

# Examination Handbook



# ESOL CADETS



## ESOL CADETS

Stage 1 - Stage 2 - Stage 3

---





# Contents

## Introduction

About Gatehouse Awards	1
GA English language qualifications	1
Features of the ESOL Cadets qualifications	2
Who are the ESOL Cadets qualifications designed for?	2
What skills do the ESOL Cadets examinations test?	2
What do the ESOL Cadets examinations consist of?	3
Model of assessment	3
What levels are available?	3
Use of dictionaries	4
Preparation and resources	4
Relationship to other qualifications and progression opportunities	4
Safeguarding young learners	4
Guidance for schools	5
Candidates requiring reasonable adjustments	5
Special considerations	5
The examination materials	6
Exam conditions	7
Become a test centre	7
Examinations overview	8

## Speaking Exams

Speaking examinations overview	10
Assessment categories	11
<b>Stage 1 (Pre-A1)</b>	
Stage 1 Challenge task types	12
Stage 1 Challenge examples 1-5	13-15
<b>Stage 2 (A1)</b>	
Stage 2 Challenge task types	16
Stage 2 Challenge examples 1-5	17-19
<b>Stage 3 (A2)</b>	
Stage 3 Challenge task types	20
Stage 3 Challenge examples 1-5	21-23

## Listening Exams

Listening examination overview	25
Assessment	25
<b>Stage 1 (Pre-A1)</b>	
Stage 1 Task types	26

Stage 1 Listening tasks 1-4	27-30
<b>Stage 2 (A1)</b>	
Stage 2 Task types	31
Stage 2 Listening tasks 1-4	32-35
<b>Stage 3 (A2)</b>	
Stage 3 Task types	36
Stage 3 Listening tasks 1-4	37-40

## Reading and Writing Exams

Reading and Writing examinations overview	42
Assessment	42
<b>Stage 1 (Pre-A1)</b>	
Stage 1 Task types	43
Stage 1 Reading and Writing tasks 1-5	44-48
<b>Stage 2 (A1)</b>	
Stage 2 Task types	49
Stage 2 Reading and Writing tasks 1-6	50-55
<b>Stage 3 (A2)</b>	
Stage 3 Task types	56
Stage 3 Reading and Writing tasks 1-6	57-62

## Additional Information

Results	63
Certification	63
Ongoing Support	64

## Language Specifications

<b>Stage 1 Language Specifications</b>	
Stage 1 Functions	66
Stage 1 Grammar and structures	67
Stage 1 Vocabulary	68-69
<b>Stage 2 Language Specifications</b>	
Stage 2 Functions	70
Stage 2 Grammar and structures	71
Stage 2 Vocabulary	72-73
<b>Stage 3 Language Specifications</b>	
Stage 3 Functions	74-75
Stage 3 Grammar and structures	76
Stage 3 Vocabulary	77-78



## Introduction

This *Examination Handbook: ESOL Cadets* document provides information and advice for all existing and potential teachers and learners of the Gatehouse Awards ESOL Cadets qualifications.

## About Gatehouse Awards

Gatehouse Awards (GA) is an Awarding Organisation based in the UK, recognised by Ofqual (the Office of Qualification and Examination Regulations). GA specialises in English language qualifications and examinations, and are an Institutional Affiliate of ALTE (Association of Language Testers in Europe), and an Institutional Member of EALTA (European Association for Language Testing and Assessment).

**A L T E**

Our qualifications in English are recognised worldwide.

**INSTITUTIONAL AFFILIATE**

GA's dedicated and professional staff are highly knowledgeable and experienced in designing and developing qualifications and examinations to be user-friendly and straightforward to deliver.

We offer exceptional customer service, industry-leading timescales for results and certification and excellent value for money.

## GA English language qualifications

All GA English language qualifications are designed to reference the descriptions of language proficiency in the Common European Framework Reference for Languages (CEFR). GA also offers the following English language qualifications:

- ESOL Cadets at Stage 1, 2 and 3 (Pre-A1, A1 and A2) for Young Learners
- Classic IESOL Junior at A1, A2 and B1 for schools
- Classic IESOL at A1, A2, B1, B2, C1 and C2 for schools and adults
- Test of Interactive English (TIE) at A1-B1 and B2-C2 for schools and adults.



To find out more about our English language qualifications, visit [www.gatehouseawards.org](http://www.gatehouseawards.org)



## Features of the ESOL Cadets qualifications

- Contextualised tasks reflect the day-to-day experiences and interests of learners under the age of 13.
- Sample versions, handbooks and full documentation are provided, plus administrative support and guidance whenever needed.
- All examinations are set, marked and moderated by GA's team of experienced and professional markers.
- Examinations at each Stage cover different skill areas, allowing the learners to focus their learning.
- Examinations can be conducted at times that are suitable to centres and learners – no 'assessment windows'.
- Examinations are simple to conduct, with easy administrative arrangements.
- Results can be viewed online and each learner receives a breakdown of their performance in each of the component exams.
- All learners taking the ESOL Cadets examinations receive a certificate from Gatehouse Awards.

## Who are the ESOL Cadets qualifications designed for?

The English for Young Learners ESOL Cadets qualifications are designed for learners aged 6 to 13 who are speakers of other languages and who are beginning to learn English.

Their aim is to reward young learners' achievements in learning the English language and to motivate and make their early learning experiences fun and enjoyable, giving them the confidence to achieve further success in language learning.

## What skills do the ESOL Cadets examinations test?

ESOL Cadets examinations test Speaking, Listening, Reading and Writing Skills.

All examination tasks are designed and developed by English teachers. Tasks use child-friendly topics and contexts children experience on a day to day basis, such as My Family, Animals, Games and My Favourite Food, etc.

They have been designed to develop and assess a young learner's ability to communicate in English.



## What do the ESOL Cadets examinations consist of?

These qualifications consist of three examinations at each level:

1. Speaking
2. Listening
3. Reading and Writing

The Speaking examinations are conducted with an Examiner and two Candidates present. The Listening and the Reading and Writing examinations are paper-based examinations.

All examinations are taken under controlled examination conditions. They have increasing levels of difficulty, from Stage 1 (Pre-A1 level), to Stage 2 (A1 level), up to Stage 3 (A2 level).

See below for more details on the Stages.

## Model of assessment

The ESOL Cadets examinations are externally assessed via examination materials produced and issued by GA.

Examinations are delivered in schools by trained and experienced Examiners and Invigilators.

All examinations are completed under controlled examination conditions.

All examination materials are submitted to GA for assessment. All assessment decisions are made by GA trained Examiners.

## What levels are available?

ESOL Cadets examinations are available at three different levels, which are designed to reference the descriptions of language proficiency in the Common European Framework Reference for Languages (CEFR).

### ESOL CADETS STAGE 1

Stage 1 is designed to reflect A0 level, or a *Pre-Entry* level of English. This level is suitable for Candidates who are just starting out in learning English. This is also sometimes described as 'Pre-A1' Level, or 'Absolute Beginner'.

### ESOL CADETS STAGE 2

Stage 2 is approximately the level defined in CEFR as A1. This level is suitable for Candidates who are very basic users of English and can communicate in a simple way. This is also sometimes described as the 'Breakthrough' or 'Beginner' level.

### ESOL CADETS STAGE 3

Stage 3 is approximately the level defined in CEFR as A2. This level is suitable for Candidates who are basic users of English and able to begin to express themselves in familiar contexts. This is also sometimes described as the 'Waystage' or 'Elementary' level.



## Use of dictionaries

No dictionaries are permitted in any of the ESOL Cadets examinations.

## Preparation and resources

Before entering learners for the ESOL Cadets examinations, teachers should always set a mock examination using sample papers provided by Gatehouse Awards and keep to the time limit to ensure that learners can cope adequately in a timed examination under controlled conditions. This will also help teachers enter their learners at the most appropriate level and offer learners an opportunity to become familiar with the examination format.

GA does not stipulate the use of a specific course book or teaching and learning resources that centres must use. However, GA expects centres who deliver programmes of learning to use high quality resources suitable for the ages and experiences of the young learners they work with.

Although the examinations use British English, American English is acceptable. Knowledge of the English alphabet is assumed at all levels.

## Relationship to other qualifications & progression opportunities

The ESOL Cadets examinations are designed so that young learners can progress from one Stage to the next as their skills improve.

Progression from achievement in the ESOL Cadets suite of English may include further English language courses and recognised ESOL International qualifications at Entry Levels or Levels 1 – 3, for example ESOL International (Classic) qualifications or ESOL International (Test of Interactive English) qualifications. These ESOL International qualifications are suitable for Candidates aged 14 and over.

## Safeguarding young learners

Gatehouse Awards ensures that all reasonable steps are taken to reduce, or prevent, the opportunities whereby harm, whether real or potential, may occur to a learner.

Anyone involved in the delivery of these examinations must ensure that they are never placed in a situation whereby they are on their own with a young learner (i.e. under the age of 14). Schools are required to ensure a responsible adult is available to act as a chaperone for the learners for the duration of the examination session. This adult does not need to be a language specialist or hold specific qualifications. They may be the learners' teacher or another member of staff from the school.

Examiners and invigilators must not conduct examinations if another adult is not available. If they do so, this will be a breach of GA regulations.





## Guidance for schools

Schools should adhere to the following guidelines when arranging examination sessions:

- An adult chaperone should ideally speak the learners' first language.
- The chaperone should not comment on the learner's ability or performance before, during or after the examination session.
- The chaperone should remain silent when in the examination room and avoid moving around. Chaperones should not rustle papers, use a mobile phone or cause any kind of distraction.
- The chaperone should not chat to the Examiner – they must be mindful that the Examiner needs to carefully consider the learners' performance in order to make an accurate assessment decision.
- The chaperone must remember that the content of the examination is confidential, and should not remove any materials or comment on the examination content to others during or after the examination session.

## Candidates requiring reasonable adjustments

Some learners require special arrangements to be made prior to the examinations, which help to reduce the effect of a disability or difficulty that places the learner at a significant disadvantage.

Centres can apply for a reasonable adjustment up to 10 working days in advance of the examination date to enable GA to consider the request and issue any amended materials and instructions.

A request for examination materials and/or instructions to be provided in Braille must be received at least 60 days in advance.

Please note that reasonable adjustments do *not* result in any amendment of the marking criteria. All Candidates are assessed against the same standard.

We can help if a learner:

- has a permanent disability e.g. is visually or hearing impaired or has a speech impediment;
- has a temporary disability e.g. a broken arm;
- has been affected by something shortly before their examination, e.g. they have been ill or experienced a distressing event.

On the day of the Examination, centre staff should make the Examiner aware of any learners for whom a reasonable adjustment has been granted.

## Special considerations

Special consideration may be given to a learner who has temporarily experienced an event outside of their control which has had, or is reasonably likely to have had, a material effect on their ability to demonstrate his or her level of attainment in an examination. Special considerations are granted only in instances where the issue was not known prior to the date of



the examination, e.g. illness, or if there have been adverse conditions at the examination venue, e.g. building noise or excessive heat/cold.

Examiners and Invigilators must record such details on the Examination Report Form and Invigilator Report Form.

## The examination materials

Examination materials will be supplied to the nominated Examination Co-ordinator in advance of the session. They may also be sent directly to the Examiner.

It is essential that the materials are checked prior to the examination session taking place.

The examination materials consist of:

- 1. The Examiner Booklet and materials for the Speaking examination.** These materials must be kept confidential.
- 2. The Listening and Reading and Writing examination papers:** these must be kept securely and only provided to the Candidates at the start of the examination session.
- 3. Examiner Report Form:** the Examiner for the Speaking examination is required to complete one Examiner Report Form per Candidate.
- 4. Invigilator Report Form:** Invigilators must complete this form after each examination session. Any variations to the examination timetable, organisation and conduct of the tests, or any additional information (e.g. unexpected noise from building work outside, a fire alarm occurring at the venue etc.) must be recorded on this form.
- 5. Silence Notices:** these must be clearly and prominently displayed outside of the examination room.

In some instances, an audio recording of one or more of the speaking examinations may be required; this will be communicated to the Examiner and/or the Examination Co-ordinator prior to the examination session. Upon notification that a recording is required, the Examiner must ensure they have working recording facilities available (i.e. audio voice recorder and batteries) and are familiar with how to use them. The audio recordings should be sent electronically to Gatehouse Awards following the instructions provided.



## Exam conditions

ESOL Cadets examinations are conducted under controlled examination conditions (full details of which are contained within the document *GA Regulations for Conducting Controlled Examinations*). Learners must be informed prior to the examination session as soon as they enter the exam room they are under exam conditions and must not:

- communicate with each other unless asked to by the Examiner in the spoken examination;
- take in any notes to the exam;
- take any electronic devices, e.g. mobile phones/iPods/smart watches into the exam.

If learners are found to have anything with them which is not allowed, even if they did not intend to use it, the Examiner or Invigilator should remove the item and allow the learner to continue with the examination. The Examiner or Invigilator must record the incident on the Examiner Report Form or on the Invigilator Report Form, as appropriate.

Immediately prior to and for the duration of the examination session, learners must:

- listen to and follow the instructions of the Invigilator at all times.
- put their hand up if they need anything and wait for the Invigilator.
- only take permitted equipment into the examination room - a pen and/or pencil (and bottle of water if required).

## Become a Centre

Test centres offering ESOL Cadets qualifications are typically schools and language schools.

Each prospective centre is required to provide evidence that they have the required management and administrative arrangements, suitable resources, staff and appropriate policies and procedures in place in order for the examinations to be conducted according to GA's regulations.

Centres wishing to offer ESOL Cadets qualifications should contact GA in the first instance for information on how to do so.

Arrangements may vary from country to country.



## Examinations overview

ESOL CADETS STAGE 1			
Paper	Time	Summary	Number of questions
Speaking	Up to 10 minutes per 2 Candidates	A board game	A series of five individual challenges
Listening	Approximately 15 minutes	4 Tasks	20
Reading and Writing	20 minutes	5 Tasks	30

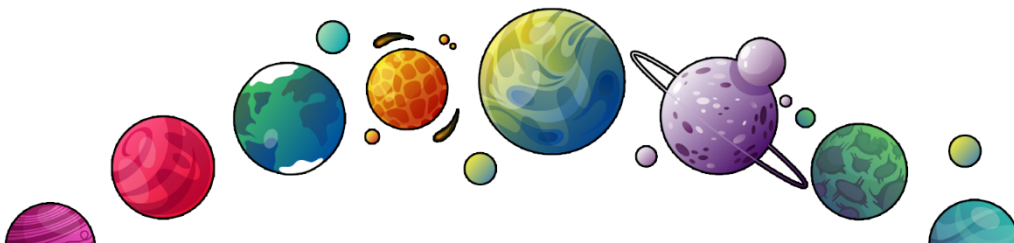
ESOL CADETS STAGE 2			
Paper	Time	Summary	Number of questions
Speaking	Up to 12 minutes per 2 Candidates	A board game	A series of five individual challenges
Listening	Approximately 15 minutes	4 Tasks	20
Reading and Writing	30 minutes	6 Tasks	36

ESOL CADETS STAGE 3			
Paper	Time	Summary	Number of questions
Speaking	Up to 16 minutes per 2 Candidates	A board game	A series of five individual challenges
Listening	Approximately 20 minutes	4 Tasks	20
Reading and Writing	40 minutes	6 Tasks	41



# SPEAKING

## EXAMS



## Speaking examinations overview

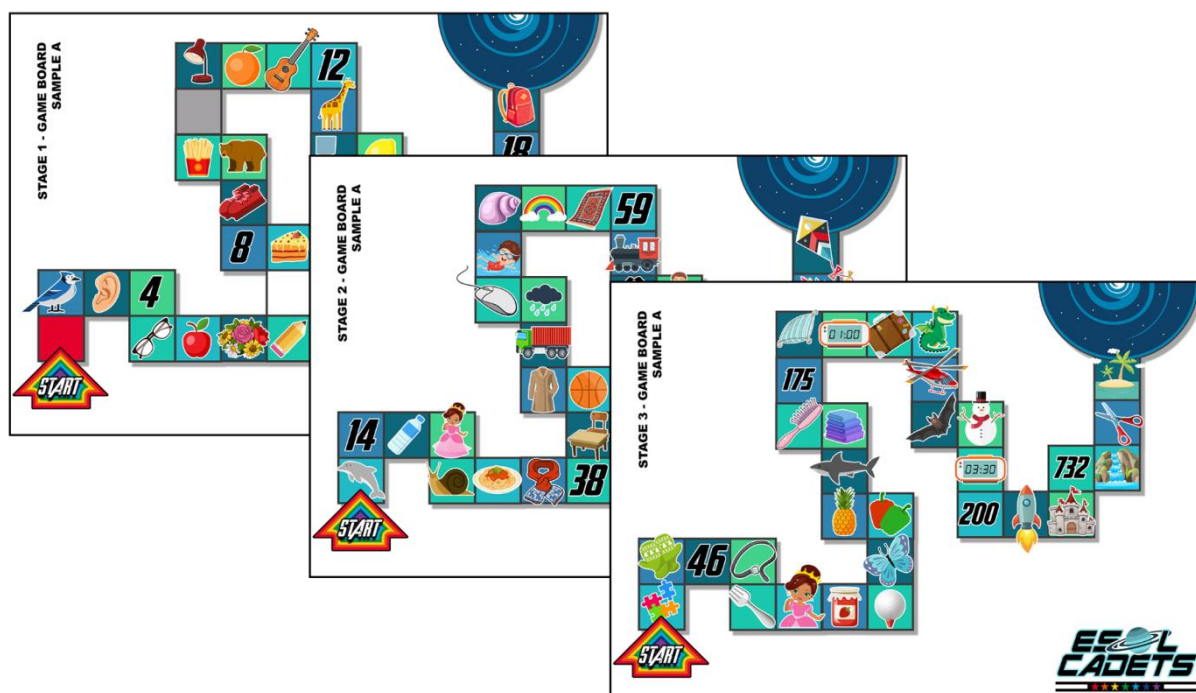
GUIDE TIME		
STAGE 1	STAGE 2	STAGE 3
Up to 10 minutes per 2 Candidates	Up to 12 minutes per 2 Candidates	Up to 16 minutes per 2 Candidates

The Speaking examinations at Stages 1, 2 and 3 all consist of a face-to-face examination with two Candidates and one Examiner present. It takes the form of a board game.

The rules of the game are explained by the Examiner in the Candidates' first language. If the Examiner does not speak the Candidates' first language, or the Candidates do not share the first language, an additional person may explain the format of the examination.

Candidates take turns to roll a dice and move along the board. The game boards used in the examination are specific to the level of examination for which Candidates are entered. The boards contain images appropriate to the interests and experiences of young learners and reflect the range of vocabulary items expected at each stage.

As they play, Candidates answer simple questions about the images on the squares they land on, e.g. *What is it? What colour is it? What number is it?*



Following each turn, Candidates take part in a 'challenge' which is presented on a pack of game cards. There are five types of challenge at each level, each focusing on one or more specific language skills. The cards contain pictures, which are the focus of each challenge.

The challenges are used in a specific order by the Examiner. Once all the challenges have been completed, the Candidates keep rolling the dice in turn and answering the Examiner's questions about the images until one of them has completed the game.

All challenges are unprepared, i.e. Candidates do not know what they will be asked.

## Assessment categories

Candidates are assessed across the following categories:

- Vocabulary
- Grammar
- Pronunciation
- Fluency (+ Coherence and Cohesion at Stage 2 and 3 only)
- Interaction



# STAGE 1

## Challenge task types

CHALLENGE	VISUAL PROMPT	ASSESSMENT FOCUS	EXPECTED RESPONSE
1	A picture of a small number of coloured objects	Naming objects, colours and numbers	Give correct name for the object, the colour and the number
2	Picture of a room	Understanding and following spoken instructions	Place prompt (e.g. a pen) on the scene picture as instructed
3	Simple scene picture	Understanding and answering spoken questions (closed questions)	Short answers at either sentence or word/phrase level
4	Simple scene picture	Understanding and answering spoken questions (open questions)	Short answers at either sentence or word/phrase level
5	N/A – A card is used to indicate challenge type	Understanding and responding to personal questions	Short answers at either sentence or word/phrase level

## Candidates should be able to:

- name everyday objects and activities (see *language specifications*)
- describe simple everyday objects, including information about colour and number
- understand the location of objects based on a description given using simple prepositions
- describe the location of objects using simple prepositions
- understand descriptions of simple pictures
- give short yes/no answers to indicate understanding
- give descriptions of simple pictures when prompted with questions
- answer very simple questions about themselves using short phrases





## Challenge 1

The Candidate is given a card depicting a number of simple objects, and is asked to name items and describe some of them (colour and number).

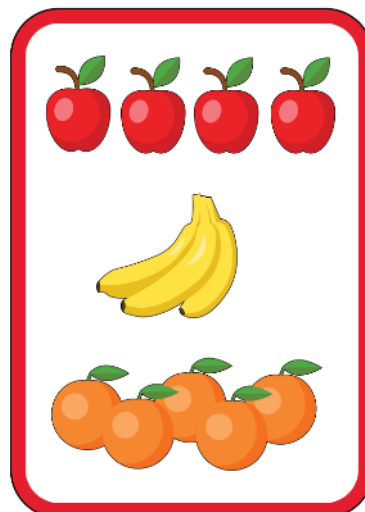
**Preparation:** Candidates should practise answering simple questions about pictures with one-word answers.

For example:

**What is this?** A banana.

**How many bananas are there?** Three.

**What colour are the bananas?** Yellow.



## Challenge 2

The Candidate is given a card depicting a simple location (garden, room, classroom, etc.). They will be asked to position the dice in line with the Examiner's instructions, as well as answer one question about the location of one of the elements in the picture using simple prepositions.

**Preparation:** Candidates should practise putting objects in different positions on a picture in response to spoken instructions.

For example:

**Put the dice on the sofa.**

**Put the dice under the table.**

The Candidate will also be asked to describe the location of one of the objects in the picture using a short phrase.

For example:

**Where are the flowers?** On the table.



## Challenge 3

The Candidate is given a picture of a simple scene depicting everyday activities (e.g. children playing, a family eating etc.). They will hear a description of that scene, sentence by sentence, and will need to decide whether it is accurate or not by giving short yes/no answers in response to the Examiner's prompting.

**Preparation:** Candidates should practice answering simple questions about simple pictures depicting familiar activities, focussing on answering closed questions requiring yes/no answers.

For example:

**The children are playing in the garden. Is that right?**

*No, they aren't. / No, it's not.*

**There are two boys here. Is that right?**

*Yes, there are. / Yes, it is.*

**The teddy is blue. Is that right?**

*No, it isn't. / No, it's brown.*



## Challenge 4

The Candidate is given a picture of a simple scene depicting everyday activities (e.g. a family shopping, children in a classroom, etc.). They will be asked to describe the scene, but will be guided by the Examiner asking specific questions about various elements of the picture. The Candidate is expected to give short word or sentence answers as appropriate.

**Preparation:** Candidates should practice answering simple questions about simple pictures depicting every day and familiar activities focussing on answering open questions requiring short phrases or one-word answers.

For example:

**What is the man wearing?**

*A yellow t-shirt. / Blue trousers.*

**What is the girl holding in her hand?**

*A balloon.*

**What colour are the woman's trousers?**

*They are red.*



## Challenge 5

The Candidate is asked three simple questions about themselves. The Candidate is expected to give very short sentence answers.

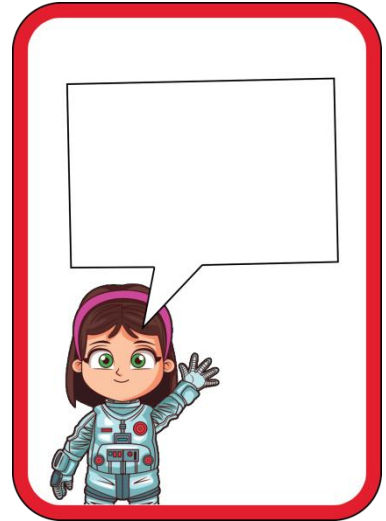
**Preparation:** Candidates should practice talking about their age, likes and dislikes, where they live, their family and friends, hobbies and abilities.

For example:

*How old are you? I'm eight years old.*

*What is your favourite animal? I like tigers.*

*Can you play the guitar? Yes, I can.*



# STAGE 2

## Challenge task types

CHALLENGE	VISUAL PROMPT	ASSESSMENT FOCUS	EXPECTED RESPONSE
1	A picture of a small number of coloured objects	Naming objects, giving simple factual information	Give correct name for the object, respond to follow up questions
2	A picture of a small number of coloured objects	Naming objects, expressing agreement/disagreement/preferences	Give correct name for the object, respond to follow up questions
3	Simple scene picture	Giving very simple descriptions	Short sentence answers
4	Sequence of 3 pictures – times and activities	Describing a sequence of simple, everyday activities and times	Short sentence answers
5	N/A – A card is used to indicate challenge type	Understanding and responding to personal questions	Short sentence answers

### Candidates should be able to:

- name everyday objects and activities (see *language specifications*)
- describe simple everyday objects, including information about colour and number
- give simple factual information
- understand simple information and expressing agreement and disagreement
- understand and express likes/dislikes, preferences
- give descriptions of simple pictures using simple sentences
- describe a simple sequence of everyday events/activities
- expressing time
- answer simple questions about themselves and everyday life using short sentences



## Challenge 1

The Candidate is given a card with a number of simple pictures and asked to name them and respond to simple factual questions relating to the pictures using short sentences.

**Preparation:** Candidates should practise using the words from the word list in context to describe them and answer simple questions about them.

For example:

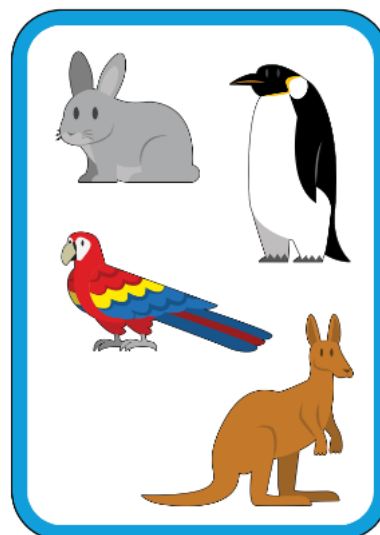
*RABBIT - Rabbits are small animals. Some rabbits are white. Rabbits eat carrots. I have a toy rabbit.*

**Can rabbits run?** *Yes, they can.*

**Can rabbits fly?** *No, they can't.*

**Do rabbits like carrots?** *Yes, they do.*

**Are rabbits big?** *No, they are small. Etc.*



## Challenge 2

The Candidate is given a card with a number of simple pictures. The Examiner starts a simple conversation about one of the pictures, and the Candidate is expected to participate. The conversation will involve talking about likes, dislikes, expressing agreement/disagreement and preferences, based around the pictures on the card. The Candidate is expected to respond using short phrases and short sentences.

**Preparation:** Candidates should practise short conversations about everyday subjects, for example food, clothes, hobbies, weather etc.

For example:

**Let's talk about food. I like cakes. What about you?** *I prefer fruit.*

**How often do you eat fruit?** *I eat an apple every morning.*

**How about soup? Do you like it?** *No. I don't like it.*



## Challenge 3



The Candidate is given a picture of a simple scene depicting everyday activities (e.g. children playing, family eating, etc.). They are asked to provide a simple description of the scene using short sentences.

**Preparation:** Candidates should practice describing a variety of simple pictures depicting everyday activities. The descriptions should include colours, sizes, positions, appearance, activity, etc.

For example:

**Tell me what you can see in this picture.**

*In this picture, I can see four children in the park. There are two trees. One boy is on a bike. The boys are playing.*

## Challenge 4

The Candidate is given a picture of a sequence of three simple everyday activities with times next to them. They are asked to describe what activity they can see in each picture in the order they see them and specify the time. They will need to use short sentences.

**Preparation:** Candidates should practice telling time using a digital clock and practice using verbs describing common, everyday activities in sentences.

For example:

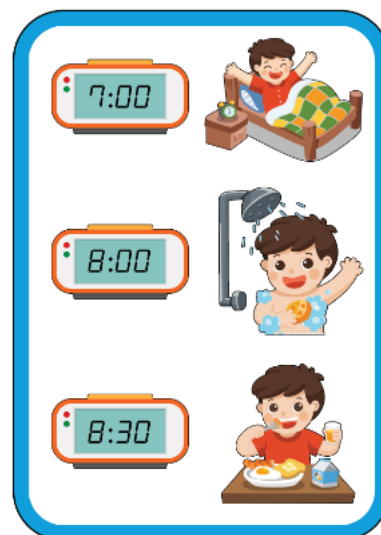
**Tell me about what John does in the morning.**

*He gets up at seven o'clock.*

*He has a shower at eight o'clock.*

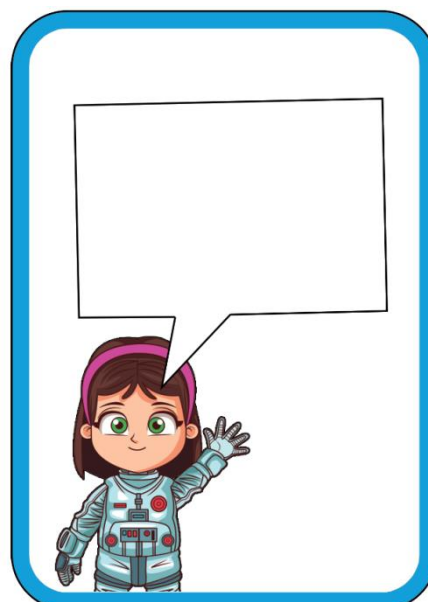
*He is eating his breakfast. It's half past eight.*

*He eats eggs at 8.30.*



## Challenge 5

The Candidate is asked to talk about a simple familiar topic, e.g. their house, friends, school etc. The Candidate is expected to produce at least three short sentences and provide at least three pieces of relevant information. They



are also expected to ask the Examiner one question at the end.

**Preparation:** Candidates should practice giving information about themselves and things that are relevant to them in everyday life, as well as understanding and asking questions.

For example:

**Tell me something about your best friend.**

*My best friend is Tony. He is in my class.*

*I like to watch television with Tony.*

*We play football every day.*

**Thank you. Now ask me a question about my friends.**

*Do you have many friends?*



# STAGE 3

## Challenge task types

CHALLENGE	VISUAL PROMPT	ASSESSMENT FOCUS	EXPECTED RESPONSE
1	A picture of four different animals/ objects/activities	Naming objects, giving simple factual information	Give correct name for the object, respond to follow up questions
2	A picture of three people or objects	Describing similarities and differences	Correctly identify at least three similarities and differences between visuals
3	Picture sequence of 4	Telling a simple story based on visuals	Describe each picture in turn
4	Visual depicting the topic of a simple conversation	Having a simple conversation about an everyday subject	Candidate to provide some simple factual information as well as information about own likes/dislikes/preferences
5	N/A – A card is used to indicate challenge type	Talking about a past activity	Give simple information about past experiences/events, e.g. what/when

### Candidates should be able to:

- name a range of everyday objects and activities (see *language specifications*)
- give simple descriptions of people, objects, actions and events, including describing differences in appearance
- give simple factual information about everyday activities
- ask and answer simple questions about familiar topics, volunteering additional information at times (e.g. own preferences, information about daily activities)
- use pictures or own ideas to tell a simple story about people, objects, actions and events,
- re-tell events in the past
- take part in a simple conversation that uses familiar vocabulary and questions / answers
- express time
- understand and express likes/dislikes/preferences





## Challenge 1

The Candidate is given a card depicting four simple visuals that are related (e.g. animals, types of transport, sports), and are asked to name some of the items and respond to simple questions relating to them using short sentences.

**Preparation:** Candidates should practice using the words from the word list in context and answering simple questions about them.

For example:

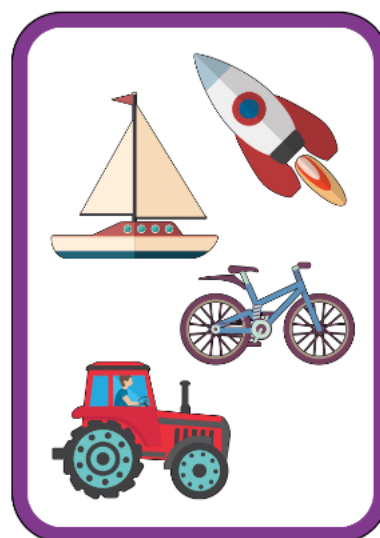
*BOAT - I like going on boats. Boats are smaller than ships. Boats can be fast, but they are slower than rockets. I prefer rockets to boats.*

**What's this? (pointing to an item).** *It's a tractor.*

**Which is the fastest form of transport?** *The aeroplane is the fastest.*

**Which of these do you think is most fun?** *The rocket is fun!*

**Can you ride a bike?** *Yes, I can. / No, I can't.*



## Challenge 2

The Candidate is presented with a picture of three people and they are asked to describe at least three differences between the people.

**Preparation:** Candidates should practice using the comparative and superlative adjective forms, as well as practice the vocabulary needed to describe people in terms of their appearance, including the clothes they wear and their physical characteristics. Candidates should practice comparing pictures of two or more people.

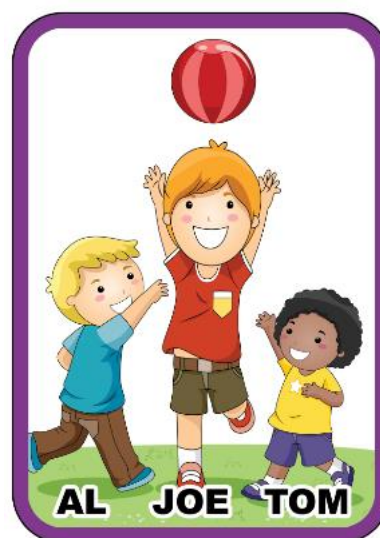
For example:

**Look at these boys. How are they different?**

*Al is taller than Tom but not as tall as Joe.*

*Joe and Tom are wearing shorts and Al is wearing trousers.*

*All the boys are smiling and Joe has the biggest smile.*



### Challenge 3

The Candidate is presented with four pictures representing a simple story. The Examiner starts to tell the story based on the first picture and asks the Candidate to continue telling the story from the remaining pictures. Candidates are only expected to say a few words about each picture in the order they appear in.



**Preparation:** Candidates should practice telling simple stories / describing a sequence of pictures using full sentences.

For example:

**Look! The girl is making a small house. What happens next?**

*The girl is painting the small house red.  
She puts the small house in the tree.  
The birds can live in the house.  
The girl made a very nice house for the birds.*

### Challenge 4

The Candidate is presented with a card representing a topic of an everyday conversation, e.g. school, hobbies, sport, food, the weather etc. They are expected to engage in a short, simple conversation on the topic with the Examiner, who will lead the conversation by asking questions. The Candidate is expected to ask the Examiner one question about the subject.



**Preparation:** Candidates should practice talking about simple, everyday subjects, including expressing their preferences and providing simple factual information. They should practice formulating simple relevant questions, in order to keep a conversation going.

For example:

**Let's talk together about hobbies.**

**Can you play a musical instrument?** *Yes, I can play the guitar and I can sing, too.*  
**And do you prefer playing painting or cooking?** *I don't paint very often. Cooking is my favourite.*  
**What's your favourite hobby?** *I like sports. I play football every weekend. Can you play football?* *No, I don't like it. I prefer tennis.*

## Challenge 5

The Candidate is asked to briefly describe an event or a simple activity they did in the past. They are expected to be able to formulate short, simple sentences to talk about the past and provide at least three separate pieces of information.

**Preparation:** Candidates should practice talking about simple past activities and events they participated in, e.g. what they did yesterday, the previous weekend, on their last holiday etc.

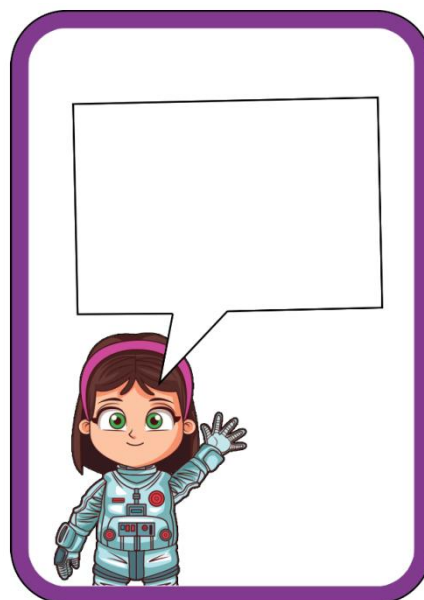
For example:

**Tell me something about what you did last weekend.**

*Last weekend, ok. On Saturday morning, I stayed at home and studied for my English exam. I did a lot of homework. In the afternoon, I went shopping with my mum. We went to the market and bought some new shoes.*

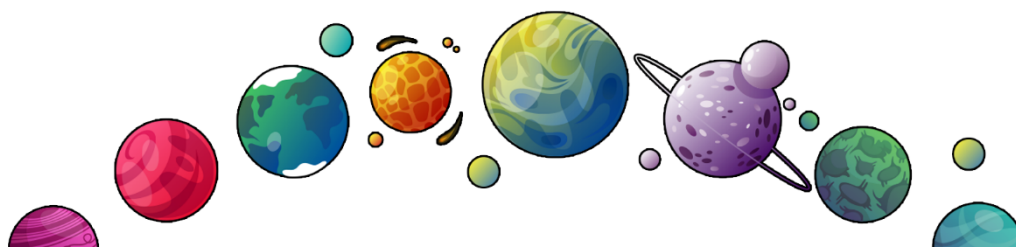
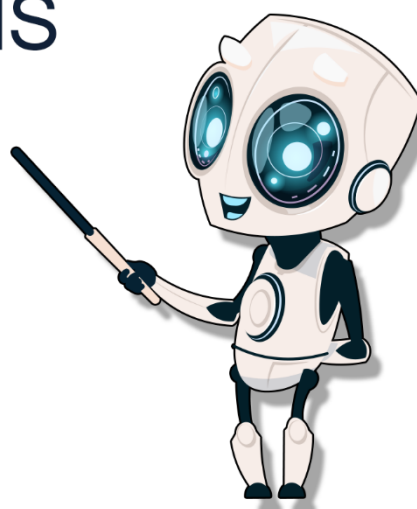
**OK. And what did you do on Sunday?**

*On Sunday I visited my grandparents. We go there every Sunday for a big family dinner...*



# LISTENING

## EXAMS



## Listening examinations overview

GUIDE TIME		
STAGE 1	STAGE 2	STAGE 3
Approximately 15 minutes	Approximately 15 minutes	Approximately 20 minutes

The Listening examinations at Stages 1, 2 and 3 all consist of an examination which must be conducted under controlled examination conditions and invigilated by a responsible member of staff who has been fully trained in their role.

The maximum ratio of Invigilators to Candidates is 1:20. This means that one Invigilator can supervise no more than 20 Candidates.

Recordings for the Listening examinations use a range of children's and adults' voices speaking relatively slowly, using standard British English.

There are four tasks in total.

## Assessment

The Candidate's performance in the Listening examination is assessed based on the number of correct answers they choose in each task. All answers are marked as either correct or incorrect. If more than one answer is given (e.g. more than one line is drawn to a name or a picture, or more than one option is ticked), no marks will be given to that question.

The number of marks available varies from task to task within each Stage. The available marks by task, weighting and total marks available can be found in the tables below.



# STAGE 1

## Task types

TASK	TASK TYPE	SUMMARY	NUMBER OF QUESTIONS	NUMBER OF MARKS
1	Three option multiple choice	Identify items from simple phrases	5	5
2	Matching activity	Match people to their names from simple descriptions	5	10
3	Matching activity	Identify the location of items from simple descriptions	5	5
4	Three option multiple choice	Understand simple conversations	5	10
			<b>TOTAL MARKS:</b>	30

### Candidates should be able to:

- understand short, simple phrases, sentences and questions
- recognise everyday words familiar to young children, e.g. toys, animals, school and popular hobbies
- recognise numbers
- recognise days of the week



# Listening Task 1

In this task, Candidates listen to five simple descriptions of items they encounter in everyday life. Each description consists of a short phrase – a noun modified by a simple adjective or a number 1-10, e.g. ‘a yellow banana’, ‘three pears’ etc. Each description is heard twice.

Candidates need to select one of three pictures which most closely corresponds to the description heard by ticking the box next to that picture.

## Listening input

Individual phrases.

## Language focus

- Frequently encountered nouns referring to everyday objects, animals and people.
- Adjectives describing colours.
- Other common adjectives frequently used in describing appearance, e.g. happy, big, short
- Numbers 1-10.

**TASK 1** Listen and tick the box.

**EXAMPLE**

	<input checked="" type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
---	-------------------------------------	---	--------------------------	--	--------------------------

**1**

	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
---	--------------------------	---	--------------------------	--	--------------------------


**2**

	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
---	--------------------------	---	--------------------------	--	--------------------------

**3**

	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
---	--------------------------	---	--------------------------	--	--------------------------

**4**

	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
---	--------------------------	---	--------------------------	--	--------------------------

**5**

	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
---	--------------------------	---	--------------------------	--	--------------------------



## Listening Task 2

In this task, Candidates listen to five simple descriptions of people. Each description consists of two simple sentences. One of the sentences always refers to the person's appearance, e.g. 'Lucy has brown hair', and the other describes the activity the person is performing, e.g. 'She's painting'. Each description is heard twice.

Candidates need to draw lines between the pictures of the people and their names based on the descriptions heard.

### Listening input

Pairs of sentences.

### Language focus

- Descriptions at a simple sentence level.
- Present continuous tense with common verbs.
- The verb 'to have'.





## Listening Task 3

In this task, Candidates look at a picture representing a room in a house. Next to the main picture, they can see five different items frequently encountered in everyday life, e.g. toys, school resources etc. Candidates listen to five simple sentences describing the location of the items in relation to various elements of the room, e.g. 'The dog is sitting next to the desk'. Each sentence is heard twice.

Candidates need to draw lines between the objects and their correct locations in the picture.

### Listening input

Individual sentences.

### Language focus

- Vocabulary used to describe common house furniture, e.g. bed, desk, chair, lamp etc.
- Simple prepositions of location, e.g. under, on, next to etc.
- There is/there are.
- Present continuous tense with common verbs (statements).

**TASK 3** Listen and draw lines. There is one example.

The diagram shows a listening task. At the top, a dark blue banner contains the text "TASK 3" and "Listen and draw lines. There is one example." with a pencil icon. Below this is a central illustration of a living room. Above the room are three items: a soccer ball, a sleeping cat, and a sitting dog. Below the room are three items: a camera, an open book, and a toy train. A black line with an arrow at the end connects the soccer ball to a sofa in the room, illustrating the example.

# Listening Task 4

In this task, Candidates listen to five simple conversations, e.g. about the cost of a toy, or the spelling of somebody's name. Each conversation consists of approximately four turns, and is heard twice.

Candidates need to answer one question about each conversation by ticking the box next to the visual which best represents the correct answer.

## Listening input

Short conversations, each between two speakers.

## Language focus

- Simple questions in present simple and present continuous, e.g. 'Where is ...?', 'How much is...?', 'Do you want...?'
- Common conversational phrases e.g. yes please, no thank you etc.
- Simple descriptive language.
- Spelling names.

**TASK 4** Listen and tick the box.

**EXAMPLE** What is Sam's favourite sport?

		
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**1** Where is Ella's book?

		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**2** What is Ben doing?

		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**3** Jack wants his:

		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**4** How much is the toy?

		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**5** The sister's name is:

L - U - C - Y	L - O - S - I	L - C - Y - I
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



# STAGE 2

## Task types

TASK	TASK TYPE	SUMMARY	NUMBER OF QUESTIONS	NUMBER OF MARKS
1	Three option multiple choice	Identify items from simple phrases	5	5
2	Matching activity	Match people to their names from simple descriptions	5	10
3	Two option multiple choice	Identify details from a short story	5	5
4	Three option multiple choice	Understand simple conversations	5	10
			<b>TOTAL MARKS:</b>	30

### Candidates should be able to:

- follow speech that is very slow and carefully articulated
- recognise concrete information (e.g. places and times) on familiar topics
- understand some words and expressions when people are talking about him/herself, family, school, hobbies or surroundings
- understand words and short sentences when listening to a simple conversation (e.g. between a customer and shop worker)
- understand figures, prices and times given slowly and clearly in an announcement
- pick out concrete information (e.g. places and times) from short audio recordings



# Listening Task 1

In this task, Candidates listen to five simple descriptions of people and animals, including descriptions of everyday activities, e.g. 'The dog is jumping up'. Each description consists of a single sentence and is heard twice. Candidates select one of the three pictures which best represents the description by ticking the box next to the picture.

## Listening input


Individual sentences.

## Language focus

- Present continuous tense, statements.
- Common action verbs, e.g. sit, paint, write.
- General vocabulary describing everyday activities.

**TASK 1** Listen and tick the box. 

**EXAMPLE**

		
---	--	---

**1**

		
---	---	--

**2**

		
---	---	--

**3**

		
---	---	--

**4**

		
---	---	--

**5**

		
---	---	--



## Listening Task 2

In this task, Candidates listen to a conversation between two people. One of the speakers is describing a photograph and answering questions from the other speaker about it. Candidates look at the photograph and match the names of five people to the right person in the photograph by drawing a line. There are additional people in the photograph who do not match any of the descriptions. The conversation is heard twice.

### Listening input

A simple conversation of mostly descriptive content, approximately 150 words.

### Language focus

- Present continuous tense: statements, negatives, questions.
- Present simple tense: statements, negatives, questions.
- Simple descriptive vocabulary.
- Prepositions of place.



Mum

Adam

Dad



Sammy

Uncle Jim

Auntie Jane

## Listening Task 3

In this task, Candidates listen to a simple narrative and answer five questions about what happens in the narrative by choosing one of the correct options. There are two options at each stage of the narrative. Candidates need to tick the box next to the picture they have chosen.

### Listening input

A simple continuous narrative describing everyday activities.

### Language focus

- Present simple tense.
- Present continuous tense to talk about the future.
- 'To be going to'.
- Simple modal verbs.
- Vocabulary describing simple everyday activities.

**TASK 3** Listen and tick the box. 

**EXAMPLE** Where is Tom going?

	<input checked="" type="checkbox"/>		<input type="checkbox"/>
---	-------------------------------------	--	--------------------------

**1** What is Tom going to buy?

	<input type="checkbox"/>		<input type="checkbox"/>
---	--------------------------	--	--------------------------

**2** How much money does Tom have?

	<input type="checkbox"/>		<input type="checkbox"/>
---	--------------------------	--	--------------------------

**3** How is Tom getting to the shop?

	<input type="checkbox"/>		<input type="checkbox"/>
---	--------------------------	--	--------------------------

**4** What time is Tom's friend coming?

	<input type="checkbox"/>		<input type="checkbox"/>
---	--------------------------	--	--------------------------

**5** Tom and Alex are going to play:

	<input type="checkbox"/>		<input type="checkbox"/>
---	--------------------------	--	--------------------------



## Listening Task 4


In this task, Candidates listen to five separate conversations. Each conversation is heard twice. Candidates need to answer one detail question about each conversation by ticking the box next to the visual which best represents the correct answer.

### Listening input


Five conversations between two people, each approximately six turns long.

### Language focus



- Question forms across a range of grammatical tenses.
- Questions with simple modal verbs.
- Commonly used conversational phrases.

**TASK 4** Listen and tick the box. 



**EXAMPLE** What was Anna's favourite present?

		
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>


**1** Alex gave Ben:

		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>


**2** What is Ted's pet?

		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**3** What is on the shopping list?

		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**4** Where is Sam's jacket?

		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**5** What did Jack do at the weekend?

		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



# STAGE 3

## Task types

TASK	TASK TYPE	SUMMARY	NUMBER OF QUESTIONS	NUMBER OF MARKS
1	Three option multiple choice	Identify items from simple phrases	5	5
2	Matching activity	Match people to their names from simple descriptions	5	10
3	Making notes	Complete the notes about an event	5	10
4	Three option multiple choice	Understand simple conversations	5	10
			<b>TOTAL MARKS:</b>	35

### Candidates should be able to:

- understand phrases and expressions related to basic personal and family information, shopping, local geography
- understand common words and sentences related to family, jobs, animals, hobbies, means of transport and travelling, signs of illness (*"I've got a headache"*)
- understand simple information on school activities and schedule
- understand short stories
- understand simple information about the days of the week, the months of the year, seasons and names of festive occasions, e.g. how someone would like to celebrate his/her birthday
- understand simple statements about animals, e.g. what cats eat
- understand the main point(s) and some detail in a simple conversation between two people, e.g. about school, family
- follow short, simple social exchanges
- understand the main points when people talk about weather
- catch the main point in short, clear, simple messages and announcements
- follow simple directions relating to how to get from X to Y, on foot or public transport
- understand basic instructions on times, dates and numbers etc., and on routine tasks that include colours, shapes or opposites





# Listening Task 1

In this task, Candidates listen to five separate short utterances of mostly informative content, for example, 'My favourite activity is having a picnic with my family'; 'My English teacher is tall and has blonde hair'. Each utterance is heard twice. Candidates need to select one of the three options which best represents the content of each utterance by ticking a box next to the visual.

## Listening input




Five separate utterances of mostly informative content.

## Language focus




- A selection of grammar and vocabulary included in the Cadets Stage 3 language specification.

**TASK 1** Listen and tick the box.

**EXAMPLE**

		
--	--	---




**1**

		
---	---	--




**2**

9:30 <input type="checkbox"/>	9:45 <input type="checkbox"/>	10:15 <input type="checkbox"/>
-------------------------------	-------------------------------	--------------------------------




**3**

		
---	---	---

**4**

		
---	---	--

**5**

		
---	---	--

# Listening Task 2

In this task, Candidates listen to a conversation between two people. One of the speakers is describing a picture and answering questions from the other speaker about it. Candidates look at the picture and match the names of five people to the right person in the picture by drawing a line. There are additional people in the photograph who do not match any of the descriptions. The conversation is heard twice.

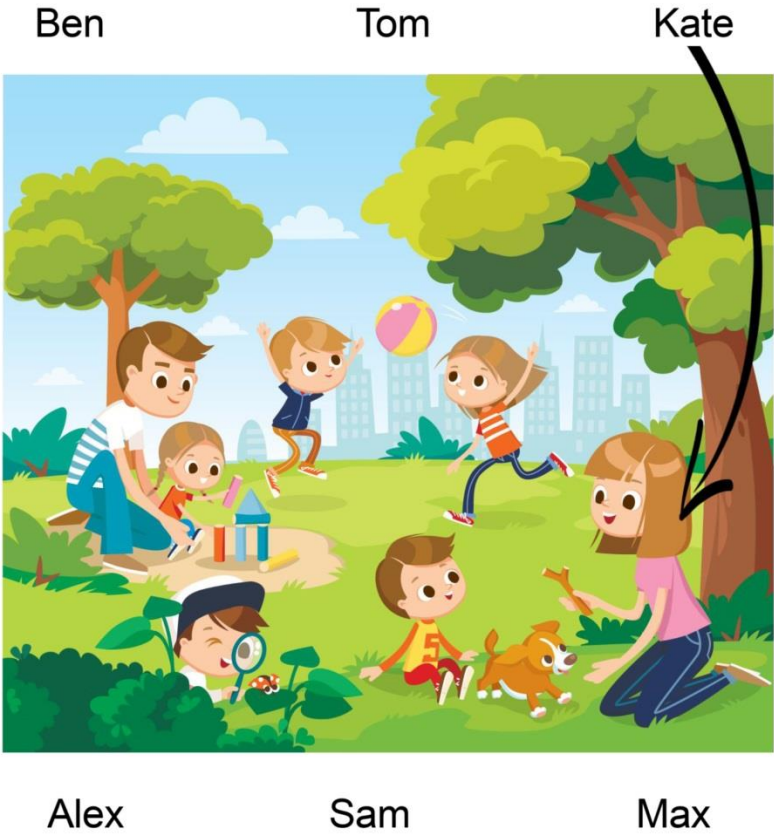
## Listening input

A conversation of mostly descriptive content, approximately 250 words.

## Language focus

- A selection of grammar and vocabulary included in the Cadets Stage 3 language specification.

**TASK 2** Listen and draw lines. There is one example.



## Listening Task 3

In this task, Candidates listen to a conversation between two people. The speakers are talking about an event the Candidates are likely to encounter in everyday life, for example a school trip. Candidates need to complete the notes with five pieces of information from the conversation. They will need to use language at word and phrase level in order to complete the gaps, for example: 'to a zoo', '10 am', and use the correct spelling. The conversation is heard twice.

### Listening input

A conversation of mostly informative content, approximately 200 words.

### Language focus

- A selection of grammar and vocabulary included in the Cadets Stage 3 language specification.

### TASK 3 *Write on the line.* Hello

Notes about school trip

What day is the trip? **Friday**

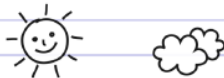

Where are they going? **1** \_\_\_\_\_

Meeting time: **2** \_\_\_\_\_

Meeting place: **3** \_\_\_\_\_

What to bring: **4** \_\_\_\_\_

AND **5** \_\_\_\_\_

## Listening Task 4

In this task, Candidates listen to five separate conversations. Each conversation is heard twice. Candidates need to answer one detail question about each conversation by ticking the box next to the visual which best represents the correct answer.

### Listening input

Five conversations between two people. Each conversation is approximately six turns long.




### Language focus

- A selection of grammar and vocabulary included in the Cadets Stage 3 language specification.

TASK 4
Listen and tick the box.



**EXAMPLE** Where will Anna go at the weekend?

		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>




**1** What time did the library close?

2:00 <input type="checkbox"/>	2:30 <input type="checkbox"/>	3:00 <input type="checkbox"/>
-------------------------------	-------------------------------	-------------------------------




**2** What will Ted do in the afternoon?

	$5 \times 10 = 50$ <input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>




**3** How did Alex get to school?

		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**4** What will Fred get for his birthday?

		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

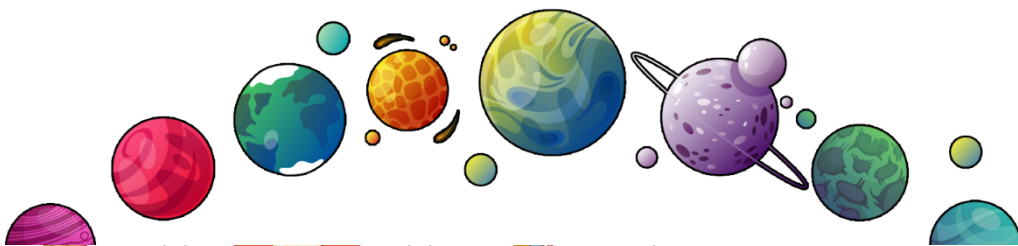
**5** When will Tim see his friend?

		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



# READING & WRITING

EXAMS



## Reading & Writing examinations overview

GUIDE TIME		
STAGE 1	STAGE 2	STAGE 3
20 minutes	30 minutes	40 minutes

The Reading and Writing examinations at Stages 1, 2 and 3 all consist of an examination which must be conducted under controlled examination conditions and invigilated by a responsible member of staff who has been fully trained in their role. The maximum ratio of Invigilators to Candidates is 1:20. This means that one Invigilator can supervise no more than 20 Candidates.

### Assessment

The Candidate's performance in the Reading and Writing examination is assessed based on the number of correct answers they produced in tasks 1 to 5. The number of marks available varies from task to task within each Stage. The available marks by task, weighting and total marks available can be found in the tables below.

At Stages 2 and 3 there is a sixth task, where Candidates are expected to produce writing above word/phrase level, which is assessed using a descriptive mark scheme.



# STAGE 1

## Task types

TASK	TASK TYPE	SUMMARY	NUMBER OF QUESTIONS	NUMBER OF MARKS
1	Tick or cross	Identify items from simple written descriptions	6	6
2	Three option multiple choice	Identify the correct word	6	9
3	Three option multiple choice	Complete the sentence with the correct word	6	9
4	Gap fill	Complete the short story using the words given	6	9
5	Questions and answers	Give answers to questions using a given picture	6	9
			<b>TOTAL MARKS:</b>	42

### Candidates should be able to:

- read and understand simple words and sentences accompanied by pictures
- read and understand written information about people, familiar objects and animals, days, times and places
- read and understand simple signs e.g. 'toilets,' 'exit,' etc.
- follow an illustrated story formulated in very simple, everyday words
- write the letters of the alphabet
- copy words and short sentences
- write own name correctly
- spell some very simple words correctly



## Reading & Writing Task 1

In this task, Candidates read six individual statements, which are each accompanied by a simple picture. The statements follow a simple 'This is...'/ 'These are...' pattern, according to whether the picture shows singular or plural items. The Candidate has to decide whether the statement matches the picture or not. They respond by putting a tick in the box for statements which do match the visuals, and putting a cross in the box for statements which do not.

Marks available in this task: 6.

### Language focus

- Nouns representing high frequency vocabulary items from Cadets Stage 1 language specification.
- Plural forms of the nouns.
- 'This is' / 'these are'.





### Assessment

This task assesses the Candidate's receptive knowledge of frequently occurring nouns from the vocabulary lists for Cadets Stage 1, in their written form, in both singular and plural form.

### Task Preparation

- Candidates should be familiar with the frequently occurring nouns from the vocabulary lists for Cadets Stage 1 and their written forms, in both singular and plural.
- Candidates need to understand how to mark whether they agree that the statement matches the visual (by placing a tick) and how to mark that it does not (by placing a cross).
- Candidates need to practice representing their responses in this task in a clear and unambiguous manner by being able to place clear ticks and crosses in the boxes provided.

**TASK 1** Look at the pictures and put a tick  or a cross  in the box.

<b>EXAMPLE</b>  This is a t-shirt. <input checked="" type="checkbox"/>	<b>EXAMPLE</b>  This is a shoe. <input checked="" type="checkbox"/>
<b>1</b>  This is a train. <input type="checkbox"/>	<b>2</b>  This is a dragon. <input type="checkbox"/>






## Reading & Writing Task 2

In this task, Candidates complete six simple sentences describing the picture with one of the three words provided. There are six incomplete statements describing simple visuals. The visuals represent either singular or plural objects, and the sentences which describe them follow a simple 'This is...'/ 'These are...' pattern. The Candidate needs to complete each sentence by selecting and copying the correct word from the three options given.


Marks available in this task: 9.

**TASK 2** Look at the pictures and write the correct words. *Hello*


  

**EXAMPLE**  
 This is a .....**lion**.....  
lion      tiger      elephant.


  

**1**  
 This is a .....  
snake      spider      fish

**2**  
 This is a .....  
window      door      picture

**3**  
 This is a .....  
pirate      princess      robot

### Language focus

- Nouns representing high frequency vocabulary items from the Cadets Stage 1 language specification.
- Plural forms of the nouns.
- 'This is' / 'these are'.

### Assessment

This task assesses the Candidate's receptive knowledge of frequently occurring nouns from the vocabulary lists for Cadets Stage 1, in their written form, in both singular and plural form, as well as their ability to copy them accurately.

### Task preparation

- Candidates should be familiar with the frequently occurring nouns from the vocabulary lists for Cadets Stage 1 and their written forms, in both singular and plural.
- Candidates should be able to copy the correct word accurately onto the space provided within the sentence.
- Candidates need to be able to correctly form all the letters within the selected word, and also ensure that no spelling mistakes are introduced.



## Reading & Writing Task 3

In this task, Candidates complete six sentences which describe a given picture. The pictures all depict people or animals performing simple actions. There are two sentences to complete per picture. Candidates complete each sentence with one of the three words provided. The Candidate needs to complete each sentence by selecting and copying the correct word from the three options given.

Marks available in this task: 9.

### Language focus

- Simple affirmative sentences in present simple and present continuous tenses.
- Verbs describing simple everyday actions.
- Adjectives from the Cadets Stage 1 language specification.
- Personal pronouns, singular and plural.
- Prepositions describing location.
- Nouns from Cadets Stage 1 language specification.
- Numbers 1-10.

### Assessment

This task assesses the Candidate's ability to read and understand simple sentences describing every day actions, objects and people's appearance.

### Task preparation

- Candidates should be able to identify the correct word to complete the description and copy the correct word accurately onto the space provided within the sentence.
- Candidates should be made aware that all words they select the correct answer from fit the sentences grammatically, and they should make their choice based on the picture provided for the task.
- Candidates should practice describing various elements of simple pictures in preparation for this task, including pictures of people, objects and actions.

## TASK 3

Look at the pictures and write the correct words.

Hello

### EXAMPLES

The boy is .....**painting**.....  
painting      reading      writing

He is wearing a red ...**hat**...  
trousers      t-shirt      hat



**1** There are ..... children.  
two      three      four

**2** The children are .....  
walking      running      swimming



## Reading & Writing Task 4

In this task, Candidates read a simple descriptive text accompanied by a picture. There are six gaps in the text that the Candidate needs to complete with words provided above the text. They copy the correct word into each gap. All missing words are nouns, adjectives or verbs. There are two extra words which Candidates do not need to use.

Marks available in this task: 9.

### Language focus

- Simple affirmative sentences in present simple and present continuous tenses.
- Verbs describing simple everyday actions.
- Adjectives from the Cadets Stage 1 language specification.
- Personal pronouns, singular and plural.
- Prepositions describing location.
- Numbers 1-10.

### Assessment

This task tests the Candidate's ability to comprehend a short descriptive text. It also tests their receptive lexical knowledge.

### Task preparation

- Candidates should be encouraged to look closely at the visual and read the whole text before trying to complete the sentences.
- Candidates should understand that once they have selected the correct word, they do not need to change its grammatical form before copying it into the gap.
- Candidates should practice describing various elements of simple pictures in preparation for this task, including pictures of people, objects and actions.

### TASK 4

Look at the picture. Write the correct words to complete the sentences. *Hello*



four picnic clouds red  
sunny playing sitting

There are ... **four** ... people in the picture. They are having a **1** .....

The weather is **2** ..... There are white **3** ..... in the sky.

The parents are **4** ..... on a blanket. The children are **5** .....

The girl is wearing a **6** ..... dress.



## Reading & Writing Task 5

In this task, Candidates read and answer six simple questions about a picture. They are expected to provide one word answers. The correct word may be a noun, an adjective, a preposition describing location, or a number.

Marks available in this task: 9.

### Language focus

- Simple questions in present simple and present continuous tenses, both open and closed forms.
- Common question words, e.g. who, where, what colour, how many.
- Verbs describing simple everyday actions.
- Adjectives from the Cadets Stage 1 language specification.
- Prepositions describing location.
- Nouns from Cadets Stage 1 language specification.
- Numbers 1-10.

### Assessment

This task tests the Candidate's ability to understand and answer simple questions about a visual provided. It also tests their productive lexical knowledge.

### Task preparation

- Candidates should be encouraged to practice correct spelling of words appearing in the Cadets Stage 1 language specification, including nouns, adjectives, prepositions describing location and numbers.
- Candidates needs to be familiar with the structure of simple questions and common question words e.g. who, where, what colour, how many.
- Candidates should practice asking and answering simple questions about a picture.

## TASK 5

Read the questions about the picture. Write one word answers.

Hello



**EXAMPLE** Where are the children? in a ...**classroom**.....

- 1 How many children are there? .....
- 2 What colour is the wall? .....
- 3 Are the children standing? .....
- 4 Where is the clock? .....the map
- 5 What is the teacher wearing? a blue .....
- 6 What animal can you see? a .....

# STAGE 2

## Task types

TASK	TASK TYPE	SUMMARY	NUMBER OF QUESTIONS	NUMBER OF MARKS
1	Two option multiple choice	Identify items from simple written descriptions	6	6
2	Three option multiple choice	Complete the sentence with the correct word	6	9
3	Three option multiple choice	Identify the best response to the written phrase or question	6	6
4	Gap fill	Complete the short story using the words and pictures given	6	9
5	Gap fill	Complete the story using the words given	6	9
6	Writing in sentences	Write full sentence responses to questions	6	9
			<b>TOTAL MARKS:</b>	48

### Candidates should be able to:

- read and understand short factual descriptive texts, with the help of pictures
- read and understand simple short stories, with the help of pictures
- read and understand simple signs in familiar contexts
- read and understand very simple instructions in familiar contexts
- write simple sentences about him/herself
- write short simple sentences about likes and dislikes
- write short simple sentences about people, familiar objects and animals
- spell simple familiar words correctly



# Reading & Writing Task 1

In this task, Candidates read words and select the correct definitions of the words. There are six pictures illustrating the words and two possible definitions of each word. Candidates select the correct definition by circling the correct option.

Marks available in this task: 6.

## Language focus

- Nouns from the Cadets Stage 2 language specification.
- Relative pronouns (who, which, that, where).
- Present simple affirmative sentences.
- Infinitives used to express purpose.

## Assessment

This task tests the Candidate's ability to understand simple definitions of words.

## Task preparation




- Candidates should be encouraged to practice reading monolingual definitions of the words from the word lists and providing their own definitions of the words.
- Candidates should practice using newly learned words in meaningful contexts.
- Candidates should read both options carefully before selecting the correct answer.

**TASK 1** Circle the correct answer (a) or (b) to complete the sentence.

**EXAMPLE** An astronaut is somebody who:  
a) flies planes.  
 b) goes to space in a rocket.

**1** A postman is somebody who:  
a) brings people letters.  
b) writes a lot of letters.

**2** A city is a:  
a) busy place with lots of buildings and people.  
b) quiet place with not many buildings and people.





## Reading & Writing Task 2

Candidates read simple sentences which they are likely to encounter in everyday life. There are 6 sentences in total, all set in the same context e.g. school, shopping, conversations with parents or friends. Each sentence has a gap which needs to be completed with the correct word chosen from a list of three words per sentence. The Candidate selects the correct word by copying it into the gap in the sentence.

Marks available in this task: 9.

### Language focus

- Common vocabulary and phrases encountered in everyday life.

Additionally, the sentences will include the following grammatical forms:

- Present simple and continuous tense,
- Past simple tense.
- Simple imperative forms.

### Assessment

This task tests the Candidate's ability to understand simple language used in everyday, familiar contexts at both sentence and word level.

### Task preparation

- Candidates should remember that they should choose from the three options given rather than think of their own words to complete the sentences.
- Candidates should check that the word they have selected makes sense in the sentence as well as fits grammatically.
- Candidates should make sure that they copy the selected word accurately into the gap.

**TASK 2** Write the correct words to complete the sentences. *Hello*



#### THE TEACHER SAYS:

**EXAMPLE** Three ..... **pupils** ..... are not here today.  
pupils      days      rooms

- 1 Please open your ..... and look at page 10.  
bags      pencils      books
- 2 Remember to ..... your homework tonight!  
do      eat      ask



## Reading & Writing Task 3

Candidates read four short dialogues. Each dialogue is accompanied by a simple visual to aid understanding. Candidates need to select the best short response to each question or statement from three options provided, drawing a circle around the letter next to the correct response.

Marks available in this task: 6.

### Language focus

- Present simple.
- Present continuous.
- Modal verb 'can' for requests, permission and ability.
- Common question words, e.g. who/where/when/which/why/how many.
- Would you like.../I'd like...

### Assessment


This task tests the Candidate's ability to understand simple language used in everyday, familiar contexts at sentence level.

### Task preparation

- Candidates should practice having simple conversations about everyday subjects.
- Candidates should practice with multiple-choice questions to encourage them to understand the differences between the options in meaning as well as grammar.
- Candidates should practice responding to questions using short answers.
- Candidates should practice using common, everyday phrases such as 'yes please', 'thank you', 'excuse me', 'you're welcome' etc. in response not just to questions, but also to statements.
- Remind Candidates to read all the options before choosing the best and most appropriate one.

TASK 3Circle the correct answer (a), (b) or (c) to complete the conversations.

**EXAMPLES**




**Ella:** Can Ben come to our house tomorrow?  
**Mum:** a) Yes, he is.  
          **(b)** Yes, he can.  
          c) Yes, you can.

**Ella:** What time can he come?  
**Mum:** **(a)** How about 10am?  
          b) No, he can't.  
          c) To our house.

**1** **Tom:** It's my birthday tomorrow.  
**Sam:** a) Happy birthday!  
          b) You are welcome.  
          c) Well done.

**2** **Tom:** Can you come to my birthday party?  
**Sam:** a) I'm not sure yet.  
          b) You can't.  
          c) Yes, it is.







## Reading & Writing Task 4

Candidates read a short story. Six words have been removed from the text. The words and their visual representations are provided next to the text. There are two extra words that do not fit any of the gaps. The Candidate needs to choose and copy the missing words correctly.

Marks available in this task: 9.

### TASK 4

Read the story and write the correct words. There are two extra words. *Hello*

### Language focus

- Present simple.
- Present continuous.
- Past simple.
- Modal verb 'can' for requests, permission and ability.
- Common question words, e.g. who/where/when/which/why/how many.
- Would you like.../I'd like...



sunny



football



street

Ali and I live in the same ... **street** ..... We are very good friends. Ali and I spend a lot of time together - we both like playing **1** ..... We have a favourite football team. They are from our town, and wear blue **2** ..... and yellow shorts. Last week, Ali and I went to a football **3** ..... with my dad. It was a lot of fun!



shirts

It was Ali's birthday yesterday. He is now 7 years old. He had a **4** ..... in his garden, with cake and balloons. The weather was really good - hot and **5** .....! I bought Ali a new **6** ..... for his birthday. I already have one, and we like to fly kites in the park!



bike



music

### Assessment

This task tests the Candidate's ability to read and understand a simple story. It also tests their ability to copy the words correctly.



party



game



kite

### Task preparation

- Candidates should remember that they should choose from the options given rather than think of their own words.
- Candidates should practise choosing the correct type of word (nouns, adjectives, verbs) to fit into sentences and texts.
- Candidates should check that the word they have selected makes sense in the sentence.
- Candidates should make sure that they copy the selected word accurately into the gap.



## Reading & Writing Task 5

Candidates read a short factual text. Six words have been removed from the text. Candidates need to complete each of the gaps by choosing one of the three words provided. Only one of the words provided fits the gap grammatically and makes sense in the context of the text. The Candidate needs to choose and copy missing words correctly.

Marks available in this task: 9.

### Language focus

- Common verb forms in present simple, present continuous and past simple, singular and plural form, including verbs 'be' and 'have'.
- Prepositions of place.
- Prepositions of time.
- Personal pronouns.
- Possessive pronouns and adjectives.
- Relative pronouns.

### Assessment

This part tests the Candidate's ability to read and understand a factual text. It also tests their ability to copy the words correctly.

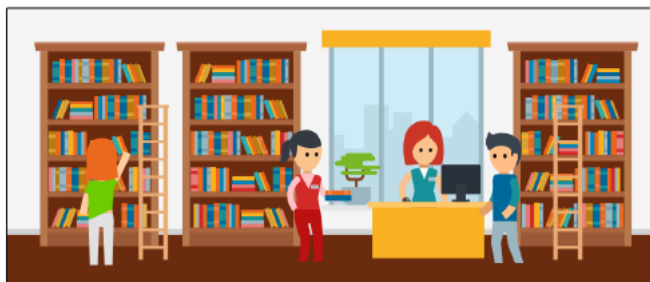
### Task preparation

- Candidates should be encouraged to read the whole text to get a general idea of what it is about before trying to complete the first gap.
- Candidates should remember that they should choose from the three options given rather than think of their own words.
- Candidates should check that the word they have selected makes sense in the sentence as well as that it fits it grammatically.
- Candidates should make sure that they copy the selected word accurately into the gap.

## TASK 5

Read the story and write the correct words.

Hello



The library at my school ... **is** ... very good. It is **1** ..... the first floor, near the stairs. It is in a nice, light room with big windows. It **2** ..... many interesting books. Last week, **3** ..... got an interesting book. It is about penguins. It tells you about what they eat, and **4** ..... they live. I think penguins are **5** ..... favourite animals. My dad is taking me to a zoo at the weekend, because I really **6** ..... to see a penguin.

EXAMPLE	be	is	are
<b>1</b>	on	at	under
<b>2</b>	is	has	have
<b>3</b>	he	she	I
<b>4</b>	where	when	who
<b>5</b>	their	her	my
<b>6</b>	want	wants	wanted



## Reading & Writing Task 6

Candidates read five simple questions about their personal information, likes and dislikes, and abilities. Candidates are expected to write answers to the questions using full sentences. The first word or two of the answer has already been written for the Candidates.

Marks available in this task: 9.

### Language focus

- Present simple questions and statements.
- Modal verb 'can' for ability.
- Question words when/where/who/how old.

### Assessment

This task tests the Candidate's ability to read and understand simple questions about themselves and provide responses in writing.

### Task preparation

- Candidates should be encouraged to read the questions carefully and make sure they understand them before starting to write the answers.
- Candidates should practice correct spelling of high frequency words that they are likely to use when giving simple information about themselves.
- Candidates should make sure that their writing is legible and the sentences are complete and follow the subject-verb-object sequence.

**TASK 6** Read the questions and write full sentence answers. *This is good.*

**EXAMPLE**

What's your name?  
My .....name is Adam.....

**1**

Where do you live?  
| .....

**2**

How old are you?  
| .....

**3**

What's your favourite animal?  
My favourite .....



# STAGE 3

## Task types

TASK	TASK TYPE	SUMMARY	NUMBER OF QUESTIONS	NUMBER OF MARKS
1	Two option multiple choice	Identify the meaning of words from written descriptions	8	8
2	Three option multiple choice	Complete the sentence with the correct word	8	12
3	Three option multiple choice	Identify the best response to the written phrase or question	8	8
4	Three option multiple choice	Complete the story using the words given	8	12
5	Gap fill	Complete sentences using own words	8	12
6	Writing a text (email message / letter)	Read a message and write a full text response using at least 50 words.	1	15
			<b>TOTAL MARKS:</b>	<b>67</b>

### Candidates should be able to:

- read and understand short factual texts
- read and understand simple short stories
- read and understand the main points of a text, even text containing some unknown vocabulary
- read and understand simple instructions in familiar contexts
- write in full sentences on a range of familiar topics
- use connectors (e.g. 'and', 'or', 'because', 'but') correctly
- write a short personal letter or short story that uses everyday topics
- spell familiar words correctly using both upper and lower case letters as appropriate



## Reading & Writing Task 1

Candidates read words and select the correct definition of each word from the two definitions provided. Candidates select the correct definition by circling the correct option.

Marks available in this task: 8.

### Language focus


- Nouns and adjectives from Cadets Stage 3 language specification.
- Relative pronouns (who, which, that, where).
- Present simple affirmative sentences.
- Infinitives used to express purpose.

### Assessment

This task tests the Candidate's ability to understand the definitions of words.

### Task preparation

- Candidates should be encouraged to practice reading monolingual definitions of the words from the word lists and providing their own definitions of the words.
- Candidates should practice using newly learned words in meaningful contexts.
- Candidates should read both options carefully before selecting the correct answer.

**TASK 1** Circle the correct answer (a) or (b) to complete the sentence. 

**EXAMPLE** An **astronaut** is somebody who:

a) teaches children how to count.

b) goes to space in a rocket.

**1** A **factory** is a place where:

a) people make new things.

b) you go to buy new things.

**2** A **pirate** is somebody who:

a) helps people keep their ships safe.

b) steals from other people and lives on a ship.

**3** A **prize** is something that people:

a) get on their birthdays.

b) win in a competition.



## Reading & Writing Task 2

Candidates read eight simple sentences and complete the gaps with one of the three words provided. There is no contextual link between the sentences. Candidates select the correct word by copying it into the gap in the sentence.

Marks available in this task: 12.

### Language focus


- A selection of vocabulary from Cadets Stage 3 language specification

### Assessment

This task tests the Candidate's ability to understand a range of vocabulary and to use it meaningfully in a sentence.

### Task preparation

- Candidates should remember that they should choose from the three options given rather than think of their own words to complete the sentences.
- Candidates should not rely on the grammar to help them complete the gaps as in this task all the options provided fit the gaps grammatically.
- Instead, Candidates should ensure that the word they have selected completed the sentence in a meaningful manner.
- Candidates should make sure that they copy the selected word accurately into the gap, using upper-case and lower-case letters as appropriate.

**TASK 2** Write the correct words to complete the sentences. *Hello* 

**EXAMPLE** I like working with animals. When I grow up, I'm going to be a ..... **farmer** .....

doctor      farmer      teacher

**1** After making your sandwich, put the cheese back in the .....  
fridge      lift      letterbox

**2** I have put all my clothes in the wardrobe - my room is now .....  
noisy      tidy      messy

**3** You..... speak when the teacher is speaking in class.  
have to      mustn't      may



## Reading & Writing Task 3

In this task, Candidates read two short dialogues and select the response provided by the second speaker from three options provided. Both dialogues are accompanied by a simple visual to aid understanding. Candidates need to select the most appropriate response to each question or statement and circle the letter next to the selected response.

Marks available in this task: 8.

### Language focus

- Present simple and continuous.
- Past simple and continuous.
- Future simple.
- Present perfect.
- Modal verbs e.g. can/must/might/should.
- Common question words e.g. how/where/when/which/why/how many.
- Would you like.../I'd like...

### TASK 3

Circle the correct answer (a), (b) or (c) to complete the conversation.

#### KATY AND JACK:

**EXAMPLE** Katy: Hi Jack! Did you start a new school last week?  
Jack: a) Yes, I'm going to.  
          **(b)** Yes, I did.  
          c) Yes, I will.

**1** Katy: Have you made any new friends yet?  
Jack: a) I met my friend last week.  
          b) Yes, I played with two boys during lunch break.  
          c) Yes, I might try.

### Assessment

This task tests the Candidate's ability to understand simple language used in everyday, familiar contexts at sentence level.

### Task preparation

- Candidates should practice having simple conversations about everyday subjects.
- Candidates should practice with multiple-choice questions to encourage them to understand the differences between the options in meaning as well as grammar.
- Candidates should practice responding to questions using short **and** extended answers.
- Candidates should practice using common phrases such as 'yes please', 'thank you', 'excuse me', 'you're welcome' etc. in response not just to questions, but also to statements.
- Remind Candidates to read all the options before choosing the best and most appropriate one.



## Reading & Writing Task 4

Candidates read a short letter or an email. Eight words have been removed from the text. The Candidate needs to complete each of the gaps by choosing one of the three words provided. Only one of the words provided fits the gap grammatically and makes sense in the wider context of the text. The Candidate needs to choose and copy missing words correctly.

Marks available in this task: 12.

### Language focus

- Past simple and continuous tense.
- Present simple and continuous.
- Zero and first conditional.
- Relative clauses.
- Future simple.
- Question tags (present and past simple).
- Adjectives – comparative and superlative forms.
- Modal verbs e.g. can/must/might /should.

### Assessment

This task tests the Candidate's ability to read and understand a letter or an email. It also tests their ability to copy the words correctly.

### Task preparation

- Candidates should be encouraged to read the whole text to get a general idea of what it is about before trying to complete the first gap.
- Candidates should remember that they should choose from the three options given rather than think of their own words.
- Candidates should check that the word they have selected makes sense in the sentence as well as that it fits it grammatically.
- Candidates should make sure that they copy the selected word accurately into the gap, using upper-case and lower-case letters as appropriate.

## TASK 4

Read the story and write the correct words.

Hello

Hi Tom!

I am so excited – my dad ...gave...me a guitar for my birthday!

I really want to 1 ..... how to play it!

My dad is looking for a teacher. I am 2 ..... to have one lesson a week, after school. You have a guitar at home, 3 ..... you?

I have a great idea. Would you like to come to classes with 4 .....?

We can practice together, and 5 ..... we can play really well, we will start a band! My cousin Joe, 6 ..... is only 12 years old, can play the piano. He is in a band called 'The Rockies.' They are really good. I think they are 7 ..... than a lot of the bands on television!

8 ..... you speak to your parents about it?

Speak to you soon!

Alex

EXAMPLE	gave	had	give
1	learn	learning	learned
2	go	going	went
3	don't	aren't	isn't
4	me	mine	it
5	when	where	how
6	what	who	which
7	good	better	best
8	Can	Must	Do





## Reading & Writing Task 5

Candidates read a short story and complete eight sentences that summarise the story. Each sentence has a gap with one word missing. All the missing words can be found in the original text.

Marks available in this task: 12.

### Language focus

- Past simple and continuous tense.
- Present simple and continuous.
- Zero and first conditional.
- Relative clauses.
- Future simple.
- Question tags (present and past simple).
- Adjectives – comparative and superlative forms.
- Modal verbs e.g. can/must/might /should

### Assessment

This task assesses the Candidate's ability to read and understand a short story and complete simple sentences which summarise it.

### Task preparation

- Candidates should read and understand the text before trying to complete the sentences.
- Candidates should remember that all the words that need to be used to complete the gaps can be found in the original text.
- Candidates should remember to only use one word in each gap.
- Candidates should be careful to use the words in their correct grammatical forms and maintain correct spelling when copying the words, including using upper-case and lower-case letters as appropriate.

#### TASK 5

Read the story and complete the sentences. Write one word per sentence.

##### David's teddy.

My little brother is called David. David is three years old and when I go to school, he goes to nursery. David really likes his nursery because he has a lot of friends there. But last week, David came home very sad.



'What's wrong, David?', I asked him. David started to cry. 'Why are you crying?' I asked again. 'I lost Mr Brown', said David. Mr Brown is David's teddy bear. It is a small, brown teddy with yellow ears and a yellow tummy. Grandma gave it to David for his first birthday. Mr Brown is David's favourite toy, and he takes it everywhere with him. David always takes Mr Brown to bed in the evening, and puts him on his pillow. Mr Brown helps him sleep.

'Don't worry, David', I said. 'We can get Mr Brown back tomorrow. I'm sure he is still at the nursery.' 'But I can't sleep without my teddy bear', cried David. I didn't know what to do. David was right: little boys and girls need their teddies to fall asleep. Then I had an idea! I gave David my old teddy, Mr Fluffy. 'You can sleep with Mr Fluffy tonight, David', I said. 'And tomorrow, we'll bring Mr Brown back from the nursery'. David smiled and took my old teddy bear. He was happy again.

EXAMPLE	Little David is ... <b>three</b> ... years old
1	David has a favourite toy called .....
2	The bear is brown and has yellow ..... and a yellow tummy.
3	David got it from his .....
4	David always sleeps with the bear on his .....
5	Last week, David ..... the bear at the nursery.
6	He ..... sad because of it.
7	His brother ..... him his old teddy bear .
8	After that, David was .....again.



## Reading & Writing Task 6

In this task, Candidates read a short message, which may be in the form of an email or letter. The message will provide information and ask for information. Candidates must write a reply to the message and include answers to the questions asked. They are expected to write at least 50 words.

Marks available in this task: 15.

### Language focus

- A selection of language from across the Cadets Stage 3 language specification.

### Assessment

This task tests the Candidate's ability to understand text and write a response, communicating their ideas in writing at sentence and text level.

### Task preparation

- Candidates should be encouraged to read the message carefully and make sure they understand it before starting to write their response.
- Candidates should practice correct spelling of high frequency words that they are likely to use in an informal context when writing to friends or family.
- Candidates should make sure that their writing is legible and the sentences are complete and follow the subject-verb-object sequence.
- Candidates should be encouraged to write more than 50 words but focussing on the quality of their writing rather than the amount of words
- Candidates should practice checking their own writing carefully. Any corrections should be completed neatly.

### TASK 6

Reply to the email. Write at least 50 words, and answer all the questions.



Hello Sam!

How are you? I'm on holiday with my parents. We're staying at a lovely farm near the mountains. I'm having a great time here – we go swimming in a lake every day. I really like swimming – how about you? I also get to spend time with the animals on the farm: the cows, pigs, lambs and chickens. What animals do you like?

Tell me about your holiday. Where are you spending the summer? What are you doing every day? What's the weather like? Hope you're having a lot of fun!

I hope to see you when I get back home. Would you like to come and play at my house? I'll be back on Saturday next week.

Lots of love,

Alex.

RE: Holiday

To: alex@email.com

Hi Alex!

Thank you for your email.

I'm very well, thank you.

---

---

---

---

---

---

---

---

See you soon.

Sam.

Send



## Additional information: results and certification

### Results

Gatehouse Awards aims to provide fast and helpful feedback on the individual performance of each Candidate taking the ESOL Cadets examinations. Feedback is provided in the form of a Results Notification form, which includes a breakdown of their performance in the Speaking, Listening and Reading and Writing examinations.



Stars are used to represent how successful the Candidate has been in each examination component as follows:



The Candidate has made very good progress on their journey to achieve the standard in this skill. They consistently met the assessment criteria and gave all or mostly correct responses.



The Candidate has made some progress on their journey to achieve the standard in this skill, but additional study is recommended to further improve.



The Candidate is only just starting their journey to achieve the standard in this skill.

### Certification

There is no pass or fail. All Candidates receive a certificate which shows the number of stars they have received.



## Ongoing Support

There are a number of documents on the GA website that Centres and Candidates may find useful: [www.gatehouseawards.org](http://www.gatehouseawards.org)

The website is updated regularly with news, information about all GA qualifications, sample examination materials, updates on regulations and other important notices for Centres and Candidates.

GA must be kept up to date with contact details so Centres can be provided with the best level of support and guidance. Contact details for GA are:

Gatehouse Awards Ltd

Address: 64 Daisy Hill, Dewsbury, West Yorkshire, WF13 1LJ, United Kingdom

Tel: +44 (0)1924 609 250

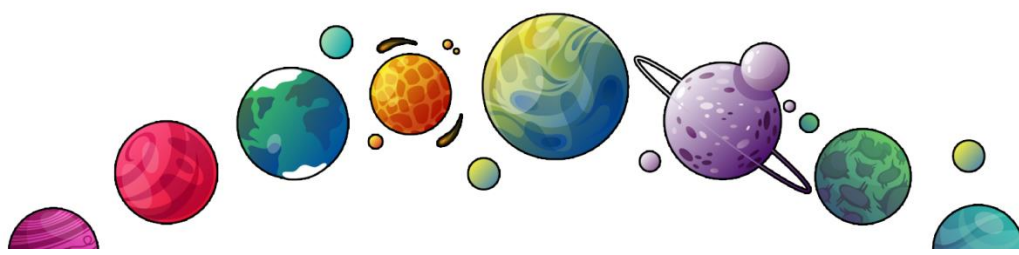
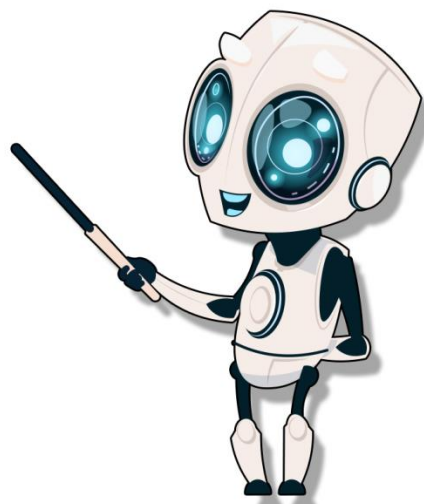
Email: [info@gatehouseawards.org](mailto:info@gatehouseawards.org)

Web: [www.gatehouseawards.org](http://www.gatehouseawards.org)

Candidates should always speak to a member of staff at the Centre for information relating to GA and the ESOL Cadets examinations prior to approaching GA directly.



# LANGUAGE SPECIFICATIONS



Functions, grammar and structures and vocabulary lists are provided below for each stage of ESOL Cadets.

## Stage 1 Language Specification

### STAGE 1 FUNCTIONS

- **Greet people; respond; say goodbye and understand exclamations**  
(e.g. hello; good morning; how are you? I'm fine; goodbye; well done! Please and thank you; happy birthday!)
- **Introduce myself and others**  
(e.g. my name is....; what's your name? I'm not Maria; I'm Evie! This is my sister; how old are you? I'm nine; she's ten)
- **Identify objects**  
(e.g. what's this/that? This is a...; it's a...; they are...; is this a book or a pencil? Is that a dog?)
- **Describe people and clothes**  
(e.g. her eyes are blue; he has long hair; are your eyes brown or green? She is cold/hot; what's he wearing today? She's wearing a hat; is she wearing a jacket? Her trousers are orange)
- **Describe my things and ask questions about possession**  
(e.g. I have a dog; this is my book; I've got a big school bag; whose pencil is this? Is that your house?)
- **Ask and answer questions about things I like**  
(e.g. I like cats; do you like chocolate? (receptive only). My favourite colour is blue; what's your favourite food?)
- **Express thanks; apologise and express regret**  
(e.g. thank you; you're welcome; I'm sorry; oh no!)
- **Make a suggestion; agree and disagree**  
(e.g. let's go; ok; oh yes!)
- **Respond to questions with both positive and negative answers**  
(e.g. Yes I am; yes please; yes it is; me too! So do I; I don't know; no I don't; no it isn't)
- **Use numbers 1 - 20**  
(e.g. I've got two sisters; there are three; how many cars are there? What's five and three? It's eight!)
- **Ask and answer questions about the locations of things/people**  
(e.g. it's here; where's the apple? It's on/under/behind/next to the chair; the car is between the trees)
- **Use classroom language**  
(e.g. answer; circle; copy; draw; hands up! Look at; listen; open/close your book; quiet; read; ready? Say it again; show me; repeat after me; turn to page...)



## STAGE 1 GRAMMAR AND STRUCTURES

- **Adjectives**  
*Colour/size etc. It's a small cat. Tom has brown eyes.*
- **Adverbs**  
*He's cooking dinner now. Put the book over here.*
- **Can; for ability**  
*I can speak English. She can sing.*
- **Can; for requests**  
*Can I have a pencil please?*
- **Determiners**  
*It's an elephant. I want some water. Those girls are happy*
- **Has/have got (for possession)**  
*I've got a bike. Has he got a drink?*
- **Imperatives (+/-)**  
*Get up/sit down/listen/don't speak.*
- **Like + verb + -ing**  
*I like dancing/swimming/reading.*
- **Nouns: singular and plural; countable and uncountable; names of people/places; '-ing' forms as nouns**  
*My hat is red. My shoes are new. She has two sisters. The sand is hot. I live in Paris. I like dancing.*
- **Plural of nouns**  
*Books/children/carrots/men/women.*
- **Prepositions of place**  
*In/on/under/next to.*
- **Prepositions of time**  
*In the morning.*
- **Present continuous (not for future intention)**  
*Maria is dancing. Tom is watching TV.*
- **Present simple**  
*I am Spanish. I don't like pizza. Is that a dog? Yes; it is!*
- **Pronouns: personal; demonstrative and possessive**  
*This is/that's/this car is fast! is it...? I/my/mine etc.*
- **Questions**  
*Who/where/how many/what colour.*
- **Simple conjunctions**  
*And/but.*  
**There is/are**



## STAGE 1 VOCABULARY

The following are examples of words a Candidate would typically be expected to be able to use at this level.

### Personal & Key Words

- **Name; age** e.g. *My name is Anna. I'm (6) etc.*
- **City; country** e.g. *I live in Istanbul. I live in Turkey.*
- **Languages** e.g. *I speak English and Portuguese*
- **Days of the week; plus** *morning; afternoon; night; today; tomorrow; yesterday; now*
- **Colours** e.g. *red; yellow; orange; blue; brown; grey; pink; white; green; black; purple*
- **Numbers 1- 20**

### Topic-based Vocabulary

- **Classroom language** e.g. *answer; circle; copy; draw; hands up!; look at; listen; open/close your book; quiet; read; ready?; say it again; show me; repeat after me; turn to page...; alphabet; clap; dictionary*
- **Going to school** e.g. *schoolbag; teacher; class; lesson; desk; chair; book; computer; playground; classroom; student; pen; pencils; paper; ruler; writing book; reading book; page; paint; draw; clock; crayon*
- **People and family members** e.g. *sister; mother/mum; father/dad; brother; grandad/ grandfather/grandad; grandmother/grandma; friend; boy/girl; man/woman; children; child; baby; everyone*
- **Food and drink** e.g. *apple; banana; pineapple; bread; cake; cheese; tea; juice; eggs; milk; chocolate; rice; pasta; pizza; sandwich; ice-cream; tomato; carrot; potato; chips; sausage; can of Coke; fish; chicken; ham; hotdog; burger; breakfast; lunch; dinner; vegetable; beans*
- **Clothes** e.g. *shirt; trousers; dress; skirt; shoes; trainers; boots; socks; hat; jacket; coat; swimsuit; jeans; jumper; umbrella; scarf*
- **The body** e.g. *arm; leg; ear; nose; eyes; hair; head; mouth; tail; toe; finger; hand; foot/feet*
- **Travel** e.g. *car; train; bus; boat; taxi; aeroplane*
- **Games; toys and playing together** e.g. *party; prize; music; game; toy; doll; cartoon; film; fun; ball; disco; camera; tennis; football match; skipping; dancing; swimming; singing; song; teddy (bear); guitar; beach games; balloon; computer; kite; circus; race; laugh; cry; money; museum; piano; story*
- **Outdoors** e.g. *garden; park; beach; sea; tree; flower; river; sun; moon; sky; star; house; shop; cinema; café; farm; swimming pool; hospital; zoo; playground*





- **At home** e.g. house; home; flat (US apartment); kitchen; bedroom; living room; bathroom; chair; table; door; window; picture; plate; cup; sofa; TV; bath; shower; mirror; go to bed; get up; go to sleep; have dinner (at)
- **Animals and pets** e.g. animal; pet; cat; dog; bird; fish; elephant; tiger; lion; pig; chicken; duck; horse; snake; spider; mouse; rabbit; shark; cow; crocodile; zebra; frog; hippo; monkey
- **Jobs** e.g. farmer; policeman/woman; teacher; nurse; astronaut
- **Adventure** e.g. dragon; fairy; pirate; queen; unicorn; wizard; astronaut; robot; monster; ghost; prince/princess; magician; giant; beast; superhero

## Additional Vocabulary

- **Locations and directions** e.g. above; in; on; under; in between; here; there
- **Adjectives** e.g. beautiful/ugly; fast/slow; new/old; good/bad; happy/sad; easy/difficult; hot/cold; thin/fat; tall/short; big/small; dry/wet; clean/dirty; funny; scary; boring; kind; tired; interesting
- **Verbs** e.g. make; close; open; stop; go; come; eat; drink; walk; run; jump; play; draw; write; paint; read; sleep; wear; know; like; look; dance; swim; sing; catch; shop; win; buy; kick
- **Quantities** e.g. lots; some; a little bit; none; all
- **Social language** e.g. hello; goodbye; good morning/afternoon/evening; let's...; your turn; ready?; sorry; please; thank you; well done!; happy birthday!; oh no!; me too; so am I; oh dear!; my favourite...; I'd like/I want... hurray!; wow!
- **Test rubric** e.g. ask; tell me; question; copy; answer; listen; read; write; tick; cross; point to; show me
- **Time** e.g. today; morning; afternoon; birthday; clock; night



## Stage 2 Language Specification

### STAGE 2 FUNCTIONS

- **Describe where people and animals come from and live**  
(e.g. Tom is from India. Is she English? No, she's French. Monkeys come from China. Where do crocodiles come from? They live in Australia)
- **Ask and answer questions about location and position; follow and give simple directions**  
(e.g. Excuse me, where's the swimming pool? Your shoes are under the chair. I live in a small village, next to the beach. What's your address? I live at number 24. It's opposite the supermarket. Turn left at the school. My teacher lives 10 kilometres away)
- **Ask and answer questions about age**  
(e.g. My brother is older than me. When is your birthday? My sister's birthday is in December. Are your shoes new? No, they're old shoes).
- **Ask about and state likes and dislikes**  
(e.g. Ben doesn't like carrots. What does Tom like? Does he like pasta? He loves pizza. Bella doesn't like singing. I hate doing homework! What's your favourite...? Who likes...? We all like football)
- **Tell the time and ask and describe daily routine**  
(e.g. I get up at 7am. I always have pasta for dinner. I never watch TV. I have English lessons every day. What time is it? It's quarter to nine. It's nearly half past seven. What time do you go to school?)
- **Ask and answer questions about hobbies and pastimes**  
(e.g. What's your favourite hobby? What's on at the cinema tonight? Do you play football? There's a new film at the cinema. I want to go to the gym. My sister is good at sewing).
- **Describe people; what they are doing and state ability**  
(e.g. My grandfather is a policeman. My mother is a good cook. I'm reading a good book. We're watching TV. He can play the guitar. Rooney is a famous footballer. Can you speak German?)
- **Make simple comparisons**  
(e.g. Your car is faster than mine. My sister is taller than me. You're my best friend. Today is the hottest day ever!)
- **Invite and respond to invitations**  
(e.g. Can you come to my party? Thanks for inviting me. I'm sorry, I can't come)
- **Ask permission and about future possibility**  
(e.g. Can I have some water please? Can we go home? Can we play football? Do you want to go shopping with me?)
- **Use numbers 1 - 100**  
(e.g. There are 25 students in my class. I have one hundred songs on my phone. My friend is ten years old)
- **Use classroom language**  
(e.g. What does this mean? How do you spell 'beach'? Put in order. Find the mistake. Use the words in the list. Match. Label. Choose. Find)
- **Use capital letters for days, months, names, places and nationalities, for 'I' and at the beginning of a sentence**
- **Use basic punctuation – full stop and question mark**



## STAGE 2 GRAMMAR AND STRUCTURES

- **Adjectives**  
*Comparative and superlative - He's the best footballer! /My feet are bigger than yours.*
- **Adverbs**  
*Quietly; carefully; loudly. Always; never; sometimes*
- **Can; for ability; requests and permission**  
*I can play the guitar/she can sing. Can I have a pencil please? Can I go home early today?*
- **Conjunctions**  
*And/but/because*
- **Good at + ing (or noun)**  
*My mum is good at cooking. I'm good at tennis.*
- **Have got /has to**  
*I've got to catch the ball! He has to win the game.*
- **How (or what) about + ing (or + noun)**  
*How about going to the disco tonight? What about having pizza for lunch? What about the circus?*
- **I think/I know**  
*I think English is my best subject. I know it's very hot in Africa.*
- **MUST for obligation**  
*You must tidy your bedroom. You mustn't feed the animals.*
- **Past simple - receptive use only**
- **Possessive adjectives**  
*Mine/yours etc.*
- **Prepositions of place**  
*In/on/under/next to/behind/between/opposite*
- **Prepositions of time**  
*I play piano after school*
- **Present continuous (present activity)**  
*Mother is cooking the dinner/Tom is brushing his teeth*
- **Present continuous (future action) - receptive use only**
- **Present simple with do/don't/doesn't**  
*Do you want a drink? I don't like computer games. She doesn't want any cheese.*
- **Questions**  
*Who/where/when/which/why/how many*
- **Shall (to offer or suggest something)**  
*Shall I go first? Shall we go to the cinema tomorrow?*
- **Verb + -ing**  
*I go shopping on Saturdays. I like making cakes for my family. She hates doing her homework.*



## STAGE 2 VOCABULARY

The following are examples of words a Candidate would typically be expected to be able to use at this level.

The vocabulary at Stage 2 builds on the vocabulary presented in Stage 1.

### Key Words

- Personal vocabulary to describe self
- Days of the week; months; dates and seasons
- Names of countries and nationalities
- Numbers 1- 100 (including ordinal numbers 1<sup>st</sup>- 10<sup>th</sup>).

### Topic-based Vocabulary

- **Going to school** e.g. *badge; homework; library; mistake; maths; art; history; science; spelling; test; poster; pupils; head teacher; counting*
- **People and family members** e.g. *aunt; uncle; parents; son; daughter; someone; thief; neighbour*
- **Food and drink** e.g. *beans; hot chocolate; lemon; watermelon; loaf (of bread); pancakes; restaurant; salad; snack; sweet; toast; vegetables; picnic; honey; sugar; grapes; dessert; cornflakes; beef; cucumber; bottle; milkshake; noodles*
- **Clothes** e.g. *pair of...; pyjamas; raincoat; helmet; uniform; glasses; tie; sunglasses; pocket; button; sleeve*
- **The body and health** e.g. *back; smile; beard; stomach; neck; tooth/teeth; moustache; shoulder; thumb; knee; illness; (ear/back/head)-ache; temperature*
- **Travel** e.g. *motorbike; bus stop; truck/lorry; helicopter; airport; (train) station; road; ticket; map*
- **Hobbies; games and pastimes** e.g. *table tennis; sports; news; invitation; puzzles; event; competition; gift; headphones; sandcastle; bucket and spade; snowman; snowball; noise; rides; funfair; magic tricks; treasure hunt; grow flowers; groups; net; player; pop star; roller skating*
- **Outdoors** e.g. *airport; lake; barbeque; countryside; city; village; jungle; island; library; market; ticket; trip; safari; mountain; bank; post office; rain/raining; snow/snowing; windy; sunny; cloudy; leaf/leaves; waterfall*
- **At home** e.g. *bin; blanket; washing up; towel; soap; spoon; fork; knife; dish/bowl; jug; toilet; toothpaste; dining room; chimney; pan; wardrobe; upstairs; downstairs; garage*



- **Animals and pets** e.g. wing; wild; wildlife; kangaroo; giraffe; camel; bee; rabbit; panda; penguin; goat; owl; octopus; lizard; gorilla; kangaroo; dolphin; butterfly; nest; buzz; squeak; hiss; croak; bark
- **Jobs** e.g. postman/woman; pirate; dancer; doctor; builder; vet; bus/train driver; zookeeper; pop star; film star; cook/chef; fire fighter
- **Adventure** e.g. dragon; fairy; pirate; queen; unicorn; wizard; astronaut; robot; monster; ghost; prince/princess; magician; giant; beast; superhero

## Additional Vocabulary

- **Locations and directions** e.g. address; before; centre; close (or near) by; opposite; inside; outside; past; street; the capital city is...
- **Adjectives** e.g. angry; awake; asleep; warm; sweet; rich/poor; lost; full/empty; greedy; dangerous/safe; lazy; open/closed; special; lovely; horrible; friendly; afraid; blonde; hungry; loud; pretty
- **Verbs** e.g. borrow; forget; describe; hear; hit; knock; laugh; push/pull; touch; turn (left); visit; wake up; wash up; wave; skip; think; steal; see; sell; remember; pick up; tidy (up); spell; throw; dream; climb; cough; teach
- **Times** e.g. weekend; weekday; o'clock; never; sometimes; always; early; holiday; quarter past/to; half past; once; minute; hour; immediately; tomorrow; yesterday
- **Quantities** e.g. lots; some; a little bit; none; all
- **Social language** e.g. Excuse me. Of course. See you soon. Brilliant!



## Stage 3 Language Specification

### STAGE 3 FUNCTIONS

- **Ask about and describe objects and make simple comparisons, including comparisons with the senses**  
(e.g. *What is it made of? What kind of game is it? This one is bigger than that one. I am taller than Peter. My friend is the most popular girl in the class. A unicorn is like a horse. A daisy is a type of flower. What does it taste/smell/sound like? It sounds like a bird. It smells sweet. It feels soft. It's the loudest noise in the world!*)
- **Ask about and answer questions about eating out and going shopping**  
(e.g. *I'm a vegetarian. How much is an ice cream? How much do they cost? I'll have a chicken salad with a coke please. It's too expensive. I don't have enough money. Where can I buy a new mobile phone? Can I try this on? Do you have this in another colour? Are other sizes available?*)
- **Ask about and describe what people are doing/were doing**  
(e.g. *She is watching TV. What are they doing? No, they aren't eating cake. What were you doing yesterday? I was at the swimming pool all morning.*)
- **Provide additional and defining information about people, animals, things and places**  
(e.g. *The horse in the big field belongs to my neighbour. We call him 'Little Sam' because he's so tall! The river which separates Mexico from the USA is called the Rio Grande. The circus that is coming to town is the biggest in the country. Naples is a city and it's in southern Italy*)
- **Ask about and describe the weather**  
(e.g. *What's the weather like today? What was the weather like yesterday? It's too hot to play outside. It rained yesterday. It's going to rain tomorrow. It's hotter than it was last week*)
- **Ask about and describe past events and actions (including those relevant to the present)**  
(e.g. *What did you do last Saturday? What time did you get up? What happened? I went there a few weeks ago. We didn't play football yesterday. I used to play tennis every week. Ben used to live in France. I left my bag on the bus. Sarah forgot to bring her homework to school*)
- **Ask about and state feelings, emotions, needs and talk about health**  
(e.g. *I'm scared of the dark. I'm afraid of crocodiles. I'm excited about the football game. What's the matter? Are you feeling better? I have a headache. I'm really tired. I hate being sick! She needs some medicine. In hot weather, you need to drink lots of water*)
- **Ask about and talk about the date, day, time and duration**  
(e.g. *What's today's date? What time does the film start? My exam is on Wednesday at 11am. When is Tom's birthday party? How long does it take to cook the pizza? It takes 10 minutes*)
- **Ask about and state future plans, intentions, possibilities and make predictions and arrangements**  
(e.g. *I'm going to be a nurse when I grow up. I'd like to be rich! We are going on holiday next week. I'm going to learn the guitar. We could have a picnic in the park. What do you want to do? What do you think will happen? I think it might snow tonight.*)
- **Express future possibilities with conditionals**  
(e.g. *If I go to the party, I'll wear my new shoes. If it's sunny, we'll go to the park. If I win some money, I'll take my friends on holiday*)



- **Describe and ask about amounts and numbers of objects; use negative quantities**  
(e.g. *My new game cost £15. There are thousands of stars in the sky. I like lots of ketchup on my hotdog. Just a little sugar please. I have a few toy cars. How many can I have? How much do you want? There are none left. I haven't got any computer games*)
- **State rules and instructions about how to behave**  
(e.g. *We have to wear smart shoes for school. We are not allowed to run on the stairs. We mustn't make too much noise. Don't make a noise! You mustn't do that! You can't leave your coat here. You have to sit down quickly*)
- **Express opinion, certainty and doubt**  
(e.g. *I think it's a great idea! What's your opinion? I don't think we should go to the beach today. I really don't know. Perhaps it's the best option. No, it's horrid!*)
- **Make suggestions**  
(e.g. *Why don't we go for a walk? Let's go to the café for breakfast. Shall we share this slice of cake? Would you like to play tennis with me? Do you want to go shopping?*)
- **Ask for and refuse permission**  
(e.g. *Can I borrow your pencil please? Of course you can / I'm sorry, no you can't*)
- **Accuse and deny blame**  
(e.g. *It wasn't me! I didn't do that! It's all Tom's fault. It was just an accident. I didn't mean for this to happen*)
- **Seek confirmation; clarification of facts or instructions**  
(e.g. *Sarah lives in Rome, doesn't she? I don't think Tom has seen the film, has he? Sorry, could you say that again please? So you mean that...; I'm not sure I understand. Can you say that slowly please? What do you mean?*)
- **Use capital letters for days, months, names, places and nationalities, for 'I' and at the beginning of a sentence**
- **Use punctuation – full stop, commas (to separate items in a list), question mark, exclamation mark, apostrophe (for omission)**



## STAGE 3 GRAMMAR AND STRUCTURES

- **Adjectives - Comparative and superlative**  
*Ben is better at maths than Susan. My sister is the youngest in the family.*
- **Adverbs**  
*Only; enough; yet; very; too*
- **Conditional (zero and first only)**  
*When the sun goes down, it gets dark. If it's sunny tomorrow, we'll go to the beach.*
- **Future simple - future predictions, statement of fact**  
*I'll finish my homework before I go for a walk. I won't let anyone ride my bike.*
- **Going to**  
*I'm going to work really hard at school this year. When I grow up, I'm going to be a scientist.*
- **Modal verbs - must and have to for obligation and rules; might for possibility**  
*You mustn't speak when Sir is speaking. I have to be at school at 8am. I might go to Ben's party.*
- **Past continuous (for interrupted actions or background description)**  
*I was watching TV when she arrived. It was a hot day and the sun was shining.*
- **Past simple (Including common irregular verbs)**  
*I walked to school this morning. I went to a party last weekend. John got up very earlier. We ate pancakes with strawberries for breakfast! Has Tom drunk too much chocolate milk?*
- **Present continuous (present activity; future plans and arrangements)**  
*Tom is playing football with his friends. I'm going to the cinema tonight. Are you coming to the party?*
- **Present perfect**  
*I've been reading this book about space. Tina has made a big birthday cake for the party. Have you ever been to Africa?*
- **Present simple (all forms, including imperative, habit, fact, truth, future appointments)**  
*Close the window please! I collect unusual coins and stamps. Penguins are a type of bird. My train arrives at 10 am on Saturday morning.*
- **Question tags (present and past simple)**  
*That's Ben's bag, isn't it? Sarah went to the cinema, didn't she?*
- **Reason / consequence - (that's) why/because/so**  
*Anna was late for school because she missed the bus. Ben broke his arm and that's why he can't play tennis. It was raining so we cancelled the picnic.*
- **Relative clauses - who/that/which/where**  
*I have a friend who lives in Australia. Do you remember the zoo where we saw the tigers?*
- **Used to (for past actions)**  
*I used to play the guitar.*
- **What time...? What else?**  
*What time do you start school? What else do you want to eat?*
- **Where clauses**  
*I can't remember where it is.*
- **Would (for polite offers and preferences)**  
*Would you like to play? I would (I'd) rather have a cold glass of milk.*





## STAGE 3 VOCABULARY

The following are examples of words a Candidate would typically be expected to be able to use at this level.

The vocabulary at Stage 3 builds on the vocabulary presented in Stage 2.

### Key Words

- Vocabulary to describe feelings and sensations
- Names of countries; languages; continents and nationalities
- Numbers 1- 1000; ordinal numbers 1<sup>st</sup>-31<sup>st</sup>; 'thousand'; 'million'

### Topic-based Vocabulary

- **Going to school** e.g. *rucksack; glue; group; gym; history; geography; art; science; scissors; subject; timetable; university; study; project; card; glass; metal; plastic; wood; atlas; calculator*
- **Colours and patterns** e.g. *gold; silver; striped; spotted*
- **People and family members** e.g. *husband; wife; grandparents; surname; married; wedding; anniversary*
- **Food and drink** e.g. *butter; chopsticks; knife and fork; honey; pepper; salt; snack; smell; taste; cereal; meal; biscuits; boil; fry; flavour; greedy*
- **Clothes** e.g. *belt; costume; fancy dress; uniform; gloves; necklace; costume; pocket; zip*
- **The body and health** e.g. *cut; bandage; medicine; x-ray; elbow; fingers; knees; throat; toes; curly; straight (hair); chemist; accident; patient; sore*
- **Travel** e.g. *ambulance; motorway; platform; racing car/bike; railway; traffic; wheel; tractor; journey; fire engine; abroad*
- **Hobbies; games and pastimes** e.g. *concert; museum; art gallery; autograph; TV channel; sledging; snowboarding; prizes; race; winner; score; team; on stage; join a club; cartoon; member; festival; collect; headphones; magazines*
- **Outdoors** e.g. *bridge; cave; desert; Earth; environment; fire; hill; ocean; pond; stream; view; woods; ground; wave; fog/foggy; storm/stormy; icy; lightning; thunder*
- **At home** e.g. *gate; brush; comb; cooker; cushion; step; swing; slide; shampoo; over; letterbox; keys; fridge; lift (elevator); balcony; armchair; ceiling*



- **Shopping and eating out** e.g. *customer; crowd; main course; dessert; expensive; cheap; fashion(-able); guard; size; try-on; shopping trolley; checkout; souvenir; popular*
- **Animals and pets** e.g. *beetle; camel; creature; eagle; extinct; fur; insect; swan; tortoise; hamster; panda*
- **Jobs** e.g. *career; painter; builder; scientist; actor; pilot; mechanic; manager; journalist; queen; singer; waiter; factory; office*
- **Adventure** e.g. *dragon; fairy; pirate; queen; unicorn; wizard; astronaut; robot; monster; ghost; prince/princess; magician; giant; beast; superhero*

## Additional Vocabulary

- **Locations and directions** e.g. *right; left; front; kilometre; mile; middle; north; south; east; west; over; way; straight on; get to; corner*
- **Adjectives** e.g. *alone; amazing; bored; broken; dark; delicious; early; enormous; enough; excellent; excited; far; fast; un/friendly; frightening; full; furry; heavy; important; interested; interesting; un/kind; large; late; lucky; missing; noisy; poor; ready; rich; soft; special; strange; tidy; unkind unusual; wild; wonderful; worried*
- **Verbs (regular and irregular)** – e.g. *believe; decide; arrive; explain; explore; finish; follow; hate; visit; score; search; remember; post. Begin; break; cut; fall over; feel; find out; forget; get to; go out; hear; keep; leave; let; lie (as in lie down) make sure; meet; send; should; smell; speak; spend; swing; take*
- **Times** e.g. *after; ago; calendar; diary; future; midday; midnight*
- **Quantities** e.g. *each; a few; a little; much; other; such*





# **GATEHOUSE**



**AWARDS**

---

[www.gatehouseawards.org](http://www.gatehouseawards.org)

[info@gatehouseawards.org](mailto:info@gatehouseawards.org)

+44 1924 694060

---