

# Guide to Pearson Test of English General

Level 1 (Elementary)



**November 2011  
Version 5**

# Ofqual Accreditation

Pearson Test of English General (PTE General) tests are accredited as 'ESOL International' qualifications by the regulators of external qualifications in England, Wales and Northern Ireland (Ofqual, the Welsh Assembly Government and CEA respectively).

ESOL International qualifications are designed for candidates who are not native speakers of English and who wish to achieve a high quality, internationally recognized qualification in English that is available and recognized world-wide 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. PTE General tests are accredited under the following titles in the UK:

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

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# Introduction to the guide

## Who is it for?

The *Guide to Pearson Test of English General* is designed for anyone preparing students for the test or who wants to learn more about it.

## What is in the guide?

This guide contains five key parts:

An introduction to Pearson Test of English General including what it is, how it has been developed, who takes it and the skills tested. Key features of the test are outlined, including realistic themes, authentic sources and integrated skills. Information about test delivery and test results is also given.

The second part gives an outline of preparation resources that will be made available.

The third part provides general information about scoring within the test and the relationship between PTE General and the Common European Framework of Reference for Languages: Learning, Teaching and Assessment (CEF) (Council of Europe, 2001).

In the fourth part an overview is provided of the formats of the spoken and written tests.

The final part of the guide gives an explanation of each section within the written and spoken tests at Level 1. This includes a description of the item types, skills assessed, tasks, objectives, timings and stimulus information. In addition, details about scoring and the marking criteria are presented.

# 1. Introduction to Pearson Test of English General

## Overview

### What is Pearson Test of English General?

PTE General is an assessment solution at six different levels (A1, 1, 2, 3, 4 and 5) designed to assess and accredit general English language proficiency. The tests are provided in partnership with Edexcel Limited, the largest UK awarding body for academic and vocational qualifications. Edexcel Limited is the official awarding body for PTE General.

The tests are recognized globally and are accepted by universities, employers and national education authorities in many countries as evidence of a required standard of English.

### Development of PTE General

PTE General is the revised suite of tests formerly known as the London Tests of English. The changes to the tests were based on extensive consultation with test centers, teachers and test takers in a number of countries. The revision process was monitored at every stage by an independent Technical Advisory Group (TAG) made up of some of the world's leading language testing experts (further information about the TAG is available within the research area of [pearsonpte.com/research/Pages/home](http://pearsonpte.com/research/Pages/home)).

During the revision process, the descriptors within the Common European Framework of Reference for Languages (CEF) (Council of Europe, 2001) were used to guide the writing of the specification for each item type in the test and to describe the required performance of test takers at each CEF level (A1, A2, B1, B2, C1 and C2). In relating the test scores to the CEF, Pearson follows the procedures as recommended in the Council of Europe manual *Relating Language Examinations to the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR)*, available at [http://www.coe.int/T/DG4/Linguistic/Manuel1\\_EN.asp](http://www.coe.int/T/DG4/Linguistic/Manuel1_EN.asp).

### Who takes PTE General?

PTE General is intended for learners of English who are speakers of other languages (ESOL). At the different levels the test items do not require any prior knowledge of the world beyond what people may need at a comparable level in their own language to function in their social, academic or professional life.

Children younger than 14 may prefer to sit tests from the suite of Pearson Test of English Young Learners, information for which is available at [pearsonpte.com/PTEYOUNGLEARNERS](http://pearsonpte.com/PTEYOUNGLEARNERS).

### What skills are tested?

PTE General assesses the four skills: listening, reading, speaking and writing. Test takers are required to successfully complete real life tasks, such as writing messages, understanding talks and presentations, understanding newspaper articles or participating in conversations.

The skills are tested at the six levels matched to the descriptors in the Common European Framework of Reference for Languages, A1 to C2 (see part 3 Scoring, Common European Framework of Reference for Languages).

## Key features

### Realistic themes, authentic sources and tasks

The item types in each PTE General test are grouped together around topics referred to as themes. These are used in item types across language skills, for example listening and reading or reading and writing. Themes in levels A1-2 tend to relate to familiar and routine matters, such as home and shopping. At levels 3-5 they can be more abstract, such as global issues like pollution and conservation. The written component of the test contains three themes and the spoken part two. Sections 7 and 8 in the written part are thematically linked. Sections 12 and 13 in the spoken part are related by theme.

Most of the texts used to assess reading and listening, particularly at levels 3-5, are authentic. They are sourced, for example, from books, magazines, newspapers, websites, radio broadcasts, recorded messages and podcasts. Hence PTE General is a measure of real, practical English.

Test takers are asked to listen once to the recordings in Section 1 of the test. In sections 2 and 3 candidates listen twice.

### Integrated skills

PTE General incorporates integrated skills. This is important because when communicating in English, students are often required to combine several language skills to perform a task, for example listening to information and writing about what is heard.

### Test delivery

Scheduled test sessions are in May, June and December.

PTE General consists of a written paper-based test and a spoken test, which are delivered through a number of registered centers in over 30 territories globally.

Registered test centers delivering PTE General are typically schools, language schools and colleges. Each prospective center is required to provide evidence to ensure that the tests will be conducted according to the regulations as part of registering to become a test center. In some territories there are locally based agents or representatives.

Information about test session dates, test center locations, registering to take PTE General or registering to become a test center is available at [pearsonpte.com/TestCenters/Pages/Resources](https://www.pearsonpte.com/TestCenters/Pages/Resources).

### Test results

Test results are made available five to eight weeks after the date that the test was taken. Test centers can view results of test takers they have registered via Edexcel Online, our secure online results service. This service is made available to most test centers upon approval to deliver PTE General. Alternatively, results can be delivered by secure post if required.

Two to three weeks after receipt of results, test centers will receive test certificates.

## Test structure

PTE General consists of a written and a spoken test.

The written test is made up of nine sections at all levels and assesses listening, reading and writing.

Written test (all levels)	
Sections	Skills
1	Listening
2	Listening and writing
3	Listening
4–7	Reading
8–9	Writing

The spoken test consists of three sections at levels A1 and 1, and four sections at levels 2–5. It assesses speaking.

Spoken test (A1–1)	
Sections	Skills
10	Speaking
11	Not featured at these levels
12	Speaking
13	Speaking

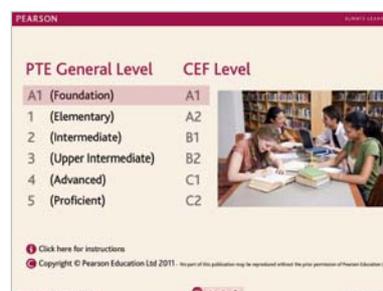
Spoken test (2–5)	
Sections	Skills
10	Speaking
11	Speaking
12	Speaking
13	Speaking

## 2. Preparation

### What resources can I use to prepare test takers for PTE General?

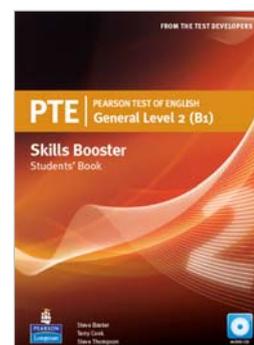
#### Tutorial

The *PTE General Tutorial* provides an interactive tour of the test to give you a detailed overview of the tasks and skills assessed at each of the six levels.



#### Skills Booster

The *PTE General Skills Boosters* offer guided practice of tasks within the test, grammar and vocabulary activities, a writing guide and five practice tests. They can be purchased at levels 2–5 and consist of a Teachers' Book, Students' Book and audio CD.



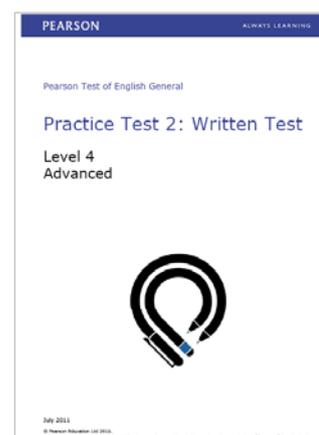
#### Skills Pod

The *PTE General Skills Pod* recommends over 100 published general ELT courses that provide material for teachers to use with test takers to develop skills assessed within the test.



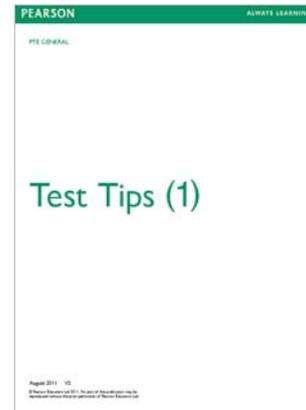
#### Practice Tests

Three practice tests at most levels with audio, transcripts and answer keys are available to download for free.



## Test Tips

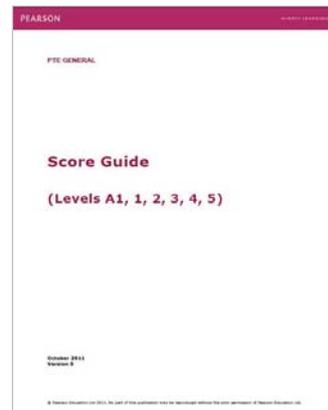
Over 50 test tips are provided for teachers preparing test takers for PTE General at all levels.



## Other resources

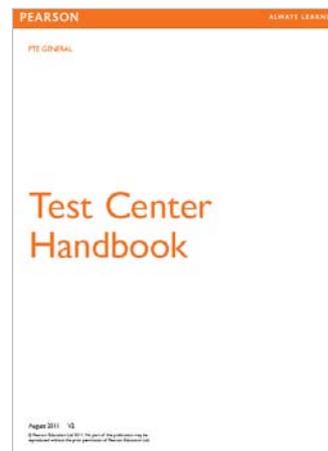
### Score Guide

The *Score Guide* gives detailed information about how sections of PTE General are scored and provides written and spoken samples of test taker performance with commentary for selected tasks.



### Test Center Handbook

The *Test Center Handbook* guides test centers through the process of registering for and administering the test. .



All resources listed and others are available from the Pearson Tests of English website at [www.pearsonpte.com/resources/Pages/home](http://www.pearsonpte.com/resources/Pages/home).

### 3. Scoring

#### Overview of scoring

The PTE General written test is scored out of 75 and the spoken test out of 25.

Figure 1 shows the sections, skills tested and the maximum number of score points that can be achieved for the written paper at levels A1-5.

Sections	Skills	Score points
1	Listening	10
2	Listening and writing	10 (5 listening, 5 writing)
3	Listening	10
4	Reading	5
5	Reading	5
6	Reading	8
7	Reading	7
8	Writing	10
9	Writing	10
<b>Total</b>		<b>75</b>

Figure 1. Distribution of score points: written test (all levels)

Figure 2, on the next page, shows the sections, skills tested and the maximum number of score points that can be achieved for the spoken test at levels A1 and 1, and levels 2–5.

Detailed information about scoring is available within the *Score Guide* at [pearsonpte.com/PTEGeneral/Pages/PTEGeneralScoreGuide](https://pearsonpte.com/PTEGeneral/Pages/PTEGeneralScoreGuide).

Sections	Skills	Score points
<b>Levels A1 - 1</b>		
10	Speaking	25 score points in total; distributed across the marking criteria
12	Speaking	
13	Speaking	
<b>Total</b>		<b>25</b>
<b>Levels 2-5</b>		
10	Speaking	25 score points in total; distributed across the marking criteria
11	Speaking	
12	Speaking	
13	Speaking	
<b>Total</b>		<b>25</b>

Figure 2. Distribution of score points: spoken test (A1-1; 2-5)

## Common European Framework of Reference for Languages

The six levels of PTE General have been designed to be aligned to the Common European Framework of Reference for Languages (CEF), a widely recognized benchmark for language ability. The CEF includes a set of language levels defined by descriptors of language competencies. The alignment process as described in the manual (Council of Europe, 2009) distinguishes a number of activities (specification, familiarization, standardization training/benchmarking, standard setting and validation). Although Pearson has gone through these activities, continual validation work is carried out using the most recent administrations of the test.

The framework was developed by the Council of Europe (2001) to enable language learners, teachers, universities and potential employers to compare and relate language qualifications gained in different educational contexts.

The CEF describes language proficiency in listening, reading, speaking and writing on a six-level scale, grouped into three bands: A1–A2 (Basic User), B1–B2 (Independent User), C1–C2 (Proficient User). Figure 3 overleaf indicates what students should be able to do at different CEF levels relevant to PTE General.

Students at this level:	Council of Europe levels	PTE General
Can understand with ease virtually everything heard or read. Can summarize 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 recognize 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 organizational 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 specialization. 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

Figure 3. CEF Descriptors relevant to PTE General  
© Council of Europe

## 4. Test format

### Overview

The overall timing for the written test at Level 1 is **1 hour and 35 minutes**. The information in Figure 4 indicates for sections of the written test at Level 1: the skills assessed, item types, objectives, and the maximum number of score points awarded.

### Written test

Sections	Skills	Item types	Objectives	Score points
1	Listening	3-option graphical multiple choice	To assess ability to understand the gist of short spoken utterances	10
2	Listening and writing	Dictation	To assess ability to understand a short utterance by transcribing a spoken text	5 listening 5 writing
3	Listening	Text, note completion	To assess ability to extract specific information from spoken texts	10
4	Reading	Gap fill 3-option multiple choice	To assess ability to understand the purpose, structure and main idea of short written texts	5
5	Reading	3-option graphical multiple choice	To assess ability to understand the main detail in short written texts	5
6	Reading	Open-ended question	To assess ability to understand the main points of short written texts	8
7	Reading	Text, note completion	To assess ability to extract specific information from a written text	7
8	Writing	Write correspondence	To assess ability to write a short piece of correspondence (50–70 words)	10
9	Writing	Write text	To assess ability to write a short text based on a series of three pictures (80–100 words)	10
<b>Total</b>				<b>75</b>

Figure 4. Level 1 (Elementary) written test

The overall timing for the spoken test at Level 1 is **5 minutes**. The information in Figure 5 indicates for sections of the spoken test at Level 1: the skills assessed, item types, objectives, timing and the maximum number of score points awarded.

## Spoken test

Sections	Skills	Item types	Objectives	Timing	Score points
10	Speaking	Sustained monologue	To assess ability to speak about matters of personal information and interest	1.5 minutes	25 score points in total; distributed across the marking criteria
11	Not featured at this level				
12	Speaking	Describe picture	To assess ability to speak about a picture	2 minutes	
13	Speaking	Role play	To assess ability to perform and respond to basic language functions appropriately	1.5 minutes	
<b>Total</b>				<b>5 minutes</b>	

Figure 5. Level 1 (Elementary) spoken test

# 5. Description of item types

## Written test

This part of the guide presents a description of the item type within each section of the written test. This includes what it tests, what test takers have to do, the item type objective, stimulus information and details on scoring.

### Section 1

#### Listening

#### 3-option graphical multiple choice

Section 1 comprises a *3-option graphical multiple choice* item type. It assesses listening skills. It tests ability to understand the gist of short spoken utterances.

**SECTION 1**

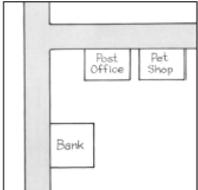
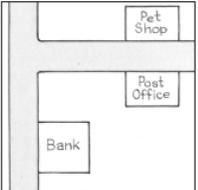
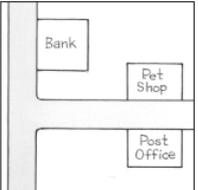
You have 10 seconds to read each question. Listen and put a cross in the box next to the correct answer, as in the example. You have 10 seconds to choose the correct option.

**Example: What activity is she describing?**

A  B  C

**1. Where is the pet shop?**

A  B  C

**2. Which person is the speaker?**

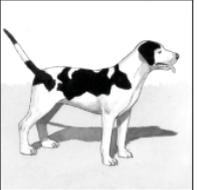
A  B  C

**3. Where is the concert ticket?**

A  B  C

**4. Which dog is the girl describing?**

A  B  C

**5. Where are the speakers?**



A  B  C

**6. What is the ticket for?**



A  B  C

**7. What is next to the Regal?**



A  B  C

**8. Who is the speaker?**



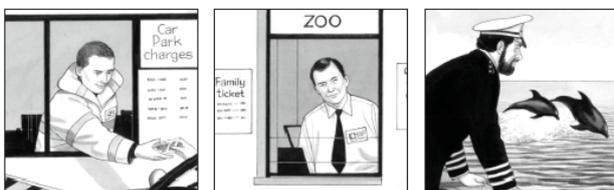
A  B  C

**9. Which person is Danny Zola?**



A  B  C

**10. Where does the speaker work?**



A  B  C

(10 marks)

## Task

Test takers listen once to ten short recordings and answer a single question for each by choosing which of three pictures matches what is heard. There are ten questions to answer; one per recording.

## Objective, stimulus

Objective	Stimulus
<p>To assess ability to understand the gist of short spoken utterances by:</p> <ul style="list-style-type: none"> <li>- identifying the situation (e.g., store, restaurant, etc.)</li> <li>- identifying a speaker's role (e.g., movie box office attendant)</li> <li>- identifying topic (e.g., study habits)</li> <li>- following an instruction (e.g., giving directions)</li> <li>- understanding spatial relations (e.g., the position of an object in a room)</li> <li>- understanding a description (e.g., girl with long dark hair)</li> </ul>	<p>Short recordings of one or two speakers Including the following:</p> <ul style="list-style-type: none"> <li>- transactional conversations, e.g., buying</li> <li>- social conversations, e.g., greeting</li> <li>- public announcements, e.g., train times</li> </ul> <p>Including the following language functions:</p> <ul style="list-style-type: none"> <li>- instructions</li> <li>- request for goods or services</li> <li>- request for action</li> <li>- request for information</li> <li>- factual information</li> <li>- description</li> </ul>

## Scores

This item type is marked as either correct or incorrect. Each correct answer has a weighting of one score point. A maximum of ten score points can be achieved in this section of the test.

## Section 2

### Listening and writing

#### Dictation

Section 2 comprises a *Dictation* item type. It assesses listening and writing skills. It tests ability to understand a short utterance by transcribing a spoken text.

SECTION 2

You will hear a recording about zoos. Listen to the whole recording once. Then you will hear the recording again with pauses for you to write down what you hear. Make sure you spell the words correctly.

11.

(10 marks)

#### Task

Test takers listen to one person speaking and write exactly what is heard with correct spellings. The extract is played twice, the second time with pauses, giving time to write down word-for-word what is heard. There is one dictation to complete and one recording.

#### Objective, stimulus

Objective	Stimulus
To assess ability to understand a short utterance by transcribing a spoken text	Instructions, news bulletins, announcements, broadcast features and factual information. The extracts are descriptive and contain relatively formal language

#### Scores

This item type has a weighting of ten score points. A maximum of five points for listening and five for writing can be achieved in this section of the test.

## Section 3

### Listening

#### Text, note completion

Section 3 comprises a *Text, note completion* item type. It assesses listening skills. It tests ability to extract specific information from spoken texts.

SECTION 3



You will hear a recorded message. First, read the notes below then listen and complete the notes with information from the recorded message. You will hear the recording twice.

Example. Call from: John

12 Calling about: \_\_\_\_\_

13 Place of event: \_\_\_\_\_

14 Date of event: \_\_\_\_\_

15 Price: \_\_\_\_\_

16 Call back: \_\_\_\_\_

SECTION 3 CONTINUED



You will hear a public announcement. First, read the notes below then listen and complete the notes with information from the public announcement. You will hear the recording twice.

Example. Message for: all visitors

17 Treetops closing time: \_\_\_\_\_

18 Free for children: \_\_\_\_\_

19 Cost of bus: \_\_\_\_\_

20 Location of restaurant: \_\_\_\_\_

21 Cheapest meal: \_\_\_\_\_

(10 marks)

That is the end of the listening section of the test. Now go on to the other sections of the test.

#### Task

Test takers listen twice to two recordings, either a monologue or dialogue, and complete a text or notes for each using the information heard. There are ten gaps to complete; five per task.

#### Objective, stimulus

Objective	Stimulus
To assess ability to extract specific information from spoken texts	One or two speakers, giving or exchanging information which requires accurate listening and transcription (e.g., addresses and telephone numbers) Including the following: <ul style="list-style-type: none"><li>- conversations</li><li>- public announcements</li><li>- recorded messages</li></ul>

#### Scores

This item type is marked as either correct or incorrect. Each correctly completed gap has a weighting of one score point. A maximum of ten score points can be achieved in this section of the test.

## Section 4

### Reading

#### Gap fill 3-option multiple choice

Section 4 comprises a *Gap fill 3-option multiple choice* item type. It assesses reading skills. It tests ability to understand the purpose, structure and main idea of short written texts.

SECTION 4

Read each text and put a cross (X) by the missing word or phrase, as in the example.

**Example.**

A  Next event  
 B  Coming soon  
 C  Doors open

Twister Club (Manchester's No 1 Music Club)  
 "The Rings of Saturn"  
 Saturday 24 May  
 ..... 8.00 pm  
 Tickets £18.00 (Information Office) £20.00 on the door

22.

Don't ..... the animals!  
 It is not good for them.  
 The zookeepers give them what they need to stay healthy.

A  touch  
 B  feed  
 C  hurt

23.

Woodbury Pop Festival  
 Queue here to buy tickets.  
 ..... go straight on to the entrance (200 metres on left).

A  Ticket sales  
 B  Ticket holders  
 C  Music fans

24.

The Odeon Cinema  
 "Return to Mars"  
 Starring Ben Potter  
 ..... 5.15pm and 7.45pm  
 Saturdays and Sundays 2.30pm 5pm and 8pm  
 Adults £6 Children £3

A  Mondays to Fridays  
 B  Closed on Wednesdays  
 C  Wednesdays half price

25.

Dog .....  
 £100 reward  
 Have you found my dog, Rover?  
 Last seen here on March 10th.  
 Please help me to find him.  
 Call Becky on 07710 515 142

A  Missing  
 B  For Sale  
 C  Show

26.

Free Guitar Lessons  
 In exchange for .....  
 Call Francesco on 0781 66 22 44  
 Or email Francesco@speedmail.com

A  £15 an hour  
 B  English tuition  
 C  Monday to Friday

(5 marks)

#### Task

Test takers read five short texts, each containing a gap, and choose which of three answer options is the missing word or phrase. There are five gaps to complete; one per text.

#### Objective, stimulus

Objective	Stimulus
To assess ability to understand the purpose, structure and main idea of short written texts	Text types include: labels, instructions, signs, notices, menus, advertisements and announcements

#### Scores

This item type is marked as either correct or incorrect. Each correctly completed gap has a weighting of one score point. A maximum of five score points can be achieved in this section of the test.

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## Section 5

### Reading

#### 3-option graphical multiple choice

Section 5 comprises a *3-option graphical multiple choice* item type. It assesses reading skills. It tests ability to understand the main detail in short written texts.

**SECTION 5**

For each question, put a cross (X) in the box below the correct picture, as in the example.

**Example. Which cinema is showing 'The Desert' next week?**

'The Desert' by Jane Green is the latest of her wonderful films set in Africa. It's on at the Regal until the end of this week but after that you'll have to go to the 'Majestic'. Or of course you can rent the DVD from The Film Centre.



A



B



C

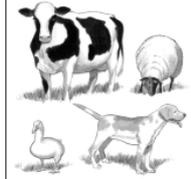
27. What is the correct picture for the advertisement?

**Maynard's Farm**

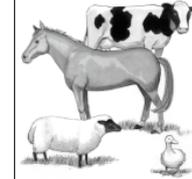
Educational Tours from Spring to Summer

- see the sheep
- milk a cow
- ride a horse
- take a tractor ride
- bring some bread and feed the ducks

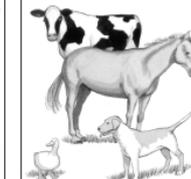
Call John Maynard on 0211 345 333 for bookings  
Sorry no dogs allowed



A



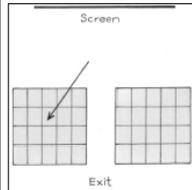
B



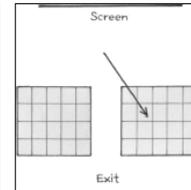
C

28. Where is Alice sitting?

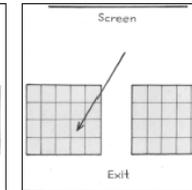
Wendy, I'm already in the cinema. I arrived early and didn't want to wait outside in the rain. I'm sitting in the second row from the front near the screen. It's on the left as you walk in. Hurry up. The film starts in five minutes. Alice.



A



B



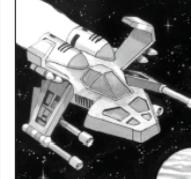
C

29. Which film does Bob want to see?

Hi Mandy, yes, the cinema sounds good but not another ghost film, and you know how much I hate science fiction. Jeremy says "A New Life" is fantastic. It's about a couple who fall in love on a cruise. How about that? Bob.



A



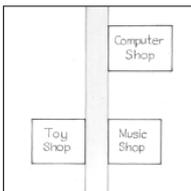
B



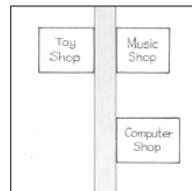
C

30. Which is the correct map?

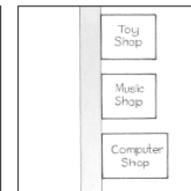
OK, so you're at the main entrance of the shopping centre. If you look straight ahead, you'll see a big computer shop on your right. The music shop is the next shop just past the computer shop. It's opposite the toy shop.



A



B



C

31. What does Andy need to buy?

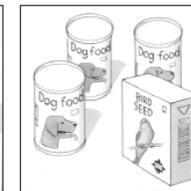
Andy, when you go to the pet shop, can you buy two tins of dog food? Oh, and a box of bird seed for Joey. We've got enough fish for Felix so don't worry about that.



A



B



C

(5 marks)

## Task

Test takers read five short texts and for each one select, from a choice of three answer options, the picture which matches the content of the text. There are five pictures to choose; one per text.

## Objective, stimulus

Objective	Stimulus
To assess ability to understand the main detail in short written texts	Texts giving descriptions or directions, relating to pictures, maps or diagrams

## Scores

This item type is marked as either correct or incorrect. Each correct answer has a weighting of one score point. A maximum of five score points can be achieved in this section of the test.

## Section 6

### Reading

#### Open-ended question

Section 6 comprises an *Open-ended question* item type. It assesses reading skills. It tests ability to understand the main points of short written texts.

SECTION 6	SECTION 6 CONTINUED
<div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="border: 1px solid black; padding: 5px; font-size: 0.9em;">Read the letter below and answer the questions.</div> </div> <div style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <p>Dear Parents,</p> <p>Your daughter's class is currently doing a project on British wildlife. For this reason, we have arranged a trip for next week to the wildlife park at Willerton. We will travel to Willerton on the school bus. However, there will be a small charge of £10, including transport and entry to the park (usually £4).</p> <p>Please sign this form and return it to the school.</p> <p>Yours, Mr Taylor</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Example. Who is the letter to <u>Parents</u></p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>32. What are the children studying at school? _____</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>33. When is the trip taking place? _____</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>34. How are the children going to travel? _____</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p>35. How much is the school trip? _____</p> </div>	<div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="border: 1px solid black; padding: 5px; font-size: 0.9em;">Read the email below and answer the questions.</div> </div> <div style="border: 1px solid black; padding: 10px; margin-bottom: 10px; text-align: center;"> <p style="font-size: 0.8em;">The world famous American rock band, The Spiders, arrived in London yesterday for the first of six concerts in Britain. After the concert in the capital, which takes place tomorrow, The Spiders will visit five other British cities, finishing their tour in Glasgow. Tickets are selling fast so if you want to see them, you'll need to hurry. Tickets are only available online and cost £50. See page 25 for details.</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Example. What kind of music do The Spiders play? <u>Rock</u></p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>36. When did The Spiders arrive in London? _____</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>37. How many concerts are The Spiders going to do? _____</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>38. Where is the last concert? _____</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p>39. How can you buy concert tickets? _____</p> </div> <p style="text-align: right; font-size: 0.8em;">(8 marks)</p>

#### Task

Test takers read two texts and answer eight questions about them using single words or short answers. There are eight questions to answer; four per text.

#### Objective, stimulus

Objective	Stimulus
To assess ability to understand the main points of short written texts	Text types include: letters, emails, newspaper articles, magazine articles, leaflets, brochures or websites

#### Scores

This item type is marked as either correct or incorrect. Each correct answer has a weighting of one score point. A maximum of eight score points can be achieved in this section of the test.

## Section 7

### Reading

#### Text, note completion

Section 7 comprises a *Text, note completion* item type. It assesses reading skills. It tests ability to extract specific information from a written text.

SECTION 7	
	Read the advertisement and complete the notes. Write no more than three words in each gap from the advertisement.
<p><b>Oakwood Film Studios</b> Oakwood Film Studios is a great place for a family day out. The studios are in Brampton – convenient for people traveling by bus, rail or car. Oakwood is open from 9am to 5pm every day except 25th December. It is great fun at all times and is particularly popular in the summer months. Tours of the studios start every half hour from 9.30 in the morning and last for 90 minutes. After the tour you can visit the film museum and meet some of the actors who work at Oakwood. When you are hungry, why not enjoy a meal in the studio restaurant? Or, if you prefer, there's a beautiful picnic area. All this for just £15 per person, or £40 for a family. What are you waiting for? Visit us now!</p>	
Example. Name of Studios: <u>Oakwood</u>	
40. Location: .....	
41. Closed on: .....	
42. Busiest time: .....	
43. Length of tour: .....	
44. Where to eat: ..... and 45. ....	
46. Individual ticket price: .....	
(7 marks)	

#### Task

Test takers read a text and use information from it to fill seven gaps in a second incomplete text or notes. There are seven gaps to complete; one source text and a second incomplete text or notes.

#### Objective, stimulus

Objective	Stimulus
To assess ability to extract specific information from a written text	Text types include: letters, emails, advertisements, newspaper articles, magazine articles, websites or textbooks

#### Scores

This item type is marked as either correct or incorrect. Each correctly completed gap has a weighting of one score point. A maximum of seven score points can be achieved in this section of the test.

## Section 8

### Writing

#### Write correspondence

Section 8 comprises a *Write correspondence* item type. It assesses writing skills. It tests ability to write a short piece of correspondence.

**SECTION 8**



Use the information in Section 7 to help you write your answer.

**47. You have read the advertisement about Oakwood Film Studios. Write an email to a friend. Write 50-70 words and include the following information:**

- tell him / her about Oakwood
- say what you can do there
- ask him / her to go there with you

**Write your answer here. Do not write outside the box.**

**(10 marks)**

#### Task

Test takers write a short email, letter, postcard, note or blog entry based on information given in Section 7. There is one text to write (50–70 words). There is a ‘tolerated’ word limit of 40-77 words for Section 8. If the response is below or over this, test takers will automatically score 0 for the section.

## Objective, stimulus

Objective	Stimulus
To assess ability to write a short piece of correspondence	Instructions which include the purpose of the text, the intended content of the message and the recipient

## Scores

This item type has a weighting of ten score points.

Written responses (sections 8 and 9) are scored according to **how well** test takers perform against the following criteria:

<b>Range</b>	Uses basic sentence patterns with memorized phrases, groups of a few words and formulae in order to communicate limited information in simple everyday situations
<b>Accuracy</b>	Uses some simple grammatical and lexical structures correctly, but still systematically makes some basic mistakes
<b>Coherence and cohesion</b>	Can use the most frequently occurring connectors to link simple sentences in order to tell a story or describe something as simple as a list of points Can link groups of words with simple connectors like 'and', 'but' and 'because'
<b>Orthographic control</b>	Can copy short sentences on everyday subjects Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) using short words that are in his/her oral vocabulary

In addition, performance in this section is scored according to **what** the test taker can do against the following criteria:

<b>Written interaction</b>	Write short, simple formulaic notes relating to matters in areas of immediate need
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## Scores

This item type has a weighting of ten score points.

Written responses (sections 8 and 9) are scored according to **how well** test takers perform against the following criteria:

<b>Range</b>	Uses basic sentence patterns with memorized phrases, groups of a few words and formulae in order to communicate limited information in simple everyday situations
<b>Accuracy</b>	Uses some simple grammatical and lexical structures correctly, but still systematically makes some basic mistakes
<b>Coherence and cohesion</b>	Can use the most frequently occurring connectors to link simple sentences in order to tell a story or describe something as simple as a list of points Can link groups of words with simple connectors like 'and', 'but' and 'because'
<b>Orthographic control</b>	Can copy short sentences on everyday subjects Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) using short words that are in his/her oral vocabulary

In addition, performance in this section is scored according to **what** the test taker can do against the following criteria:

<b>Written production</b>	Can write a series of simple phrases and sentences linked with simple connectors like 'and', 'but' and 'because'
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## Summary: written test item type information

Sections	Item types	Objectives	Tasks	Stimulus
Section 1: Listening	3-option graphical multiple choice	To assess ability to understand the gist of short spoken utterances by: <ul style="list-style-type: none"> <li>- identifying the situation (e.g., store, restaurant, etc.)</li> <li>- identifying a speaker's role (e.g., movie box office attendant)</li> <li>- identifying topic (e.g., study habits)</li> <li>- following an instruction (e.g., giving directions)</li> <li>- understanding spatial relations (e.g., the position of an object in a room)</li> <li>- understanding a description (e.g., girl with long dark hair)</li> </ul>	Listen once to ten short recordings and answer a single question for each by choosing which of three pictures matches what is heard. Ten questions	Short recordings of one or two speakers Including the following: <ul style="list-style-type: none"> <li>- transactional conversations, e.g., buying</li> <li>- social conversations, e.g., greeting</li> <li>- public announcements, e.g., train times</li> </ul> Including the following language functions: <ul style="list-style-type: none"> <li>- instructions</li> <li>- request for goods or services</li> <li>- request for action</li> <li>- request for information</li> <li>- factual information</li> <li>- description</li> </ul>
Section 2: Listening and writing	Dictation	To assess ability to understand a short utterance by transcribing a spoken text	Listen to one person speaking and write exactly what is heard with correct spellings. The extract is played twice, the second time with pauses, giving time to write down word-for-word what is heard. One dictation	Instructions, news bulletins, announcements, broadcast features and factual information. The extracts are descriptive and contain relatively formal language
Section 3: Listening	Text, note completion	To assess ability to extract specific information from spoken texts	Listen twice to two recordings, either a monologue or dialogue, and complete a text or notes for each using the information heard. Ten gaps	One or two speakers, giving or exchanging information which requires accurate listening and transcription (e.g., addresses and telephone numbers) Including the following: <ul style="list-style-type: none"> <li>- conversations</li> <li>- public announcements</li> <li>- recorded messages</li> </ul>
Section 4: Reading	Gap fill 3-option multiple choice	To assess ability to understand the purpose, structure and main idea of short written texts	Read five short texts, each containing a gap, and choose which of three answer options is the missing word or phrase. Five gaps	Text types include: labels, instructions, signs, notices, menus, advertisements and announcements
Section 5: Reading	3-option graphical multiple choice	To assess ability to understand the main detail in short written texts	Read five short texts and for each one select, from a choice of three answer options, the picture which matches the content of the text. Five pictures	Texts giving descriptions or directions, relating to pictures, maps or diagrams
Section 6: Reading	Open-ended question	To assess ability to understand the main points of short written texts	Read two texts and answer eight questions about them using single words or short answers. Eight questions	Text types include: letters, emails, newspaper articles, magazine articles, leaflets, brochures or websites
Section 7: Reading	Text, note completion	To assess ability to extract specific information from a written text	Read a text and use information from it to fill seven gaps in a second incomplete text or notes. Seven gaps	Text types include: letters, emails, advertisements, newspaper articles, magazine articles, websites or textbooks
Section 8: Writing	Write correspondence	To assess ability to write a short piece of correspondence	Write a short email, letter, postcard, note or blog entry based on information given in Section 7. One text (50-70 words)	Instructions which include the purpose of the text, the intended content of the message and the recipient
Section 9: Writing	Write text	To assess ability to write a short text based on a series of three pictures	Write a short text based on a series of three visual images. The test taker chooses one of two series. The form of the response may be a diary entry, short story or description. One text (80-100 words)	Instructions are given for each set of visual images

Figure 6. Level 1 (Elementary) written test item type information

## Spoken test

This part of the guide presents a detailed description of the item type within each section of the spoken test. This includes what it tests, what test takers have to do, timing, the item type objective, stimulus information and details on scoring.

### Section 10

#### Speaking

##### Sustained monologue

Section 10 comprises a *Sustained monologue* item type. It assesses speaking skills. It tests ability to speak about matters of personal information and interest.

SECTION 10 (1.5 minutes)	
[Put one of the preliminary prompts and main prompts to the test taker. Use the related follow-up prompts to encourage them to continue talking]	
<b>Preliminary prompt 1:</b>	<ul style="list-style-type: none"><li>• Tell me about your family.</li></ul>
<b>Main prompt 1:</b>	<ul style="list-style-type: none"><li>• Do you have a big family or a small family?</li></ul>
<b>Follow-up prompts:</b>	<ul style="list-style-type: none"><li>• Do you have any brothers and sisters?</li><li>• What food does your family like?</li><li>• How often do you see your family?</li><li>• Where does your family live?</li></ul>
<b>Preliminary prompt 2:</b>	<ul style="list-style-type: none"><li>• Tell me about your home.</li></ul>
<b>Main prompt 2:</b>	<ul style="list-style-type: none"><li>• Do you live near the centre of town?</li></ul>
<b>Follow-up prompts:</b>	<ul style="list-style-type: none"><li>• Do you live far from your work or school?</li><li>• How do you get to work or school?</li><li>• What do you do in the evenings?</li><li>• What do you do at weekends?</li></ul>
<b>Preliminary prompt 3:</b>	<ul style="list-style-type: none"><li>• Tell me about your favourite present.</li></ul>
<b>Main prompt 3:</b>	<ul style="list-style-type: none"><li>• When did you get the present?</li></ul>
<b>Follow-up prompts:</b>	<ul style="list-style-type: none"><li>• Who gave it to you?</li><li>• Is it small or big?</li><li>• Where is your favourite present?</li><li>• What is it made of?</li></ul>
[For test takers at work]	
<b>Preliminary prompt 4:</b>	<ul style="list-style-type: none"><li>• Where do you work?</li></ul>
<b>Main prompt 4:</b>	<ul style="list-style-type: none"><li>• Do you like your job? Why/Why not?</li></ul>
<b>Follow-up prompts:</b>	<ul style="list-style-type: none"><li>• Do you work in a big company or a small company?</li><li>• Do like your boss? Why/ Why not?</li><li>• Tell me about a typical day at work.</li><li>• What time do you finish work?</li></ul>

#### Task

Test takers speak about personal information and interests in response to questions posed by the interlocutor. This section of the test is **1.5 minutes**.

## Objective, stimulus

Objective	Stimulus
To assess ability to speak about matters of personal information and interest.	A series of questions put by the interlocutor. These always begin with "Can you tell me your name please?" and are followed by further questions, which invite either a short or extended response

## Scores

The score points for speaking are aggregated and contribute up to 25 marks towards the total score over the written and spoken tests of 100 marks.

The test taker is scored on **how well** they perform over the three speaking sections against the following criteria:

<b>Fluency</b>	Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident
<b>Interaction</b>	Can answer questions and respond to simple statements Can indicate when he/she is following, but is rarely able to understand enough to keep conversation going of his/her own accord
<b>Range</b>	Uses basic sentence patterns with memorized phrases, groups of a few words and formulae in order to communicate limited information in simple everyday situations
<b>Accuracy</b>	Uses some simple grammatical and lexical structures correctly, but still systematically makes basic mistakes
<b>Phonological control</b>	Pronunciation is generally clear enough to be understood

In addition, performance in this section is scored according to **what** the test taker can do against the following criteria:

<b>Sustained monologue</b>	Can describe his/her family, living conditions, educational background, present or most recent job Can describe people, places and possessions in simple terms Can describe plans, arrangements, habits and routines, past activities and personal experiences Can explain what he/she likes or dislikes about something
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## Section 12

### Speaking

#### Describe picture

Section 12 comprises a *Describe picture* item type. It assesses speaking skills. It tests ability to speak about a picture.

**SECTION 12 (2 minutes)**

*Now, here is a picture of people on holiday. Please tell me what you can see and what is happening in the picture.*

[Hand the picture to the test taker]

[Allow the test taker to speak for about 1 minute. If necessary, use the following prompts to sustain the discourse]

*What are these people doing?* [indicate the people concerned]

*What is he/she wearing?* [indicate the people concerned]

*Tell me about the weather.*

*What are these people going to do?* [indicate the people queuing outside the museum]

[Retrieve the picture]



#### Task

Test takers describe a picture in response to questions posed by the interlocutor. This section of the test is **2 minutes**.

#### Objective, stimulus

Objective	Stimulus
To assess ability to speak about a picture	A picture depicting a scene which is designed to elicit description of: <ul style="list-style-type: none"><li>- people</li><li>- interiors (e.g., at home, school, workplace, stores, restaurants)</li><li>- public places (e.g., streets, parks)</li><li>- everyday activities and events</li></ul>

## Scores

The score points for speaking are aggregated and contribute up to 25 marks towards the total score over the written and spoken tests of 100 marks.

The test taker is scored on **how well** they perform over the three speaking sections against the following criteria:

<b>Fluency</b>	Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident
<b>Interaction</b>	Can answer questions and respond to simple statements Can indicate when he/she is following, but is rarely able to understand enough to keep conversation going of his/her own accord
<b>Range</b>	Uses basic sentence patterns with memorized phrases, groups of a few words and formulae in order to communicate limited information in simple everyday situations
<b>Accuracy</b>	Uses some simple grammatical and lexical structures correctly, but still systematically makes basic mistakes
<b>Phonological control</b>	Pronunciation is generally clear enough to be understood

In addition, performance in this section is scored according to **what** the test taker can do against the following criteria:

<b>Thematic development</b>	Can tell a story or describe something in a simple list of points
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## Section 13

### Speaking

#### Role play

Section 13 comprises a *Role play* item type. It assesses speaking skills. It tests ability to perform and respond to basic language functions appropriately.

SECTION 13 (1.5 minutes)
<p><i>Now we are going to take part in a role play. Here is a card with the situation on it.</i></p> <p>[Hand the card to the test taker]</p> <p>[Allow up to 15 seconds to study the card]</p>
<p><b>Test taker's card</b></p> <p>You are phoning a travel company to book a holiday in Egypt. The examiner is the travel company representative. You want to book your holiday to Egypt.</p> <ul style="list-style-type: none"><li>• Say you want to go to Egypt in May for one week.</li><li>• Say where you want to go.</li><li>• Say when you want to go.</li><li>• Say how long you want to go for.</li><li>• Ask the price of the holiday.</li><li>• Thank the travel company representative for his help.</li></ul>
<p><b>Interlocutor's script</b></p> <p><i>You are phoning a travel company. I am the travel company representative.</i></p> <p><i>I'll start.</i></p> <ul style="list-style-type: none"><li>• <i>Hello. How can I help you?</i></li><li>• <i>When do you want to go?</i></li><li>• <i>How long do you want to go for?</i></li><li>• <i>That's fine.</i></li><li>• <i>It's £350.</i></li><li>• <i>No problem. Can I help you with anything else?</i></li></ul> <p>[Retrieve the card]</p> <p><i>Thank you. That is the end of the test.</i></p>

#### Task

Test takers take part in a role play with the interlocutor using a role card with information and instructions. This section of the test is **1.5 minutes**.

## Objectives, stimulus

Objectives	Stimulus
<p>To assess ability to perform and respond to basic language functions appropriately</p> <p>Including the following language functions:</p> <ul style="list-style-type: none"> <li>- greeting and leave-taking</li> <li>- asking for things</li> <li>- asking for information</li> <li>- responding to requests</li> <li>- offering</li> <li>- accepting</li> <li>- responding to offers</li> <li>- thanking, giving information</li> <li>- apologizing, asking for directions</li> <li>- giving simple directions</li> <li>- inviting</li> <li>- accepting/declining invitations</li> <li>- suggesting (for time or place of meetings)</li> <li>- responding to suggestions</li> </ul>	<p>The interlocutor gives the test taker up to 15 seconds to read a role with:</p> <ul style="list-style-type: none"> <li>- an explanation of the situation and the roles</li> <li>- 4–5 instructions involving at least two different functions</li> <li>- visual support where appropriate</li> </ul> <p>Including the following situations:</p> <ul style="list-style-type: none"> <li>- basic social encounters and gatherings</li> <li>- shopping</li> <li>- ordering food and drink</li> <li>- public transportation</li> <li>- about town, at home, at work</li> <li>- being a tourist</li> </ul>

## Scores

The score points for speaking are aggregated and contribute up to 25 marks towards the total score over the written and spoken tests of 100 marks.

The test taker is scored on **how well** they perform over the three speaking sections against the following criteria:

<b>Fluency</b>	Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident
<b>Interaction</b>	Can answer questions and respond to simple statements Can indicate when he/she is following, but is rarely able to understand enough to keep conversation going of his/her own accord
<b>Range</b>	Uses basic sentence patterns with memorized phrases, groups of a few words and formulae in order to communicate limited information in simple everyday situations
<b>Accuracy</b>	Uses some simple grammatical and lexical structures correctly, but still systematically makes basic mistakes
<b>Phonological control</b>	Pronunciation is generally clear enough to be understood

In addition, performance in this section is scored according to **what** the test taker can do against the following criteria:

<b>Sociolinguistic appropriateness</b>	Can handle very short social exchanges, using everyday polite forms of greeting and address Can make and respond to invitations, suggestions, apologies
--	--

## Summary: spoken test item type information

Sections	Item types	Objectives	Tasks	Stimulus
Section 10 Speaking	Sustained monologue	To assess ability to speak about matters of personal information and interest	(1.5 minutes) Speak about personal information and interests in response to questions posed by the interlocutor	A series of questions put by the interlocutor. These always begin with "Can you tell me your name please?" and are followed by questions which invite either a short or extended response
Section 11 Speaking	Not featured at this level			
Section 12 Speaking	Describe picture	To assess ability to speak about a picture	(2 minutes) Describe a picture in response to questions posed by the interlocutor	A picture depicting a scene which is designed to elicit description of: <ul style="list-style-type: none"> <li>- people</li> <li>- interiors (e.g., at home, school, workplace, stores, restaurants)</li> <li>- public places (e.g., streets, parks)</li> <li>- everyday activities and events</li> </ul>
Section 13 Speaking	Role play	To assess ability to perform and respond to basic language functions appropriately Including the following language functions: <ul style="list-style-type: none"> <li>- greeting and leave-taking</li> <li>- asking for things</li> <li>- asking for information</li> <li>- responding to requests</li> <li>- offering</li> <li>- accepting</li> <li>- responding to offers</li> <li>- thanking, giving information</li> <li>- apologizing, asking for directions</li> <li>- giving simple directions</li> <li>- inviting</li> <li>- accepting/declining invitations</li> <li>- suggesting (for time or place of meetings)</li> <li>- responding to suggestions</li> </ul>	(1.5 minutes) Take part in a role play with the interlocutor using a role card with information and instructions.	The interlocutor gives the test taker up to 15 seconds to read a role card with: <ul style="list-style-type: none"> <li>- an explanation of the situation and the roles</li> <li>- 4–5 instructions involving at least two different functions</li> <li>- visual support where appropriate</li> </ul> Including the following situations: <ul style="list-style-type: none"> <li>- basic social encounters and gatherings</li> <li>- shopping</li> <li>- ordering food and drink</li> <li>- public transportation</li> <li>- about town, at home, at work</li> <li>- being a tourist</li> </ul>

Figure 7. Level 1 (Elementary) spoken test item type information

# Contact us

You can contact us in the following ways:

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