

## Correlation table between New Challenges 1 and Pearson Test of English General Level A1 (CEFR A1)

### General Level A1 Assessment Objectives

To understand very short, simple information in the spoken and written language and to express oneself simply and briefly in speech and in writing for practical purposes in everyday situations requiring a direct exchange of information. It is expected that productive skills will be limited and fragmented and that the language will be mostly or completely formulaic at this level; receptive skills will be more developed than productive skills.

### CEFR Level A1

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.

PTE G level A1 Description	❖ CEFR Description A1	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, catalogues, directions, instructions, messages and very short, simple documents</li> <li>Read and follow the written text or written version of spoken discourse on everyday matters</li> <li>Identify and understand general information in the discourse</li> <li>Identify simple factual details in the discourse</li> <li>Follow the order and sequence of information</li> <li>Identify and select relevant information</li> </ul>	<b>Overall reading comprehension</b> Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.  <b>Reading correspondence</b> Can understand short, simple messages on postcards.  <b>Reading for orientation</b> Can recognise familiar names, words and very basic phrases on simple notices in the most common everyday situations.  <b>Reading for information and argument</b> Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.  <b>Reading instructions</b> Can follow short, simple written directions (e.g. to go from X to	<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 information from a written text</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, emails, advertisements, newspaper articles, magazine articles, websites or</li> </ul>	Unit11/p.44/Ex.3 TimeOut/p.94/Ex.11 TimeOut/p.98/Ex.21  Revision/p.13/Ex.3 Unit1/p.16/Ex.2 Unit2/p.18/Ex.2 Unit11/p.44/Ex.1 Unit13/p.52/Ex.2 TimeOut/p.91/Ex.6 TimeOut/p.95/Ex.14 TimeOut/p.96/Ex.16  Unit1/p.16/Ex.3 AcrossCult.2/p.48/Ex.2,3 Unit17/p.62/Ex.4 Unit20/p.73/Ex.9 Unit22/p.78/Ex.2 AcrossCult.4/p.84/Ex.3  Unit4/p.24/Ex.2 AcrossCult.1/p.30/Ex.2 Unit10/p.42/Ex.3 AcrossCult.3/p.66/Ex.2 Unit19/p.71/Ex.5 Unit23/p.80/Ex.3	Some activities here are True/False (not note completion), but they test the ability to extract

	Y).			textbooks		specific information.
<b>WRITING</b>						
<b>Candidates should show they can</b> respond appropriately to simple visual and written instructions and: <ul style="list-style-type: none"> <li>Convey information related to themselves and areas of immediate relevance in the form of simple instructions and messages</li> <li>Convey information and descriptions related to themselves and areas of immediate relevance in the form of a postcard/email etc, application form or simple description</li> <li>Describe a picture/pictures related to situations in the examination paper</li> </ul>	<b>Overall written production</b> Can write simple isolated phrases and sentences.  <b>Creative writing</b> Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do.  <b>Reports and essays</b> No descriptor available	<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 picture</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 to write a short text based on a visual image</li> </ul>	Unit6/p.29/Ex.3 Unit12/p.47/Ex.3 Unit15/p.57/Ex.3 Unit18/p.65/Ex.2,3 Unit21/p.75/Ex.4 Unit24/p.83/Ex.2,3writing	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.
<b>LISTENING AND WRITING</b>						
		<ul style="list-style-type: none"> <li>Dictation</li> </ul>	<ul style="list-style-type: none"> <li>To assess ability to understand a short utterance by transcribing a spoken text</li> </ul>	<ul style="list-style-type: none"> <li>Instructions, news bulletins, announcements, broadcast features and factual information</li> </ul>	AcrossCult.3/p.67/Ex.8	
<b>LISTENING</b>						
<b>Candidates should show they can:</b> <ul style="list-style-type: none"> <li>Listen to and follow very short conversations, messages, announcements and information services</li> </ul>	<b>Overall listening comprehension</b> Can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.  <b>Understanding interactions</b>	<ul style="list-style-type: none"> <li>3-option graphical multiple choice</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Short recordings, one speaker Including the following: <ul style="list-style-type: none"> <li>- transactional utterances, e.g., buying - social utterances, e.g.,</li> </ul> </li> </ul>	Module4/p.4/Ex.41 Unit14/p.54/Ex.3 Unit15/p.56/Ex.3 Unit18/p.64/Ex.4 Unit19/p.70/Ex.3 Unit21/p.74/Ex.4 Module8/p.77/Ex.3	These are the activities that require to understand the gist of short spoken utterances. In some activities

<p>related to areas of immediate relevance in daily life</p> <ul style="list-style-type: none"> <li>• Understand simple factual details in the spoken discourse</li> <li>• Identify general information in the spoken discourse</li> <li>• Identify and select relevant information</li> </ul>	<p><b>between native speakers</b> No descriptor available</p> <p><b>Listening as a member of a live audience</b> No descriptor available</p> <p><b>Listening to announcements and instructions</b> Can understand instructions addressed carefully and slowly to him/her and follow short, simple directions.</p> <p><b>Listening to audio media and recordings</b> no descriptor available</p>	<ul style="list-style-type: none"> <li>• Text, note completion</li> </ul>	<p>speaker's role (e.g., movie box office attendant)</p> <ul style="list-style-type: none"> <li>- following an instruction (e.g., giving directions)</li> <li>- understanding spatial relations (e.g., the position of an object in a room)</li> <li>- understanding a description (e.g., girl with long dark hair)</li> </ul>	<p>greeting</p> <ul style="list-style-type: none"> <li>- public announcements, e.g., train times</li> </ul> <p>Including the following language functions:</p> <ul style="list-style-type: none"> <li>- single instruction</li> <li>- request for goods or services</li> <li>- request for action</li> <li>- request for information</li> <li>- factual information</li> <li>- description</li> </ul>	<p>Revision/p.4/Ex.4 Revision/p.7/Ex.13 Revision/p.12/Ex.2 Unit1/p.15/Ex.4 Unit2/p.19/Ex.3 Unit5/p.26/Ex.3 Unit6/p.28/Ex.2 AcrossCult.1/p.31/Ex.4 Unit8/p.36/Ex.2 Unit11/p.45/Ex.4 Unit12/p.46/Ex.3 AcrossCult.2/p.49/Ex.4 Unit15/p.56/Ex.2 Module6/p.59/Ex.2 AcrossCult.3/p.67/Ex.6 Module7/p.69/Ex.22 Unit20/p.72/Ex.3 Unit21/p.74/Ex.3 AcrossCult.4/p.85/Ex.4</p>	<p>students are provided with written options not graphical ones. In Reading and Listening activities students should listen only – without reading the text.</p> <p>With these tasks students may practise extracting specific information from a spoken text. Some activities might involve True/False or open ended questions activities instead of completing notes.</p>
<b>SPEAKING</b>						
<p><b>Candidates may have 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</li> </ul>	<p><b>Overall oral production</b> Can produce simple mainly isolated phrases about people and places.</p> <p><b>Sustained monologue: describing experience</b> Can describe him/herself, what he/she does and where he/she lives.</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 further questions or</li> </ul>	<p>Unit1/p.15/Ex.6 Unit3/p.21/Ex.6,3 Unit5/p.27/Ex.11 AcrossCult.1/p.30/Ex.1 Unit8/p.37/Ex.8 Unit9/p.38/Ex.6 Module4/p.41/Ex.3 Unit10/p.42/Ex.1 AcrossCult.2/p.48/Ex.1 Module6/p.59/Ex.3</p>	<p>With these activities it is important to encourage students to give extended responses. In PTE G Level A1 they should produce a long</p>

<p>information</p> <ul style="list-style-type: none"> <li>• Describe people, including themselves</li> <li>• Spell their name and address</li> <li>• Describe activities</li> <li>• Describe possessions and everyday items</li> <li>• Instruct and direct people</li> <li>• Express likes and dislikes</li> <li>• Handle simple numbers up to 100, simple costs, quantities, time and dates</li> <li>• Ask for repetition or clarification when they do not understand</li> </ul>	<p><b>Sustained monologue: putting a case (e.g. in a debate)</b> No descriptor available</p> <p><b>Public announcements</b> No descriptor available</p> <p><b>Addressing audiences</b> Can read a very short, rehearsed statement – e.g. to introduce a speaker, propose a toast.</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 <ul style="list-style-type: none"> <li>• Including the following language functions:</li> <li>• - greeting and leave-taking</li> <li>• - asking for things</li> <li>• - asking for information</li> <li>• - giving information</li> <li>• - responding to requests</li> <li>• - offering</li> <li>• - responding to offers</li> <li>• - thanking</li> </ul> </li> </ul>	<p>instructions which invite a more extended response, such as “Tell me something about your room.”</p> <ul style="list-style-type: none"> <li>• A picture depicting a scene which is designed to elicit descriptions of: <ul style="list-style-type: none"> <li>• - people</li> <li>• - interiors (e.g., home, school, stores, restaurants)</li> <li>• - public places (e.g., streets, parks)</li> <li>• - everyday activities</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> <li>• - ordering food and drink</li> <li>• - public transportation</li> <li>• - about town</li> </ul> </li> </ul>	<p>Unit17/p.63/Ex.12 Unit20/p.73/Ex.12 Module8/p.77/Ex.2 Unit22/p.78/Ex.1 Unit23/p.80/Ex.1 Unit23/p.81/Ex.10 Unit24/p.82/Ex.1 AcrossCult.4/p.85/Ex.9</p> <p>Module5/p.51/Ex.1 Unit21/p.74/Ex.1</p> <p>Revision/p.4/Ex.10 Unit15/p.57/Ex.5 Unit21/p.75/Ex.1speaking Unit24/p.83/Ex.1speaking</p>	<p>turn of 15-20 seconds</p> <p>With these activities students should have the chance to speak about the picture.</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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❖ **Common European Framework of Reference for Languages: Learning, Teaching, Assessment**