate that they can:

- talk about themselves and different aspects of their lives
- take part in simple conversation and ask and reply to questions about different aspects of everyday life and activities
- take part in very simple discussion

(see Language Content and Communicative Tasks listed in the syllabus for the written test)

Visual materials will be provided and candidates will be expected to relate the situations shown to their own experiences.

Marking Criteria

Candidates are awarded marks in the following categories:

- Effective communication
- Interaction
- Vocabulary
- Grammar
- Pronunciation

The oral test is assessed separately from the written examination. All oral tests are recorded. Assessment is carried out either by local assessors where these have been approved by Pearson Language Tests, or by examiners based in the UK, listening to the recorded oral test.

FORMAT OF THE ORAL TEST**Phase 1 - Introductions**

Introductions and conversation on one or two of the following:

- Members of family
- House/apartment where living
- Town or village where living
- School or college where studying
- Office or place where working
- Hobbies, sports and other regular activities
- Likes and dislikes regarding food, drink, weather, holidays, music, etc.

Phase 2 - Conversation based on visual stimulus

Candidates will be expected to answer questions and talk about a picture related to a theme different from that of the written test and to relate the picture to their own experience.

Phase 3 - Development based on visual stimulus

Candidates will be expected to talk about and have a simple discussion on a picture and other topics which arise out of and extend the theme introduced in Phase 2.

SYLLABUS FOR INTERMEDIATE COMMUNICATION**LEVEL 2**

For candidates with intermediate English for practical use in study, work, travel and other everyday purposes.

Common European Framework Level B1 (Threshold)**GENERAL ASSESSMENT OBJECTIVES**

To understand and express in speaking and writing information, ideas, feelings, opinions and common functions about everyday situations in straightforward spoken and written language.

SPECIFIC ASSESSMENT OBJECTIVES FOR THE WRITTEN TEST**1. Listening**

Candidates should show they can:

- listen to and follow conversations, short talks, messages and announcements, telephone, traffic and tourist information, publicity and routine instructions and directions related to familiar matters regularly encountered in study, work, daily and leisure contexts
- understand gist
- identify the context and the speaker/s and the purpose
- identify and extract main points
- identify and extract general and specific details
- identify the feelings and ideas of speaker/s

2. Reading

Candidates should show they can:

- read and follow simple written discourse such as signs, directions, notices, instructions, advertisements, brochures, leaflets, personal correspondence and informative texts from newspapers and magazines
- read and follow a dialogue from everyday situations
- understand gist
- identify the context and the purpose of the speaker/s and writer/s
- identify and obtain the main points in a text
- identify and obtain general and specific details
- identify and obtain ideas, feelings and general opinions put forward by the speaker/writer

3. Writing

Candidates should show that they can:

- convey information on everyday matters in response to visual or written instructions
- write messages, e-mails and postcards which might include directions and instructions
- describe past events and express ideas, feelings, personal thoughts and advice in the form of informal letters, diaries and stories

Writing: Marking Criteria

Candidates are awarded marks in the following categories:

- Effective communication
- Lexical accuracy and range
- Grammatical accuracy and range

Level 2

- Task completion

COMMUNICATIVE TASKS

In addition to skills listed for previous levels, candidates should be able to:

- understand and describe events
- ask for and communicate feelings and opinions
- ask for and give instructions and explanations
- ask for and make suggestions
- ask for and give permission
- give and accept invitations
- ask for and give advice
- give and receive orders
- follow and narrate a story
- ask about and describe events and occurrences
- ask about and describe events and activities in one's life
- make complaints
- reply to and make polite requests
- make hypotheses
- ask for and make plans and arrangements for the future
- ask for and make comparisons
- agree and disagree and express opinions
- ask for clarification and explanation and check back, ask for confirmation
- spelling: spell words in daily use accurately
- punctuation: consistent control of capital letters, full stops, question marks, commas for lists and exclamation marks and use of paragraphing

THEMES AND VOCABULARY for Communicative Tasks

The themes and vocabulary required at Level 2 Intermediate will relate to:

- relations with other people
- travel and accommodation arrangements
- eating out
- entertainment
- visiting public places
- social events
- sports, health and fitness
- people and relationships, feelings and emotions
- functioning in public services such as banks, post offices, hotels, doctors, dentists
- functioning with officials such as customs officers or police
- language, educational and work services

LANGUAGE CONTENT

(in addition to items listed for previous levels)

- past simple and continuous of regular and irregular verbs in all forms
- some basic uses of present perfect simple in all forms
- future simple in all forms
- modals for obligation and permission
- modals for polite requests
- question tags
- comparative of adjectives and adverbs
- adverbs of time, place, manner and frequency
- zero, first and second conditional forms

- relative pronouns
- intensifiers
- simple subordinating conjunctions
- compound and multiple compound sentences
- *some basic uses of present perfect continuous in all forms
- *future continuous in all forms
- *superlative of adjectives and adverbs
- *sense of formality or informality in situations
- **used to* in all forms

* tested receptively at this level

WRITTEN TEST FORMAT: 1 hour 35 minutes**Level 2**

In each test the tasks are linked to a theme to which the candidates can relate.

Tasks 1 and 2 - Listening

Tasks 1 and 2 consist of two listening texts. At least one of the texts involves more than one speaker. The texts are realistic and are delivered at a speed appropriate to the context of the situation. Each text is played twice, with pauses for candidates to record their answers. Tasks normally follow the same sequence as the recording.

Candidates may be asked to undertake some of the following tasks:

- follow directions or identify places on a map
- identify pictures and people
- identify words, phrases or numbers
- write down one or two-word responses to questions and statements about the text
- complete a table or fill in a grid, diagram, map or picture
- mark statements about a picture or text as true or false

Task 3 - Explanatory Writing

The task will involve writing a message, note, e-mail or postcard which includes instructions and directions in reply to an invitation or suggestion for a meeting and which is related to the theme of the test and in response to a set of instructions, written prompts, picture prompts or another visual stimulus.

Task 4 - Discourse Management**Task 4a**

Candidates read and match questions and responses in a dialogue.

Task 4b

Based on a series of pictures to illustrate different communication contexts, candidates select the best response to a stimulus in a two-turn exchange for each picture. Answers are selected from a range of options.

Task 5 - Reading

Candidates read up to three texts of not more than 600 words in total. Candidates may be asked to undertake some of the following tasks:

- select or extract information from a text and transfer it to a diagram, map, picture, table or grid
- put a sequence of pictures, illustrations or sentences in order according to information in the text
- mark statements about a picture or text as true or false
- match texts with visuals
- match texts with headings or titles
- write one or two-words or a short phrase to questions and statements about the text

Responses will not require a lot of writing on the part of candidates.

Task 6 - Writing

An informal, descriptive or narrative account relating to present, past or future time, based on a set of instructions and a visual stimulus, such as:

- a personal letter to a friend recounting specific events or activities and ideas, feelings and personal thoughts
- giving information on an everyday event or topic in the candidate's own country
- a diary to a friend recounting specific events or activities and ideas, feelings and personal thoughts
- a story

THE ORAL TEST (10 minutes)**Level 2**

Oral tests are usually conducted by an interviewer and an assessor. Candidates are assessed in pairs and are expected to ask their partner questions/respond to questions from their partner, as well as to respond to questions and prompts from the interviewer.

Performance required at Level 2

Level 2 is for candidates with intermediate English for practical use in study, work, travel and other everyday purposes.

Candidates should demonstrate that they can:

- talk about themselves and different aspects of their lives as well as everyday matters
- take part in simple conversation, describing hopes, plans, ambitions and dreams, experiences and events; justify opinions, feelings and reactions
- take part in simple discussion and convey feelings, reactions, personal opinions and advice

(see Language Content and Communicative Tasks listed in the syllabus for the written test)

Visual materials will be provided and candidates will be expected to relate situations shown to their own experiences.

Marking Criteria

Candidates are awarded marks in the following categories:

- Effective communication
- Interaction
- Vocabulary
- Grammar
- Pronunciation

The oral test is assessed separately from the written examination. All oral tests are recorded. Assessment is carried out either by local assessors where these have been approved by Pearson Language Tests, or by examiners based in the UK, listening to the recorded oral test.

FORMAT OF THE ORAL TEST**Phase 1 - Introductions**

Introductions and conversation on one or two of the following:

- Town, village or country where living
- School or college where studying or office or place where working
- Relationships: family, friends, neighbours and colleagues
- Sports, health and fitness
- Holidays, travel, transport and accommodation
- Social events: visiting public places, entertainment and eating out
- Shopping: clothes, music and fashion

Phase 2 - Conversation based on visual stimulus

Candidates will be expected to answer questions and talk about a picture related to a theme different from that of the written test and to relate the picture to their own experience.

Phase 3 - Development based on visual stimulus

Candidates will be expected to talk about and discuss a picture and other topics which arise out of and extend the theme introduced in Phase 2.

SYLLABUS FOR UPPER INTERMEDIATE COMMUNICATION**LEVEL 3**

For candidates who use or will use an upper intermediate level of English for their personal, social, academic or working life.

Common European Framework Level B2 (Vantage)**GENERAL ASSESSMENT OBJECTIVES**

To understand and respond appropriately in the spoken and written form to the purpose, information and points of view in spoken and written communication of the kind required in a variety of study, work, everyday and leisure-related contexts in daily life.

SPECIFIC ASSESSMENT OBJECTIVES FOR THE WRITTEN TEST**1. Listening**

Candidates should show they can:

- listen to, identify and extract information from concrete and abstract spoken discourse on familiar and unfamiliar topics from their own personal, social, educational or working life
- identify the context, register and the purpose of the speaker/s
- understand content and details
- identify and extract relevant information
- identify the relationship between main and secondary ideas
- identify the feelings, attitudes and points of view of the speaker/s
- identify the purpose of the choice of language of the speaker/s
- listen for gist and follow the detail of a discussion

2. Reading

Candidates should show they can:

- understand and follow the main events of continuous narrative, descriptive, explanatory and persuasive texts
- follow texts on concrete and abstract topics on familiar and unfamiliar topics, related to their own personal, social, educational or working lives
- use organisational and structural features to locate, extract and synthesise relevant information from different parts of the written discourse
- identify the context and register and the purpose of the writer
- understand general content and details
- identify the relationship between the main and secondary ideas in written discourse
- identify and understand the feelings, attitude and points of view of the writer
- infer meaning which is not explicit in the text
- identify and understand the purpose of the choice of language of the writer

3. Writing

Candidates should show they can consider and integrate information, produce clear, qualified and illustrated facts and details, and express ideas and points of view, advice and arguments on a wide range of subjects from a variety of personal, social, educational and working contexts in the form of:

- competition entries, contextualised summaries, reports and public notices, informal letters
- questionnaires
- narrative accounts
- discursive essays

Writing: Marking Criteria

Level 3

Candidates are awarded marks in the following categories:

- Effective communication
- Lexical accuracy and range
- Grammatical accuracy and range
- Task completion

COMMUNICATIVE TASKS

In addition to skills listed for previous levels, candidates should be able to:

- understand and express facts, ideas and points of view in sequence and in detail
- make future plans and arrangements and describe the future
- present information in sequence and in detail
- introduce others
- make comparisons
- make and refuse formal and informal requests
- speculate about situations, events and people
- relay information that other speakers have told them
- ask about and express likes, dislikes, feelings and hopes
- express regrets
- express points of view with facts, reasons and examples
- describe processes
- discuss problems and give advice and instructions
- engage in discussion and express agreement and disagreement
- ask questions to obtain information
- give examples, advice and suggestions
- express obligation and lack of it
- make recommendations
- ask about and narrate events in the past
- show purpose, consequence, reason, contrast
- interrupt and check back

THEMES AND VOCABULARY for Communicative Tasks**Level 3**

The themes and vocabulary required at Level 3 Upper Intermediate will relate to:

- relationships and problems and concerns
- museums and other places of historic and educational interest
- the media including television
- the arts
- fashion and peer pressure
- the press
- youth culture
- topical issues

LANGUAGE CONTENT

(in addition to items listed for previous levels)

- *used to* in all forms
- all uses of present perfect simple and continuous in all forms
- past perfect simple and continuous in all forms
- future continuous in all forms
- future perfect simple and continuous
- familiarity with past, present and future tense forms in active and passive modes
- causative
- a range of modal verbs/uses for supposition
- collocation of adjectives and prepositions
- collocation of verbs and prepositions
- control of verb patterns, e.g. verb + gerund or infinitive, gerunds and gerundives
- growing acquisition of multi-word verbs
- zero, first, second and third conditionals
- a range of expressions to indicate possession
- reported statements, questions, requests and instructions
- superlative of adjectives and adverbs
- a range of definite and indefinite articles in noun phrases
- discourse markers, e.g. for addition and cause and effect
- clauses of place, time, manner, cause and purpose; as subject or object, participial/defining and non-defining clauses
- conjunctive adverbs
- complex and multi-complex sentences
- growing acquisition of informal and formal register of language
- *mixed conditionals

*tested receptively at this level

WRITTEN TEST FORMAT: 2 HOURS**Level 3**

In each test the tasks are linked to a theme to which the candidates can relate.

Tasks 1 and 2 - Listening

Tasks 1 and 2 consist of two listening texts. At least one of the texts involves more than one speaker. The recordings are authentic or realistic and are delivered at a speed appropriate to the context of the situation. Each recording is played twice, with pauses for candidates to complete their answers.

Candidates may be asked to undertake some of the following tasks:

- follow directions or instructions
- note down in short phrases key information heard
- write down one to four-word responses to questions and statements about the text
- complete sentences based on the information in the text
- complete a table or fill in a grid, diagram, map or picture
- mark statements about a picture or text as true or false

Task 3 - Reading and Integrated Reading and Writing

The first task will involve reading and processing information to complete a task such as identifying the gist of the text, or taking brief notes.

The second task will involve reading, locating and synthesising relevant information before making an appropriate response, based on a set of written instructions and written and visual stimuli. Candidates will be expected to read up to three texts. These three texts will not be more than two pages in total length. Written responses might include responding to a competition in the form of an essay, completing a questionnaire which includes a section for additional comments and opinion, writing a report, contextualised summary, public notice or letter.

Task 4 - Reading

Candidates read up to three texts of not more than 800 words in total. Candidates may be asked to undertake some of the following tasks:

- compare, select and extract information from texts and transfer it to a diagram, map, picture, table or grid
- put a sequence of pictures, illustrations or sentences in order according to information in the text
- mark statements about a picture or text as true or false
- match texts with visuals
- match texts with headings or titles
- note down or list information about the text
- write down a phrase or short sentence in response to questions and statements about the text
- multiple choice for response to questions/statements
- infer the meaning of words in the text

Responses will not require a lot of writing on the part of candidates.

Task 5 - Writing

An informal letter or other form of writing which might be descriptive, narrative or explanatory. It will be based on a set of written instructions and it might also be based on diagrammatical or written stimuli such as tables and charts, or letters to the candidate.

or

A discursive essay response to a specific statement and/or question, e.g. *Tourists spoil the places they visit. Discuss.*

THE ORAL TEST (12 minutes)**Level 3**

Oral tests are usually conducted by both an interviewer and an assessor. Candidates are assessed in pairs and are expected to ask their partner questions/respond to questions from their partner, as well as to respond to cues and prompts from the interviewer.

Performance required at Level 3

Level 3 is for candidates who use or will use an upper intermediate level of English for their personal, social, educational or working life.

Candidates should demonstrate that they can:

- talk about different aspects of their personal, social, educational and working lives
- take part in conversation and express and discuss statements of fact, accounts and explanations
- take part in discussion and express and discuss ideas, points of view with explanations and developed arguments; express advantages and disadvantages and give advice

(see Language Content and Communicative Tasks listed in the syllabus for the written test)

Marking Criteria

Candidates are awarded marks in the following categories:

- Effective communication
- Interaction
- Vocabulary
- Grammar
- Pronunciation

The oral test is assessed separately from the written examination. All oral tests are recorded. Assessment is carried out either by local assessors where these have been approved by Pearson Language Tests, or by examiners based in the UK, listening to the recorded oral test.

FORMAT OF THE ORAL TEST**Phase 1 - Introductions**

Introductions and conversation on one or two of the following:

- School or college where studying or office or place where working
- Entertainment: places of historic and educational interest, sports and other leisure activities
- Youth culture: fashion and peer pressure
- Topical issues
- Books, magazines and newspapers
- The Arts

Phase 2 - Conversation based on visual stimulus

Candidates will be expected to talk about and discuss a picture related to a theme different from that of the written test and to relate the picture to their own experience.

Phase 3 - Development based on visual stimulus

Candidates will be expected to discuss a picture and other topics which arise out of and extend the theme introduced in Phase 2.

SYLLABUS FOR ADVANCED COMMUNICATION**LEVEL 4**

For candidates wishing to demonstrate an advanced level in English for social, academic and vocational purposes. Level 4 is challenging as the progression is proportionately greater than for the preceding levels.

Common European Framework Level C1 (Effective Operational Proficiency)**GENERAL ASSESSMENT OBJECTIVES**

To understand the explicit and implicit meaning of an extensive range of complex, written and spoken communication in social, academic and professional contexts, and to express experiences, opinions and attitudes accurately, appropriately, flexibly and effectively in the spoken and written form.

SPECIFIC ASSESSMENT OBJECTIVES FOR THE WRITTEN TEST**1. Listening**

Candidates should show they can:

- understand monologues such as talks, lectures
- understand conversations, debates and discussions
- identify the context and purpose of the spoken discourse
- listen for and follow the gist, key points and secondary ideas
- distinguish between facts and opinions and extract them from the spoken discourse
- recognise specific details, arguments and implications of complex topics
- distinguish between and extract general and specific, explicit and implicit meaning
- identify the feelings, attitudes, viewpoints and motives of different speakers
- identify the register and stylistic devices the speakers use to convey ideas, feelings, attitudes and points of view
- identify how the speakers try to influence other people through their choice of language and content

2. Reading

Candidates should show they can:

- read complex texts such as well-structured articles from newspapers, magazines, publicity brochures, journals, text books, printed regulations, instructions
- read complex literary texts
- identify context, purpose and register
- identify general and specific information
- distinguish between facts and opinions
- identify the main and secondary points, and critical details of the written discourse
- identify the feelings, attitudes, implied and stated meaning and viewpoints and motives of the writer and how they are expressed
- read critically to identify the choice of language and stylistic devices the writer uses to convey ideas, feelings, attitudes and points of view
- identify how the writer tries to influence other people through choice of language and content
- select, extract, summarise and synthesise relevant information

3. Writing

Level 4

Candidates should show they can structure factual information, personal ideas and complex, detailed, developed and qualified arguments; present advice with explanations, supporting reasoning and illustrations in an appropriate register and style and write on a wide variety of subjects related to topical issues in daily life in the form of:

- complex formal letters and formal reports
- leaflets and brochures
- discursive essays
- articles
- reviews

Writing: Marking Criteria

Candidates are awarded marks in the following categories:

- Effective communication
- Lexical accuracy and range
- Grammatical accuracy and range
- Task completion

COMMUNICATIVE TASKS

In addition to skills listed for previous levels, candidates should be able to:

- express obligations in the present and past
- ask about and narrate events in the past
- state and discuss potential consequences of a course of action
- make a range of different requests in formal and informal situations
- make tentative and definite future plans and arrangements
- ask about and give factual accounts, explanations, processes and descriptions
- speculate about situations, events and people
- relay information that other speakers have told them
- ask about and express likes, dislikes, feelings, wishes and hopes
- generalise and compare/contrast
- make and respond to hypothetical arguments
- present factual information from a paper or report
- make an oral presentation on a special occasion, e.g. wedding, retirement, coming of age
- summarise, confirm and correct information
- initiate, steer, participate in, close and summarise discussion
- express, respond to and justify opinions and arguments in a variety of ways
- report and analyse discussions
- express approbation, praise or support of a point of view

THEMES AND VOCABULARY for Communicative Tasks

The themes and vocabulary required at Level 4 Advanced will relate to:

- higher education
- commercial contexts
- employment
- science and technology
- social issues such as unemployment, drug abuse, homelessness
- political issues
- literature
- local, national and global issues

4. LANGUAGE CONTENT

Level 4

(in addition to items listed for previous levels)

- accuracy of all the major features of English grammar
- flexible use of mixed conditionals, passives, indirect speech, tense forms and modals
- zero, definite and indefinite articles with a wide range of noun phrases
- a range of complex noun phrases
- collocation of adjectives, verbs and prepositions
- connotations of different adjectives
- accurate use of all features of writing
- use of appropriate register and style
- varied ways of presenting information including word order/choice of order for emphasis
- ability to organise writing coherently and cohesively in order to facilitate reading
- use of idiomatic expressions and colloquialisms
- a range of logical markers, e.g. *in this respect*
- a range of sequence markers, e.g. *subsequently*
- clauses: of place, time, manner, cause and purpose, participial/comparative/defining and non-defining clauses
- simple, compound and complex sentences with a wide range of conjunctions and subordinate clauses

WRITTEN TEST FORMAT: 2 hours 30 minutes**Level 4**

In each test the tasks are linked to a theme to which the candidates can relate.

Tasks 1 and 2 - Listening

Tasks 1 and 2 consist of two listening texts. At least one of the texts involves more than one speaker. The recordings are authentic or realistic and are delivered at a speed appropriate to the context of the situation. Each recording is played twice, with pauses for candidates to complete their answers. Candidates may be asked to undertake some of the following tasks:

- make notes of key information heard and reorder it where necessary
- complete missing information
- identify points or features of the accompanying written text which relate to information or ideas heard
- complete a table or fill in a grid, diagram, map or picture with appropriate general and specific details
- mark statements about a picture or text as true or false
- write down responses to questions
- summarise information
- make comments and give qualified responses about different aspects of the spoken discourse

Task 3 - Reading and Integrated Reading and Writing

The first task will involve reading and processing information to complete a task such as taking notes or making a summary.

The second task will involve reading, analysing, interpreting and synthesising relevant information and data from one or several different source texts. The source texts will serve as the basis of a written response and will involve reformulating the extracted content in the form of a summary, or processing or presenting the information with a different audience or a different communicative purpose or context in mind. The candidates will be expected to read up to four texts, one of which is the text for the first task. These four texts will not be more than three pages in total length. The written response should reflect perceptive, logical thinking and creative ideas, based on a set of instructions and written, diagrammatic or visual stimuli. Written responses might include writing a complex formal letter, writing a formal report or compiling a leaflet or a brochure.

Task 4 - Reading

Candidates read up to 3 texts of no more than 1000 words in total. Candidates may be asked to undertake some of the following tasks:

- identify and summarise main and secondary ideas, supporting details, arguments and conclusions
- write short answers to questions on important features of the text
- explain the meaning of key words and phrases
- compare, select and extract information and transfer it to a diagram, map, picture, table or grid
- compare texts and make responses to questions and statements about the texts
- put a sequence of pictures, illustrations or sentences in order according to information in the text
- mark statements true or false about a picture or text
- summarise information
- make comments and give qualified reasons about different aspects of the texts
- match given words and phrases to words and phrases
- infer the meaning of words
- insert additional or missing information into a suitable point in the text
- analyse through multiple choice the writer's use of language and text organisation to present information or to persuade, inform or entertain their readers

Responses will not require a lot of writing on the part of candidates.

Task 5 - Writing

Level 4

A discursive essay in response to a specific statement and/or question.

e.g. *The popularity of gyms has more to do with fashion than fitness.* Do you agree?

or

An article or review for a newspaper, magazine or educational journal, based on the scenario of the test.

THE ORAL TEST (15 minutes)**Level 4**

Oral tests are usually conducted by an interviewer and an assessor. Candidates are assessed in pairs and are expected to ask their partner questions/respond to questions from their partner, as well as to respond to questions and prompts from the interviewer.

Performance required at Level 4

Level 4 is for candidates wishing to demonstrate an advanced level in English for social, academic and vocational purposes.

Candidates should demonstrate that they can:

- initiate and sustain extended social interaction in a range of situations in which they express, qualify and discuss a variety of personal ideas, attitudes and clearly-detailed experiences
- participate at all stages of extended discussion from initiation and steering to closing and summarising, in which they express, qualify and discuss general and specific, clearly-detailed ideas, personal opinions and arguments in detail, and reach a conclusion

(see Language Content and Communicative Tasks listed in the syllabus for the written test)

Visual materials will be provided and candidates will be expected to relate situations depicted to their own experiences.

Marking Criteria

Candidates are awarded marks in the following categories:

- Effective communication
- Interaction
- Vocabulary
- Grammar
- Pronunciation

The oral test is assessed separately from the written examination. All oral tests are recorded. Assessment is carried out either by local assessors where these have been approved by Pearson Language Tests, or by examiners based in the UK, listening to the recorded oral test.

FORMAT OF THE ORAL TEST**Phase 1 - Introductions**

Candidates introduce themselves and talk about:

- school or university where they study or work
- company or government department where they work
- what they like and dislike about their study or work
- home town or village

Phase 2 - Conversation based on visual stimulus

Candidates will be expected to answer questions and talk about a picture related to a theme different from that of the written test and to relate the picture to their own experience.

Phase 3 - Development based on visual stimulus

Candidates will be expected to talk about and discuss a picture and other topics which arise out of and extend the theme introduced in Phase 2.

SYLLABUS FOR PROFICIENT COMMUNICATION**LEVEL 5**

For candidates wishing to demonstrate a very high level of proficiency in English for social, academic and professional purposes.

Common European Framework Level C2 (Mastery)**GENERAL ASSESSMENT OBJECTIVES**

To understand stated and unstated functions and the explicit and implicit meaning of the content of written and spoken communication in a wide range of social, academic and professional contexts, and to express oneself in the spoken and written form effectively with a high degree of accuracy, ease, appropriateness and style.

SPECIFIC ASSESSMENT OBJECTIVES FOR THE WRITTEN TEST**1. Listening**

Candidates should show they can:

- understand lengthy and complex monologues such as talks and lectures
- understand all kinds of specialised and non-specialised talks, conversations, debates and discussions
- identify context, purpose and register
- distinguish between facts and opinions
- distinguish between main and secondary ideas
- identify and reconstruct with ease the general and specific, explicit and implicit meaning
- identify and reconstruct with ease the main points, secondary ideas, critical details and implications and arguments
- identify the feelings, points of view, attitudes and motives of the speakers and how they are expressed
- recognise the speakers' use of language and stylistic devices to convey ideas, feelings, attitudes and points of view
- recognise how the speakers try to influence other people through their choice of language and content

2. Reading

Candidates should show they can:

- read lengthy complex texts such as articles in newspapers, magazines, journals, text books, printed regulations and instructions, and other factual publications
- read lengthy, complex literary texts
- identify and understand context, purpose and register
- identify and understand the general and specific information
- identify and understand the main points, secondary ideas and critical details in the written discourse
- distinguish between fact and opinion
- identify the arguments for and against the writers' intention
- identify, understand and interpret the implications in the written discourse
- identify and understand the implicit and explicit feelings, points of view, attitudes and motives of the writers and how they are expressed
- read critically to identify the use of language and stylistic devices the writer uses to convey ideas, feelings, attitudes and points of view
- recognise how the writer tries to influence other people through choice of language and content
- select, extract, synthesise and summarise relevant information

3. Writing

Level 5

Candidates should show they can write in an appropriate and effective style, showing controlled use of register, organisational patterns and cohesive devices which help the reader to find the significant points, reflect original thought and creative ideas and include information, qualified opinions, arguments and conclusions on a variety of topics related to daily, academic and professional life in the form of:

- complex newspaper articles and reviews
- biographies, CVs and notes for a speech
- discursive essays

Writing: Marking Criteria

Candidates are awarded marks in the following categories:

- Effective communication
- Lexical accuracy and range
- Grammatical accuracy and range
- Task completion

COMMUNICATIVE TASKS

In addition to skills listed for previous levels, candidates should be able to:

- recognise and use persuasive language
- use expressive language to attract attention and put over content effectively
- cope with and respond to controversial and emotionally charged contributions
- employ a variety of discussion techniques to hold one's own
- respond to and express qualified opinions and arguments in a variety of ways

THEMES AND VOCABULARY for Communicative Tasks

The themes and vocabulary required at Level 5 Proficient will relate to:

- the changing world
- studying or working abroad
- cultural and linguistic diversity
- economic and social systems
- the world of business
- topical international issues
- discrimination and equal opportunities

LANGUAGE CONTENT

(in addition to items listed at previous levels)

- high degree of accuracy in the control of complex linguistic structures
- high degree of variety in the use of complex linguistic structures
- high degree of accurate and appropriate use of a wide range of vocabulary for work and study
- varied and subtle use of literal, idiomatic and connotative language
- sensitivity to and appropriate use of style and register
- high level of control of cohesive devices
- high degree of accurate use of all features of writing including: logical/sequence markers, clauses of all kinds, simple and multi compound/complex sentences

WRITTEN TEST FORMAT: 2 hours 55 minutes**Level 5**

In each test the tasks are linked to a theme to which the candidates can relate.

Tasks 1 and 2 - Listening

Tasks 1 and 2 consist of two listening texts. At least one of the texts involves more than one speaker. The recordings are authentic or realistic and are delivered at a speed appropriate to the context of the situation. The first recording is played twice and the second recording once only, with pauses for candidates to record their answers. Candidates may be asked to undertake some of the following tasks:

- make rough notes of key information heard and reorder it where necessary
- make comments and give qualified reasons about different aspects of the spoken discourse
- complete missing information
- complete a table or fill in a grid, diagram, map or picture with appropriate general and specific details
- identify points or features of accompanying written text which relate to information or ideas heard
- mark statements about a picture or text as true or false
- summarise information
- write down responses to questions and statements about the spoken discourse

Task 3 - Reading and Integrated Reading and Writing

The first task will involve reading and processing information to complete a task such as taking extended notes or making a summary.

The second task will involve reading different types of texts and analysing, interpreting, synthesising and evaluating the source data and their implications. The source data will serve as the basis of a written response which will involve processing the extracted content in a format, style, register and tone to suit the communicative purpose and target audience. Candidates will be expected to read up to four texts, one of which is the text for the first task. The four texts will not be more than three pages in total length. The written response should provide evidence of perceptive, logical and original thought, development of argument and creative use of style, based on a set of instructions and written, diagrammatic or visual stimuli. Written responses might include writing a biography, making notes in preparation for an interview or talk or preparing an 'abstract' of a lecture which summarises the main points.

Task 4 - Reading

Candidates read up to three texts of no more than 1300 words. Candidates may be asked to undertake some of the following tasks:

- identify main and secondary ideas and supporting details, arguments and conclusions
- compare, select and extract information from a text and transfer it to a diagram, map, picture, table or grid
- compare texts and make responses to questions and statements about the texts
- put a sequence of pictures, illustrations or sentences in order according to information in the text
- mark statements about a picture or text as true or false
- write short answers to questions on important features of the text
- explain the meanings or significance of key words or phrases
- summarise information
- make comments and give qualified reasons about different aspects of the texts
- match given words and phrases to words and phrases
- infer the meaning of words
- analyse how the writer constructs a text, organises information or uses language in order to achieve the purpose for which the text is written, e.g. to inform, persuade, entertain or instruct
- insert additional or missing information into a suitable point in the text

Responses will not require a lot of writing on the part of candidates.

Task 5 - Writing

Level 5

A discursive essay in response to a specific statement and/or question, e.g. *People often say that travel broadens the mind.* Do you agree?

or

A newspaper article or critical review advancing arguments or discussing specific activities, projects, findings, advice or conclusions, based on the scenario of the test.

THE ORAL TEST (15 minutes)**Level 5**

Oral tests are usually conducted by both an interviewer and an assessor. Candidates are assessed in pairs and are expected to ask their partner questions and respond to questions from their partner, as well as to respond to questions and prompts from the interviewer.

Performance required at Level 5

Level 5 is for candidates wishing to demonstrate a high level of proficiency in English for social, academic and professional purposes.

Candidates should demonstrate that they can:

- speak and hold their own on a wide range of general and professional topics in a wide range of complex situations and describe experiences in detail
- express, qualify and discuss ideas and personal opinions using expressive and persuasive language
- cope with and respond to controversial and emotionally-charged points of view and reach a conclusion in extended and complex discussions

(see Language Content and Communicative Tasks listed in the syllabus for the written test)

Visual materials will be provided and candidates will be expected to relate the situations depicted to their own experiences.

Marking Criteria

Candidates are awarded marks in the following categories:

- Effective communication
- Interaction
- Vocabulary
- Grammar
- Pronunciation

The oral test is assessed separately from the written examination. All oral tests are recorded. Assessment is carried out either by local assessors where these have been approved by Pearson Language Tests, or by examiners based in the UK, listening to the recorded oral test.

FORMAT OF THE ORAL TEST**Phase 1 - Introductions**

Candidates to introduce themselves and talk about:

- Studies or work
- Future plans and hopes
- Reasons for learning English
- Life experience to date

Phase 2 - Conversation based on visual stimulus

Candidates will be expected to answer questions and talk about a picture related to a theme different from that of the written test and to relate the picture to their own experience.

Phase 3 - Development based on visual stimulus

Candidates will be expected to talk about and discuss a picture and other topics which arise out of and extend the theme introduced in Phase 2.

SAMPLE WRITING TASKS

The following writing samples have been included to give teachers and candidates a clearer picture of the standards required. They are not intended to be model answers.

Sample One

Level A1

The children:

The Children are woucing the animals and plyeing the grund

I like Bidster Zoo because:

I like Bidster Zoo because Zoo are very big bouth animals there. ELEphant dancing children are plyeing the zoo.

Grade Awarded: Fail

The text is recognisable as a piece of English discourse. However, after the first three words, communication demands more than serious effort on the part of the reader to be understandable. This is in part due to spellings which are not recognisable and also due to insufficient, appropriate basic vocabulary and accurate basic grammar at word and sentence level.

Sample Two

Level A1

The children:

The childrens are playing. Some one's sitting on the flour. Someone's eating.

I like Bidster Zoo because:

It's so Fonny. In zoo we can see lot's of Animals.

Grade Awarded: Pass

The text demonstrates accurate use of appropriate, basic vocabulary and a number of basic grammar and verb forms which meet the demands of the task. The lack of control of lower and upper case letters and misspellings of some words (which are recognisable in the context) do not impede communication.

Sample Three

Level A1

The children:

The children are very happy to play here. Some are flying the kites. Some are eating and enjoying.

I like Bidster Zoo because:

I also like Bidster Zoo because it's very big and there are many things to play and lots of animal to see.

Grade Awarded: Distinction

The text creates an overall impression of excellence in terms of communication at this level due to accurate use of a range of use of vocabulary, grammatical structures and verb forms which meet and go beyond the demands of the task.

Sample One**Level 1**

My name is Aroshe Shimpit. I have one sister and no brother. My fathe is doctor and my mother is housewife. I like Joining an Internet member of Web Club. I interests your web cLum. I live in Sri Lanka. Plese tell me how to conect your Web Club.

Grade Awarded: Fail

The communication is insufficient in the second half to convey the basic message due to the order of points, the inappropriate vocabulary and weak grammatical forms.

Sample Two**Level 1**

I like to tell you about my family. My mother's name is Razgulova. I know her girl's name. It's Kosova. She is 31 (thirty-one). She is tall and beautiful. She is an architector. My father is an architector too. His name is Razgulov. I think he is beautiful. I have no sister or brother, but I have an uncle. His name is Kosov. He is mother's brother. He is 25. I love my family very much.

Grade Awarded: Pass

The text communicates the message clearly with sufficient evidence of adequate competence in the consistently accurate and appropriate use of grammar and vocabulary. However, there is no indication of a range of grammar and vocabulary.

Sample Three**Level 1**

I am a boy. I am studing in grade g in my college. I'm a Sri Lankan boy. I have a sister she is Thilini. My father is Sriyananda. He works in agriculture department. My mother's name is Padma. She is a doctor. My favourite sports are crickey and vollyball. My favourite subjects are maths and science. My hobbies are playing computer games and watching T.V. And I have done a computer course to. I have made few website too. My future plans are sit to O/L and A/L exams and be an engineer. I join this club because I want to lern about computers much more.

Grade Awarded: Distinction

In the context of the task and level, the text creates an overall impression of excellence with the wide range of vocabulary and consistently accurate control of grammatical structures and tense forms which indicate competence at and beyond the level. Spelling errors and inconsistent use of capital letters for proper names do not impede communication.

Sample One**Level 2**

You at least come to Oxford at 12.30 p.m. because when you arrived, you can get the to lunch.

Last Sunday, I went to Blackwell's Booksellers bought a lot of book back to home. The book is very cheap at there. You can buy books and clothes at the Market and take to home, because there is sold the cheapest things in Oxford.

Grade Awarded: Fail

The text does not communicate the message satisfactorily due to inappropriate use and control of the tense forms and due to weak features of basic sentence structure and grammar. The first sentence in particular confuses the reader and creates a partial breakdown in understanding.

Sample Two**Level 2**

How are you? Will you go to Macau and visit me? You can go to Macau whenever you like. If you think that Macau is small and boring, you are extremely wrong. Although Macau is small, it has to visit, like Mew Yahoo. It is a shopping centre, you can buy clothes, food etc.

I go there last Sunday, & there are lots of people. Macau is famous for its special kinds of sweets and biscuits, you can buy some and bring them home. It is delicious and you will not believe it. Come to Macau!

Grade Awarded: Pass

The text communicates the message satisfactorily and clearly, reflecting control of enough appropriate vocabulary and features of language for the level. There is a good range of vocabulary although a few words are inappropriate (e.g. go, extremely, bring) and there are examples of misuse of the present tense when referring to the past.

Sample Three**Level 2**

I went there last summer for a week. The people there are nice and helpful. The sea view is good and the streets are clean. There is a well-known place for buying excellent and unusual souvenirs from there, for instance, the biscuits and jewellerys. Furthermoe, the Macau Musuem also welcome you to go there and find the history of Macau.

Although Macau is small city, it is very beautiful. The air quantity index is low. This made me feel comfortable. I want to go there twice. Macau is waiting for us. Good Bye!

Grade Awarded: Distinction

The text is informative and descriptive with a varied vocabulary which includes word formation (e.g. beauty - beautiful, comfort - comfortable), word combinations (e.g. well-known place, made me feel comfortable) and collocations (e.g. air quantity index). There is also a varied range of sentence structures with accurate control of grammatical structure, tense forms and usage. The overall impression of excellence is completed by the use of connectives.

Sample One**Level 3**

Now, in fact, many young people liked to play some sports on the computer games than actually play them themselves. It was just because many businessmen tried to earn monet from the young people. They opened many different kinds of shops that provided any kind of sports and some on-line games. Many young people would tried to go there for played by only pay a few dollars per hour.

Grade Awarded: Fail

The text lacks cohesion and coherence. This is due to restricted use of cohesive devices and inappropriate and inaccurate tense forms. Although the lexical input is sufficient to convey the message, the task is not carried out satisfactorily because the grammar does not meet the standard required at this level.

Sample Two**Level 3**

Nowadays, young people prefer to watch sports or play them on computer games than actually play them themselves. Really, there are many people who do this. Since their parents are afraid that they will become bad and don't concentrate on study, they will not allow their children to go out. But if the teenagers really want to play some sports, then they will find some other ways to play it.

Grade Awarded: Pass

The text shows some control of organisational devices and consistently accurate use of an adequate range of vocabulary. Taking into account that the first sentence comes directly from the title for discussion, there is a limited but acceptable grammatical range and the grammatical forms are not entirely accurate. Therefore, the text just meets the requirements for the level.

Sample Three**Level 3**

Reading is definitely my most enjoyable activity. I often go to the library to look for different kinds of books for light-reading. Besides reading, sports and TV programmes do not interest me very much. I don't know why, but I really get bored easily with ball games and TV programmes. The reason that I like reading is that there are different and interesting things that books can provide. You can absorb facts and learn quite a lot from reading books. The benefits of reading, as I have mentioned, that you can find some interesting news from Books. Besides, you can improve your writing skills because you can learn how to write by reading newspapers or books.

Grade Awarded: Distinction

The text reveals consistent control of a varied range of complex sentences and grammatical structures and a wide vocabulary. Although there are no examples of multi-word verbs in this part of the written task, there is ample evidence of sound control of verbs used with prepositions. Both the sensitivity to register and the competent application of organisational features and cohesive devices enable easy and effective communication of the message.

Sample One**Level 4**

If the person is not good, however, she is pretty, then she also attractive. Therefore, many people only have the faces and haven't have good manner. If we are very fashionable, then many people will pay attention and then follow us too. Then this is called modern society. I feel it is not good because a good inner structure of a person is very important than a pretty person without good manner. When we are get older, we will no pretty any more. If we still have no good inner structure, then we can say we are useless and as one will attend us

Grade Awarded: Fail

The text does not meet the standard required at this level: It is extremely difficult to follow the logical and coherent development of the arguments. This is in part due to a lack of organisational skills and to an inappropriate use of cohesive devices. The unsatisfactory standard is compounded by a restricted range of appropriate vocabulary and inaccurate features of grammar required at this level and the level below.

Sample Two**Level 4**

*It was a very big farm with lots of fields and animals. Besides me, there were nine other people who joined the fitness keeping activity. We lived in a big farm house on top of a small hill and so we had no choice but to take natural exercise to climb up and down the hill to work each day!
Different people had different tasks and I was given the delightful task of looking after the animals!
I had to get up early at six in the morning. The first thing to do after I woke up was to feed the cattle and then I needed to clean and wash the stables. This was really a hard job to do. After that, I could take a rest and have some wholemeal sandwiches for breakfast. The most cheerful thing was that I could drink fresh milk everyday. This refreshed me and prepared me for the afternoon work. I suppose this might have been what you would call the highlight of my day's work!*

Grade Awarded: Pass

The text reveals some satisfactory attempts at organisational skills and cohesive devices. Lexical knowledge at word and sentence level is sufficient to convey the intended message clearly but the text lacks range and variety including the use of no literal vocabulary. There is consistent, accurate control of some complex sentence structures and there are examples of more complex level language. This text just meets the demands of Pass at this level.

Sample Three**Level 4**

Many young girls and woman are concerned about the latest fashions out on the market. If your-up-to-date with the latest fashions then your considered a good person or cool. People are approached in regards to whether they look good in the latest fashionable clothing. If you do not dress as expected then you may be ignored by the public. It is now considered that what you wear reflects on the kind of person you are. If you are known as a more outgoing and enjoyable person. Whereas, if you were wearing the fashion of the last 10 years, you would not be approached as an outgoing person. This kind of judgement is rather misleading, because the persons personality may be the total opposite. There are also judgements passed about the way we look in regards to weight. An overweight person would be laughed at in many cases and feel hurt by what the public think even though it may not be their own fault.

Grade Awarded: Distinction

In the context of the task and level, the text creates an overall impression of excellence through competent use of organisational skills and devices to present a selection of well expressed, detailed and developed arguments and examples. There are plenty of instances of complex grammatical and sentence structures and of a command of appropriate, wide and varied vocabulary including colloquialisms. This text meets and goes beyond the requirements of this level.

Sample One**Level 5**

The reason why internet is so popular is that it is quick and cheap. It only cost \$1 US dollars in my country for accessing the internet for one hour. In the orden day, we use to order magazine from foreign country about lifestyle where we can only receive out-dated copy. But now, just accessing the internet and you can get the most update fashion.

Another invension that changes our lives a lot is satellite television. Mostly, we use it in sport events like the Olypem game and the World Cup, where we can watch live television program of the competition. Also other channel where we can get more entertainment and other nation's culture.

Grade Awarded: Fail

The text does not convey the message and arguments satisfactorily even though cohesive devices are used to help the reader find significant points. This is due to insufficient control of grammatical structures and tense forms and a limited range of appropriate vocabulary. However, there are examples of more complex sentence structures.

Sample Two**Level 5**

Nowadays, English is an international language that most people throughout the world speak and understand. It is used as a means of communication between people speaking different languages. In addition to this, there are also lots of English speaking countries in the world such as the US, Canada, Australia, etc. and so this gives another reason for studying English.

Most people in non-English speaking countries learn English and English is even a compulsory subject in school in some countries. Hong Kong is just one good example of a country where this is the case. Although ninety-seven percent of population in Hong Kong are Chinese and they all speak Cantonese, most people speak fluent English as they start to learn English in primary school. Hong Kong is an international city and also a famous tourist spot. Therefore, people have a strong motive to speak English to the large numbers of foreign visitors who don't speak the local language.

Grade Awarded: Pass

The text conveys the message clearly and satisfactorily with adequate use of organisational skills and cohesive devices between and within paragraphs. It also shows consistent accurate use of an appropriate range of vocabulary and grammatical structures. However, there is only limited display of more complex grammatical and sentence structures and idiomatic and connotative language. This text just meets the demands of Pass at this level.

Sample Three**Level 5**

That's why children start learning English even before they get into 6th grade sometimes. What about the ones who didn't get the chance to learn English at school? Well many more of these people are taking classes in organisations or even online to improve their English. As a result, many French people are almost bilingual, which is good. But the influence of English also has drawbacks. The Anglo-Saxon culture that has been brought to France because of globalisation has increased to such a point that we now have more English and American movies and music than French ones! Therefore it gets really hard for French artists to become famous. But despite that, the English influence makes people more open to the world, which is a benefit too.

Grade Awarded: Distinction

The message and arguments are conveyed coherently with controlled, skilful and effective use of organisational skills and cohesive devices, including an initial anaphoric reference to the previous paragraph and the use of a rhetorical question. The range of expression is appropriate to convey feelings, attitudes and viewpoints and to create stylistic effect. There is consistent control and a high degree of accuracy of carefully selected, varied and complex language to influence others with examples of varied ways of presenting information. A good example of Distinction at this level.

Contact us

Pearson Language Tests

80 Strand

London

WC2R 0RL

UK

Tel: +44 (0) 845 543 0243

Fax: +44 (0) 202 7010 6611

Email: pltenquiries@pearson.com

www.pearsonpte.com