



Assessment & Examinations Unit
Assessment Material Development Dept.

English Language
Admission Tests

Content

Core Skills

Test Specs

Nile International Education System

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KG 2

Core skills:

- ✓ Listen and respond to what others say through words and/or gestures.
- ✓ Talking and listening in informal contexts with others.
- ✓ Describe simple shapes, sizes and colours, using everyday language.
- ✓ Choose objects and materials, to handle and look at closely, noticing simple features and developing their exploratory skills.
- ✓ Take an active part in singing and rhyming activities, joining in with some of the words and moving to the music.
- ✓ Recognise some familiar words, for example his or her own name and common words in the environment.
- ✓ The child links some sounds to specific letters, for example the letters in his or her name, and is able to recognise a few of them.
- ✓ Answer questions about familiar stories when asked and begins to understand short, basic, supported classroom instructions.
- ✓ Use language rather than action to express, rehearse and reflect on experiences and basic likes and dislikes and to clarify ideas and feelings.

Mode of assessment: Personal interview

Timing: 5 minutes interview

Grade 1

Core skills:

- ✓ Listen and respond to what others say through words and phrases.
- ✓ Talking and listening in informal contexts with others.
- ✓ Describe shapes, sizes, colours and personal appearance through everyday language.
- ✓ Take active part in singing, rhyming activities, stories retelling.
- ✓ Recognise familiar words. Be able to read familiar high frequency sight words.
- ✓ The child links sounds to letters, and is able to recognise most of them .
- ✓ Answer questions about familiar stories when asked and understand basic, supported classroom instruction.
- ✓ Use language to express, rehearse and reflect on experiences and basic likes and dislikes and to clarify ideas and feelings.
- ✓ Respond to basic questions.
- ✓ Listen to and follow spoken audio instructions and short dialogues.
- ✓ Understand short supported questions on general and curricular topics

Mode of assessment: Personal interview

Timing: 5 minutes interview

Grade 2

Core skills acquired (A1 Lower in all skills)

Reading: Students can understand very short, simple texts, picking up familiar names and basic phrases one at a time and rereading as required. Recognize, identify and sound, with support, familiar words and sentences. Sight-read high-frequency words. Understand the meaning of very simple familiar phrases or sentences

Writing: Form upper and lower case letters of regular size and shape. Write familiar words to identify people, places and objects. Recognize the sounds of phonemes and phoneme blends. Hold a pen/pencil in a comfortable and efficient grip. Spell familiar high-frequency words accurately during guided writing activities

Listening: Understand short, basic, supported classroom instructions. Understand short supported questions which ask for personal information. Listen to and follow spoken audio instructions and short dialogues. Understand short supported questions on general and curricular topics. Understand some specific information and detail of short, supported talk.

Speaking: Respond to basic questions and ask basic questions on classroom and daily routines. Make and respond to basic statements related to personal information. Use words and phrases to describe people and objects. Express basic likes and dislikes

Test specs:

Paper 1: Reading and writing:

Timing: 40 minutes

Marking: 20 Marks

Part 1: in the Starters test. (5 questions * 5 marks) Look and read. Put a tick (✓) or a cross (✗) in the box.

Part 2: (5 questions * 5 marks) Look and read. Write yes or no. (Cambridge starters test).

Part 3: (5 questions * 5 Marks) short reading comprehension passage with 5 multiple choice questions.

Part 4: (5 questions * 5 marks) jumbled sentences / Max 3-4 words.

Paper 2: Listening:

Timing: 25 min for Listening paper

Marking: Total 20 Marks

*Use Cambridge's Starters Listening paper (Pencil colours required)

Part 1:(4 questions * 4 Marks) Match objects outside a picture with the place they should go inside a picture.

Part 2: (4 Questions * 4 Marks) Answer questions about a child or an animal.

Part 3: 4 questions * 4 answers) Choose the picture with the correct information.

Part 4: (4 questions * 4 answers) Choose an object in a picture and a correct colour.

Paper 2: Speaking:

3–5 minutes

5 Marks (Starters Cambridge exam):

- ✓ **Rubrics**

- 1- Find things in a big picture (Point to objects).
- 2- Choose correct object cards and understand prepositions (Place object cards).
- 3- Give short answers to questions about a big picture. Name objects, colours and say numbers.
- 4- Give short answers to questions about objects. Name objects, colours and say numbers.
- 5- Answer questions about you. Give short answers.

- ✓ **Rating Rubric:**

A, B, C criteria rating

Grade 3:

Core skills acquired (A1 in all skills):

Reading: Students can understand very short, simple texts, picking up familiar names and basic phrases one at a time and rereading as required. Can understand and extract with support some specific information and detail in very short, simple texts on general and curricular topics.

Writing: students can write a short, simple sentences and phrases. They can fill in forms with personal details. Punctuation (Capital letters- full stops- question marks)

Listening: Students are able to understand simple, standard speech which is very slow and is carefully articulated and can recognize familiar words and very basic phrases. Listen to spoken audio and visual instructions and short dialogues Short dialogues and instructions.

Speaking: They can interact in a simple way .They can ask and answer simple questions on very familiar topics. Give short, basic descriptions of people and objects

Test specs:

Paper- 1 : Reading & Writing

Timing: 40 min for Reading and writing

Marking: 25 questions out of 25 Marks

Reading :

Part 1 (5 questions* 5 Marks) Match words with describing sentences (Part 1 in Starters exams)

Part 2 (5 questions* 5 Marks) Decide if a picture matches sentences about it. (Part 2 in Starters)

Part 3 (5 questions*5 Marks) Reading comprehension passage (70-80 words) with five guided questions.

Writing:

Part 1: Look at the pictures and Fill in the spaces (5 questions * 5 Marks) Ex: There is/are- Prepositions of place (on – in – under-behind-next to- between)- He/she/I +have or has- This/These- Likes and dislikes.

Part 2: Jumbled sentences :(5 questions *5 Marks) half a mark is given for correct order of words and half for correct punctuation. Five questions each, consists of 4-5 words (questions and sentences)

Paper 2: Listening

Timing: 25 min for Listening paper

Marking: Total 20 Marks

*Use Cambridge's Starters Listening paper (Pencil colors required)

Part 1: (4 questions * 4 Marks) Match objects outside a picture with the place they should go inside a picture.

Part 2: (4 Questions * 4 Marks) Answer questions about a child or an animal.

Part 3: (4 questions * 4 answers) Choose the picture with the correct information.

Part 4: (4 questions * 4 answers) Choose an object in a picture and a correct colour.

Paper 2: Speaking:

Duration: 3–5 minutes

5 Marks (Starters Cambridge exam):

- 1- Find things in a big picture (Point to objects).
 - 2- 2 Choose correct object cards and understand prepositions (Place object cards).
 - 3- 3 Give short answers to questions about a big picture. Name objects, colours and say numbers.
 - 4- 4 Give short answers to questions about objects. Name objects, colours and say numbers.
 - 5- Answer questions about you. Give short answers.
- Speaking Rubric: A, B, C criteria rating

Grade 4 :

Core skills acquired: (A1 Reading and Writing+A2 Listening and Speaking):

Reading: Students can understand very short, simple texts, picking up familiar names and basic phrases one at a time and rereading as required. Can understand and extract with support some specific information and detail in very short, simple texts on general and curricular topics.

Writing: students can write a short, simple sentences and phrases. They can fill in forms with personal details. Punctuation (Capital letters- full stops- question marks) , write with support short sentences which describe people, places or objects. Link with some support sentences using basic coordinating connectors. Spell most familiar high-frequency words accurately when writing independently

Listening: They can generally understand clear, standard speech on familiar matters, understand phrases and expressions

Speaking: give an opinion at sentence level- ask questions to find out general information on a range of general and curricular topics- understand. provide basic information about themselves and others at sentence level on a range of general topics

Key vocabulary and structures

- Vocabulary related to chosen sports, physical and character description, kinship, health, school activities
- Grammar related to routine actions.
- Qualifiers (adjectival, adverbial)
- Simple coordinating connectors (so, but, and).
- Comparative and superlative forms.
- Talking about likes and preferences
- Interrogative Forms
- Short-form auxiliaries—don't, didn't...
- Past Simple/Present Simple Tense
- Prepositions of place, direction

Test specs:

Paper 1 Reading and Writing:

Timing: 45 Minutes

Total Mark: 35 Marks.

Reading:

Part 1: (5 questions* 5 Marks) 100-120 words passage with 5 questions to answer,

Part 2: (10 questions * 10 marks) part 1 in flyers test / Match words with describing sentences.

Writing:

Part 1: Jumbled sentences: (5 questions *5 Marks) half a mark is given for correct order of words and half for correct punctuation. Five questions each consists of 5-7 words (questions and sentences)

Part 2: (10 questions * 10 marks) Part 6 in flyers test/ Choose the right word to fill gaps in a short text.

Part 3: (5 questions * 5 marks) Part 7 in Flyers test/Think of words to complete a diary or message text.

Paper 2: Listening:

Total Marks: (20 questions * 20 Marks)

Timing: 25 minutes

Suggested resource: "Flyers" listening test (All parts except part 5)

Part 1: (5 Questions * 5 Marks) Match names outside a picture with the people that are inside a picture.

Part 2: (5 Questions * 5 Marks) Answer questions about a place, trip, party etc

Part 3: (5 Questions * 5 Marks) Match people or objects in one set with pictures of objects in another set.

Part 4: (5 Questions * 5 Marks) Choose the picture with the correct information.

Paper 3: Speaking:

Duration : 5-7 minutes :

Marking: 5 Marks (Flyers Cambridge exam)

- ✓ **Rubrics**

- 1- Find differences between two pictures (objects, colours, numbers, positions, actions etc.). Say what is different.
- 2- Ask for and give information about two similar situations. Ask and answer questions.
- 3- Talk about pictures that tell a story. Say sentences.
- 4- Answer questions about you. Give short answers.

- ✓ **Suggested Speaking Topics:**

Hobbies and pastimes-Holidays-Work and jobs-Shopping

- ✓ Rating Criteria

Speaking Rubric: A, B, C criteria rating

Grade 5 :

Core skills acquired: (A2 in all skills)

Reading: Students are able to understand short, simple texts containing high frequency vocabulary and shared international expressions. Recognize the difference between fact and opinion in short. Read with some support a growing range of short fiction and non-fiction texts with confidence and enjoyment. Understand the main points of a growing range of short simple texts on general and curricular topics using contextual clues

Writing: write with some support about factual and imaginary past events, activities and experiences in a paragraph on a range of general and curricular topics. They can write a very simple personal email, for example thanking someone for something. Plan, write, edit and proofread work at text level with support on a range of general and curricular topics. Plan, write, edit and proofread work at text level with support on a range of general and curricular topics. Write with support at paragraph level about factual and imaginary past events, activities and in a paragraph on a range of general and curricular topics. Punctuate written work at text level on some familiar general and curricular topics with some accuracy when writing independently.

Listening: They can understand clear, slow, standard speech related to areas of most immediate personal relevance. Provide basic information about themselves and others at discourse level, i.e. at more than sentence level, on a growing range of general topics. Deduce meaning from context in some supported extended talk on a growing range of general and curricular topics.

Speaking: provide detailed information about themselves and others at discourse level on a wide range of general. Ask questions to find out general information on a growing range of general and curricular topics. Give an opinion at discourse level on a range of general and curricular topics. Keeps interaction going in longer exchanges on a range of general and curricular topics.

Key vocabulary and structure:

Present simple tense for routines (She gets up at five every morning to run/go to the gym etc)

Structure and Forms

- ✓ Tenses used in interviews: Past, Present Perfect, Present Simple, Future Simple, Future with 'going to'.
- ✓ Adverbs of frequency (as used in describing routines)
- ✓ Vocabulary related to various fields in the field of work.
- ✓ Prepositions of place: in the street/shop, on/at the corner, near the station.
Prepositions indicating movement: walk/go up/down the street
- ✓ Verbs of movement: get off/catch a bus/train, take a taxi, walk/run, cross the road.

- ✓ Descriptions of routine activity: s/he gets up at../leaves home at../reaches school at...
- ✓ Vocabulary related to city life and locations; shops, parks, public buildings etc.
- ✓ Vocabulary related to story-telling: scene-setting, narrating.
- ✓ Simple Passive: made of e.g. It is made of plastic (you can see the material) or made from e.g. Paper is made from wood (the material has been transformed). You don't need to explain this difference too much as you will often find people use both interchangeably.
- ✓ Present tense to explain standard process, Past Simple tense to describe historical details
- ✓ Vocabulary of materials, e.g. plastic, glass, wood, paper.
- ✓ Present simple tense for routines, habitual actions (they cultivate/grow X in Y)
- ✓ A variety of narrative tenses (Past simple, Present Perfect, and Future simple)
- ✓ Comparative forms
- ✓ Simple connectors (and, but, so)
- ✓ Modal verbs: can, could/must/have to
- ✓ Vocabulary related to the world of nature

Test specs:

Paper 1: Reading and Writing:

Timing: 45 minutes

Marking: 30 Marks

Reading:

Part 1: Reading Comprehension passage 100-120 words: (5 questions * 10 Marks)
2 Marks are awarded to each correct answer.

Part 2: Read and Match/Look at the pictures and match them to the description.
(5 questions * 5 Marks)

Suggested resource: KET exams part 1 or NES G4 progression exam.

Part 3: Use of English (Part 5 in KET exams) (5 questions * 5 Marks)

Writing:

Part 1: Word completion (5 questions * 5 Marks)

Part 2: Jumbled sentences 6-8 words (5 questions * 10 Marks) 1 mark awarded for correct order of sentence and the other is for the punctuation.

Paper 2: Listening:

Timing: 10 minutes

Marking: (5 Marks)

Gap fill: (5 questions * 5 Marks)

Suggested resources: KET listening exam (part 4)

Paper 3: Speaking: (5 minutes) introduce themselves and talk about their favourite hobbies or personal interests - Use picture cards to talk about a situation (A, B or C Rating criteria)

Grade 7:

Core skills acquired in G6:(B1 in all skills)

Reading: Students are able to understand factual texts on subjects related to their interests that consist mainly of high frequency everyday or job-related language. They can recognise significant points in straightforward newspaper articles on familiar subjects and can understand the description of events feelings and wishes. understand specific information in texts on some unfamiliar general and curricular topics, including some extended texts

Writing: Students at this level can write simple texts on topics which are familiar or of personal interest by linking a series of shorter discrete elements into a linear sequence. They can write personal letters or emails describing events, experiences and impressions. Write with moderate grammatical accuracy on a range of general and curricular topics with limited teacher support. Punctuate a range of written work in general and curricular topics with some accuracy.

Listening: They are able to understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. They can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest. Deduce meaning from context.

Speaking: They can keep going comprehensibly in order to describe experiences and events, dreams, hopes and ambitions and can briefly give reasons and explanations for opinions and plans. They are able to narrate a story or relate the plot of a book or film and describe reactions. Explain and justify their own point of view on a range of general and curricular topics. Explain advantages and disadvantages of ideas, plans and arrangements. Interact with peers to negotiate, agree and organise priorities and plans for completing classroom.

Key structure and vocabulary:

- | | |
|---|---|
| 1- Expressing likes and dislikes | 10- Nouns, verbs and adjectives linked to the climate and climate change |
| 2- Useful classroom phrases | 11- Recognising similes and metaphors |
| 3- Was and were | 12- Past simple irregular verbs, questions and negatives |
| 4- Revision of regular past simple verbs | 13- The First Conditional: talking about possibilities in the present or the future |
| 5- Introduction to the passive voice in leaflets | 14- Sentence linkers |
| 6- Looking at direct and indirect speech in prose | 15- going to, have to |
| 7- Adverbs/ Frequency adverbs | 16- Present tenses |
| 8- Adjectives | 17- Conjunctions |
| 9- Nouns and verbs linked to important inventions | 18- Comparatives |

- 19- 'to affect' (verb) and 'effect' (noun and verb)
- 20- Dependent prepositions
- 21- Complex and compound sentences
- 22- Modal verbs: can't, won't, will, will be

- 23- Imperatives in recipes
- 24- Countables, uncountables
- 25- The present continuous tense (subject + 'be' = verb-ing) to talk about future arrangements

Test specs:

Paper 1: Reading and Writing

Timing: 60 minutes

Marking: (25 Marks)

Reading:

Part 1: (5 questions * 5 Marks) Reading comprehension: Learners read a non-fiction text of 275–300 words with five four-option multiple choice questions.

Part 2: (5 Questions * 5 Marks) Closed cloze: Learners read a fiction text of 180–200 words with five four-option multiple choice cloze questions.

Part 3: (5 questions * 5 Marks) Open cloze: Learners read a text (fiction or non-fiction) of 80–100 words with five open-cloze questions.

Writing:

Part 1: (10 Marks) Learners use input material in the form of an email, note or letter of 40–50 words to write in response an email or letter of 40–50 words to a friend.

Paper 2: Listening:

Timing: 15 minutes

Marking: (10 questions * 10 marks)

Learners listen to an extended dialogue in the form of an interview on a general or curricular subject of approximately 600 words and approximately three minutes' duration, and answer ten three-option multiple-choice questions.

Paper 3: Speaking:

(5 minutes) Introduce themselves and talk about their favourite hobbies or personal interests - Use picture cards to talk about a situation (A, B or C Rating criteria)

Grade 8:

Core skills acquired: (B1 in reading and writing- B2 in Listening and speaking)

Reading: Students are able to understand factual texts on subjects related to their interests that consist mainly of high frequency every day or job-related language. They can recognise significant points in newspaper articles on familiar subjects and can understand the description of events feelings and wishes. Understand implied meaning in extended texts on a growing range of unfamiliar general and curricular topics. Begin to recognise the devices a writer uses to express intentions in extended texts. Read a growing range of extended fiction and non-fiction texts. recognise the attitude or opinion of the writer. Begin to recognise the devices a writer uses to express intentions in extended texts. Understand the main points in extended texts. Understand the main points in texts on some unfamiliar and curricular topics.

Writing: Students at this level can write simple texts on topics which are familiar or of personal interest by linking a series of shorter discrete elements into a linear sequence. They can write personal letters describing events, experiences and impressions. Write with moderate grammatical accuracy. Develop coherent arguments supported when necessary by reasons, examples and evidence. Write for a variety of purposes, audiences, contexts and cultures. Recognise typical features at word, sentence and text level on a range of written genres. Use a range of familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding,

Listening: Students can understand standard speech spoken at a normal rate and follow even complex lines of argument provided the topic is reasonably familiar. They can understand the essentials of lectures and most TV news and current affairs programmes and can understand the majority of films in standard dialect. Understand implied meaning in unsupported extended talk including talk on a range of unfamiliar topics. recognise the attitude or opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular subjects, including talk on a range of unfamiliar topics.

Speaking: They can present clear, detailed descriptions on a wide range of subjects related to their field of interest, expanding and supporting ideas with subsidiary points and relevant examples. They can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. speak with a good degree of fluency and accuracy in social interaction with peers and other speakers of English. Explain and justify their own and others' point of view on a wide range of general and curricular topics. Analyse and evaluate the views of others.

Key structure and vocabulary:

- | | |
|---|--|
| 1- Compound adjectives | 3- Formation of superlative adjectives |
| 2- Looking at the origins of adjectives | |

- 4- Identification and use of modifying adverbs and adjectives
- 5- Clauses of cause and effect
- 6- verb and noun phrases used to create atmosphere
- 7- "wh.." questions
- 8- Imperatives in instructions
- 9- Adverbial phrases in descriptions
- 10- Dynamic and stative verbs
- 11- Verb infinitives: use of finite verbs with verb infinitives
- 12- Vocabulary related to the topic of staying healthy e.g. contamination, rehydration, remedy
- 13- Vocabulary related to the topic of living in another country e.g. become accustomed to, exile,immigrant
- 14- Nominalisation of adjectives
- 15- Latin abbreviations
- 16- Descriptive adjectives e.g. wretched, terrified, captivated
- 17- Vocabulary related to script-writing: e.g. cast, stage directions, props
- 18- Use of present simple in stage directions
- 19- Use of past simple in narratives
- 20- Use of adjectives to make narratives and recounts more vivid
- 21- Use of would and used to to describe the habitual past
- 22- Exclamatory, interrogative, imperative and declarative sentences
- 23- Simple, compound and complex sentences
- 24- habitat vocabulary (e.g. mangrove, jungle, savannah)
- 25- participles used as adjectives
- 26- verbs of human and animal movement (e.g. creep, gallop, slither)
- 27- adjectives of size (minute, tiny, vast, colossal)
- 28- frontal adverbial and adjectival phrases
- 29- frontal conditional clauses
- 30- use of perfective and progressive aspect
- 31- use of not only...but also... complex sentences

Test specs:

Paper 1: Reading and writing:

Timing: 75 minutes

Marking: 40 Marks

Reading:

Part 1: 3 option multiple choice Reading – notices/messages (5 questions * 5 Marks)

Max text length 42 words

Part 2: 4 option multiple choice Reading – text containing opinion (5 questions * 5 marks) Max text length 280 words

Part 3: Word formation – factual text (10 questions * 5 marks) Max text length 150 words

Part 4: 4 option multiple choice cloze – factual text (10questions * 5 marks) Max text length 150 words

Suggested resources (G7 past papers/ FCE + PET tests)

Writing

Part 1: An email to a friend-Students write an email response to an email input on a general topic. (4 Marks)

Part 2: An article on a general topic (16 Marks)

Suggested resources (G7 past papers/ FCE + PET tests)

Paper 2: Listening:

Marking: 8 marks

Timing: 5 minutes

Students complete a set of notes using information present in a text listened twice.

(5 minutes)

(8 questions * 8 marks)

Suggested resources: G7 past papers OR FCE exams

Paper 3: Speaking:

(5 minutes) Introduce themselves and talk about their favourite hobbies or personal interests - Use picture cards to talk about a situation (A, B or C Rating criteria)

Grade 10:

Skills acquired: (B2 in all skills):

Reading: At this level, students can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. They can read many kinds of texts quite easily at different speeds and in different ways according to their purpose in reading and the type of text. They have a broad reading vocabulary, but sometimes experience difficulty with less common words and phrases. Summarise and show evidence of synthesising information. Understand principal ideas, arguments and information. Follow a narrative plot, understanding character and theme. Analyse features at word, sentence and text level

Writing: Students are able to write clear, detailed text on a wide range of subjects related to their interests. They can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. They can write letters highlighting the personal significance of events and experiences. Write with reasonable grammatical accuracy. Express personal and creative ideas. Develop logical, coherent written arguments use topic sentences in paragraphs and a range of cohesive ties to structure texts effectively use a wide range of vocabulary, and spell with general accuracy. Punctuate a wide range of written work with general accuracy both to demarcate sentence or clause boundaries and to clarify meaning

Listening: Students can understand standard speech spoken at a normal rate and follow even complex lines of argument provided the topic is reasonably familiar. Follow and understand extended talk in standard English in a range of contexts. Recognise the main points and general line of argument in extended talk. Understand ideas, opinions and arguments expressed in pair discussion. Identify inconsistencies, omission and logical flaws in argument. Understand and interpret implied meaning of a text. Recognise the devices which a speaker uses to express intentions. Recognise typical features at word, sentence and text level of a wide variety of spoken genres.

Speaking: They can present clear, detailed descriptions on a wide range of subjects related to their field of interest, expanding and supporting ideas with subsidiary points and relevant examples. They can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. Hold the interest of an audience through well-structured talk. Participate in group talk, using informal spoken English and some culturally appropriate vocabulary, idiom and interaction patters. Engage effectively in collaborative group work to work towards the goals set. Present well-structured explanations and descriptions. Ask and answer a range of high-order thinking questions, including questions for clarification, using appropriate vocabulary. Express personal beliefs and opinions, with some elaboration and expansion

Key vocabulary and structures:

Vocabulary:

- ✓ Terms to describe fictional narrative: genre, theme, narrative hook, narrative tension, narrator, narrative viewpoint, first and third person narrator, omniscient narrator, plot, narrative structure (e.g. exposition, complication, crisis, resolution), setting, character, theme.
- ✓ Terms to describe still and moving images: mise-en-scene, framing (e.g. wide or establishing shot, long shot, mid shot, close-up, extreme close-up), camera position (e.g. low angle, high angle, bird's eye) and camera movements (e.g. track, pan, tilt, zoom in/out)
- ✓ Terms to describe non-fiction types: formal and informal letters, reports, instructions, advice/information texts, persuasive/argumentative text.
- ✓ Terms to describe features of non-fiction texts: layout, presentational device, caption, bullet point, arrow, text box, headline, sub headline, graphics, font type and size, quotation.

Cross-curricular Skills:

- ✓ Terms to describe talk and reading processes and skills: describe/description; explain/explanation; infer/inference; deduce/deduction
- ✓ Specialist and technical vocabulary related to the phenomenon or process being explained and to the form in which information is presented.
- ✓ Features of prepared/spontaneous speech, e.g. incomplete utterances, fillers, discourse markers, intensifiers, tails, subject-verb-object
- ✓ Rhetorical/linguistic features of effective explanations, e.g. personal pronouns, connectives, imperatives
- ✓ Comparative and superlative adjectives, e.g. bigger, the biggest
- ✓ Terms to describe different fiction forms, e.g. creation myths, myth, legend.

Structures:

- ✓ Grammatical structures: noun phrase, adverbial phrase, verb form, simple sentence, compound sentence, complex sentence, conjunction 'and, but, or', subordinating connective 'as, if, although, because, when, where, who', embedded phrase/clause.
- ✓ Personal pronouns, qualifying adverbs, noun phrase in apposition.
- ✓ Rhetorical/literary features: antithesis, repetition, rhetorical question, triad/tricolon, consonance, assonance, emotive language, connotation, simile, metaphor,
- ✓ Rhetorical/literary features: repetition, consonance, assonance, emotive language, connotation, simile, metaphor.
- ✓ Hypothesis: DARTS, question stems, presentation/layout, linguistic features, literary features, synthesis.

Phrases

- ✓ (From my point of view ...; It seems to me that/can be said that...; I think/believe that... ; Surveys show that...; Some people might argue that; Not only...but also; Furthermore...; Inevitably...; So...; It is sometimes said that...; This proves...;This shows...; In addition...; Therefore...; Moreover...; I am sure

you will agree that...; Another point ...;Certainly...; It must be right, therefore...;
A first point...; A second point...;)

- ✓ Use of modals ('can, could, should, maybe, ought) and adverbs (usually/ certainly/ easily)

Connectives to link arguments:

- ✓ however, although, moreover, consequently, this shows, as was mentioned previously, therefore.
- ✓ Introducing a counter-argument:
- ✓ In contrast... ;It doesn't seem logical that... ; This is far from the case because..; However...It follows from that...; That cannot be right...

Concluding:

- ✓ Overall... ; In conclusion... ; Finally...; If you think about this...; There can only be one conclusion...; Considering all of this..;)
- ✓ Tricolon, short sentences, repetition, exclamation, rhetorical question, hyperbole (exaggeration), alliteration, antithesis, personal pronoun, metaphor, simile, parallelism (repetition of a similar phrase/sentence with just a small variation each time, oxymoron (placing two contradictory ideas together in a single phrase).
- ✓ Giving speeches: Rhetorical/literary features for writing argumentative essays:
- ✓ Structure (e.g. Introduction, Signalling, Conclusion...)
- ✓ Delivery (e.g. Pauses, stance, eye contact, gestures...)
- ✓ Vocabulary extension (adverbs, verbs, adjectives, descriptive language) through dictionary/thesaurus reference work.

Descriptive language

- ✓ (e.g. She stepped out into a huge forest, covered in thick, white snow... She was amazed by its beauty)
- ✓ Giving opinions and stating preferences (e.g. It seems to me that..; I feel/think/sense...; the characters don't seem realistic; it seemed like this book would never end; ...; the language is so expressive you almost feel like you are there...)

Hypothesising and predicting (e.g. use of conditional, expressing cause and effect)

Articulating strengths and weaknesses (e.g. although slow at points, the storyline is refreshingly different with some original characters and plots; it's a great book, if a little short)

Terms related to the topic of revision (e.g. mnemonics) and jobs (e.g. different job roles/titles)

Hypothesising (e.g. I imagine that being a pilot would be very...because...; Being a doctor seems like really hard work because...; If I could do any job, I'd like to be a...)

Describing oneself and others (e.g. A pilot is a person who is responsible for flying a plane...; Nurses work long hours but their job is very rewarding...; I have experience in...; My key interests are...)

Stating pros and cons (e.g. The best thing about...; however, I think the long hours must be really challenging...; travelling for work is a big advantage...; the biggest benefit of.... is...)

Language for application letters (e.g. Dear Sir/Madam; I am writing to apply for the position of...; Please find enclosed a copy of my CV...; Yours sincerely/faithfully...)

Questions (e.g. Why did you apply for this job? ; What experience do you have of...?; Can you describe a time when you have used organisational skills?)

Test specs:

Paper 1: Reading and writing:

Timing: 1 Hour 45 minutes

Marking: 45 marks

Reading (25 marks)

Part 1:

(10 questions * 10 marks) Learners read a text of approximately 350–450 words, with a corresponding text which summarises the main ideas of the original text. The summary is completed by filling ten gaps with a word or short phrase from the original text.

Part 2:

(8 questions * 8 marks) Learners read a gapped, narrative text of 350–450 words from which eight sentences have been removed. The correct missing sentence is selected from a choice of nine sentences, one of which is not needed.

Part 3:

(7 questions * 7 marks) Learners read a factual text of 350–450 words with seven four-option multiple choice questions.

Writing: (20 marks)

Learners write a discursive essay of 180–220 words on a general subject. Each part will be marked according to four criteria: 'content', 'range', 'accuracy' and 'register, format & organisation', each with a possible five marks, totaling 20 marks per part.

Paper 2 Listening:

(7 questions * 7 marks) Learners listening twice to a dialogue between two speakers with seven three-option multiple-choice questions.

For all three parts acceptable misspellings will be permitted.

Paper 3: Speaking:

(5 minutes) Introduce themselves and talk about their favourite hobbies or personal interests - Use picture cards to talk about a situation (A,B,or C Rating criteria)