

Language  
Cert

Qualification Handbook  
Young Learners ESOL





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## About LanguageCert

**LanguageCert\*** is a business name of PeopleCert Qualifications Ltd, the latter being hereinafter referred to as LanguageCert.

Established in 2015, LanguageCert is a UK-registered awarding organisation, responsible for the development and awarding of language qualifications. It is part of PeopleCert Group, a leading global certification provider, which has delivered millions of exams in 160 countries.

LanguageCert develops its own language qualifications and partners with renowned organisations worldwide to offer high-quality language skills assessment and certification to the global language learning community. For the delivery of its own exams, as well as for examinations delivered in collaboration with its partners, LanguageCert deploys state-of-the-art, innovative and flexible exam administration technologies and systems developed by PeopleCert and tailor-made to each exam's specific requirements.

LanguageCert offers the following array of language qualifications:

### **LanguageCert ESOL**

LanguageCert has acquired all the intellectual property and related assessment materials from City & Guilds, one of the oldest and most prestigious English language awarding bodies in the UK. LanguageCert has developed these pre-existing English language qualifications and now offers **LanguageCert ESOL**, the next generation of English language qualifications. In developing and maintaining these qualifications, LanguageCert ensures that the highest quality standards are consistently met and that the examinations meet evolving customer needs and are consistent with up-to-date language learning and language teaching methodologies.

### **LanguageCert USAL esPro BULATS**

As of January 2017, Cursos Internacionales de la Universidad de Salamanca and LanguageCert have joined forces to deliver Professional Spanish language examinations worldwide. The two organisations have cooperated to continue offering the Spanish BULATS tests (Business Language Testing Service) under the new name **LanguageCert USAL esPro BULATS**. The tests continue to be developed by Cursos Internacionales de la Universidad de Salamanca, however they are administered by LanguageCert, in Paper and Computer-based versions.

### **LanguageCert Young Learners**

Acknowledging the pressure of the demanding testing experience that every child has to learn to cope with, LanguageCert has developed **LanguageCert Young Learners**, a stress-free English language qualification for young candidates that serves as a starting point for further progression to LanguageCert ESOL at a later stage.

### **LanguageCert Access Certificate in ELT**

During an era of constant professional and personal development, LanguageCert is developing **LanguageCert Access Certificate in ELT**, a qualification for professionals pre-existing in the field of education who want to progress their career in English language teaching. The qualification is based on pre-existing City & Guilds materials and will be available shortly.

\*LanguageCert is a business name of **PeopleCert Qualifications Ltd**, UK company number 962092

# 1. Overview of LanguageCert ESOL for Young Learners

## 1.1. About LanguageCert ESOL for Young Learners (LYL) examinations

The LanguageCert ESOL (English for Speakers of Other Languages) for Young Learners (LYL) exams comprise assessment solutions which are stimulating and inspiring for Young Learners aged 7-12, but do not compromise the accuracy and reliability of these LanguageCert qualifications. They have been designed with the intention to introduce Young Learners to testing and assessment in an enjoyable, motivating and appropriate manner.

LYL is offered at two levels of English language proficiency, A1 and A2, and can serve as a starting point for further progression to LanguageCert ESOL (Listening, Reading, Writing) and LanguageCert ESOL (Speaking) exams at a later stage.

The table below outlines the level names and full titles for LYL levels of the ESOL Qualifications (ESOL).

Level	Qualification Titles
LanguageCert Young Learners A1 Certificate in International ESOL	LanguageCert ESOL for Young Learners (Listening, Reading and Writing)
LanguageCert Young Learners A1 Certificate in International Spoken ESOL	LanguageCert ESOL for Young Learners (Speaking)
LanguageCert Young Learners A2 Certificate in International ESOL	LanguageCert ESOL for Young Learners (Listening, Reading and Writing)
LanguageCert Young Learners A2 Certificate in International Spoken ESOL	LanguageCert ESOL for Young Learners (Speaking)

It should be noted that the CEFR was developed with reference to adult learners (16+). However, the syllabus and test content of the LYL examinations approximate to the CEFR levels, especially in terms of language structure (grammar) and functions, and communicative skill development (see sections 1.2. and 1.5. for more information on this).

## 1.2. Who are LYL exams intended for?

Recognising the need for increasingly younger learners to become familiar with assessment processes and to participate in EL exams, LanguageCert developed a series of exams incorporating the appropriate aspects and elements.

To this extent, the syllabus and test content of the LYL examinations approximate to the CEFR levels in terms of language structure (grammar) and communicative skill development (see also section 1.5 for more information on this). As the CEFR was developed with explicit reference to adult learners (16+),

candidates and teachers should look to LanguageCert's general English suite for a direct reflection of and adherence to CEFR levels.

However, note that *we strongly encourage candidates younger than 11 to participate in the LYL exams* rather than the general English exams, since LYL exams are developed according to the developmental cognitive and emotional stages of children and younger teenagers and address issues relevant to the experience of young learners. Hence, task types, themes and topics, and functions of language assessed have been selected specifically with the Young Learner in mind leading to a test that is both level and age appropriate.

LYL exams are specifically intended for Young Learners who:

- are non-native speakers of English worldwide, aged between 7 and 12;
- learn English as part of their school curriculum;
- require certification of their command of the English language;
- require a series of graded examinations which provide steps in the ladder of English language proficiency;

The main goal of these exams is to assess the communicative English language skills of a Young Learner. All contexts and task types take into account the knowledge and interests specific to the age group 7-12.

### **1.3. Why take LYL exams?**

LYL exams use some of the most fun and effective techniques to evaluate young learners' abilities, progress and performance. Role-play and narratives are some of the most vital pedagogical devices for young learners, which according to Shaaban (2005) 'can be used to measure students' abilities in a variety of educational settings.'

Role-play, for instance, combines oral performance and interaction, a technique that 'makes children feel comfortable and motivated.'<sup>1</sup> LYL exams (Speaking) put such practices in use, where with the guidance of the interlocutor, the activity lends itself to cooperative learning and assessment procedure.

The assessment of written abilities in the LYL exams (Writing) is achieved through purposeful, authentic tasks, such as writing letters to friends, and writing and responding to invitations. Written narratives is a motivating and enjoyable story-telling technique, whereby young learners are given the chance to relate to personal experience or tell a story from a different perspective.

Other fun tasks used in the LYL exams (Listening, Reading), especially designed for young learners, are visual cues, simple fill-in, matching and multiple-choice techniques, all designed to guide the young learner to use the related vocabulary.

#### **Flexible Examination Dates**

Centres or LanguageCert regional offices are in control of scheduling the date and time of LYL examinations and can hold examinations whenever it is suitable for them and their customers.

#### **Integrity of total external assessment**

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<sup>1</sup> Shaaban, Kassim (2005). "Assessment of Young Learners". In English Teaching Forum, Vol.:43:1.

All exams are externally set and are assessed by a closed group of markers at LanguageCert, regularly standardised through training to ensure consistency and objectivity of assessment that is benchmarked against the CEFR.

### Flexibility of exam structure

Potential candidates may take LYL (Listening, Reading, Writing) exams and LYL (Speaking) exams separately, if they wish to, depending on the skills focused on during preparation and the type of qualification needed.

### Feedback reports

Unsuccessful candidates automatically receive a short feedback report designed to prepare them to retake an examination.

### International recognition

LanguageCert's International English Qualifications (IEQs) are quality English language exams recognised by employers, educational institutions and professional bodies worldwide for both academic progression and employment.

### Relevance

The tasks are sufficiently universal to suit all language learning styles and preparation methods.

Exam content authentically replicates real-life English in use. All efforts are made to minimise bias, including statistical analysis methods.

### Levels and duration of the exam

The levels chart below shows the levels of LanguageCert for Young Learners exams and the duration of each examination. Both A1 and A2 test Listening, Reading, Writing and Speaking. The written exam lasts for **2 hours** and tests Listening (20 minutes), Reading and Writing (1 hour and 40 minutes). The spoken exam lasts approximately **5 minutes**. The written and spoken exams can be taken independently at any point.

Examination	Duration	
A1 (Listening, Reading, Writing)	about 20 minutes for Listening	1 hour 40 minutes for Reading, Writing
A1 (Speaking)	about 5 minutes	
A2 (Listening, Reading, Writing)	about 20 minutes for Listening	1 hour 40 minutes for Reading, Writing
A2 (Speaking)	about 5 minutes	

## 1.4. LYL Qualifications

### On YL's Language Acquisition and the impact on test construct

It is important to recognise that Young Learners differ from older teenage or adult learners of English in certain ways, and the LYL examinations take this into account.

The LYL examinations at both levels aim to test learners' English language communicative abilities and their linguistic accuracy, while the task types and task contexts take into account the differences in conceptual development and world-experience, as compared to older learners.

Aspects of children's cognitive development that affect the design of language testing materials include the fact that younger children understand concrete rather than abstract concepts, have comparatively little world knowledge or experience and that they are still developing basic language skills in their own L1.

Such cognitive factors have significant implications for the design of tests for younger learners and these factors have been carefully considered by LanguageCert. For example, tasks in the tests avoid the abstract and relate as much as possible to aspects of life likely to be in the young child's direct experience. Young Learners also benefit from scaffolding – for example, using visuals and familiar contexts – and this is taken into account in the design of test materials.

There are also aspects of children's emotional development that affect the design of language testing materials. These include consideration that younger children benefit from supportive environment and that they have generally not chosen to learn a foreign language themselves – the motivation often comes from their parents. They also may feel uncomfortable when they have to deal with things that are unfamiliar.

The implications of the above factors for the LYL tests is that particular attention is paid to trying to provide motivating materials in the tests, for example texts which are of direct relevance to children. The materials are made as engaging and attractive as possible within the restrictions of a test environment. A clear purpose for carrying out a task and an engaging topic helps to motivate and encourage younger candidates. Suitable task types include matching, labelling and simple gap-fill activities with colourful visuals. Such appropriate tasks are found in the LYL tests.

It is also important for children to practice the exam tasks before the day of the test so they are familiar with the task types.

## 1.5. Alignment of LYL to other LanguageCert exams and the CEFR

The two levels of the LYL Examination are linked to those of LanguageCert and the Common European Framework of Reference for Languages<sup>1</sup> developed by the Council of Europe. The comparative levels chart below shows how the levels relate to each other.

As mentioned, the CEFR was developed for adult learners (16+). However, the syllabus and test content of the LYL examinations approximate to the CEFR levels, especially in terms of language structure (grammar) and functions, and communicative skill development. Other areas of language learning such as contexts of use and the development of a lexical resource will differ somewhat from adults to children. This is due to world knowledge and experience, conceptual development and areas of immediate concern and interest. For example, semantic fields and contexts relating to the workplace are more relevant to adults, while those relating to the classroom and school routines are more relevant to children.



## 1.6. Descriptions of competence at each level/ skill

LanguageCert qualification level	Descriptor
A1	<ul style="list-style-type: none"> <li>• Can understand and use everyday expressions and very simple phrases concerning school, hobbies, holidays, and appropriate social situations.</li> <li>• Can introduce themselves and others and can respond to simple questions and requests within areas of their experience.</li> <li>• Can ask and answer personal questions on topics such as age, family, home, friends and possessions.</li> <li>• Can listen to and interact in a simple way with other people.</li> <li>• Can read and understand short texts on familiar topics and obtain information from pictures, common signs and symbols.</li> <li>• Can write short simple phrases and sentences in texts, lists and messages.</li> </ul>
A2	<ul style="list-style-type: none"> <li>• Can understand a larger variety of simple sentences and frequently-used expressions concerning basic personal and family information, various school activities, hobbies, local geography, and appropriate social situations.</li> <li>• Can communicate in simple and routine tasks requiring a direct exchange of information, feelings and opinions on familiar and routine matters.</li> <li>• Can engage in conversation to establish shared understanding about familiar topics.</li> <li>• Can read, understand and obtain information from short messages, lists, postcards, signs and symbols (pictures, etc.).</li> <li>• Can respond to questions posed in letters, narrate a short story, and describe a picture.</li> </ul>

The LYL examinations consist of the **written** exam (Listening, Reading, Writing) and **spoken** exam (Speaking only), which can be taken separately. The **written** exam lasts for **2 hours** and tests listening (20 minutes), reading and writing skills (1 hour and 40 minutes). All task types have been selected to ensure communicative competence in real-world scenarios is being tested. All tasks have interactional authenticity. The following table indicates the skills, task objectives, task types, and the distribution of the marks awarded in the written exam.

Skill and Focus		Task	Format	Marks
Listening	Part 1	There are five questions. Students match what they hear with the options on the question paper. For example, they might hear a telephone number and have to choose the correct number from three. Each item is read twice.	Three-option multiple choice question for each utterance	5
	Part 2	Students listen twice to choose the best reply to five questions. Each item is read twice.	Three-option multiple choice question	5
	Part 3	Students listen to instructions and do what they are asked to do. They might, for example, have to correct information, draw something extra or fill in gaps. Instructions are heard twice and then again once only.	Information transfer	10
	Part 4	Students have to select information. Irrelevant information may contain language above the level of the exam. Students might have to complete notes. The recording is heard twice.	Selecting information	10
English Usage	English Usage	Students need to show knowledge of English structure in context by filling in 10 gaps at A1 level and 15 gaps at A2 level with suitable words. There are 15 words at A1 level and 20 at A2 level to choose from.	Modified Close	15
Reading	Reading 1	Students read 5 short texts with a phrase missing from each. Students select the best answer from three options.	Multiple choice to reconstruct a text	10
	Reading 2	Students have to read a text and respond to show they understand it. For example, they might have to label a map.	Provide information labelling	10
	Reading 3	Students read a longer text and fill in information on a notepad.	Information transfer	10
Reading & Writing	Reading & Writing	Students respond to a given topic, e.g. they might have to write a reply about themselves, daily life, people, where they live, what they do.	Responding to a text	10
Writing	Writing	Students need to compose a piece of writing. A choice of two topics is offered. The writing style is narrative and descriptive.	To produce a piece of coherent text	15

The **spoken** exam lasts for **5 minutes** and has four tasks. The table below indicates the skill tested, the type of discourse, the focus of the exam, as well as the raw marks.

Skill		Type of discourse	Purpose and Tasks	Marks
<b>Speaking</b>	<b>Part 1</b>	Giving personal information	To settle the candidate and elicit personal and everyday information. The interlocutor first asks the candidate's name and the spelling of their family name. The candidate then produces natural interactions relating to bio-data.	20
	<b>Part 2</b>	Communicating in everyday situations.	To test the candidate's use of functional language in a range of real-life situations. At both levels, the candidate chooses three situations from five and these dialogues will usually involve two exchanges with the interlocutor. The interlocutor guides the interaction and supports the candidate.	
	<b>Part 3</b>	Exchanging information to perform a task	To test the candidate's ability to use English to give and receive information in order to perform a communicative task. The task topics do not require the candidate to have specialist knowledge. The interlocutor and the candidate exchange questions to find out the missing information.	
	<b>Part 4</b>	Speaking about a selected topic	To test a candidate's ability to speak at greater length with minimal participation from the interlocutor. This part of the test gives the candidate the opportunity to demonstrate their range and fluency in English. The candidate brings an object of her or his choice to the exam room to talk about. (two minutes with prompting, if necessary, from the interlocutor.)	

**Note:** Marks are awarded across a range of criteria (see Section 3 for more information).

## 2. Syllabus

### 2.1. Introduction

The Syllabi show the standards which a learner must achieve to obtain a Young Learners A1 or Young Learners A2 certificate. For each level, the standards for Listening, Reading, Writing and Speaking must be read in conjunction with the sections showing the grammar tested at each level and the functions and topics used and tested at each level. These follow the set of standards for each level.

The standards set out in the following pages are cumulative. That is, an A2 candidate, for example, will be able to carry out the standards set out for A1 and A2.

## **2.2. LanguageCert Young Learners A1**

### **Listening**

The Young Learner will be able to:

- follow carefully and slowly articulated speech which contains long pauses and repetition to allow the child to process the information;
- follow short conversations in everyday situations on topics concerning self, family and immediate surroundings, and understand gist, context and the relationship between speakers;
- understand very simple questions, statements, accounts, narratives and single-step instructions spoken carefully and slowly;
- follow short, simple directions and explanations;
- identify the function of short utterances (see Grammar and Functions sections);
- extract key information from conversations to complete a simple task.

### **Phonological features**

The Young Learner will be able to:

- listen for phonological detail to distinguish between similar words.

### **Range**

The Young Learner will be able to:

- understand key grammatical forms used in very common everyday familiar contexts;
- recognise familiar words and very basic phrases concerning self, family and immediate concrete surroundings.

### **Understanding gist**

The Young Learner will be able to:

- understand the main ideas of short explanations and conversations;
- identify speakers, context and topic of short conversations.

### **Understanding detail**

The Young Learner will be able to:

- extract key words, numbers and spellings from short statements and explanations.

## Reading

The Young Learner will be able to:

- understand very short simple narratives and descriptions, single-step instructions, simple directions, and simple explanations a single phrase at a time, with time to re-read for confirmation and/or clarification;
- recognise the purposes of short texts where the purpose and intended audience is clear;
- locate specific information in short texts and understand viewpoints if made clearly and simply.

## Range

The Young Learner will be able to:

- understand very familiar names, words and phrases in simple common texts found in everyday life;
- understand isolated words, short simple phrases and understand grammatical structures that link clauses and help identify time reference;
- understand the meanings conveyed by capital letters and full stops in very simple sentences.

## Register

The Young Learner will be able to:

- understand simple social courtesies.

## Text structure

The Young Learner will be able to:

- understand the organisational, lexical and grammatical features of short simple texts;
- recognise different purposes of simple texts through layout conventions, common signs and symbols.

## Writing

The Young Learner will be able to:

- write to communicate simple information to a sympathetic reader;
- compose simple sentences to communicate ideas or basic information about a topic connected to personal information or knowledge;
- write a short letter, card, postcard and message using simple phrases and sentences to communicate ideas and basic information about themselves, where they live and what they do;
- write very simple descriptions, accounts and routines, single-step instructions and directions in familiar contexts;
- express likes, dislikes and preferences in relation to familiar topics;
- use punctuation and capital letters correctly to show beginnings and ends of sentences, proper nouns, personal pronoun 'I';
- spell correctly personal key words and familiar words;

- construct simple phrases and sentences using basic grammatical structures;
- use a basic range of vocabulary to deal with simple and familiar topics and tasks;
- write simple sentences on familiar topics;
- write a short sequence of simple sentences to form a basic message.

### **Speaking**

The Young Learner will be able to:

- interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech;
- initiate and respond to simple statements about personal details, in areas of immediate need or on very familiar topics;
- communicate in a very limited range of social situations using a basic range of functional language;
- exchange information to perform a task;
- describe and explain familiar topics and simple routines;
- give single-step instructions and directions in familiar contexts;
- ask and answer simple questions;
- produce simple phrases to express likes, dislikes and preferences in relation to familiar topics;
- contribute points to a discussion, provided the other speakers are co-operative.

### **Pronunciation**

The Young Learner will be able to:

- pronounce with sufficient clarity a limited repertoire of words and phrases so they can be understood by a sympathetic listener.

### **Accuracy**

The Young Learner will be able to:

- display a limited control of very basic grammatical structures.

### **Range**

The Young Learner will be able to:

- produce simple phrases and sentences to give basic information about and descriptions of familiar people and places, feelings and opinions.

### **Register**

The Young Learner will be able to:

- cope appropriately, with support from the other person, in a limited range of familiar social situations.

### **Fluency**

The Young Learner will be able to:

- manage the conventions of turn taking in very simple interactions;
- use a very limited range of connectors to link utterances.

The content of LanguageCert for Young Learners examinations is designed to appeal to the 7-12 age groups. The following list indicates the range of contexts likely to be used:

## LanguageCert Young Learners A1 – Topics

### **Personal Identification**

Name  
Address, E-mail Address  
Telephone, Fax Number  
Date and Place of Birth  
Age  
Origin  
Family  
Physical appearance  
First language

### **People**

Family  
Friends  
Teachers  
Classmates  
'Heroes'  
Behaviour

### **Language**

Spelling and the Alphabet

### **Daily life**

Free time and hobbies  
Sports and games  
Music  
School  
Likes and dislikes  
Animals and pets  
Pen friends  
Collecting  
Food  
Internet and Computer  
TV and Radio

### **Imaginative**

Monsters  
Robots  
Myths and legends  
Fables  
Science fiction

### **Weather**

Climate and Weather

### **Places**

Accommodation  
Home, rooms, furnishing  
School  
Town  
Favourite place

### **Special events**

Parties  
Festivals  
Outings, cinema, theatre  
Visits  
Holidays

### **Travel**

Public and private transport  
Luggage  
Holiday accommodation  
Signs and notices  
Travel documents



## LanguageCert Young Learners A1 – Functions

(see topics list for contexts)

### Personal environment

- asking for and giving personal information
- describing where one lives (accommodation, area, etc.)
- asking and answering questions for confirmation, information, identification
- describing familiar people, places and things
- correcting information
- explaining daily routines

### Expressing thoughts and feelings

- expressing agreement or disagreement
- stating knowledge or ignorance of something or someone
- stating and asking about ability or inability to do something
- seeking, granting or denying permission
- expressing wishes
- expressing a preference
- expressing likes and dislikes
- offering and accepting an apology

### Making things happen

- responding to a request
- requesting something or requesting someone to do something
- inviting someone to do something
- accepting or declining an offer or invitation
- giving single-step instructions
- counting and using numbers

### Social contact

- getting someone's attention
- greeting people and responding to greetings
- expressing thanks
- addressing somebody
- introducing oneself, family and close friends
- opening, closing a conversation
- indicating lack of understanding
- asking someone to clarify something
- asking for and giving the spelling and meaning of words
- asking for and telling people the time, day, date

## 2.3. LanguageCert Young Learners A2

### Listening

The Young Learner will be able to:

- understand speech which is clearly and slowly articulated;
- follow short conversations both formal and informal connected with education, work and social life understanding gist, context, feelings, opinions and relationships;
- understand simple questions, statements, narratives, directions, explanations and instructions;
- identify the function of short utterances (see Grammar and Functions sections);
- extract and reproduce key information from simple spoken messages and announcements.

### Phonological features

The Young Learner will be able to:

- recognise stress and intonation in simple and compound sentences.

### Range

The Young Learner will be able to:

- understand key grammatical forms used in common everyday contexts and situations;
- understand high frequency vocabulary and basic phrases relating to areas of immediate personal relevance in straightforward familiar formal and informal exchanges.

### Understanding gist

The Young Learner will be able to:

- understand the main ideas in short, clear, simple messages, presentations and announcements, explanations, narratives and instructions;
- identify topic, purpose, context, speakers, relationships and opinions from conversations.

### Understanding detail

The Young Learner will be able to:

- extract key words, phrases, numbers and spellings from announcements and messages.

### Reading

The Young Learner will be able to:

- understand short simple narratives and descriptions, straightforward instructions, directions and explanations on familiar topics;
- recognise the different purposes of text when purpose and intended audience is clear;

- locate specific predictable information in everyday short texts on familiar matters;
- understand the main ideas and gist of simple personal letters;
- understand letters on familiar topics;
- understand everyday signs found in familiar places.

## **Range**

The Young Learner will be able to:

- recognise high frequency words and words with common spelling patterns in everyday texts;
- understand punctuation and capitalisation used in simple and compound sentences.

## **Text structure**

The Young Learner will be able to:

- understand the organisational, lexical and grammatical features of short simple texts;
- understand a very limited range of cohesive devices;
- identify the different purposes of short straightforward texts through layout conventions, common signs, symbols.

## **Writing**

The Young Learner will be able to:

- compose simple texts using the appropriate format with some awareness of the intended audience;
- follow instructions to write a letter, message or note;
- write informally about family, living conditions, schooling, plans and arrangements, likes and dislikes and past activities;
- write short descriptions or narrate a simple story using simple and compound sentences;
- write a short sequence of simple explanations, instructions or directions;
- express simple opinions clearly;
- spell correctly the majority of words used for personal detail and familiar common words;
- write with reasonable accuracy short words appropriate to the level;
- use punctuation and capital letters correctly to show questions, commas in lists and proper nouns;
- construct simple and compound sentences using basic structures;
- use a limited range of vocabulary to deal with simple and familiar topics and tasks;
- link a short sequence of simple sentences using basic linking words.

## Speaking

The Young Learner will be able to:

- speak with reasonable ease in structured situations and short conversations on familiar topics, although from time to time will be asked to repeat or clarify;
- communicate personal information to give simple descriptions of family, other people, living or working conditions, habits and daily routines, education background and/or job;
- communicate in a limited number of social situations using a range of functional language;
- exchange information to perform a task;
- give simple directions, instructions and explanations;
- ask and answer questions;
- give a short description or tell a simple story using simple and compound sentences;
- express simple feelings and opinions and establish a shared understanding.

## Pronunciation

The Young Learner will be able to:

- pronounce the sounds of English sufficiently clearly to be generally understood.

## Accuracy

The Young Learner will be able to:

- display some control of basic grammatical structures.

## Range

The Young Learner will be able to:

- display an adequate range of vocabulary to communicate on familiar topics and perform simple tasks.

## Register

The Young Learner will be able to:

- adjust language to suit context in straightforward situations.

## Fluency

The Young Learner will be able to:

- manage the conventions of turn taking in short social exchanges, using simple techniques to start, maintain, and end a conversation;
- use a limited number of common discourse markers.

**LanguageCert Young Learners A2 – Topics**  
(in addition to those at A1 Level)

**Free time and Entertainment**

Leisure  
Interests  
TV, radio, computer, etc.  
Cinema, theatre  
Press and the internet  
Music  
Holidays

**Relations with other people**

Relationship  
Correspondence  
Behaviour  
Invitations  
Friends and family

**House, Home and Environment**

Accommodation  
Rooms  
Furniture and furnishing  
Region  
Flora and fauna

**Travel**

Public and private transport  
Holiday accommodation  
Directions  
Luggage  
Travel documents  
Signs and notices

**Shopping**

Shopping facilities  
Foodstuffs  
Clothes and fashion  
Household articles  
Prices

**Food and Drink**

Types of food and drink  
Eating and drinking out

**Services**

Post  
Banking  
Police  
Hospital  
Garage

**Measures & Shapes**

Numbers up to 100 and multiples of 100  
Telephone numbers  
Telephone process  
Height, length, weight  
Capacity  
Temperature  
Dates, times, days  
Shapes

**Education**

Schooling and subjects

### 2.3. LanguageCert Young Learners A2 – Functions

(See topics list for contexts)

#### Personal environment

- asking for and giving personal information
- describing where one lives (area, accommodation, etc.)
- asking and answering questions for confirmation, information, identification
- describing people, places and things
- correcting information
- explaining daily routines
- describing past events
- comparing things, people

#### Expressing thoughts and feelings

- expressing agreement or disagreement
- denying something
- expressing views and feelings with reasons
- stating and asking about knowledge or ignorance of something or someone
- stating and asking about ability or inability to do something
- stating and asking about certainty or uncertainty of something
- seeking, granting or denying permission
- expressing and asking about wishes and hopes
- expressing and asking about wants, desires, needs
- stating and asking about intention
- stating a preference
- expressing and asking about likes and dislikes, with reasons
- expressing and asking about (dis)pleasure, (un)happiness
- expressing gratitude
- offering and accepting an apology
- expressing approval or appreciation
- expressing regret

#### Making things happen

- responding to a request
- requesting something or requesting someone to do something
- inviting someone to do something
- accepting or declining an offer or invitation
- giving instructions
- giving advice
- warning others to be careful or to stop doing something
- offering and requesting assistance
- suggesting a course of action

#### Social contact

- getting someone's attention
- greeting people and responding to greetings
- expressing thanks
- addressing somebody
- introducing oneself, family and close friends
- opening, closing a conversation
- congratulating someone
- indicating lack of understanding
- asking someone to clarify or explain something
- asking someone to repeat all or part of something
- asking someone to speak more slowly
- asking for help in finding words or phrases
- asking for and giving the spelling and meaning of words
- counting and using numbers
- asking for and telling people the time, day, date
- interrupting politely
- summing up
- observing telephone conventions

## 2.4. Grammar – A1 and A2

Candidates may be exposed to the grammar required for the level above, but will not be tested on it.

	A1	A2
<b>Simple Sentences</b>	<ul style="list-style-type: none"> <li>word order in simple statements: subject-verb-object/ adverb/ adjective/ prepositional phrase</li> <li>word order in instructions</li> <li>word order in questions</li> <li><i>There is/ are</i> + noun</li> </ul>	<ul style="list-style-type: none"> <li><i>There was/ were</i></li> </ul>
<b>Compound Sentences</b>	<ul style="list-style-type: none"> <li>use of conjunctions <i>and/ but/ or</i></li> </ul>	<ul style="list-style-type: none"> <li>use of conjunctions <i>and/ but/ or</i></li> <li>word order</li> <li>subject-verb-(object)</li> <li>(+ <i>and/ but/ or</i>) + subject-verb-(object)</li> </ul>
<b>Complex Sentences</b>	<ul style="list-style-type: none"> <li>clauses of reason with <i>because</i></li> </ul>	<ul style="list-style-type: none"> <li>clauses of: time with <i>when, before, after</i></li> <li>reason <i>because</i>, result <i>so</i></li> <li>noun clause with <i>that</i></li> <li>relative clause with relative pronouns</li> </ul>

## Verb forms

	A1	A2
Verb forms	<p><b>Present reference:</b></p> <ul style="list-style-type: none"> <li>• simple present tense of <i>be/ have/ do</i> and common regular verbs</li> <li>• present continuous of common verbs</li> <li>• <i>Have got</i></li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>• Yes/no questions</li> <li>• Question words: <i>who/ what/ where/ when/ how much/ how many/ how old</i></li> <li>• Auxiliary 'do' for questions and negatives (positive questions only)</li> <li>• Short answers such as <i>yes he does, no I haven't</i></li> <li>• imperatives and negative imperatives</li> <li>• contracted forms appropriate to this level</li> <li>• <i>let's + infinitive</i> for suggestion</li> </ul>	<p><b>Present reference:</b></p> <ul style="list-style-type: none"> <li>• simple present with no time focus</li> <li>• present continuous to express continuity</li> </ul> <p><b>Past reference:</b></p> <ul style="list-style-type: none"> <li>• simple past tense of regular and common irregular verbs with time markers</li> <li>• past continuous</li> </ul> <p><b>Future reference:</b></p> <ul style="list-style-type: none"> <li>• NP + <i>be going to</i>, present continuous and time markers</li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>• limited range of common verbs</li> <li>• <i>-ing</i> form, such as <i>like, go</i></li> <li>• verb + to + infinitive such as <i>want, hope</i></li> <li>• very common phrasal verbs such as <i>get up, get off</i></li> <li>• questions such as <i>what time, how often, why, which</i></li> <li>• simple question tags using all the verb forms at this level</li> <li>• contracted forms appropriate to this level</li> </ul>



## Modals, nouns, pronouns, possessives, prepositions

	A1	A2
<b>Modals</b>	<p>Present reference:</p> <ul style="list-style-type: none"> <li>• <i>can, can't</i> (ability/ inability, permission) and <i>would like</i> (request)</li> </ul>	<p>Modals and forms with similar meaning:</p> <ul style="list-style-type: none"> <li>• <i>must</i> (obligation)</li> <li>• <i>mustn't</i> (prohibition)</li> <li>• <i>have to, had got to</i> (need)</li> <li>• <i>can, could</i> (requests)</li> <li>• <i>couldn't</i> (impossibility)</li> <li>• <i>may</i> (permission)</li> <li>• single modal adverbs: <i>possibly, probably, perhaps</i></li> </ul>
<b>Nouns</b>	<ul style="list-style-type: none"> <li>• regular and common irregular plural forms</li> <li>• very common uncountable nouns</li> <li>• cardinal numbers 1-31</li> </ul>	<ul style="list-style-type: none"> <li>• countable and uncountable nouns</li> <li>• simple noun phrases</li> <li>• cardinal numbers up to 100 and multiples of 100</li> </ul>
<b>Pronouns</b>	<ul style="list-style-type: none"> <li>• personal - subject</li> </ul>	<ul style="list-style-type: none"> <li>• object, reflexive</li> </ul>
<b>Possessives</b>	<ul style="list-style-type: none"> <li>• possessive adjectives such as <i>my, your, his, her, its, our, their</i></li> <li>• use of 's, s'</li> </ul>	<ul style="list-style-type: none"> <li>• possessive pronouns such as <i>mine, yours, whose</i></li> </ul>
<b>Prepositions and prepositional phrases</b>	<ul style="list-style-type: none"> <li>• common prepositions such as <i>at, in, on, under, next to, between, near, to, from</i></li> <li>• prepositional phrases of place, time and movement, such as <i>at home, on the left, on Monday, at six o'clock</i></li> </ul>	<ul style="list-style-type: none"> <li>• prepositions of place, time and movement, such as <i>before, after, towards, up, down, along, across, in front of, behind, opposite</i></li> <li>• prepositional phrases of place and time, such as <i>after dinner, before tea</i></li> </ul>

## Articles, determiners, adjectives, adverbs, intensifiers

	A1	A2
<b>Articles</b>	<ul style="list-style-type: none"> <li>Definite, indefinite</li> </ul>	<ul style="list-style-type: none"> <li>definite article</li> <li>zero article with uncountable nouns</li> <li>definite article with superlatives</li> </ul>
<b>Determiners</b>	<ul style="list-style-type: none"> <li>Quantity with <i>any, some, a lot of, many, much</i></li> </ul>	<ul style="list-style-type: none"> <li>Quantity with <i>all, none, not (any), enough, (a) few, (a) little, many, more, most, much, no</i></li> </ul>
<b>Adjectives</b>	<ul style="list-style-type: none"> <li>common adjectives in front of a noun</li> <li>demonstrative adjectives <i>this, that, these, those</i></li> <li>ordinal numbers 1-31</li> </ul>	<ul style="list-style-type: none"> <li>order of adjectives</li> <li>comparative, superlative, regular and common irregular forms</li> <li>use of <i>than</i></li> <li>ordinal numbers up to 100 and multiples of 100</li> </ul>
<b>Adverbs</b>	<ul style="list-style-type: none"> <li>simple adverbs of place, manner and time, such as <i>here, slowly, now</i></li> </ul>	<ul style="list-style-type: none"> <li>simple adverbs and adverbial phrases: sequencing, time and place, frequency, manner</li> <li>position of adverbs and word order of adverbial phrases</li> </ul>
<b>Intensifiers</b>	<ul style="list-style-type: none"> <li><i>very, really</i></li> </ul>	<ul style="list-style-type: none"> <li><i>quite, so, a bit</i></li> </ul>

## Punctuation and spelling

	A1	A2
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>use of capital letters and full stops</li> </ul>	<ul style="list-style-type: none"> <li>use of question marks, exclamation marks, use of commas in lists</li> </ul>
<b>Spelling</b>	<ul style="list-style-type: none"> <li>the correct spelling of personal keywords and familiar words</li> </ul>	<ul style="list-style-type: none"> <li>the correct spelling of most personal details and familiar common words</li> </ul>
<b>Discourse</b>	<ul style="list-style-type: none"> <li>sentence connectives: <i>then, next</i></li> </ul>	<ul style="list-style-type: none"> <li>adverbs to indicate sequence (<i>first, finally</i>)</li> <li>use of substitution (<i>I think so, I hope so</i>)</li> <li>markers to structure spoken discourse (<i>Right, well, OK</i>)</li> <li>use of <i>so</i></li> </ul>

### 3. Overview of Assessment

A qualification in English for learners aged 7 to 12, ESOL for Young Learners is a set of examinations using child-friendly topics, such as parties, school and pets, for example. The LanguageCert exams for Young Learners serve as a starting point for further progression to other LanguageCert exams at a later stage. All Writing and Speaking Examiners are approved by LanguageCert for Young Learners and undergo rigorous and frequent training and moderation, to ensure that grades are awarded strictly in accordance with LanguageCert examination requirements.

#### 3.1. Assessment of LYL exams

##### LanguageCert ESOL for Young Learners (Listening, Reading, Writing)

Both A1 and A2 follow the same grading format and make use of the same set of criteria for each section. The total mark is out of 100. To pass the exam and be awarded the grade designation **Well Done**, candidates must achieve at least 60 marks. **Amazing Work** is awarded if a candidate scores 75 out of 100 or more, while **Almost There** is awarded when the candidate scores less than 60 marks, i.e., between 0-59 marks. The following table outlines the test sections and maximum marks:

LYL skills		Maximum part marks	Maximum part marks	Total marks
Listening	Part 1	5	30	100
	Part 2	5		
	Part 3	10		
	Part 4	10		
English Usage		15	15	
Reading	Part 1	10	30	
	Part 2	10		
	Part 3	10		
Reading & Writing		10	10	
Writing		15	15	

Grades	Total marks
Amazing Work	75-100
Well Done	60-74
Almost There	0-59

##### Listening and Reading

- Raw Marks are awarded for the Listening and Reading Sections; the breakdown of these is shown for each level.
- The Listening and Reading questions are marked against paper-specific marking schemes.

## Writing

- Raw marks are awarded for the Writing tasks; the breakdown of these is shown for each level.
- The Writing tasks are marked against criteria based on the descriptors of the CEFR (see Section 3.2).
- The criteria that are relevant for Reading & Writing are: 1) Task Fulfilment, Communicative Competence and Interaction; 2) Lexical and Grammatical Accuracy;
- The relevant criteria for Writing are: 1) Task Fulfilment and Text Organisation, 2) Accuracy and Range of Grammar, and 3) Accuracy and Range of Vocabulary.

Criteria		Description
Reading & Writing	Lexical and Grammatical Accuracy	A general measure of appropriacy and accuracy of language usage
	Task Fulfilment and Communicative Competence and Interaction	A measure of how the candidate responds to task with appropriate style and content
Writing	Accuracy and Range of Grammar	A measure of the range, appropriacy and accuracy of grammar
	Accuracy and Range of Vocabulary	A measure of the range, accuracy and appropriacy of language usage
	Task Fulfilment and Text Organisation	A measure of how far the candidate has achieved/addressed the task and how coherently ideas are linked together

Depending on the requirements of each Writing task (i.e. Reading & Writing and Writing) the criteria used and maximum marks awarded are as in the two tables below.

Skill	Criteria	Marks	Total
Reading & Writing	Task Fulfilment, Communicative Competence and Interaction	0-5	10
	Lexical and Grammatical Accuracy	0-5	
Writing	Task Fulfilment and Text Organisation	0-5	15
	Accuracy and Range of Grammar	0-5	
	Accuracy and Range of Vocabulary	0-5	

The two tables that follow provide a description of how the marks are assigned for each level, A1 and A2. The criteria Task Fulfilment, Communicative Competence and Interaction (Reading & Writing) and Task Fulfilment and Text Organisation (Writing) are categorised together, and so are the Accuracy and Range criteria, i.e., Lexical and Grammatical Accuracy (Reading and Writing) and Accuracy and Range of Grammar and Vocabulary (Writing):

### A1– Reading and Writing & Writing:

Bands	Task Fulfilment and Text Organisation/ Communicative Competence & Interaction	Accuracy and Range	
		Grammar	Vocabulary
<b>Band 1:</b> <b>0-1 marks</b> <b>(poor control)</b>	Fails to meet all/ almost all A1 task requirements. There is no/ very little evidence of organisation and/ or very little/ no communicative response.	Range of A1 structures absent/ barely evident to deal with tasks. Errors prevent the message from being communicated.	Insufficient range of A1 vocabulary to deal with tasks. Due to impeding errors, the message is lost.
<b>Band 2:</b> <b>2-3 marks</b> <b>(limited/ barely sufficient control)</b>	Copes with some of the A1 tasks in a real-life situation. Interacts in a very simple way, e.g. asking and answering basic questions. AND Links words or groups of words with very basic connectors (and, then).	A limited/ quite basic repertoire of simple phrases, structures, and sentence patterns. Frequent errors may impede communication.	Limited control of very basic A1 words and simple phrases, related only to personal details and some concrete situations. Frequent errors may impede communication.
<b>Band 3:</b> <b>4-5 marks</b> <b>(sufficient control)</b>	Manages the A1 tasks effectively. Interacts with a very limited degree of independence, not relying entirely on a given repertoire of phrases. Provides very limited expansion to topic. AND Links words and groups of words with some very basic connectors.	Sufficient range and control of very basic, A1 grammatical structures. Errors occur but the message is communicated.	Sufficient range of very basic A1 vocabulary. Errors occur but the message is communicated.

### A2 – Reading and Writing & Writing:

Bands	Task Fulfilment and Text Organisation/ Communicative Competence & Interaction	Accuracy and Range	
		Grammar	Vocabulary
<b>Band 1:</b> <b>0-1 marks</b> <b>(poor control)</b>	Fails to meet all/ most of the A2 task requirements. There is no/ little evidence of organisation and/ or little or no communicative response.	Range of A2 structures clearly too limited to deal with all/ most of the tasks. Frequent and impeding errors prevent the message from being communicated.	Range of A2 vocabulary too limited to deal with the tasks. Due to the many errors, the message is lost.
<b>Band 2:</b> <b>2-3 marks</b> <b>(limited/ barely sufficient control)</b>	Copes with some or most of the A2 tasks in a real-life situation. Interacts in a simple way, e.g. asking and answering questions. AND Links words or groups of words or sentences with few basic connectors.	Limited/ Barely sufficient control of basic, A2 grammatical structures and more complex sentence patterns. A basic repertoire of simple phrases. Errors occasionally impede communication.	Limited control of basic A2 words and simple phrases, related to personal details and a few more concrete situations. Errors occasionally impede communication.
<b>Band 3:</b> <b>4-5 marks</b> <b>(sufficient control)</b>	Manages the A2 tasks effectively. Interacts with a limited degree of independence, relying partially on a given repertoire of phrases. Provides some limited expansion to topic. AND Links words and groups of words with some basic connectors.	Sufficient range and control of basic but also a bit more complex A2 grammatical structures. Errors occur but the message is communicated.	Sufficient range of A2 vocabulary. Errors occur but the message is communicated.

For clarification on which criteria are used for each Writing task (i.e. Reading & Writing and Writing) and maximum marks awarded for these are, please refer to the previous page.

### LanguageCert ESOL for Young Learners (Speaking)

The maximum available raw marks awarded are out of 20 for both the A1 and A2 test. There are four parts which are marked against four criteria aligned to the descriptors of the CEFR. These criteria are: Task Fulfilment and Coherence, Accuracy and Range of Grammar, Accuracy and range of Vocabulary and Pronunciation, Intonation and Fluency. Their description is provided in the following table:

Criteria	Description
<b>Task Fulfilment and Coherence</b>	The ability to engage in effective communicative exchanges and connect utterances.
<b>Accuracy and Range of Grammar</b>	The ability to vary and demonstrate control of grammatical structures as appropriate to the task.
<b>Accuracy and Range of Vocabulary</b>	The ability to vary and demonstrate control of lexis and register as appropriate to the task.
<b>Pronunciation, Intonation and Fluency</b>	The ability to produce the sounds of English in order to be understood with appropriate stress and intonation and maintain the flow of speech.

Each of the criteria are marked from 0-5 points each, and apply to all four parts of the test equally. The overall grade designations are again: **Amazing Work** for a perfect or nearly perfect score (between 17-20 marks), **Well Done** (between 12-16 marks) for an average or above average score, while **Almost There** (between 0-9 marks) is awarded for scores below average. The tables below illustrate the total marks required to attain each grade, and give detailed marking criteria:

Skill	Criteria	Marks	Total
<b>Speaking (4 parts)</b>	Task Fulfilment and Coherence	0-5	20
	Accuracy and Range of Grammar	0-5	
	Accuracy and Range of Vocabulary	0-5	
	Pronunciation, Intonation and Fluency	0-5	

Grades	Total marks
Amazing Work	17-20
Well Done	12-16
Almost There	0-11

## A1– Speaking:

Bands	Task Fulfilment and Coherence	Accuracy and Range of Grammar	Accuracy and Range of Vocabulary	Pronunciation, Intonation and Fluency
<b>Band 1:</b> <b>0-1 marks (poor control)</b>	Fails to meet all/ almost all the A1 task requirements. Lack of coherence impedes communication, even with undue effort on the part of the listener, the message is lost.	Inadequate range of grammatical structures to deal with all/ most of the tasks. Frequent and impeding errors prevent the message from being communicated.	Range of A1 vocabulary too limited. Due to plethora of errors, the message is lost.	Poor articulation and/ or inaccurate sounds heavily impede communication, obscuring the message.
<b>Band 2:</b> <b>2-3 marks (limited/ barely sufficient control)</b>	Copes with some or most of the A1 tasks in a real-life situation with a sympathetic listener. Interacts in a quite simple way, e.g. asking and answering questions about basic personal details, provided the interlocutor is co-operative. AND links words or groups of words with very basic connectors.	Limited/barely sufficient control of a few very basic grammatical structures and sentence patterns. Only a basic repertoire of simple phrases.  Errors occasionally impede communication.	Limited control of very basic words and simple phrases, related only to personal details and some concrete situations.  Errors occasionally impede communication.	Pronunciation can be understood with some effort AND Very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions to articulate less familiar words and to repair communication.
<b>Band 3:</b> <b>4-5 marks (sufficient control)</b>	Manages the A1 tasks effectively. Interacts with a limited degree of independence, not relying entirely on a rehearsed repertoire of phrases. Provides some limited expansion to predictable questions. AND Links words and groups of words with some very basic connectors.	Sufficient range and control of very basic, grammatical structures.  Errors occur but the message is communicated.	Sufficient range of very basic A1 vocabulary.  Errors occur but the message is communicated.	Pronunciation sufficiently clear to be understood by a sympathetic listener. AND Able to keep going for short periods of time without a great deal of help and without very long periods of hesitation between utterances.

## A2 – Speaking:

Bands	Task Fulfilment and Coherence	Accuracy and Range of Grammar	Accuracy and Range of Vocabulary	Pronunciation, Intonation and Fluency
<b>Band 1:</b> <b>0-1 marks</b> <b>(poor control)</b>	Fails to meet all/ most of the A2 task requirements. Even with undue effort on the part of the listener, the message is lost.	Range of structures clearly too limited to deal with all/most of the A2 tasks. Frequent and impeding errors prevent the message from being communicated.	Range of vocabulary too limited to deal with the A2 tasks. Due to high error frequency, the message is lost.	Poor articulation and/or inaccurate sounds frequently impede communication, obscuring most of the message.
<b>Band 2:</b> <b>2-3 marks</b> <b>(limited/ barely sufficient control)</b>	Copes with some or most of the A2 tasks in a real-life situation with a sympathetic listener. Interacts in a simple way, e.g. asking and answering questions about basic personal details, provided the interlocutor is co-operative. AND Links words or groups of words with few basic connectors.	Limited/barely sufficient control of simple and/or more complex grammatical structures and sentence patterns. A basic repertoire of simple phrases.  Errors occasionally impede communication.	Limited control of A2 basic words and simple phrases, related to personal details and some concrete situations.  Errors occasionally impede communication.	Pronunciation can be understood with some effort AND Very short, isolated, mainly pre-packaged utterances, with frequent pausing to search for expressions to articulate less familiar words and to repair communication.
<b>Band 3:</b> <b>4-5 marks</b> <b>(sufficient control)</b>	Manages the A2 tasks effectively. Interacts with a limited degree of independence, relying only in part on a rehearsed repertoire of phrases. Provides some less limited expansion to predictable questions. AND Links words and more complex groups of words with a few basic connectors.	Sufficient range and control of basic and a few more complex grammatical structures and sentence patterns.  Errors may occur but the message is communicated.	Sufficient range of A2 vocabulary.  Errors may occur but the message is communicated.	Pronunciation quite clear to be understood easier by a sympathetic listener. AND Able to keep going for short periods of time without a great deal of help and without long periods of hesitation between utterances.

While the spoken interview is conducted by the Interlocutor, the assessment of the candidate is undertaken by Marking Examiners, who listen to the recording and mark the candidate based on a set of pre-defined criteria and descriptors of performance for each level.

The Interlocutor's function is to manage the interaction and elicit as good and extensive a sample of spoken language as possible from the candidate. To this end, during the test the Interlocutor follows a script provided by LanguageCert, known as the Interlocutor Framework. The LYL ESOL examination (Speaking) is a structured interview between an Interlocutor (who is not a marking examiner) and a candidate, which is recorded and assessed at a later stage by trained markers using a given set of marking criteria.



### 3.2. CEFR descriptors

CEFR descriptors A1	
<b>Overall Oral production</b>	Can produce simple mainly isolated phrases about people and places.
<b>Accuracy</b>	Shows only limited control of a few simple grammatical structures and sentence patterns in a memorised repertoire.
<b>Range</b>	Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations.
<b>Phonology</b>	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.
<b>Fluency</b>	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words and to repair communication.
<b>Interaction</b>	Can ask and answer questions about personal details. Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair.
<b>Coherence</b>	Can link words or groups of words with very basic linear connectors like 'and' or 'then'.

CEFR descriptors A2	
<b>Overall Oral production</b>	Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.
<b>Accuracy</b>	Uses some simple structures correctly, but still systematically makes basic mistakes.
<b>Range</b>	Uses basic sentence patterns with memorised phrases, groups of a few words and formulae in order to communicate limited information in simple everyday situations.
<b>Phonology</b>	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.
<b>Fluency</b>	Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident.
<b>Interaction</b>	Can answer questions and respond to simple statements. Can indicate when he/she is following but is rarely able to understand enough to keep conversation going of his/her own accord.
<b>Coherence</b>	Can link groups of words with simple connectors like 'and', 'but' and 'because'.

### 3.3. Performance Report

Candidates who score less than 50% are advised of their performance by the following codes:

PERFORMANCE CODES		
LA	Listening: Pass	LA
LB	Listening: Standard not met	LB
EA	English Usage: Pass	EA
EB	English Usage: Standard not met	EB
RA	Reading: Pass	RA
RB	Reading: Standard not met	RB
RWA	Reading & Writing: Pass	RWA
RWB	Reading & Writing: Standard not met	RWB
WA	Writing: Pass	WA
WGB	Writing – Grammar: Standard not met	WGB
WTB	Writing – Task Fulfilment: Standard not met	WTB
WVB	Writing – Vocabulary: Standard not met	WVB
WSB	Writing – Structure: Standard not met	WSB
SA	Speaking: Pass	SA
SGB	Speaking – Grammar: Standard not met	SGB
STB	Speaking – Task Fulfilment: Standard not met	STB
SVB	Speaking – Vocabulary: Standard not met	SVB
SPB	Speaking – Pronunciation: Standard not met	SPB

The performance report is helpful in deciding how much further practice is required by unsuccessful candidates before retaking the examination and which skills require particular attention. Performance codes are detailed on the results slip of an unsuccessful candidate and on the results summary which is sent to centres and lists candidates' results.

## 4. Useful Information

### 4.1. Information for Centres

#### Operating procedures – general requirements

All centres offering the LanguageCert Young Learners Qualifications need to have:

- appropriately qualified staff to facilitate the written and spoken performance of the candidate;
- an examination room and an invigilator for the written exam, and an examination room and preparation room and an interlocutor for the spoken exam; Centres should use rooms that are close together and are not affected by noise.
- The examination rooms must have a notice, such as ***Exam in Progress***, on the examination room door for both written and spoken exams.

#### LYL Exams (Speaking)

- the examination room must have a table for the examination materials, two chairs, a sound recorder and a power point.
- It is the responsibility of the centre to provide the best possible conditions for recording. We recommend that centres check the reliability of the sound recording equipment and the audibility prior to starting the examination.

**Please note:** It is important to ensure that there is no background noise affecting the sound recording and that the candidate and interlocutor voices are easily heard on the recording. Otherwise, a poor-quality recording may impact on the assessment of the candidate's performance.

For the examination:

- centres should check the recording equipment in the examination room by making a sample recording to assess the acoustic quality of the room and the quality of the recording.
- The microphone should be directed more towards the candidate but it must be ensured that the interlocutor is also clearly recorded. If possible, centres should use separate microphones for candidate and interlocutor, as this will produce a much clearer recording. If possible, use new recording materials rather than re-using old ones and have a second sound recorder and spare media (CDs, etc.) available in case of problems.
- The examination material should be handed to the interlocutor in the examination room by the examination secretary one hour before the beginning of the examination.

#### Interlocutor

- The interlocutor is a certified, suitably qualified and experienced teacher of English and may be the candidate's own teacher of English.
- The examination cannot be administered without preparation and the interlocutor must be familiar with the content and format of the examination well before the actual examination session.

- The interlocutor must have the examination material one hour before the exam. This time must be used for becoming familiar with the content of the examination and making sure the technological equipment is working properly, that there is a sufficient supply of recording media and a spare sound recorder in case of a break-down. Candidates must be recorded in the same order as they appear on the attendance register / candidate result entry form.

## **LYL Exams (Listening, Reading, Writing)**

### **Invigilator**

Centres will be expected to provide invigilators for the examination process. The invigilator will be responsible for the conduct and integrity of the examination. The person(s) undertaking this role will need to:

- be familiar with the content of the exam;
- accurately observe the time allotted for the examination;
- read out the 'rules to candidates' prior to commencement of the examination;
- ensure that all examination scripts are collected immediately after the examination and handed to the person responsible for despatching them;
- ensure compliance with all other regulations relating to the examination.

Invigilators ideally will not be involved in training the candidates. However, where this is unavoidable, the trainer will not be allowed to be the only invigilator involved for that examination.

### **Conduct and supervision of the examinations**

Centres must ensure the following:

1. Any information charts in rooms where assessments take place should be removed or covered if they would give help to candidates taking the assessments.
2. Once papers have been handed in, they shall not be returned to the candidate.
3. Centres must provide levels of invigilation to ensure that candidates work unaided for the duration of the examination.
4. Candidates will not be permitted to remove question papers from the location in which the assessment is taking place, or to retain question papers.

Where, in the opinion of the invigilator, any candidate engages in any conduct during an examination that is deemed to have given him/her an unfair advantage, the candidate will be required to take an alternative paper.

#### **4.2. Information for Teachers and Candidates**

Our LYL website (<http://www.languagecert.org/en/Pages/LanguageCert-Home.aspx>) provides free preparation material for teachers and candidates preparing for our exams. This includes:

- Guides and handbooks;
- Sample papers;
- Detailed information – format, timing, number of questions, task, types, mark scheme of each paper;

## **Advice for developing candidates' skills and preparing them for the exam**

To prepare for the exam, it is very helpful to become familiar with the different types of tasks. It is also important to practise doing a test within the time limit. Candidates can practise doing a Written and Speaking test and compare their answers to the sample answers. It is quite useful for candidates to become aware of their English abilities.

Apart from coursebooks, candidates can additionally prepare for LYL exams by paying special attention to:

- notes and text messages from friends;
- posts that people write on social media websites;
- signs and notices;
- information leaflets;
- advertisements on all media;

For candidates who would like to improve their writing skills, it is important for them to practice:

- writing/ responding to short messages or emails;
- describing, inviting, reminding, suggesting and thanking;
- writing a message within the word limit so that candidates become aware what that amount of text looks like;
- looking at model answers in coursebooks to see what is expected at A1 or A2 level;
- writing with the same time limit as in the exam;

To enrich vocabulary and grammar structures, candidates can:

- keep a vocabulary notebook with new words and phrases from past papers and coursebooks;
- practise spelling by writing the words again and again;
- learn the different forms of common irregular verbs;
- try to use a monolingual dictionary as this will help increase their vocabulary and learn how words are used;
- become familiar with vocabulary about many different topics. With the help of their teacher they can prepare topics that could appear in the exam.
- read lots of texts that will help them understand how grammar and vocabulary are used within written text.

To improve listening skills, it is important for candidates to:

- try listening to people speaking (e.g. website videos, TV shows and documentaries on English TV channels);

To develop speaking skills further, candidates can:

- take every opportunity to speak English to talk about different topics with different people;
- make sure they are familiar with the topics that could come up in the Speaking test and the assessment criteria for the LYL exam (Speaking). For example, it is a good idea to practise talking about a picture for a minute so candidates can get an idea of how long that is and the kinds of things they can say to keep talking.

## **Advice for the exam**

Candidates will need to take to the examination room:

- an official document with their photo (student ID card/ID card/Passport);
- pens; water;
- optionally, an English-English basic Dictionary;

## **Exam regulations**

Candidates are expected to:

- arrive on time; latecomers cannot enter the examination room;
- switch off their mobile phone and/ or leave it outside the examination room.

Candidates are not allowed to:

- look at anybody's test or talk to anybody during the exam;
- disturb others by making any noise.

## **Instructions for Candidates**

- Write your name in CAPITAL LETTERS on the question paper.
- ALL OF THE QUESTIONS SHOULD BE READ CAREFULLY.
- If you don't understand something, check it in your dictionary (please note that the use of dictionaries is not mandatory).
- If you are not sure about the spelling of a word, check it in your dictionary (please note that the use of dictionaries is not mandatory).
- CHECK YOUR WORK CAREFULLY.
- You have plenty of time to go through your answers time and time again.
- Attempt all the questions. Guess if you are not sure of the answer.
- If you have time, read your written work more than once to spot mistakes.
- Your corrections must be clear.
- Write as many words as indicated, e.g. Use one to three words for each note.
- Do not worry. If you do, drink something or take some deep breaths.
- Trust yourself and your own knowledge.

## **Listening**

- Read the questions and study the examples carefully.
- You can take notes and write your answers later if you are not sure about an answer.
- When the Invigilator is silent, study the example and check your answers.

## **English Usage**

- Fill in the easy gaps first, then try the ones you find more difficult.
- Read the text many times to make sure that you used the right words to fill the gaps.
- Trust your instinct – does your answer sound right?

### Reading One

- Look for clues in the meaning of the whole text, punctuation, grammar, vocabulary and layout.

### Reading Two

- Check unknown words in your dictionary. Here it is good to understand as much as possible (please note that the use of dictionaries is not mandatory).
- Be careful. You will read the same word in more than one sentence. You can give the right answer if you understand the whole sentence not only words.

### Reading Three

- Here you do not have to understand everything.
- Read the questions carefully and simply pick the answers to the questions.

### Reading & Writing

- Make sure you understand the Reading part well.
- There may be several parts to the answers, make sure that you answer all of them.
- If you have to reply to a letter, you should use a letter format.

### Writing

- You have a choice of two topics. Choose the one you can complete more easily.
- Write as many words or sentences as are asked.
- Think about what tense, format and structure you should use.
- Read the whole test over once you have finished to spot mistakes.

### Speaking

- An usher will take you into the test and will introduce you to the examiner.
- Remember to say *Hello* and tell them your name when asked. Remember to say *Thank you* and *Goodbye* at the end of the test as well.
- The examiner will give you marks for understanding what they say and for answering their questions correctly using the correct grammar, vocabulary and pronunciation.
- Listen carefully to what the examiner asks you to do or say. If you don't understand, then say *I'm sorry, I don't understand. Can you say that again, please?*
- Don't rush – take your time to answer the questions fully.
- If you get stuck, the examiner will help you by prompting with a question. Listen carefully and pay attention to what the examiner asks you to do or say.
- Take plenty of time and ask the examiner to repeat an instruction if you don't understand.
- Make sure you know the vocabulary, grammar and structures in the syllabus.

## 5. Access Arrangements

### 5.1. Types of Access Arrangements

Access arrangements are reasonable adjustments and a reasonable adjustment must be applied for using the LanguageCert Reasonable Adjustment and Special Considerations Policy.

Access arrangements allow candidates with learning difficulties, disabilities or temporary injuries to show what they know and can do without changing the demands of the assessment. Examples include: a reader to read the questions and a scribe to write the answers.

Access arrangements are agreed before an examination. For some arrangements, including readers and scribes, centres must apply to LanguageCert for permission before the examination.

For information on arrangements not listed here, please contact LanguageCert.

The English for Speakers of Other Languages (ESOL) examination assesses the candidate's ability to listen, read, and write in English. As a result, some access arrangements cannot be permitted. Examples are given in the table below.

Access Arrangement	Definition	Listening	Reading	Writing
Extra Time		Yes	Yes	Yes
Reader	Someone who reads the questions to the candidate	Yes	No	Yes
Scribe	Someone who writes down the candidate's dictated answers	Yes	Yes	No
Braille or Modified question papers	A range of formats are available, including large print	Yes	Yes	Yes
Practical Assistant	Someone who helps with practical tasks not related to the test	Yes	Yes	Yes
Supervised rest breaks	The candidate must remain under exam conditions	Yes	Yes	Yes
Sign Language Interpreter	To sign the questions	Signing for the recording is not permitted	No	Yes
Transcript	Where the candidate's handwriting is illegible	Yes	Yes	Yes
Live speaker	A transcript of the recording can be requested	Yes	N/A	N/A
Word processor	Computer or similar device to record answers	Yes	Yes	Yes

### Exemptions

Exemptions can only be considered as a last resort. For more information, please contact LanguageCert.



## 6. LanguageCert Contact information

### 6.1. Contact us

Please contact LanguageCert for all administration enquiries relating to the conduct of LanguageCert for Young Learners, such as:

- copies of the regulations
- details of the entry procedure
- exam dates
- current fees

#### Contact details:

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

For guidance, timetables and forms visit our pages at:

<http://www.languagecert.org/en/Pages/LanguageCert-Home.aspx>

<https://www.facebook.com/LanguageCert.org/>