

# Guide to Pearson Test of English Young Learners

**Breakthrough (Level 4)**

February 2012  
V2

# Guide to Pearson Test of English Young Learners

## Breakthrough (Level 4)

In addition to the skills required at Firstwords, Springboard and Quickmarch, test takers demonstrate that they can:

- describe sensations;
- give instructions and explanations;
- describe purpose;
- give opinions and express preferences;
- deal with hypothetical situations.

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# Introduction to the Guide

## Who is it for?

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

## What is in the guide?

This guide contains five key parts:

The first part, an Introduction to Pearson Test of English Young Learners, includes an overview of the test, the targeted test takers and the skills tested. Key features of the test, such as realistic situations, fun and motivating tasks, and integration of skills, are outlined. Information about test delivery and test results is also given.

The second part provides an outline of the preparation resources that will be made available to instructors and test takers.

The third part includes general information about scoring within the test.

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

The final part of the guide gives a detailed explanation of each task within the written and spoken parts at Breakthrough Level. This includes a description of each task type, the skills assessed, what test takers have to do, the objectives and timings. In addition, details about scoring and the marking criteria are presented.

# 1. Introduction to Pearson Test of English Young Learners

## Overview

### What is Pearson Test of English Young Learners?

Pearson Test of English Young Learners (PTE Young Learners) is an assessment solution at four different levels of English language proficiency: Firstwords (Level 1), Springboard (Level 2), Quickmarch (Level 3) and Breakthrough (Level 4). These tests are designed to be interesting and enjoyable for children. They also aim to make their first experiences of learning English very memorable and motivating.

The tests are provided by Edexcel Limited, the largest UK awarding body for academic and vocational qualifications. Edexcel Limited is the official awarding body for PTE Young Learners.

The primary goal of the tests is to assess a young learner's ability to use English language communicatively. There is an emphasis on real-life scenarios rather than on knowledge of specific language items and vocabulary.

Although the test is presented using British English, American English is acceptable. Knowledge of the English alphabet is assumed at all levels.

### Who takes PTE Young Learners?

PTE Young Learners tests are for children aged between six and 13, who are speakers of other languages.

### What skills are tested?

PTE Young Learners assesses the four skills: listening, reading, speaking and writing. It consists of two parts: a written test which assesses listening, reading and writing, and a spoken test. The spoken part of the test and the written part are taken separately. Because of the communicative nature of PTE Young Learners, the tests can be shorter without compromising the reliability of the results.

## Key features

### Realistic contexts

Children are tested on their ability to use structures and functions in realistic contexts. At higher levels, they are also assessed on their ability to use language to carry out specific communicative tasks. The emphasis is on real-life situations that learners will encounter, not on how well they remember vocabulary and structures. For this reason, PTE Young Learners uses real-life scenarios rather than grammatical exercises. This means that it is a measure of real, practical English.

### Familiar content

Throughout the four test levels, test takers experience some of the everyday activities, adventures and mishaps of the Browns, a British family. They become familiar with the characters and events, which makes the testing experience both very comfortable and highly engaging.



As the tests are scenario-based, topics and language are repeated. This reinforcement of content and language gives test takers the confidence they need to perform well.

The topics in PTE Young Learners are international, age-appropriate and of interest to children, for example, topics like families, pets, school and people's appearance are included.

### Fun activities

The format of the test is enjoyable. The spoken part consists of a group board game played with other test takers. Another task allows candidates to give short talks and communicate with each other. Many of the tasks in the written part are based around colorful, amusing visuals.

### Integrated skills

PTE Young Learners integrates the four skills. This is important because when communicating in English, students are often required to combine several language skills to perform a task.

### Test delivery

Scheduled test sessions are in May, June and November.

PTE Young Learners consists of a written paper-based test and a spoken test (with an examiner and a group of five test takers), which are delivered through a number of registered centers in over 40 territories globally.

Test centers delivering PTE Young Learners are typically schools and language schools. Each prospective center is required to provide evidence that the tests will be conducted according to



## Test structure

The written test at this level lasts for 1 hour and 15 minutes. There are six tasks which test listening, reading and writing.
























1 hour, 15 minutes	
Task numbers	Skills
One	Listening
Two	Listening and writing
Three	Reading and writing
Four	Reading
Five	Reading and writing
Six	Writing

The spoken test at this level lasts for 20 minutes and there are two tasks.

20 minutes	
Task numbers	Skills
Seven	Speaking
Eight	Speaking



## 2. Test Preparation Resources

Resources for PTE Young Learners		
On this page you will find guides and past papers for practice of PTE Young Learners		
Level	Information	Past Papers
Firstwords	 <a href="#">Guide</a>	 <a href="#">June 2011</a>  <a href="#">November 2010</a>  <a href="#">November 2009</a>  <a href="#">Session 3 2006</a>  <a href="#">Session 2 2006</a>
Springboard	 <a href="#">Guide</a>	 <a href="#">June 2011</a>  <a href="#">November 2010</a>  <a href="#">November 2009</a>  <a href="#">Session 3 2006</a>  <a href="#">Session 2 2006</a>
Quickmarch	 <a href="#">Guide</a>	 <a href="#">June 2011</a>  <a href="#">November 2010</a>  <a href="#">November 2009</a>  <a href="#">Session 3 2006</a>  <a href="#">Session 2 2006</a>
Breakthrough	 <a href="#">Guide</a>	 <a href="#">June 2011</a>  <a href="#">November 2010</a>  <a href="#">November 2009</a>  <a href="#">Session 3 2006</a>  <a href="#">Session 2 2006</a>

### Past papers

A number of official past papers with audio, transcripts and answer keys for all levels are available now to download for free.

The resources are available at [www.pearsonpte.com](http://www.pearsonpte.com).

New resources for PTE Young Learners are regularly added to this site.

### 3. Overview of Scoring

The written and spoken parts of the test at Breakthrough have a weighting of 100 score points; 80 for the written component and 20 for the spoken. There are 36 listening, reading and writing items in total and each one in Tasks One to Five carries a weighting of between 1 and 3 marks. Task Six, which requires candidates to produce a short piece of writing, has a total of 20 points. There are two speaking tasks, each with a maximum of 10 score points.

The distribution is listed in the table below:

Written part of test	Task numbers	Skills	Task types	Number of items	Score points
	One	Listening	3-option picture-based multiple choice	8	16
	Two	Listening and writing	Answer question	7	14
	Three	Reading and writing	Dialogue completion	5	15
	Four	Reading	Match utterance to picture	5	5
	Five	Reading and writing	Gap fill	10	10
	Six	Writing	Write narrative	1	20
<b>Total</b>				<b>36</b>	<b>80</b>
Spoken part of test	Seven	Speaking	Question and answer (board game)	At least 2	10
	Eight	Speaking	Short talk	1	10
<b>Total</b>				<b>3 or more</b>	<b>20</b>
<b>Total written and spoken parts</b>					<b>100</b>

## 4. Overview of Test Format

The **written part** of PTE Young Learners at this level lasts for **1 hour and 15 minutes** and has six tasks. It tests listening, reading and writing skills. The **spoken part** of the test lasts for **20 minutes** and has two tasks. There are two types of task that test takers engage in with an examiner and four other test takers.

The table below indicates the skills tested, task types, number of items, task objectives and what candidates have to do for each task in the written and spoken parts of the test.

Written part of test	Task numbers	Skills	Task types	Number of items	Task objectives	What test takers have to do
	One	Listening	3-option picture-based multiple choice	8	To assess the ability to identify details of spoken discourse, e.g., times, locations, reasons, past, present and future activities, hypothetical outcomes, etc	Listen to a conversation twice and answer eight questions by choosing one picture from three answer options
	Two	Listening and writing	Answer question	7	To assess the ability to understand a spoken text and write short answers relating to the details of the text	Listen to a conversation twice and answer seven questions in writing
	Three	Reading and writing	Dialogue completion	5	To assess: - understanding of the structural relationship between questions and responses - the ability to formulate appropriate questions to given responses within a dialogue	Write five questions to match five given answers in a written dialogue
	Four	Reading	Match utterance to picture	5	To assess the ability to recognize simple functional use of language in social situations familiar to young learners	Match five short written utterances to the pictures which illustrate their meaning
	Five	Reading and writing	Gap fill	10	To assess understanding of a text, and knowledge of vocabulary and grammar in context	Read a text with ten gaps and write the most appropriate word for each using own words
	Six	Writing	Write narrative	1	To assess the ability to write a story based on a series of pictures demonstrating use of narrative tenses and linking ideas coherently	Write a story based on a series of six pictures (about 75 words)
	Seven	Speaking	Question and answer (board game)	At least 2	To assess the ability to ask and answer questions about personal information and interests	Ask and answer questions about personal information and interests
Spoken part of test	Eight	Speaking	Short talk	1	To assess the ability to speak continuously about a topic of personal interest and answer questions in relation to it	Speak about a topic of personal interest and answer questions

## 5. Description of Task Types

### Written test [1 hour and 15 minutes]

This part of the guide presents a description of the tasks within the written test at Breakthrough. This includes the skills tested, what test takers have to do, the objective(s) of the task and details on scoring.

### Task One Listening

#### 3-option picture-based multiple choice

Task One is a *3-option picture-based multiple choice* activity that tests listening skills. It assesses the ability to identify the details of spoken discourse, e.g., times, locations, reasons, past, present and future activities, hypothetical outcomes, etc.

Hello kids, hello boys and girls. Today's test is Breakthrough. Tasks One and Two are listening. Good luck and have fun!!

#### 1. Task One: An Invitation to Kirsty's House (16 marks)

Anna comes home and talks to her mum, Mrs Brown, about an invitation to a friend's house. Listen to their conversation and put a cross (X) in the box under each correct answer. The first one is an example.

You will hear the conversation twice. Listen carefully!

Example: Where is Anna's mum when Anna gets home?



A ☐



B ☒



C ☐

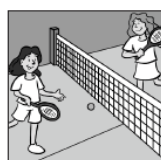
#### 1. Where has Anna just been?



A ☐



B ☐

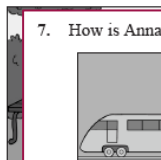


C ☐

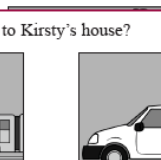
#### 2. What was Anna doing when Kirsty phoned her?



A ☐

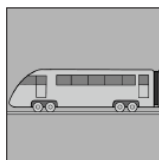


B ☐

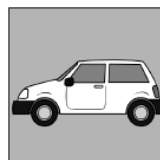


C ☐

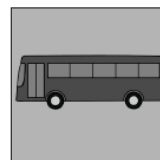
#### 7. How is Anna going to Kirsty's house?



A ☐

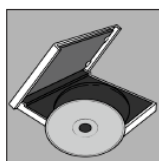


B ☐



C ☐

#### 8. What present is Anna going to buy for Kirsty?



A ☐



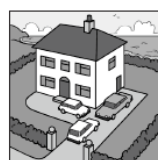
B ☐



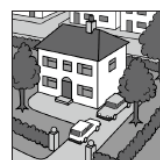
C ☐

(Total 16 marks)

#### 3. Which house does Kirsty live in?



A ☐

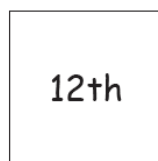


B ☐

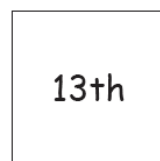


C ☐

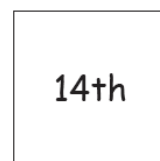
#### 4. When is Kirsty's birthday?



A ☐

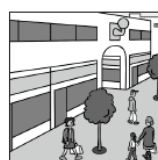


B ☐



C ☐

#### 5. Where has Rebecca gone?



A ☐



B ☐



C ☐

#### 6. Which room is Rebecca's?



B ☐



C ☐

### What candidates do

Test takers listen to a conversation twice and answer eight questions printed on the test paper. For each one they choose the correct picture from three answer options by putting a cross in the box next to it.

### Scores

This task type is marked as either **correct or incorrect**. Each correct answer has a weighting of 2 score points. A maximum of **16 points** can be achieved.

## Task Two Listening and Writing

### Answer question

Task Two is an *Answer question* activity that tests listening and writing skills. It assesses the ability to understand a spoken text and write short answers relating to details of the text.

#### 2. Task Two: Planning the Weekend (14 marks)

When Anna arrives at Kirsty's house, the girls make plans for the weekend. Listen to the conversation and give a short answer to each question. The first one is an example.

You will hear the conversation twice. Listen carefully!



Example:

What is the time now?

10.15

1. What does Kirsty want to do before lunch?

2. How many times has Anna been to Pizza Palace?

3. Who is going to visit Kirsty in the afternoon?

4. What is aunt Margaret's job?

5. What would Anna like to do tomorrow?

6. Where will Kirsty and Anna go if it rains?

7. What time is Anna's mum going to meet her at the station?

(Total 14 marks)

### What candidates do

Test takers listen to a conversation twice and answer seven questions in writing. Each response is usually a few words, not complete sentences.

### Scores

This task type is marked as either **correct** or **incorrect**. Each correct answer has a weighting of 2 score points. A maximum of **14 points** can be achieved.

## Task Three Reading and Writing


### Dialogue completion

Task Three is a *Dialogue completion* task type that tests reading and writing skills. It assesses:

- understanding of the structural relationship between questions and responses;
- the ability to formulate appropriate questions to match given responses within a dialogue.

3. Task Three: Anna Speaks to Uncle Peter (15 marks)

At Kirsty's house, Anna asks Kirsty's uncle Peter some questions. What are her questions? Write them in the spaces. The first one is an example.



Anna: (Example) ..... Are you a helicopter pilot?

Peter: Yes I am. I can fly planes too.

Anna: ..... ?

Peter: For about 20 years now. I started when I was 25.

Anna: ..... ?

Peter: Before that I was a student at university.

Anna: ..... ?

Peter: Yes I do. It's a really great job.

Anna: ..... ?

Peter: Working? No, I'm free tomorrow.

Anna: ..... ?

Peter: Yes I have. I've got a really exciting present for Kirsty.

(Total 15 marks)

### What candidates do

Test takers write five questions to match five given answers in a written dialogue using their own words.

### Scores

Each item has a weighting of 3 score points. A maximum of **15 points** can be achieved in this section of the test. The scoring criteria and distribution of scores are in the table below:

**3:** Response is completely correct, appropriate and relevant to the context.

**2:** Response can include one major error such as wrong tense, failure to invert subject and verb, omission of subject, etc. Such major errors must not however affect the meaning intended by the test taker. Small errors such as non-intrusive spelling errors or non-intrusive punctuation errors may also be present.

**1:** Response is flawed in a number of ways, but in the context of the task the meaning can still be understood with some effort.

**0:** Response is irrelevant, unintelligible or nothing is written.

## Task Four Reading







### Match utterance to picture

Task Four is a *Match utterance to picture* activity that tests reading skills. It assesses the ability to recognize simple functional use of language in social situations familiar to young learners.

**4. Task Four: A Weekend with Kirsty (5 marks)**

Look at the pictures of Anna's weekend with Kirsty. Draw a line from the pictures to the correct sentences. The first one is an example.

Be careful. There are two extra sentences.

	I'm going to try this on.	
	No thanks. I've had enough.	
	Hi Anna. Come in and meet my parents.	
	Let's go out when it stops raining.	
	That's one of the best shops in town.	
	Look. It's stopped raining. Let's go out.	
	Would you like some more food?	
	This is Anna – she's one of my friends.	

(Total 5 marks)

### What candidates do

Test takers read seven short written utterances and match five of them to the pictures which illustrate their meaning by drawing a line between each. Two of the sentences are extra.

### Scores

This task type is marked as either **correct** or **incorrect**. Each correct answer has a weighting of 1 score point. If more than one line is drawn to an answer, no marks will be given to the item. A maximum of **5 points** can be achieved.



## Task Five 5 Reading and Writing

### Gap fill

Task Five is a *Gap fill* activity that tests reading and writing skills. It assesses understanding of a text, and knowledge of vocabulary and grammar in context.

#### 5. Task Five: Anna Sends an Email to her Mum (10 marks)



On the first evening at Kirsty's house, Anna writes an email to her mum. Fill in the gaps USING ONE WORD IN EACH GAP. The first one is an example.

Hi Mum

It (example) ..... is ..... late now and I (1) ..... very tired so only a short email.

Kirsty and I (2) ..... been very busy today. This afternoon we (3) ..... shopping and Kirsty bought some clothes with her birthday money.

I think tomorrow is definitely (4) ..... to be the (5) ..... exciting day of Kirsty's life. (6) ..... uncle is going to take her (and me) for a ride in his helicopter.

(7) ..... are all looking forward to it (8) ..... much. Mum, don't forget to come to the station (9) ..... meet me tomorrow evening. (10) ..... the train is late, I will phone you.

Love

Anna

(Total 10 marks)

### What candidates do

Test takers read a text with ten gaps and write the most appropriate word for each using their own words.

### Scores

This task type is marked as either **correct** or **incorrect**. Each correct answer has a weighting of 1 score point. A maximum of **10 points** can be achieved.

## Task Six Writing

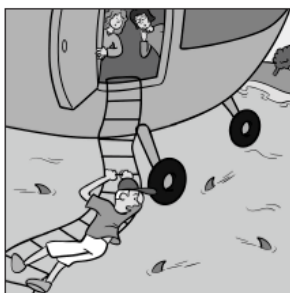
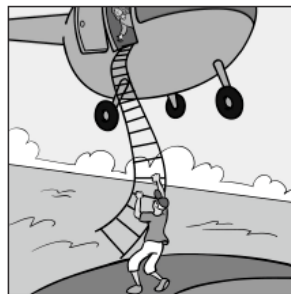
## Write narrative

Task Six is a *Write narrative* activity that tests writing skills. It assesses the ability to write a story based on a series of pictures demonstrating use of narrative tenses and linking ideas coherently.

### 6. Task Six: A Helicopter Ride (20 marks)

Uncle Peter takes Anna and Kirsty for a ride in his helicopter. Look at the pictures and write the story. You must use all the pictures.

**Write about 75 words.**



(Total 20 marks)

**TOTAL FOR PAPER: 80 MARKS**

THAT IS THE END OF THE TEST

## What candidates do

Test takers write a story based on a series of six pictures. The word limit is approximately 75 words. As all six pictures must be included in their story, test takers are advised to divide their time equally between the pictures.

## Scores

A maximum of **20 score points** can be achieved in this section of the test. The marks are distributed as follows:

	Effective Communication	Lexical Accuracy and Range	Grammatical Accuracy and Range	Task Completion
<b>5</b>	The writing creates an overall impression of excellence. Errors are insignificant.	Excellent range and accurate use of vocabulary.	Excellent range and accurate use of grammar.	Excellent response to task. Scenario fully exploited and developed.
<b>4</b>	Message conveyed competently with little or no strain on the reader. Some use of compound sentences.	Mostly accurate use of vocabulary.	Mostly accurate use of grammar.	All instructions followed and all points covered.
<b>3</b>	Message is conveyed without undue strain on the reader despite errors.	Enough vocabulary to carry out the task despite some gaps and / or inaccuracies.	Enough grammar to make a comprehensible attempt at the task despite some inaccuracy.	The majority of instructions are followed with no more than one bullet point omitted. Text type is appropriate.
<b>2</b>	Message is communicated but there is significant strain on the reader.	Insufficient vocabulary to carry out the task effectively.	Insufficient grammar to carry out the task effectively.	Although the task appears to have been understood, there is at least one of the following: -serious omission of content; -excessive repetition; -excessive irrelevance; -excessive lifting of material from other parts of the paper.
<b>1</b>	Large parts of the text are unintelligible.	Knowledge of isolated words is insufficient to address the task.	Knowledge of isolated grammatical items is insufficient to address the task.	Task misunderstood. Minimal relevant response.
<b>0</b>	Nothing written or unintelligible.	No or virtually no knowledge of required vocabulary.	No or virtually no knowledge of required grammar.	No response / no relevant response.

If the response is 25% below the word count for this task type, a maximum of 3 marks per criterion will be awarded. If the response to the task is completely off subject, a mark of 0 will be awarded for Task Completion and a maximum of 2 marks for each for the other criteria. Responses are not penalized if they are over the word limit.
















## Spoken Test [20 minutes]

This part of the guide presents a description of the tasks within the spoken test at Breakthrough. This includes the skills tested, what test takers have to do, timings, the task type objective(s) and details on scoring.

### Task Seven Speaking

#### Question and answer (board game)

Task Seven is a *Question and answer* activity that tests speaking skills. It assesses the ability to ask and answer questions about personal information and interests.

<p>What are you going to do when you get home today?</p> 	<p>Where do you go to meet your friends at the weekend?</p> 	<p>What would you like to do after this test?</p> 	<p>How do you feel when you see your grandparents?</p> 			
<p>How many different English teachers have you had?</p> 	<p>How long have you been at your school?</p> 	<p>What did you do for your mum for her birthday?</p> 	<p>What will you do tomorrow, if you have a headache?</p> 	<p>What are your plans for next weekend?</p> 	<p>Who did you come to school with this morning?</p> 	<p>Can you tell us how to get to this school from your house?</p> 
		<p>What was your mum doing at seven o'clock this morning?</p> 	<p>If it rains, how will you come to school tomorrow?</p> 	<p>When do you get presents?</p> 	<p>What did you take with you on your last holiday?</p> 	
<p>Who has a more interesting job? Your mum or your dad?</p> 	<p>How many times have you been to the zoo?</p> 	<p>How much money have you spent this week?</p> 	<p>Is it better to do homework before or after dinner?</p> 			

#### What candidates do

In groups of five with an examiner, test takers play a board game. They take it in turns to throw a dice and then move their counters according to the throw of the dice. Each square on the board has a question written on it. When a candidate's counter lands on a square, the examiner directs them to address the question to another test taker in the group, who must respond. It is then the next person's turn. The game continues in this way until all the candidates have responded to at least two of the questions on the board. The task lasts for **10 minutes**.

## Scores

This task has a weighting of **10 score points**. A maximum of 5 points are awarded for Grammar and Vocabulary Usage and 5 for Pronunciation. The scoring criteria and distribution of scores are in the table below:

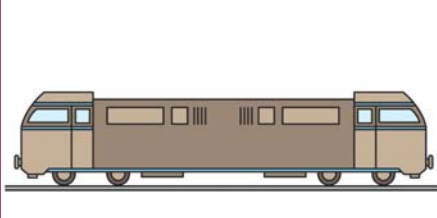


Grammar and Vocabulary Usage	Pronunciation
<b>5</b> Excellent range of vocabulary, and grammar used accurately and appropriately. Errors are rare and found only in low frequency lexis and more complex grammatical forms.	<b>5</b> Excellent pronunciation demonstrating awareness of intonation patterns required for asking questions as well as appropriate sentence and word stress, and correct individual sounds.
<b>4</b> Good lexical and grammatical range, but there may be occasional errors. It may be that either grammar or vocabulary is a little weak, but one or the other compensates for this. Errors do not impede understanding.	<b>4</b> Good pronunciation, which can be readily understood by listeners, despite some lapses in pronouncing individual words and problems with stress and intonation.
<b>3</b> Errors in both grammar and vocabulary are evident, but the test taker has enough knowledge in these areas to communicate and there is little need for clarification.	<b>3</b> There are some mispronunciations at word and sentence levels, but in general listeners do not have any major problems. It may be that repetition is needed on occasion.
<b>2</b> Despite occasional good usage, grammar and vocabulary choice is frequently incorrect and this causes problems for the listeners as well as some misunderstanding.	<b>2</b> Frequent errors in various aspects of pronunciation make the speaker difficult to understand or result in misunderstanding and /or make it necessary for listeners to ask for repetition.
<b>1</b> Although there is knowledge of individual items of vocabulary and some grammar, these are so limited that real communication is rarely possible.	<b>1</b> Although utterances can be recognized as English, they are so difficult to follow that communication breaks down.
<b>0</b> No useful knowledge of grammar or vocabulary at the required level.	<b>0</b> Pronunciation is not recognized as English discourse.



## Task Eight Speaking

### Short talk

Task Eight is a *Short talk* activity. It tests speaking skills. It assesses the ability to speak continuously about a topic of personal interest and answer questions in relation to it.

		
A Good Place to Visit in My Country	My Future Job	A Fantastic Weekend this Year
		
Travel in My Country	My Best Experience on Holiday	Likes and Dislikes at School
		
A Good Experience	A Hobby for the Future	My Perfect Weekend
		
Friends in My Life	A Famous Singer or Actor	A Bad Day for Me and My Family

### What candidates do

Test takers take turns to pick a labeled picture card which illustrates a topic from a pack. They then talk for one minute about the subject on the card. This is followed by a further minute of questions from other candidates and possibly the examiner. This continues until all test takers have spoken about one topic and answered questions. They are assessed on their talk and responses to questions. The task lasts for **10 minutes**.

## Scores

This task has a weighting of **10 score points**. A maximum of 5 points are awarded for Grammar and Vocabulary Usage and 5 for Pronunciation. The scoring criteria and distribution of scores are in the table below:

Grammar and Vocabulary Usage	Pronunciation
<b>5</b> Excellent range of vocabulary, and grammar used accurately and appropriately. Errors are rare and found only in low frequency lexis and more complex grammatical forms.	<b>5</b> Excellent pronunciation demonstrating awareness of intonation patterns required for asking questions as well as appropriate sentence and word stress, and correct individual sounds.
<b>4</b> Good lexical and grammatical range, but there may be occasional errors. It may be that either grammar or vocabulary is a little weak, but one or the other compensates for this. Errors do not impede understanding.	<b>4</b> Good pronunciation, which can be readily understood by listeners, despite some lapses in pronouncing individual words and problems with stress and intonation.
<b>3</b> Errors in both grammar and vocabulary are evident, but the test taker has enough knowledge in these areas to communicate and there is little need for clarification.	<b>3</b> There are some mispronunciations at word and sentence levels, but in general listeners do not have any major problems. It may be that repetition is needed on occasion.
<b>2</b> Despite occasional good usage, grammar and vocabulary choice is frequently incorrect and this causes problems for the listeners as well as some misunderstanding.	<b>2</b> Frequent errors in various aspects of pronunciation make the speaker difficult to understand or result in misunderstanding and /or make it necessary for listeners to ask for repetition.
<b>1</b> Although there is knowledge of individual items of vocabulary and some grammar, these are so limited that real communication is rarely possible.	<b>1</b> Although utterances can be recognized as English, they are so difficult to follow that communication breaks down.
<b>0</b> No useful knowledge of grammar or vocabulary at the required level.	<b>0</b> Pronunciation is not recognized as English discourse.

# Contact us

**You can contact us in the following ways:**

- Visit [www.pearsonpte.com](http://www.pearsonpte.com)
- Use our [online form](#) for all your enquiries
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## Appendix A: Language Content

In addition to the language included at Firstwords, Springboard and Quickmarch, the following list represents the types of language content that are typically assessed at this level including areas of language use, main structures, topics and vocabulary. Structures and vocabulary given in *italics* are for guidance only and are not intended to be a complete list.

### Areas of language use

Describe everyday objects  
Describe how objects feel  
Describe sensations  
Give instructions such as directions and procedures  
Write a story/narrative about a special event  
Talk about past experiences  
Ask for/give explanations and express purpose  
Ask for/give opinions  
Ask about/state preferences  
Predict and discuss future possibility  
Offer, request, make spontaneous decisions

### Main structures

- Present perfect  
*Have you ever been to London?*  
*I have never been to New York.*
- 'Will' in all basic uses  
*We think Ben's team will win.*
- First conditional form with 'if'  
*If Annie finishes her homework, she will go out.*
- 'Would' for polite offers  
*Would you like a cup of tea?*
- Would (rather) for preferences  
*I would rather go to the concert.*  
*I wouldn't like to go to the football match.*
- Past continuous in narratives  
*Mr Brown was having breakfast when the phone rang.*
- The infinitive to indicate purpose  
*Grandmother made a cake to give to Diana.*
- Tag questions  
*She is, isn't she? They will, won't they?*

## Topics

- The Senses
- Nature
- Space and Space Travel
- Travel
- Jobs and Professions

Topics included at lower levels may also be reused and developed.

- Spare Time
- Time
- Places
- Jobs
- Illness
- Clothes
- Food
- Description of Animals
- Homes
- Families
- Pets and Animals
- School
- The Body and People's Appearance
- Toys
- Houses

## Vocabulary

- Words of senses and perception  
*smell, taste, look, sound, feel, sweet, beautiful, loud, rough, smooth, soft, sharp, heavy*
- Extinct and endangered wildlife  
*panda, snow leopard, whale, black rhino, dinosaur*
- Professions and jobs  
*teacher, doctor, dentist, hairdresser, pop singer*
- Words connected with travelling  
*ticket, airport, delay, suitcase*
- Types of music  
*pop, rap, soul, rock, reggae, techno*
- Musical instruments  
*guitar, piano, keyboards, drums, etc.*
- Computer games  
*Gameboy, Playstation*

## Appendix B: Vocabulary List

The following tables include the vocabulary typically tested at Breakthrough (Level 4).

A		B		C			D	
a	astronaut	baby	bookcase	cabbage	climb	customer	dad	during
about	at	back	boot	café	clock	cut	daddy	DVD
above	athlete	bad	bored	cafeteria	close	cycle	daily	
abroad	atlas	badminton	boring	cage	clothes		dance	
accident	attack	bag	born	cake	cloud		dangerous	
ache	attraction	bake	borrow	calculator	cloudy		dark	
across	attractive	balcony	both	calendar	clown		date	
action	aunt	ball	bottle	call	club		daughter	
actor	author	balloon	bottom	camera	coach		day	
actress	autograph	banana	bounce	camp	coast		dead	
add	automatic	band	bow	can	coat		deaf	
address	autumn	bank	box	candle	coffee		dear	
adult	avenue	bar	boxer	cannot	coin		decide	
advertisement	awake	baseball	boy	cap	coke		deep	
advice	away	baseball	brave	capital	cold		definitely	
afraid	awful	cap	bread	captain	collect		delicious	
after		basement	break	car	college		delighted	
afternoon		basketball	breakfast	card	color		dentist	
again		bat	breathe	careful	colored		depend	
against		bath	bridge	carefully	comb		describe	
age		bathroom	bright	carpet	come		description	
ago		be	brilliant	carrot	comfortable		desert	
agree		beach	bring	carry	competition		desk	
air		bean	brother	cartoon	complain		detail	
airline		bear	brown	case	computer		detective	
airport		beard	brush	cassette	concert		diamond	
album		beat	bubble	castle	confident		diary	
alien		beautiful	bucket	cat	contact		dice	
all		because	build	catch	contain		dictionary	
allow		become	burger	cave	continent		die	
almost		bed	burn	CD	control		difference	
along		bedroom	bus	ceiling	conversation		different	
alphabet		beef	business	celebrate	cook		difficult	
already		before	busy	centimeter	cooker		dig	
alright		begin	but	center	cool		dining room	
also		beginning	butter	century	copy		dinner	
altogether		behind	butterfly	cereal	corn		dinosaur	
always		believe	button	chair	corner		direct	
ambulance		bell	buy	chance	correct		direction	
an		below	by	change	corridor		dirty	
and		belt	bye	character	cost		disagree	
angry		beside		chatter	cottage		disappear	
animal		best		cheap	cotton		disappointed	
anniversary		better		cheek	cough		disaster	
another		between		cheerful	count		discover	
answer		bicycle		cheese	country		disco	
any		big		chef	couple		dish	
anybody		bike		chemist	course		disk	
anyone		bin		chest	cousin		dive	
anything		bird		chicken	cover		do	
anyway		birthday		child	cow		doctor	
anywhere		biscuit		chin	crayon		dog	
apartment		bit		chip	crazy		doll	
appear		bite		chocolate	cream		door	
apple		black		choose	creature		doorbell	
area		blank		church	criminal		dot	
argue		blanket		cinema	crisp		double	
arm		blind		circle	crocodile		down	
armchair		blonde		circus	cross		draw	
around		blouse		city	crowd		drawing	
arrive		blow		clap	cruel		dream	
art		blue		class	cry		dress	
article		board		classmate	cup		drink	
artist		boat		classroom	cupboard		drive	
as		body		clean	curly		driver	
ask		boil		cleaner	curtain		drum	
asleep		bone		clear	cushion		dry	
assistant		book		clever			duck	

E	F		G	H	I	J	K	L
each	face	full	gallery	hair	I	jacket	kangaroo	ladder
ear	factory	fun	game	half	ice	jam	keep	lady
early	fade	funny	gang	hall	ice cream	jaw	key	lake
earn	fair	fur	gap	ham	idea	jealous	kick	lamp
earth	fall	furniture	garage	hamburger	if	jeans	kid	land
east	false	future	garden	hamster	ill	jewellery	kill	large
easy	family		gate	hand	imagine	job	kilogramme	last
eat	famous		general	handsome	important	join	kilometer	late
egg	fan		generally	happen	impossible	joke	kind	later
either	fantastic		gentle	happy	in	journalist	king	laugh
elbow	far		geography	hard	information	journey	kitchen	laughter
elephant	farm		get	hardly	insect	juice	kite	lazy
else	farmer		ghost	harvest	inside	jump	knee	lead
email	fashion		giant	hat	instead	jumper	knife	leader
empty	fast		gift	hate	instruction	jungle	knock	leaf
end	fat		giraffe	have	interesting	just	know	learn
endangered	father		girl	he	international			least
enemy	fault		girlfriend	head	internet			leave
engineer	favourite		give	headphones	interview			left
English	feather		glad	healthy	interviewer			leg
enjoy	feed		glass	hear	into			lemon
enormous	feel		glasses	height	invitation			lemonade
enough	female		glove	helicopter	invite			lend
enter	festival		glue	hello	island			less
enthusiastic	fever		go	helmet	it			lesson
entrance	few		goat	help	its			let
envelope	fiction		gold	hen				letter
environment	field		good	her				level
equipment	file		goodbye	here				library
eraser	fill		goose	hers				lie
especially	film		gorilla	herself				life
even	finally		grand	hi				lift
evening	find		granddad	hide				light
ever	fine		granddaughter	high				lightning
every	finger		grandfather	hill				like
everybody	finish		grandma	him				line
everyone	fire		grandmother	himself				lion
everything	first		grandparent	hint				lip
everywhere	fish		grandson	hippo				list
exam	fishing		granny	hippopotamus				listen
examination	fit		grass	his				little
example	fix		great	history				live
excellent	flame		greedy	hit				living
excited	flat		green	hobby				room
exciting	flavour		greeting	hockey				local
excuse	floor		grey	hole				lodge
exercise	flower		ground	holiday				log
exhibition	flu		grow	home				lonely
exit	flute		guard	homework				long
expensive	fly		guest	honest				look
experiment	fog		guide	honey				lorry
explain	foggy		guitar	hooray				lose
explore	fold		gym	hope				lost
extinct	follow			horrible				lot
extra	following			horror				loud
eye	food			horse				love
eyebrow	foot			hospital				lovely
eyelash	football			hot				low
	footballer			hot dog				luck
	for			hotel				lucky
	force			hour				lunch
	forehead			house				
	forest			how				
	forget			huge				
	fork			hungry				
	forward			hurt				
	fox			husband				
	freckles							
	free							
	french fries							
	fridge							
	friend							
	friendly							
	frightened							
	frightening							
	frog							
	from							
	fruit							
	frustration							

M		N	O	P		Q	R	S
machine	mushroom musician must my myself mystery	nail	object	pack	policeman	quarter	rabbit	sad
mad		name	occupation	packet	policewoman	queen	race	safe
magazine		nasty	ocean	page	policy	question	radio	sail
magic		national	of	paint	pollution	quick	railway	salad
make		nature	off	pair	pond	quickly	rain	salt
male		near	office	palace	pool	quiet	rainbow	same
man		nearly	often	pan	poor	rather	read	sand
manager		neat	oh	panda	pop		ready	sandwich
many		neck	oil	pants	popular		real	sauce
map		need	ok	paper	port		really	saucer
mark		negative	old	pardon	positive		receive	sausage
market		neighbour	on	parent	possible		recipe	save
married		neither	once	park	post		record	say
marry		nephew	one	parrot	postcard		red	scared
mat		nervous	onion	part	poster		region	scarf
match		nest	online	partner	potato		religion	school
mathematics		never	only	party	pound		remember	science
maths		new	open	pass	practise		repeat	scientist
may		news	opinion	passenger	prefer		reply	scissors
maybe		newspaper	opposite	passport	prepare		rescue	sea
me		next	or	past	present		response	seal
meal		nice	orange	pasta	pretty		rest	season
mean		niece	order	path	prince		restaurant	seat
measure		night	other	patient	princess		result	second
meat		nightdress	our	pattern	print		return	secret
mechanic		nightie	ours	pause	prison		rhino	secretary
medicine		nightmare	ourselves	pavement	problem		rhinoceros	see
medium		no	out	pea	produce		rice	sell
meet		nobody	outside	peace	programme		rich	send
melon		noise	oven	pen	project		ride	sensible
member		noodle	over	pence	protect		rider	sentence
mend		no-one	own	pencil	public		ring	serve
menu		north		pencil case	pull		rise	service
merry		nose		penguin	pupil		road	set
message		not		pepper	puppet		robbery	sew
metal		note		perfect	purple		robot	shame
metre		nothing		perhaps	push		rock	shampoo
middy		notice		person	put		rocket	shape
middle		now		personality	pyjamas		roll	share
midnight		nowhere		pet	pyramid		roof	shark
might		number		phone			room	sharp
mile		nurse		photo			round	she
milk		nut		photograph			route	sheep
milkshake				photographer			row	shelf
mind				photography			rubbish	shell
mine				piano			rude	shirt
minute				pick			rug	shoe
mirror				picnic			run	shoot
Miss				picture				shop
missing				pie				shopping
mistake				piece				short
mix				pig				shorts
mobile				pill				shoulder
moment				pillow				shout
money				pilot				show
monkey				pineapple				shower
monster				pink				shut
month				pirate				shy
moon				pizza				sick
more				place				side
morning				plan				sight
most				plane				sign
mother				planet				signature
motorbike				planning				silence
mountain			plant				silly	
mouse			plastic				silver	
moustache			plate				since	
mouth			platform				sing	
move			play				singer	
Mr			player				single	
Mrs			playground				sink	
Ms			pleading				sister	
much			please				sit	
mug			pocket				site	
mum			poem				situation	
mummy			poet				size	
muscle			point				skate	
museum			poisonous				ski	
							skirt	
							sky	

S		T		U	V	W	Y	Z
sleep	summer	table	total	ugly	valuable	wait	yawn	zip
slice	sun	table tennis	touch	umbrella	value	waiter	year	zoo
slight	sunglasses	tail	tour	uncle	vase	wake	yellow	
slipper	sunny	take	tourist	under	vegetable	walk	yes	
slow	supermarket	talk	towards	understand	very	wall	yesterday	
slowly	supper	tall	towel	uniform	vet	want	yet	
small	sure	tap	town	university	video	war	you	
smell	surface	task	toy	untidy	view	warm	young	
smile	surname	taste	tractor	until	village	wash	your	
smoke	surprise	taxi	traffic	up	violin	waste	yours	
snack	surround	tea	train	us	visit	watch	yourself	
snake	swap	teach	trainers	use	visitor	water		
snow	sweater	teacher	transport	usual	voice	wave		
so	sweatshirt	team	travel	usually	volcano	wavy		
soap	sweet	technology	treasure		volleyball	way		
soccer	swim	teddy	tree			we		
sock	swimmer	teenage	triangle			weak		
sofa	swimming	telephone	trick			wear		
soft	swing	television	trip			weather		
soldier		tell	trousers			wedding		
some		temperature	true			week		
somebody		temple	trust			weekend		
someone		tennis	try			weight		
something		tent	T-shirt			welcome		
sometimes		terrible	tummy			well		
somewhere		test	tunnel			west		
son		than	turn			wet		
song		thank	twice			whale		
soon		that	twin			what		
sore		the	type			wheel		
sorry		theater	typical			when		
sort		their				where		
sound		theirs				whether		
soup		them				which		
south		themselves				while		
souvenir		then				whistle		
space		there				white		
speak		these				who		
special		they				whole		
spell		thick				whose		
spend		thief				why		
spider		thin				wife		
spoon		thing				wild		
sport		think				will		
spotted		thirsty				win		
spring		this				wind		
square		those				window		
stadium		through				windy		
stage		throw				wing		
stair		thumb				winner		
stamp		thunder				winter		
stand		tick				wish		
star		ticket				with		
stare		tidy				without		
start		tiger				wolf		
station		tights				woman		
statue		time				wonderful		
stay		tin				wood		
steal		tiny				woods		
step		tired				wool		
stick		tissue				word		
still		title				work		
stomach		to				world		
stone		toast				worry		
stop		today				wow		
storm		toe				wrap		
story		together				wrist		
straight		toilet				write		
strange		tomato				wrong		
strawberry		tomorrow						
street		tongue						
striped		tonight						
strong		too						
student		tool						
study		tooth						
stupid		toothpaste						
subject		top						
such		topic						
suddenly		torch						
sugar		tortoise						
suitable								
suitcase								



