



# **Pearson Entry Level (Entry 1/Entry 2/Entry 3) Certificate in ESOL International (PTE Home A1/A2/B1) Specification**

**First certification date: 1 March 2020**

## **Edexcel, BTEC, LCCI and PTE qualifications**

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For information on the qualification covered in this specification, please visit **[pearsonpte.com](https://www.pearsonpte.com)**.

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# Introduction

## **PTE Home**

PTE Home is a series of computer-based English language proficiency tests delivered in the UK and across the globe. They provide a measure of a test taker's English language ability in order to assist government organisations that require a standard of English language proficiency for admission purposes.

There are three PTE Home tests, each corresponding to the Common European Framework of Reference for Languages (CEFR) level required for different types of visa applications. Each single test assesses speaking and listening skills via a computer, in a secure test centre. The PTE Home tests are integrated skills tests where each question type assesses either speaking or listening or a combination of both. The tests assess real-life content and include a range of accents (from British and American to non-native speakers) so that candidates can prepare for life in their destination country by being exposed to the type of accents they will encounter in everyday life.

Highly accurate computer marking ensures all test takers are assessed impartially and accurately. Results are normally available within 5 business days and candidates can book as little as 24 hours in advance.

# Purpose of the specification

This specification sets out:

- the objectives of the qualification
- any other qualification/s that a student must have completed before taking the qualification
- any prior knowledge and skills that the student is required to have before taking the qualification
- any other requirements that a student must have satisfied before they will be assessed or before the qualification will be awarded
- the knowledge, understanding and skills that will be assessed as part of the qualification
- the method of assessment and any associated requirements relating to it
- the criteria against which a student's level of attainment will be measured (such as assessment criteria).

# Qualification aim

This qualification is a comprehensive, standalone assessment of a candidate's ability to communicate in English at either CEFR level A1, A2 or B1.

The qualification is designed for any adult learners of English (18+ years old, or 16+ with parental consent) who require it as evidence of their English language ability for visa applications for institutions who recognise it.

Candidates are assessed on their ability to speak and listen to English. As a result of the assessment, candidates are graded on these two skills and provided an overall result of either Pass or Fail.

# Qualification alignment with the Common European Framework of Reference (CEFR) for language qualifications

The PTE Home tests are aligned with the CEFR, with score reporting a straightforward Pass or Fail at each level. A Pass grade indicates that the test taker has reached a level of proficiency in speaking and listening at or above the corresponding CEFR level.

Common European Framework of Reference (CEFR) for Language Qualifications	OFQUAL Accredited numbers	OFQUAL Accredited titles
<b>A1</b>	603/5441/0	Pearson Entry Level (Entry 1) Certificate in ESOL International (PTE Home A1)
<b>A2</b>	603/5442/2	Pearson Entry Level (Entry 2) Certificate in ESOL International (PTE Home A2)
<b>B1</b>	603/5443/4	Pearson Entry Level (Entry 3) Certificate in ESOL International (PTE Home B1)

# Specification at a glance

## Reported Outcome

PTE Home tests report an overall Pass or Fail. The report the candidate receives also includes a description of the relevant CEFR level and how this relates to the candidate's English language proficiency.

 **Pearson | PTE Home**

**Test Taker Report**

**Example Test Taker**

Test Taker Details

Test Taker ID:

PTE000001998

Date of Birth:

12 August 1995

Country of Citizenship:

China

Country Of Residence:

China

Gender:

Female

Email Address:

qotsa@mail.com

Test Details

Test Name:

PTE Home A1

URN:

PEL/010114/123456/123456789

Registration ID:

6965457

Test Date:

28 February 2020

Test Center Country:

China

Test Center ID:

200050151

First-Time Test Taker:

Yes

Result

Result:

Pass


Report Issue Date:

1 March 2020

Result Valid Until:

1 March 2022

Test Taker, Example 6965457



This score report is for your reference only. Your result will be verified by the UK Government electronically using your URN. Printed versions of this score report will not be accepted by any government body.



# Item Scoring: An Overview

The items in all three PTE Home tests only assess the test taker's speaking and listening skills; reading and writing skills are not assessed. Most items assess both skills – speaking and listening – in an integrated way, while some items assess speaking only. Taken together the items assess various aspects of speaking, including fluency, pronunciation and range of vocabulary.

All items on the PTE Home tests are scored by machine, on a partial credit basis – scored as correct, partially correct or incorrect. Where a response is correct the maximum score points available will be awarded. Partially correct items will receive an appropriate proportion of the available score points. Incorrect or missing responses will receive no score points.

The following tables provide an overview of the item types and numbers in each of the three tests, the test timings, and the item scoring.

PTE Home A1 Test				
Item type	Time allowed	Number of items	Scoring	Communicative skills assessed
Repeat sentence	17 minutes	20-23	Partial credit	Listening and speaking: Oral fluency, pronunciation
Describe image		4-5	Partial credit	Speaking: Oral fluency, pronunciation Content
Conversation – Listen and answer		4-5	Partial credit	Listening and speaking: Oral fluency, pronunciation Content

PTE Home A2 Test				
Item type	Time allowed	Number of items	Scoring	Communicative skills assessed
Repeat sentence	20 minutes	20-23	Partial credit	Listening and speaking: Oral fluency, pronunciation
Describe image		4-5	Partial credit	Speaking: Oral fluency, pronunciation Content
Re-tell story		4-5	Partial credit	Listening and speaking: Oral fluency, pronunciation Content

PTE Home B1 Test				
Item type	Time allowed	Number of items	Scoring	Communicative skills assessed
Repeat sentence	25 minutes	16-17	Partial credit	Listening and speaking: Oral fluency, pronunciation
Describe image		4-5	Partial credit	Speaking: Oral fluency, pronunciation Content
Re-tell story		4-5	Partial credit	Listening and speaking: Oral fluency, pronunciation Content
Story – listen and answer		4-5	Partial credit	Listening and speaking: Oral fluency, pronunciation Content

# Knowledge, skills and understanding

## **Content and assessment criteria**

The following part of the specification provides an overview of how scores are reported, details of the item types in each of the three tests and the score criteria for each item.

## **Item Scoring: Skills Tested and Scoring Criteria**

Scoring criteria used by human raters for PTE Home tests are given. This serves to give an understanding of what test takers need to demonstrate in their responses. The automated scoring engines are trained on scores given by human raters. The scores indicated undergo several complex calculations to produce the total item score.

# Item types

## Repeat sentence


**Communicative skills tested:** Listening and speaking

**Description:** Listen to a sentence and repeat it

**Subskills tested:** Understanding everyday spoken language on familiar topics. Speaking for a purpose (to repeat, to inform, to explain); speaking at a natural rate; producing fluent speech; using appropriate intonation, pronunciation and stress; speaking under timed conditions.

*Listen to the recording. Repeat the sentence exactly as you hear it. You will hear the sentence only once.*

Status: Ready

Volume 

Recorded Answer

Current Status:  
Stopped

## Describe image

**Communicative skills tested:** Speaking

**Description:** Look at an image and describe it out loud.

**Subskills tested:** Speaking for a purpose (to describe); speaking at a natural rate; producing fluent speech; using appropriate intonation, pronunciation and stress; use of appropriate vocabulary.

*Look at the picture. You have 25 seconds to prepare. After the beep, speak into the microphone and describe the picture. You have 25 seconds to give your response.*



Recorded Answer
Current Status: Stopped
<input type="text"/>

## Conversation – listen and answer

**Communicative skills tested:** Listening

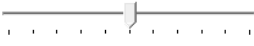
**Description:** Listen to a short conversation and answer a question about it.

**Subskills tested:** Understanding of the meaning, context and/or detail in a short dialogue.

---

*Listen to the conversation. Give a short, simple answer to the question.*

Status: Ready

Volume 

**Recorded Answer**

Current Status:  
Stopped

## Re-tell story

**Communicative skills tested:** Listening and speaking


**Description:** Listen to a short narrative and then retell the narrative in one's own words.

**Subskills tested:** Listening comprehension at the word, sentence and discourse level. Ability to relay content fluently with appropriate pronunciation.

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*You will hear a short story. After the story, you will have 30 seconds to retell the story in English. Try to retell as much of the story as you can, including the situation, characters, actions, and ending.*

Status: Ready

Volume 

**Recorded Answer**

Current Status:  
Stopped

## Story – listen and answer


**Communicative skills tested:** Listening and speaking

**Description:** Listen to a short passage and answer three comprehension questions with short responses.

**Subskills tested:** Listening comprehension at the word, sentence and discourse level. Ability to relay content with appropriate fluency and pronunciation.

*In 10 seconds you will hear a recording. First, listen to a story. Then, you will hear three questions. Please give a short, simple answer after each question. Your answer could be a few words or a very short sentence.*

Status: Ready

Volume 



# Using PTE Home results

PTE Home tests use five item types, reflecting different modes of language use and requiring different response tasks and formats.

PTE Home test takers can log onto their myPTE account to view their results and to download a PDF version of the report.

Institutions who recognise the PTE Home tests can access an Institution version of the report, which they use to validate the test taker's result.

**Pearson** | PTE Home | Score Reports

UKVI Number: PEL/010114/123456/123456789



**Example Test Taker**  
Test Taker ID: PTE000001998  
Registration ID: 6965457

**Overall Result**  
**PASS**

**Candidate Information**

**Date of Birth:** 12 Aug 1995  
**Country of Citizenship:** China  
**Country of Residence:** China  
**Gender:** Female  
**Email:** qotsa@mail.com  
**First-Time Test Taker:** Yes

**Test Centre Information**

**Test Name** PTE Home A1  
**Test Date:** 28 February 2020  
**Valid Until:** 28 February 2022  
**Test Centre Country:** China  
**Test Centre ID:** 200050151  
**Test Centre:** CTT - PLT Testing Center 2

UK Visas & Immigration - 251 - Example Test Taker - 6965457

*Example Institution Score Report*

# Assessment

## **Assessment Summary**

The PTE Home tests are available at three levels, corresponding to CEFR levels A1, A2 and B1. Each test assesses listening and speaking skills via a computer-based test in a single session of between 17 and 25 minutes

To complete a PTE Home test, candidates will need to attend a Pearson-approved, secure test centre. Candidates will use a computer and headset to listen and respond to questions.

During the test session candidates will be presented with 28 questions in three or four different question formats (depending on level), which assess speaking and listening skills.

The PTE Home tests assess real-life content in everyday contexts. A variety of accents are included in the test, from British and American to non-native English speakers, so candidates will be exposed to the type of accents they will encounter in everyday life.

## CEFR Level Descriptors

### Listening

<b>A1</b>	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning. Can recognise concrete information (e.g., places and times) on familiar topics encountered in everyday life, provided it is delivered in slow and clear speech.
<b>A2</b>	Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated. Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment), provided speech is clearly and slowly articulated.
<b>B1</b>	Can understand straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent. Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.

### Speaking

<b>A1</b>	Can produce simple mainly isolated phrases about people and places.
<b>A2</b>	Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes etc. as a short series of simple phrases and sentences linked into a list.
<b>B1</b>	Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.

## Test format and administration

The test will consist of single-skill and integrated-skill items. Test length ranges between 17 and 25 minutes, dependent on which level of test you are taking. The tests are fully automatically scored.

Item types used in the test are:

- Repeat sentence (Listening and Speaking)
- Describe image (Speaking)

- Conversation – listen and answer (Listening)
- Re-tell story (Listening and Speaking)
- Story – listen and answer (Listening)

The test is delivered through a secure network of Pearson Professional Centres and Pearson-approved third-party centres. All centres have security measures in place that meet the requirements of high stakes tests recognised by government organisations.

## **Test construct**

Language proficiency is seen as the ability to use language as a social tool to achieve certain ends. The PTE Home tests are designed to target these two competencies – please refer to Appendix 1.

In line with the Council of Europe (CoE) guidelines which provide the basis for developing language syllabuses, curricula, examinations and textbooks across Europe, PTE Home tests are based on the study on the concept of plurilingual and partial competence.

## **Entry and Assessment Information**

### **Candidate entry**

To book PTE Home A1, A2 or B1 tests candidates must create a Pearson account online. Once an account has been created, candidates can sign in and access this qualification. For details visit <http://pearsonpte.com>.

Before booking, test takers should be ready to provide the following details exactly as they appear on their identification document:

- Name
- Email
- Date of Birth
- Citizenship
- Identification type
- Identification number
- Country and City of Birth
- Credit or Debit Card

Testing is available all year round at centres located internationally (over 117 countries worldwide). Availability of test booking slots is dependent on provision offered at the centre and availability at the time of booking.

### **Entry requirements**

Test takers must be over the age of 16 to register for and take PTE Home tests. If a test taker is aged 16 or 17 at the point of registration, a signed Parental Consent Form will be required before the candidate is permitted to take the test.

A Parental Consent Form can be completed via our Contact Us page [pearsonpte.com/contact-us](https://pearsonpte.com/contact-us)

## **Re-sitting the qualification**

Candidates can re-sit the examination for PTE Home A1, A2 and B1 tests as many times as they like. Candidates must wait until their results have been received (usually within 5 working days) until they can re-book their next examination.

## **Awarding and reporting**

PTE Home is scored against the Global Scale of English, a granular score scale that is aligned with the Common European Framework of Reference (CEFR).

Candidates will receive a notification of performance in the form of a Test Taker Report. The PTE Home Test Taker Reports include an overall result of either Pass or Fail.

The overall result indicates that a candidate's level of English meets the appropriate CEFR level the test is designed for (A1, A2 or B1) and is based on performance on all items in the test. All three tests are integrated skills assessments and marks are awarded on different sections on the test that contribute towards both communicative skills tested.

## **Access arrangements and reasonable adjustments**

### **Access arrangements**

Access arrangements are agreed before an assessment. They allow students with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment

The intention behind an access arrangement is to meet the particular needs of an individual student without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding organisations comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

Access arrangements should always be processed as soon as a test taker decides to take the test. We advise test takers requiring access arrangements to book their tests and apply for access arrangements well in advance of the date they wish to take the test. Candidates will then know what is available and have the access arrangement(s) in place for assessment.

### **Reasonable adjustments**

The Equality Act 2010 requires an awarding organisation to make reasonable adjustments where a person with a disability would be at a substantial disadvantage in undertaking an assessment.

The awarding organisation is required to take reasonable steps to overcome that disadvantage.

A reasonable adjustment for a particular person may be unique to that individual and therefore might not be in the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors, which will include:

- the needs of the student with the disability
- the effectiveness of the adjustment
- the cost of the adjustment; and
- the likely impact of the adjustment on the student with the disability and other students.

An adjustment will not be approved if it involves unreasonable costs to the awarding organisation, timeframes or affects the security or integrity of the assessment. This is because the adjustment is not 'reasonable'.

### **Further information**

Please see the website [pearsonpte.com](https://www.pearsonpte.com) for further information about how to apply for access arrangements and special consideration.

For further information about access arrangements, reasonable adjustments and special consideration please refer to the JCQ website: [www.jcq.org.uk](https://www.jcq.org.uk).

### **Equality Act 2010 and Pearson equality policy**

Equality and fairness are central to our work. Our equality policy requires all students to have equal opportunity to access our qualifications and assessments, and our qualifications to be awarded in a way that is fair to every student.

We are committed to making sure that:

- students with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to students who do not share that characteristic
- all students achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

You can find details on how to make adjustments for students with protected characteristics in the policy document *Access Arrangements, Reasonable Adjustments and Special Considerations*, which is on our website, [www.edexcel.com/Policies](https://www.edexcel.com/Policies).

## **Malpractice**

For up-to-date information on malpractice please refer to the latest Joint Council for Qualifications (JCQ) *Suspected Malpractice in Examinations and Assessments* document, available on the JCQ website: [www.jcq.org.uk](http://www.jcq.org.uk).

PTE Home tests are also subject to a specific PTE malpractice policy. To view the policy, visit [www.pearsonpte.com/malpractice-policy](http://www.pearsonpte.com/malpractice-policy).

## **Language of assessment**

Assessment of this specification will be in English only. Assessment materials will be published in English only and all work submitted for examination must be in English only.

For more information on our testing policies and procedures for candidates, please refer to our PTE Home Test Taker Handbook, available online at <https://www.pearsonpte.com/>.



## Other information

### Total Qualification Time (TQT) and Guided Learning Hours (GLH)

For all regulated qualifications, we specify a total number of hours that students are expected to undertake in order to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, we identify the number of Guided Learning Hours (GLH) that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating students, for example lectures, tutorials, online instruction and supervised study.

As well as guided learning, there may be other required learning that is directed by tutors or assessors. This includes, for example, private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

TQT and guided learning hours are assigned based on learner research and professional judgement on use of the qualifications.

These qualifications have TQT and GLH value as follows:

Qualification number	Qualification title	GLH	TQT
603/5441/0	Pearson Entry Level Certificate in ESOL International (Entry 1) (PTE Home A1)	125	195
603/5442/2	Pearson Entry Level Certificate in ESOL International (Entry 2) (PTE Home A2)	125	195
603/5443/4	Pearson Entry Level Certificate in ESOL International (Entry 3) (PTE Home B1)	125	195

## **Student recruitment**

Pearson follows the JCQ policy concerning recruitment to our qualifications in that:

- they must be available to anyone who is capable of reaching the required 25 standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all students.

## **Prior learning and other requirements**

There are no formal entry requirements for this qualification.

## **Progression**

Candidates who take the PTE Home tests will meet the requisite English proficiency requirements of the UK Home Office, which will allow them to apply for their relevant visa.

Candidates who take the PTE Home A1 test can progress onto the PTE Home A2 test, in order to remain in the UK after two and a half years in the country.

Candidates who take the PTE Home A2 test can progress onto the PTE Home B1 test, in order to apply for citizenship or permanent residency, after five years in the country.

## **Exemptions**

This qualification does not provide exemption to any other qualification in the suite or to qualifications with any other awarding organisation.

## **Codes**

This qualification is approved by Ofqual and meets the Ofqual General Conditions for inclusion on the Register of Regulated Qualifications. The Qualification Numbers (QN) are:

603/5441/0 - Pearson Edexcel Entry Level (Entry 1) Certificate in ESOL International (PTE Home A1)

603/5442/2 - Pearson Edexcel Entry Level (Entry 2) Certificate in ESOL International (PTE Home A2)

603/5443/4 - Pearson Edexcel Entry Level (Entry 3) Certificate in ESOL International (PTE Home B1)



# Appendix

## CEFR A1

### CEFR Descriptors

<b>CEFR A1 Basic User</b>	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.
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### Features of oral production

<b>Overall Oral Production CEFR A1</b>	<b>Content CEFR A1</b>	<b>Pronunciation CEFR A1</b>	<b>Fluency CEFR A1</b>
Can produce simple mainly isolated phrases about people and places	Can reproduce some basic elements including characters, situation and main events.	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.	Can manage very short, isolated, mainly pre-package utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.

\*Content functions as a measure of repeat accuracy. It is scored by comparing the word string of the response to the word string of the prompt. Errors include replacements, omissions and insertions. The following utterances are ignored: hesitation, filled or unfilled pauses, leading or trailing material in the response.

\*Pronunciation is defined as the ability to produce consonants, vowels and stress like most regular speakers of the language do, i.e., in such a way that it is easily understandable to most regular speakers of the language

\*Fluency is defined as the rapid, smooth, accurate, lucid, and efficient translation of communicative intention into language under the temporal constraints of on-line processing. Lack of fluency is characterized by unnatural pausing behavior and slowness in oral production.

## Can dos from Pearson General English Syllabus

<b>A1 descriptors of spoken production</b>	
Can describe the position of something with very basic prepositions. (P)	
Can negate some very basic verbs (e.g., isn't, can't, haven't). (P)	
Can say what they do (e.g., name of their job, student). (P)	
Can name very common forms of transport. (P)	
Can use one or two very basic words to describe the weather. (P)	
Can recognise and say the name of their own country, nationality and language. (P)	
Can name a few very common everyday objects. (P)	
Can spell out their own name and address. (P)	
Can spell their name and ask for the spelling of a word or for a word to be written down. (P)	
Can produce simple, mainly isolated phrases about people and places. (C)	
Can read out a short, rehearsed statement (e.g., introduce a speaker, propose a toast). (Ca)	
Can link words or group of words with very basic linear connectors like and or then. (C)	

## Listening comprehension

<b>Overall Listening Comprehension CEFR A1</b>	Can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.
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## Can dos from Pearson General English Syllabus

<b>A1 descriptors of listening</b>	
Can recognise adjectives as words that describe something. (P)	
Can recognise that articles precede a person, place or thing. (P)	
Can distinguish between can and can't. (P)	
Can follow speech which is very slow and carefully articulated, with long pauses. (Ca)	
Can understand very basic common classroom instructions. (P)	
Can understand questions addressed carefully and slowly. (Ca)	
Can understand simple directions from X to Y on foot or by public transport. (Ca)	
Can understand short, simple instructions addressed carefully and slowly. (Ca)	

## **CEFR A2**

### CEFR Descriptors

<b>CEFR A2 Basic User</b>	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.
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### Features of oral production

<b>Overall Oral Production CEFR A2</b>	<b>Content CEFR A2</b>	<b>Pronunciation CEFR A2</b>	<b>Fluency CEFR A2</b>
Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.		Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident.

\*Content functions as a measure of repeat accuracy. It is scored by comparing the word string of the response to the word string of the prompt. Errors include replacements, omissions and insertions. The following utterances are ignored: hesitation, filled or unfilled pauses, leading or trailing material in the response.

\*Pronunciation is defined as the ability to produce consonants, vowels and stress like most regular speakers of the language do, i.e., in such a way that it is easily understandable to most regular speakers of the language.

\*Fluency is defined as the rapid, smooth, accurate, lucid, and efficient translation of communicative intention into language under the temporal constraints of on-line processing. Lack of fluency is characterized by unnatural pausing behavior and slowness in oral production.

<b>A2 descriptors of spoken production</b>
Can express basic intentions with simple time markers (e.g. 'tomorrow'). (P)
Can initiate and respond to simple statements on very familiar topics. (Ca)
Can talk about hotel accommodation using simple language. (P)
Can make requests related to immediate needs using basic fixed expressions. (P)
Can give a short description of their home, family and job, given some help with vocabulary. (P)
Can ask for repetition and clarification when they don't understand, using basic fixed expressions. (P)
Can ask basic questions about colour, size, price etc. when shopping. (CSEa)
Can ask to borrow things using basic fixed expressions. (P)
Can describe a person's hobbies and activities using simple language. (P)
Can end a simple phone call to family or friends using basic informal fixed expressions. (P)
Can express basic intentions with simple time markers (e.g., 'tomorrow'). (P)
Can talk about furniture and rooms using simple language. (P)
Can describe what someone is wearing using a limited range of expressions. (P)
Can ask someone about their hobbies and activities using simple language. (P)
Can ask simple questions to find out about a subject. (P)
Can make simple invitations using basic fixed expressions. (P)
Can make simple purchases by stating what is wanted and asking for the price. (C)
Can ask for and provide things using simple phrases. (Ca)
Can use simple phrases to order a meal. (Ca)
Can talk about everyday things (e.g., people, places, job, study) in a basic way. (Ca)
Can make and accept a simple apology. (P)
Can give simple classroom instructions. (P)
32 Can make offers using basic fixed expressions. (P)
Can ask for simple directions from X to Y on foot or by public transport. (P)
Can use brief, everyday expressions to ask for and give personal details. (Ca)
Can compare quantities in a basic way. (P)
Can start or end a short conversation using basic fixed expressions. (Ca)
Can handle common everyday transactions (e.g., buying a ticket). (Ca)
Can give simple directions using a map or plan. (P)
Can give a simple description of their school or workplace. (CSEa)
Can make simple transactions in shops, post offices and banks. (Ca)
Can describe skills and abilities using simple language. (P)
Can describe familiar activities, given visual support. (P)
Can decline offers using basic fixed expressions. (P)
Can describe their hometown or city using simple language. (P)
Can make simple references to the past using 'was/were'. (P)
Can make excuses using basic fixed expressions. (P)

Can describe their family, living conditions, education and present or most recent job.  
(C)



Can introduce themselves on the phone and close a simple call. (P)
Can give the order of things using simple language (e.g., 'first', 'second', 'third'). (P)
Can describe basic activities or events that are happening at the time of speaking. (P)
31 Can talk about furniture and rooms using simple language. (P)
Can describe what someone is wearing using a limited range of expressions. (P)
Can ask someone about their hobbies and activities using simple language. (P)
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Can describe their hometown or city using simple language. (P)
Can make simple references to the past using 'was/were'. (P)
Can make excuses using basic fixed expressions. (P)
Can describe their family, living conditions, education and present or most recent job. (C)
Can introduce themselves on the phone and close a simple call. (P)
Can show understanding using a limited range of fixed expressions. (P)
Can use simple language to describe people's appearance. (N2000)
Can ask someone to repeat a specific point or idea. (P)
Can say what they like and dislike. (C)
Can answer simple questions in a face-to-face survey. (P)
Can exchange simple information on everyday topics, provided the other person speaks slowly and prepared to help. (Ca)
Can describe people's everyday lives using a short series of simple phrases and sentences. (Ca)

## Listening comprehension

<b>Overall Listening Comprehension CEFR A2</b>	Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.
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<b>A2 descriptors of listening</b>
Can recognise phrases and content words related to basic personal and family information. (Ca)
Can extract key factual information such as prices, times and dates from short clear, simple announcements. (P)
Can understand excuses if expressed in simple language. (P)
Can recognise phrases and content words related to familiar topics (e.g., shopping, local geography). (C)
Can understand information related to people's daily routines. (P)
Can follow short, simple social exchanges. (P)
Can understand simple, everyday conversations if conducted slowly and clearly. (Ca)
Can understand who a phone call is intended for. (P)
Can extract key factual information such as prices, times and dates from a recorded phone

## **CEFR B1**

### CEFR Descriptors

<b>CEFR B1 Independent User</b>	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 whilst 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.
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<b>Overall Oral Production CEFR B1</b>	<b>Content CEFR B1</b>	<b>Pronunciation CEFR B1</b>	<b>Fluency CEFR B1</b>
Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points	Can reproduce all the basic elements including characters, situation and characters' feelings and reactions.	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production

\*Content functions as a measure of repeat accuracy. It is scored by comparing the word string of the response to the word string of the prompt. Errors include replacements, omissions and insertions. The following utterances are ignored: hesitation, filled or unfilled pauses, leading or trailing material in the response.

\*Pronunciation is defined as the ability to produce consonants, vowels and stress like most regular speakers of the language do, i.e., in such a way that it is easily understandable to most regular speakers of the language.

\*Fluency is defined as the rapid, smooth, accurate, lucid, and efficient translation of communicative intention into language under the temporal constraints of on-line processing. Lack of fluency is characterized by unnatural pausing behavior and slowness in oral production.

<b>B1 descriptors of spoken production</b>	
Can reasonably fluently relate a narrative or description as a linear sequence of points. (Ca)	
Can link a series of shorter, discrete simple elements into a connected discourse. (N2000)	
Can give detailed accounts of experiences, describing feelings and reactions. (C)	
Can relate the plot of a book or film and describe their reactions. (C)	
Can describe dreams, hopes and ambitions. (C)	
Can produce linked sentences to convey a message. (N2000)	
Can begin to use a repertoire of common idiomatic phrases in routine situations. (Ca)	
Can give straightforward descriptions on a variety of familiar subjects. (Ca)	
Can describe events, real or imagined. (C)	
Can express the main points they want to make comprehensibly. (N2000)	
Can summarise short written passages using the original wording and ordering. (Ca)	
Can narrate a story. (C)	
Can tell a story or describe something in a simple list of points. (C)	
Can convey simple relevant information emphasising the most important point. (Ca)	
Can deliver an adequate short rehearsed announcement on a routine topic. (Ca)	
Can maintain a conversation but with difficulty when trying to say exactly what they mean. (Ca)	
<b>B1(+) descriptors of spoken production</b>	
Can describe how to do something giving detailed instructions. (C)	
Can consistently use the appropriate form when referring to finished and unfinished time. (P)	
Can collate information from several written sources and summarise the ideas orally. (N2000a)	
Can summarise and give opinions on issues and stories and answer questions in detail. (Ca)	
Can explain the main points in an idea or problem with relative precision. (N2000a)	
Can use synonyms to describe or gloss an unknown word. (Ca)	
Can relate the basic details of unpredictable occurrences (e.g., an accident). (N2000)	
Can define the features of something concrete for which they can't remember the word. (C)	
Can introduce a conversation topic with the present perfect and provide details in the past. (P)	

#### Listening comprehension

<b>Overall Listening Comprehension CEFR B1</b>	Can understand straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.
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#### B1 descriptors of listening

Can listen to a short narrative and predict what will happen next. (N2000)
Can derive the probable meaning of simple, unknown words from short, familiar contexts. (P)
Can follow the main points of extended discussion around them if in standard speech. (Ca)
Can understand main points of standard speech on familiar topics (e.g., work, leisure). (Ca)
Can follow main points of short talks on familiar topics if delivered in clear standard speech. (Ca)
Can follow detailed directions. (C)
Can follow many films in which visuals and action carry much of the storyline. (Ca)
Can follow main points in TV programmes on familiar topics if relatively slow and clear. (Ca)
Can generally follow familiar topics if the speaker is clear and avoids idiomatic usage. (Ca)
Can understand problem and solution relationships in informal conversation. (P)
Can understand the majority of broadcast material on familiar topics in clear standard speech. (Ca).
Can recognise examples and their relation to the idea they support. (P)
Can understand a large part of many TV programmes on familiar topics. (Ca)
Can generally follow rapid or extended speech, but may require repetition or clarification. (Ca)
Can extract the meaning of unknown words from context if topic discussed is familiar. (Ca)
Can follow most of a clearly structured presentation within their own field. (Ca).
Can take messages and communicate enquiries and problems in detail. (Ca)
Can follow main points of recorded material on familiar topics if relatively slow and clear. (Ca)
Can distinguish between main ideas and supporting details in familiar, standard texts. (P)
Can understand the majority of a radio programme on a familiar topic. (Ca)
Can follow much of everyday conversation if speakers avoid very idiomatic usage. (Ca)
Can understand simple technical instructions for everyday equipment. (Ca) 34

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No. 872828 Registered Office: 80 Strand, London WC2R 0RL.  
VAT Reg No GB 278 537121