

### Correlation table between *Live Beat 3* and Pearson Test of English General Level 1 (CEFR A2)

## General Level 1 Assessment Objectives

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

**CEFR Level A2**

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.

PTE G level 1 Description	❖ CEFR Description A2	ITEM TYPES	Objectives	Stimulus	Chapter /Page No & Exercise	Comments
<b>READING</b>						
<b>Candidates should show they can:</b> <ul style="list-style-type: none"> <li>Read and follow short written signs, notices and posters, directions, instructions and messages</li> <li>Read personal correspondence and other short, simple documents on everyday matters</li> <li>Read and follow the written version of spoken discourse on everyday matters</li> <li>Identify the gist of the written discourse</li> <li>Identify and understand general information in the discourse</li> <li>Identify and understand specific information in the discourse</li> </ul>	<p><b>Overall reading comprehension</b> Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language. Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.</p> <p><b>Reading correspondence</b> Can understand basic types of standard routine letters and faxes (enquiries, orders, letters of confirmation etc.) on familiar topics. Can understand short simple personal letters.</p> <p><b>Reading for orientation</b> Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables. Can locate specific information</p>	<ul style="list-style-type: none"> <li>Gap fill 3-option multiple choice</li> <li>3-option graphical multiple choice</li> <li>Open-ended question</li> <li>Text, note completion</li> </ul>	<ul style="list-style-type: none"> <li>To assess ability to understand the purpose, structure and main idea of short written texts</li> <li>To assess ability to understand the main detail in short written texts</li> <li>To assess ability to understand the main points of short written texts</li> <li>To assess ability to extract specific</li> </ul>	<ul style="list-style-type: none"> <li>Text types include: labels, instructions, signs, notices, menus, advertisements and announcements</li> <li>Texts giving descriptions or directions, relating to pictures, maps or diagrams</li> <li>Text types include: letters, emails, newspaper articles, magazine articles, leaflets, brochures or websites</li> <li>Text types include: letters,</li> </ul>	Unit1d/p.18/Ex.2a Unit6c/p.66/Ex.3  Unit2b/p.24/Ex.2 Unit2c/p.26/Ex.3 Unit3d/p.38/Ex.3 Unit3e/p.40/Ex.2 SkillsRev.6/p.71/Ex.2 Unit8b/p.84/Ex.3  WelcomeC/p.8/Ex.2 Unit1e/p.20/Ex.2 Unit2d/p.29/Ex.3	Some activities here are True/False.

<ul style="list-style-type: none"> <li>Identify and extract relevant information from the discourse</li> <li>follow the order and sequence in the discourse</li> </ul>	<p>in lists and isolate the information required (e.g. use the 'Yellow Pages' to find a service or tradesman). Can understand everyday signs and notices: in public places, such as streets, restaurants, railway stations; in workplaces, such as directions, instructions, hazard warnings.</p> <p><b>Reading for information and argument</b> Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events.</p> <p><b>Reading instructions</b> Can understand simple instructions on equipment encountered in everyday life – such as a public telephone</p>		information from a written text	emails, advertisements, newspaper articles, magazine articles, websites or textbooks	SkillsRev.2/p.31/Ex.2 Unit3a/p.32/Ex.2 Unit3c/p.36/Ex.2 Unit4a/p.42/Ex.3 SkillsRev.4/p.51/Ex.2 Unit5b/p.54/Ex.3 Unit5d/p.58/Ex.3 Unit5e/p.60/Ex.2 Unit6a/p.62/Ex.2 Unit7a/p.72/Ex.3 Unit7b/p.74/Ex.2 Unit7d/p.78/Ex.3 Unit7e/p.80/Ex.2 Unit8a/p.82/Ex.3 SkillsRev.8/p.91/Ex.1,2 Unit9b/p.94/Ex.3 Unit9d/p.99/Ex.3 Unit9e/p.100/Ex.2	options or error correction (not note completion), but they test the ability to extract specific information.
<b>WRITING</b>						
<p><b>Candidates should show they can:</b></p> <ul style="list-style-type: none"> <li>Convey information related to their own background, locality and areas of immediate relevance in response to simple visual or written instructions</li> <li>Reply to an invitation or suggested meeting in the form of notes, messages, e-mails, postcards and short letters</li> <li>Complete simple application forms,</li> <li>Write about topics</li> </ul>	<p><b>Overall written production</b> Can write a series of simple phrases and sentences linked with simple connectors like 'and', 'but' and 'because'.</p> <p><b>Creative writing</b> Can write about everyday aspects of his/her environment, e.g. people, places, a job or study linked sentences. Can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job. Can write short, simple imaginary biographies and simple poems about people.</p> <p><b>Reports and essays</b></p>	<ul style="list-style-type: none"> <li>Write correspondence</li> <li>Write text</li> </ul>	<ul style="list-style-type: none"> <li>To assess ability to write a short piece of correspondence</li> <li>To assess ability to write a short text based on a series of three pictures</li> </ul>	<ul style="list-style-type: none"> <li>Instructions which include the purpose of the text, the intended content of the message and the recipient</li> <li>Instructions are given for each set of visual images</li> </ul>	Unit1e/p.20/Ex.5 Unit2d/p.29/Ex.5 SkillsRev.2/p.31/Ex.4 Unit3d/p.39/Ex.6 Unit4b/p.45/Ex.10 Unit5e/p.60/Ex.3b Unit7e/p.80/Ex.3 SkillsRev.8/p.91/Ex.4  Unit1c/p.17/Ex.7 Unit1d/p.19/Ex.6 Unit3e/p.40/Ex.4 SkillsRev.4/p.51/Ex.4 Unit5b/p.55/Ex.8	<p>Section 8 PTE G combines reading and writing skills. In some activities here the text is not based on any information that students have read but they may be used to practise writing a short piece of correspondence</p> <p>These activities are not based on a visual image but students will</p>

related to the scenario of the examination paper in the form of a description of a scene or narrative account	No descriptor available				Unit6c/p.67/Ex.9 Unit6d/p.69/Ex.7 SkillsRev.6/p.71/Ex.4 Unit7b/p.75/Ex.7b Unit8a/p.83/Ex.10 Unit9e/p.100/Ex.4	have the opportunity to practise writing in the styles represented in the PTE G Level 1.
<b>LISTENING AND WRITING</b>						
		• Dictation	• To assess ability to understand a short utterance by transcribing a spoken text	• Instructions, news bulletins, announcements, broadcast features and factual information. The extracts are descriptive and contain relatively formal language		
<b>LISTENING</b>						
<b>Candidates should show they can:</b> <ul style="list-style-type: none"> <li>Listen to and follow short conversations, messages, announcements and information services related to areas of immediate relevance in daily life</li> <li>Identify the gist of the spoken discourse</li> <li>Identify general information in the spoken discourse</li> <li>Identify specific information and details in the spoken discourse</li> <li>Identify and extract the relevant information from the spoken discourse</li> </ul>	<b>Overall listening comprehension</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.  <b>Understanding interaction between native speakers</b> Can generally identify the topic of discussion around him/her, when it is conducted slowly and clearly.  <b>Listening as a member of a live audience</b> No descriptor available  <b>Listening to announcements and instructions</b> Can catch the main point in	• 3-option graphical multiple choice	• To assess ability to understand the gist of short spoken utterances by: <ul style="list-style-type: none"> <li>- identifying the situation (e.g., store, restaurant, etc.)</li> <li>- identifying a speaker's role (e.g., movie box office attendant)</li> <li>- identifying topic (e.g., study habits)</li> <li>- following an instruction (e.g., giving directions)</li> <li>- understanding spatial relations (e.g., the position of an object in a room)</li> <li>- understanding a description (e.g., girl with long dark hair)</li> </ul>	• Short recordings of one or two speakers Including the following: <ul style="list-style-type: none"> <li>- transactional conversations, e.g., buying</li> <li>- social conversations, e.g., greeting</li> <li>- public announcements, e.g., train times</li> </ul> Including the following language functions: <ul style="list-style-type: none"> <li>- instructions</li> <li>- request for goods or services</li> <li>- request for action</li> <li>- request for information</li> </ul>	WelcomeA/p.4/Ex.1 WelcomeB/p.6/Ex.2 Unit2d/p.29/Ex.6 SkillsRev.2/p.31/Ex.3 Unit3b/p.34/Ex.2 Unit3b/p.35/Ex.5 Unit3c/p.37/Ex.7 Unit4b/p.44/Ex.2 Unit7c/p.76/Ex.2 Unit8c/p.86/Ex.2 Unit9d/p.99/Ex.5	These are the activities that require students to understand the gist of short spoken utterances. In some activities students are provided with written options not graphical ones. In Reading and Listening activities students should listen only – without reading the text

	<p>short, clear, simple messages and announcements. Can understand simple directions relating to how to get from X to Y, by foot or public transport.</p> <p><b>Listening to audio media and recordings</b> Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters which are delivered slowly and clearly.</p>	<ul style="list-style-type: none"> <li>Text, note completion</li> </ul>	<ul style="list-style-type: none"> <li>To assess ability to extract specific information from spoken texts</li> </ul>	<ul style="list-style-type: none"> <li>- factual information</li> <li>- description</li> <li>One or two speakers, giving or exchanging information which requires accurate listening and transcription (e.g., addresses and telephone numbers)</li> <li>Including the following: <ul style="list-style-type: none"> <li>- conversations</li> <li>- public announcements</li> <li>- recorded messages</li> </ul> </li> </ul>	Unit1a/p.13/Ex.7 Unit1b/p.14/Ex.2 Unit1d/p.19/Ex.5 Unit2a/p.22/Ex.2 Unit2c/p.27/Ex.8 Unit2d/p.29/Ex.6 Unit3a/p.33/Ex.6 Unit3d/p.39/Ex.4 Unit4b/p.45/Ex.8 Unit4c/p.46/Ex.2 SkillsRev.4/p.51/Ex.3 Unit5a/p.52/Ex.1 Unit5b/p.55/Ex.7 Unit6b/p.65/Ex.2 Unit6c/p.67/Ex.8 Unit6d/p.69/Ex.6b Unit7a/p.73/Ex.9 Unit7c/p.77/Ex.8 Unit7d/p.79/Ex.4 Unit8a/p.83/Ex.9 Unit8d/p.89/Ex.6 SkillsRev.8/p.91/Ex.3 Unit9a/p.92/Ex.2	<p>With these tasks students may practise extracting specific information from a spoken text. Some activities might involve True/False or open ended question activities instead of completing notes. In Reading and Listening activities students should listen only – without reading the text</p>
<b>SPEAKING</b>						
<p><b>Candidates should be able to:</b></p> <ul style="list-style-type: none"> <li>Respond to and express greetings, introductions and farewells</li> <li>Respond to and express thanks</li> <li>Ask for and give information and directions</li> <li>Describe people including themselves, places and things</li> <li>Describe events and</li> </ul>	<p><b>Overall oral production</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.</p> <p><b>Sustained monologue: describing experience</b> Can tell a story or describe something in a simple list of points. Can describe everyday aspects of his/her environment e.g. people, places, a job or study</p>	<ul style="list-style-type: none"> <li>Sustained monologue</li> </ul>	<ul style="list-style-type: none"> <li>To assess ability to speak about matters of personal information and interest</li> </ul>	<ul style="list-style-type: none"> <li>A series of questions put by the interlocutor. These always begin with “Can you tell me your name please?” and are followed by questions which invite either a short or extended response</li> </ul>	Unit1a/p.13/Ex.8a Unit1c/p.16/Ex.1 Unit1d/p.18/Ex.1 Unit1d/p.19/Ex.4 Unit2c/p.26/Ex.1 Unit2d/p.29/Ex.7 Unit3a/p.33/Ex.8 Unit3c/p.37/Ex.8 Unit4a/p.42/Ex.1 Unit4a/p.43/Ex.7 Unit4b/p.45/Ex.9 Unit4c/p.47/Ex.4 Unit4d/p.48/Ex.1 Unit4d/p.49/Ex.4,5,9 Unit5b/p.54/Ex.1 Unit5d/p.59/Ex.4 Unit6c/p.66/Ex.1	<p>With these activities it is important to encourage students to give extended responses. In PTE G Level 1 they should produce a long turn of 20-30 seconds</p>

<p>activities</p> <ul style="list-style-type: none"> <li>• Describe daily routines and habits</li> <li>• Express likes and dislikes</li> <li>• Express time</li> <li>• Express ability</li> <li>• Make and accept offers, apologies and requests</li> <li>• Make future plans</li> <li>• Instruct and direct people</li> </ul> <p>Express numbers, costs, quantities</p>	<p>experience.</p> <p>Can give short, basic description of events and activities.</p> <p>Can describe plans and arrangements, habits and routines, past activities and personal experiences.</p> <p>Can use simple descriptive language to make brief statements about and compare objects and possessions.</p> <p>Can explain what he/she likes or dislikes about something.</p> <p>Can describe his/her family, living conditions, educational background, present or most recent job.</p> <p>Can describe people, places and possessions in simple terms.</p> <p><b>Sustained monologue: putting a case (e.g. in a debate)</b> No descriptor available</p> <p><b>Public announcements</b> Can deliver very short, rehearsed announcements of predictable, learnt content which are intelligible to listeners who are prepared to concentrate.</p> <p><b>Addressing audiences</b> Can give a short, rehearsed presentation on a topic pertinent to his/her everyday life, briefly give reasons and explanations for opinions, plans, actions. Can cope with a limited number of straightforward follow up questions. Can give a short, rehearsed, basic presentation on a familiar subject.</p>	<ul style="list-style-type: none"> <li>• Describe picture</li> <li>• Role play</li> </ul>	<ul style="list-style-type: none"> <li>• To assess ability to speak about a picture</li> <li>• To assess ability to perform and respond to basic language functions appropriately</li> <li>• Including the following language functions: <ul style="list-style-type: none"> <li>• - greeting and leave-taking</li> <li>• - asking for things</li> <li>• - asking for information</li> <li>• - responding to requests</li> <li>• - offering</li> <li>• - accepting</li> <li>• - responding to offers</li> <li>• - thanking, giving information</li> <li>• - apologizing, asking for directions</li> <li>• - giving simple directions</li> <li>• - inviting</li> <li>• - accepting/declining invitations</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• A picture depicting a scene which is designed to elicit description of: <ul style="list-style-type: none"> <li>• - people</li> <li>• - interiors (e.g., at home, school, workplace, stores, restaurants)</li> <li>• - public places (e.g., streets, parks)</li> <li>• - everyday activities and events</li> </ul> </li> <li>• The interlocutor gives the test taker up to 15 seconds to read a role card with: <ul style="list-style-type: none"> <li>• - an explanation of the situation and the roles</li> <li>• - 4–5 instructions involving at least two different functions</li> <li>• - visual support where appropriate</li> </ul> </li> <li>• Including the following situations: <ul style="list-style-type: none"> <li>• - basic social encounters and gatherings</li> <li>• - shopping</li> </ul> </li> </ul>	<p>Unit6d/p.68/Ex.1 Unit7a/p.72/Ex.1 Unit9a/p.92/Ex.6 Unit9b/p.94/Ex.1 Unit9b/p.95/Ex.8 Unit9d/p.98/Ex.1</p> <p>Unit3d/p.38/Ex.1 Unit8b/p.84/Ex.1</p> <p>Unit1b/p.15/Ex.7 Unit2b/p.25/Ex.8 Unit6a/p.63/Ex.8 Unit7c/p.77/Ex.7 Unit8c/p.87/Ex.8 Unit9c/p.97/Ex.9</p>	<p>In these activities students should be given the chance to speak about the pictures.</p> <p>These activities should help students to get accustomed to the format of a role play in the PTE G Section 13.</p>
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	Can answer straightforward follow up questions if he/she can ask for repetition and if some help with the formulation of his/her reply is possible.		<ul style="list-style-type: none"><li>• - suggesting (for time or place of meetings)</li><li>• - responding to suggestions</li></ul>	<ul style="list-style-type: none"><li>• - ordering food and drink</li><li>• - public transportation</li><li>• - about town, at home, at work</li><li>• - being a tourist</li></ul>		
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❖ Common European Framework of Reference for Languages: Learning, Teaching, Assessment